

# Teaching and Learning Policy

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# Purpose of the policy

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This policy reflects the aims, vision and values of Eaton House The Manor Pre-Prep. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

## **Our Aims – our purpose and primary objectives**

- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people.
- To nurture each child's gifts and talents, enabling them to access a wide range of future opportunities.
- To care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals.
- To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks.
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

## **Our Vision – our aspiration for success and the future**

Laying the foundation for today's children to be successful adults of tomorrow, who contribute purposefully to society and the world around them.

## **Our Values – how we deliver our aims and vision**

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and bounce back

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment;
- Provide clear information to parents and carers about how their sons will be taught.

# Our 'High-Five' Curriculum

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The vision of Eaton House Schools is to provide aspiration for success and the future, laying the foundation for today's children to be successful adults of tomorrow, who contribute purposefully to society and the world around them.

Through our curriculum offer, we provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develops knowledgeable and reflective young people.

The Eaton House Values, how we deliver our aims and vision, are:

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and bounce back

The Eaton House Values feature in every subject as prompts to facilitate metacognitive thinking.

# Teaching and Learning Intent

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At Eaton House The Manor Pre-Prep, we support the concept of lifelong learning and the idea that both children and adults may learn new concepts every day. The school views learning as a rewarding and an enjoyable experience for every pupil, and it should be engaging and motivating. Effective teaching equips pupils with the skills, knowledge and understanding necessary to be able to make informed choices in a rapidly changing and diverse society.

This policy has been written with due regard to the following paragraphs of The Education (Independent School Standards) Regulations 2014, Part I:

- a) Teaching and learning at Eaton House The Manor Pre-Prep enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- b) Teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- c) Teaching involves well planned lessons and effective teaching methods, activities and management of class time,
- d) Planning shows a good understanding of the aptitudes, needs and prior attainments of the pupils.
- e) Teaching demonstrates good knowledge and understanding of the subject matter being taught.
- f) Effective classroom resources of a good quality, quantity and range are utilised.
- g) A framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- h) Effective strategies for managing behaviour and encouraging pupils to act responsibly are used.
- i) Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are not undermined.
- j) Pupils with protected characteristics are treated equally, with due regard for the Equality Act 2010.

# Aims and outcomes

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We believe that children learn in a variety of ways. At Eaton House The Manor Pre-Prep, we provide a rich and varied learning environment that allows all boys to learn and develop their skills and abilities to their full potential.

The school seeks to ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy learning and being challenged appropriately, knowing they will be supported to succeed.

Through our teaching we aim for the following outcomes:

- Facilitate the acquisition of knowledge and skills and enable boys to become confident, resourceful, enquiring and independent learners;
- provide boys with the skills, knowledge and understanding necessary to make a confident start in the Prep School;
- foster boys' self-esteem, and help them to build positive relationships with other people, and the ability to value each person's own worth in a caring, secure environment;
- develop boys' self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable boys to understand their community, and help them feel valued as part of it;
- help boys grow into independent, positive and reliable adults, and provide experiences to equip pupils to be confident and responsible members of society;
- delivery a broad and balanced curriculum including extra-curricular activities;
- Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning;
- Develop social awareness, group responsibility and empathy through the social context of learning;
- Develop boys' imagination and creativity by offering a wide range of experiences;
- Develop positive relationships between home, school and the community.

# Aims and outcomes (cntd)

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All staff work towards these aims by:

- planning a challenging and stimulating programme of study designed to enable all pupils to reach the highest standards of personal achievement;
- recognising and planning for the needs of individual pupils;
- showing enthusiasm and enjoyment;
- ensuring that learning is progressive and continuous;
- using assessment to inform planning;
- having high but realistic expectations;
- ensuring their own subject knowledge is accurate and sound;
- being good role models: punctual, well prepared and organised;
- maintaining an up-to-date knowledge of the curriculum and assessment processes;
- having a positive attitude to change and the development of their own expertise through INSET and school-based experience;
- working collaboratively with a shared philosophy and commonality of practice.

