



EHTM

Girls' School

Teaching and Learning Policy

Contents

Introduction	3
Aims.....	3
Effective Learning	4
Strategies for Ensuring Progress and Continuity in Teaching and Learning.....	5
Effective Teaching.....	6
The Role of Parents.....	8
Resources.....	Error! Bookmark not defined.
Monitoring and Review.....	8

Introduction

At Eaton House the Manor Girls' School we are ambitious for our pupils, meeting them at their starting point and helping them to feel success. We are committed to ensuring learning a rewarding and enjoyable experience for everyone. Through our teaching, we equip the girls with the skills, knowledge and understanding necessary to make informed choices throughout their lives. We believe that inspirational teaching and enriching learning experiences empower the girls to lead happy, fulfilling lives.

Aims

At Eaton House the Manor Girls' School, we strive to provide a rich and varied learning environment that enables every girl to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- Empower the girls to become articulate communicators, resourceful problem-solvers, and enquiring, independent learners;
- Equip the girls with the skills, knowledge, and understanding needed to confidently transition to senior school;
- Encourage exploration of a broad range of topics, ideas, and concepts from multiple perspectives;
- Encourage the girls to delve deeply into their learning while making connections and discovering patterns;
- Build self-esteem and promote positive relationships with others;
- Develop self-respect and an appreciation of diverse ideas, attitudes, and values, encouraging respect for others' feelings;
- Celebrate and respect a diverse range of cultures and, in so doing, promote positive attitudes towards people from all backgrounds;
- Foster an understanding of community and help the girls feel valued as members of it;
- And support the girls in becoming consistent, independent and positive learners.

Effective Learning

We recognise the role of educational research in informing our teacher's approaches and continually upskill our teachers to promote excellent understanding and progress for our girls. By offering a broad range of opportunities and strategies, we encourage the girls to engage with varied methods of learning, helping them to build flexibility, self-regulation, and confidence in their abilities. This approach supports the development of lifelong skills, empowering the girls to take ownership of their learning and achieve success.

We create the best possible environment for learning by fostering a positive atmosphere where pupils feel safe, nurtured, and engaged. We aim to challenge pupils, while ensuring they enjoy learning and feel confident in their ability to succeed. This is achieved by giving support and setting challenges appropriately matched to their level of understanding.

Effective lessons are thoughtfully planned to:

- Rehearse prior knowledge to help retention;
- Connect new learning with prior knowledge;
- Provide learners with the 'big picture' of the lesson;
- Clearly outline learning objectives and explain the lesson's relevance and importance;
- Present information in diverse and engaging ways;
- Facilitate opportunities for the girls to build their understanding through a range of activities;
- Review and reinforce key concepts to aid retention;
- Provide constructive feedback, celebrating success and evaluating learning strategies;
- Provide opportunity for guided pupil reflection, editing and reviewing of their work;
- And highlight the next steps in the learning to ensure progress.

We provide a range of activities to promote a range of skills and expose pupils to different styles of learning, including:

- Investigation and problem-solving;
- Research and discovery;
- Group work, pair work and independent work;
- Whole-class discussions;
- Asking and answering questions;
- Use of ICT, audio-visual tools and other technology;
- Fieldwork and educational visits;
- Creative activities, including designing and making;
- Debates, role-plays and oral presentations;

- And participation in athletic or physical activity.

We encourage the girls to take responsibility for their own learning; they reflect on their own learning, considering how they learn, what helps them learn, and what makes it difficult for them to learn. We actively encourage the development of a 'growth mindset' where the girls view challenges as opportunities for growth, enabling them to become resilient, confident, and successful learners.

Strategies for Ensuring Progress and Continuity in Teaching and Learning

Planning is a collaborative process involving all teachers, ensuring consistency and alignment across the curriculum.