# Effective teaching and learning

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Teachers respect the fact that children learn in a variety of ways, and respond best to different types of input (visual, auditory and kinaesthetic). They deliver teaching in different ways to respect the needs of all our learners and it is taken into consideration when lessons are planned. Teachers offer opportunities for pupils to learn in different ways, including:

- investigation and problem-solving;
- research and discovery;
- independent work, paired work, group work, whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to visual or audio material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity.

Effective learning can be observed in pupils who:

- know they have succeeded;
- feel they can do more;
- can explain what they have learnt;
- can apply learning to other situations;
- can teach it to someone else;
- feel good about themselves;
- enjoy their lessons.

Teachers encourage boys to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn: what helps them learn, and what makes it difficult for them to learn.

When teaching, teachers focus on motivating pupils and consolidating their skills, knowledge and understanding. Teachers make a particular effort to establish good working relationships with all the boys in the class. They are expected to treat the boys with kindness and respect and to promote positive attitudes and behaviour.

# Curriculum

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See the Curriculum Policy.

The Curriculum Policy sets out the aims and objectives of the school curriculum. Schemes of Work and medium term plans provide details of what is to be taught to each year group.

# Planning

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When planning learning experiences, teachers focus on motivating all pupils, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Lessons should be planned:

- to allow opportunities for the pupils to build up their own understanding through the various activities described above;
- to explain the learning objectives, success criteria and why the lesson is important;
- to connect learning with previous and subsequent learning;
- to give learners the 'big picture' of the whole lesson;
- to present information in a range of styles;
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

We plan our lessons with clear learning objectives. We take these objectives from the national curriculum for English and mathematics, adding to them, where necessary in order to prepare the boys for their transition to the Prep school. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the boys' work. We evaluate all lessons and pupil progress in all lessons, to inform future teaching.

# Assessment and recording

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Teachers make ongoing assessments of each pupil's progress, and they use this information when planning learning. It enables them to take into account the abilities of all boys. Our prime focus is to develop further the knowledge and skills of all our boys. We strive to ensure that all tasks set are appropriate to each child's level of ability.

Please see the Marking and Feedback Policy and the Assessment, Recording and Reporting Policy.

# Resources

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All teachers use a variety of high-quality and motivating resources in their lessons. These include a variety of concrete, text and interactive materials that provide the pupils with a wide range of learning experiences during each lesson. Year Coordinators receive an annual budget for the purchase of texts, posters, field trips etc. Any larger 'one-off' items may be requested from the Head.

Teaching staff are expected to familiarise themselves with the resources available in order to ensure teaching is as effective as possible.

The following resources exist to support and enhance teaching and learning at Eaton House The Manor Pre-Prep:

- A computer room equipped with desktop computers; interactive whiteboards; tablets and laptops;
- A school library; theatre, gym and sports hall;
- Subscriptions to online resources;
- Organisations of interest in local community.

# The teaching and learning environment

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All areas and resources of the school including the classrooms should be clearly labelled. The school expects learning to occur in an environment that is:

- welcoming and inclusive;
- challenging and stimulating;
- calm and safe;
- happy and organised;
- well resourced and clearly labelled;
- makes learning accessible;
- encouraging and appreciative;
- provides equal opportunities;
- promotes a working atmosphere;
- forward looking and makes the best use of technology to enhance learning.

Our classrooms are attractive learning environments. We aim to change displays at least once a term, so that the classroom reflects the topics studied by the boys. We ensure that all boys have the opportunity to display their best work at some time during the year. Classroom displays are colourful, informative and engaging, containing a variety of the topics studied in each year group.

Classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and mathematics. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by pupils.

Teachers deploy Teaching Assistants as effectively as possible. Sometimes they work with individual boys, and sometimes they work with small groups. Our assistant teachers also assist with the preparation and storage of classroom equipment.

Teachers and teaching assistants conduct all teaching and learning in an atmosphere of trust and respect for all.

EATON HOUSE SCHOOLS  
POLICY DOCUMENT

# Teaching staff

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Teaching and learning is facilitated by Class Teachers and Specialist Teachers, who are supported by Teaching Assistants, Learning Support Assistants and Gap Assistants.

At Eaton House The Manor Pre-Prep, teaching staff are appropriately qualified, with opportunities for further professional training. All teaching staff receive non-contact time to allow for effective planning and marking of work.

# Professional development

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The school seeks to support teaching staff in professional development, so that they may continually improve their practice in teaching and learning. Staff appraisals help to celebrate individual strengths and highlight areas of development.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. There is a wide range of expertise within the Eaton House The Manor Pre-Prep staff and regular in-house INSET sessions are organised for all staff.

# Roles and responsibilities

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## Headteacher

The Headteacher will:

- ensure the requirements of the national curriculum are at least met;
- ensure this policy is reviewed according to the timescales set out;
- monitor the impact of the subject across the school and on pupils;
- monitor teacher workload and professional development;
- ensure subject action plans are suitable;
- monitor the quality of resources;
- keep track of pupil and parent engagement with the subject;
- keep up to date with the curriculum (what is taught, why it is taught, and how it is taught);
- providing and allocating resources effectively;
- ensuring that the school buildings and premises are well maintained to support successful teaching and learning;
- ensuring health and safety regulations are implemented;
- ensuring that resources are available for staff development and INSET to promote good quality teaching;
- providing quality induction training for all new staff;
- monitoring the effectiveness of the school's teaching and learning policies through the school's self-review processes;
- recruitment of well-qualified and / or experienced teaching staff;
- ensuring the implementation of safe recruitment practices.

## Class Teacher

Class Teachers will:

- teach and assess the subject according to the principles laid out in this policy;
- report to the Subject Coordinator regarding curriculum, teaching and learning in a particular subject;
- maintain subject knowledge and appropriate CPD.

# Roles and responsibilities (cntd)

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## Parents

Parents will:

- enable their son to have the best attendance record possible, ensuring that he attends school in good health, regularly and punctually, avoiding term-time holidays and keeping their son fit to attend school;
- ensure that their son is dressed in school uniform, and has PE kit and suitable outdoor protection for break times;
- inform school promptly if there are matters outside of school that are likely to affect their son's wellbeing, behaviour and / or performance in school;
- promote a positive attitude towards school and learning in general;
- be realistic about their son's abilities and to participate in discussions concerning his progress and attainment;
- support their son in his learning, giving due importance to:
  - homework, hearing reading, and assisting in learning of tables and spellings;
  - providing support for the discipline within the school and for the teacher's role.

# Inclusion

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Eaton House The Manor Pre-Prep recognises the fact that in all classes there are pupils of differing attainment levels. Teachers are expected to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the boy.

Differentiation is always considered when planning lessons and assessing pupils of varying abilities, achieved by:

- setting common tasks which are open ended 'low threshold, high ceiling' and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all of the tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- using mixed ability pairings or groups;
- providing resources of different complexity depending on the ability of the pupil using Teaching Assistants where available to support the work of individual pupils or groups of pupils;
- individual lessons.

# Equal opportunities

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Eaton House The Manor Pre-Prep is committed to an environment that promotes equal opportunities for all pupils, regardless of attainment, ethnicity, gender, religion and / or disability and any work undertaken reflects this commitment. We recognise that pupils are individuals with different needs; we seek at all times to treat them fairly, and give them equal opportunity to engage with class activities.

When planning work for boys with special educational needs, we give due regard to information and targets contained in the boys' Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for boys with disabilities, in accordance with the Equality Act 2010.

# Behaviour for learning

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The quality of teaching and learning is directly linked to the behaviour of pupils. Therefore, we expect pupils to behave appropriately at all times both inside and outside the classroom. All teachers follow the Behaviour, Discipline and Exclusions Policy with regard to discipline and classroom management. Every pupil is expected to uphold the Eaton House Values.

See the Pupil Behaviour, Discipline and Exclusions Policy.

# Health and safety

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Teachers seek to ensure that all learning tasks and activities that the boys undertake in school are safe.

When teachers plan to take boys on an educational visit, they follow a robust procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Please see the Educational Visits Policy.

## Links to other policies

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This subject policy links to the following policies and procedures:

- Assessment, recording and reporting policy;
- Curriculum policy;
- Homework policy;
- Inclusion policy;
- Marking and Feedback policy;
- More able and talented policy;
- Pupil behaviour, discipline and exclusions policy;
- SEND policy.

## Monitoring and review

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This policy will be reviewed by the Headteacher on an annual basis.