Key aspects of our planning process include:

- The Long-Term-Plan - serves as the foundation for curricular planning. This is developed through collaboration between subject coordinators, teachers and the Senior Management Team (SMT).
- Medium-Term Plans - created for each class in every subject area. These are reviewed and adjusted as needed throughout the term, with evaluations carried out by Phase Leads and the Assistant Head (Teaching, Learning & Staff Development).
- Work scrutiny through Phase Meetings, Middle Management Meetings and Subject Reviews to monitor the teaching and learning within each subject area and year group.
- The Assistant Head (Teaching, Learning & Staff Development), Subject Coordinators and Phase Leads offer support to colleagues in their developing and implementing Medium Term Plans and individual lessons, while respecting individual teaching styles and focusing on experiences and outcomes for pupils.
- Through Assessment, Recording and Reporting (see separate policy) Form Teachers, Phase Leads and Subject Coordinators monitor progress and advise the SMT, Learning Support Department and Head on necessary action.
- Phase and staff meetings are held regularly to discuss pupil progress, curricular matters, and ensure consistency in approach and standards.
- Teachers differentiate for the needs of pupils in their class through considering support or challenge throughout the lesson, adjusting accordingly depending on pupil confidence. Advice is sought from the SENCO/Head of Learning Support when necessary (see separate SEND Policy).
- All staff are encouraged to keep up to date in their subject and expected to attend appropriate training courses.

- All staff are encouraged to attend Dukes and/or IAPs cluster group meetings and communicate with colleagues within the wider Eaton House Schools to share best practice.

Effective Teaching

At Eaton House the Manor Girls' School, we ensure that all teachers are appropriately qualified and have opportunities for ongoing professional development. Staff are given generous non-contact time to allow for effective planning, preparation and assessment. Teachers of girls in KG to Form 2 are supported by a Teaching Assistant (TA). TAs are deployed effectively, sometimes working with individual girls or small groups, and assisting with classroom preparation and equipment management.

In our teaching, we focus on motivating all the girls and building on their existing skills, knowledge, and understanding of the curriculum, aiming to help them reach the highest level of personal achievement. We follow the school's Curriculum Policy, which outlines the aims, objectives and values of the school. Long Term Plans provide detailed guidance on the content to be taught in each year group.

Teachers make ongoing assessments of each child's progress and use this information to inform planning, ensuring lessons cater to the individual abilities of all pupils. Our primary focus is on further developing the knowledge and skills of every girl, striving to ensure that all tasks set are appropriate to each child's ability. Where further support is required, the teacher refers to the SENCO/Head of Learning Support and the SEND Policy.

Each lesson is planned with clear Learning Objectives to prepare pupils for the learning ahead. Lesson plans include information about the tasks to be set, how pupils will be supported and/or challenged, how individual needs will be accommodated, the resources needed, and the methods of assessment. We evaluate all lessons to inform future planning and ensure continuous improvement.

Building positive relationships with all pupils is a priority for our teachers. We treat the girls with kindness and respect, fostering an environment where positive behaviour is encouraged. Our teachers follow the school's Discipline and Behaviour Management Policy. We set and clearly communicate age-appropriate class rules with the girls to promote the best learning environment. We celebrate effort and achievements, awarding House Points for positive behaviour and work which demonstrates either significant effort or quality. We insist on good order and behaviour at all times and we actively promote the development of character through the school values:

- We are curious and brave

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

When girls display negative behaviour, we follow the guidelines for sanctions as outlined in our Behaviour Policy. We prioritise safety in all activities, ensuring that all tasks are planned with care.

Teachers regularly reflect on their strengths and areas for development, and coaching and appraisals with SMT help to identify areas for further growth. We are committed to supporting our teachers in their professional development so that they can continue to improve their practice.

The Role of Parents

We encourage parents to raise concerns before they become an issue. Parents can email teachers to share any concerns or questions, or they can book an appointment to meet with the teacher outside of the scheduled Parents' Evenings.

We believe in working in partnership with parents to support the girls' learning. To keep parents informed about what and how their daughters are learning, we provide the following opportunities:

- An Information Evening at the start of the academic year, where parents are informed of the topics the girls will be studying, our expectations for the year and other useful practical information;
- Parents' Evenings twice a year, where parents can meet with all teachers to discuss their daughter's progress;
- Termly Curriculum Overviews and Reading Lists to guide parents.

We believe that parents play a vital role in supporting both their daughters and the school in implementing school policies. As such, we ask parents to:

- Ensure their child has the excellent attendance;
- Ensure their child is equipped for school with the correct uniform and PE kit;
- Reinforce the importance of daily reading and completion of homework;
- Inform the school if there are matters outside of school that may affect a child's performance or wellbeing;
- And promote a positive attitude towards school and learning in general.

Monitoring and Review

We recognise the importance of monitoring and regularly reviewing the school's Teaching and Learning Policy. This ensures that we stay aligned with new initiatives, research, changes in the curriculum, developments in technology, and changes to the physical environment of the school.