

TEACHING AND LEARNING POLICY

Date Policy Reviewed:	11 May 2021
Date of Next Review:	11 May 2023
Person(s) Responsible for Review:	SLT (VE)

AIMS

At The Manor we aim to provide opportunities for all children to learn and make good progress. Planning and teaching takes into account the ages, aptitudes and needs of all pupils, including those with an EHC (Education, Health and Care) Plan. Lessons are taught by committed teachers who provide learning opportunities to which pupils respond with enthusiasm and interest. Where appropriate, activities promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The School (Governors and Senior Leadership Team) ensures that the teaching at The Manor fulfils the Independent School Standards as set out by the Department for Education, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-Guidance_070519.pdf

namely that the teaching:

- a) 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) 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) Involves well planned lessons and effective teaching methods, activities and management of class time
- d) Shows a good understanding of the aptitudes and needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- e) Demonstrates good knowledge and understanding of the subject matter being taught
- f) Utilises effectively classroom resources of a good quality, quantity and range
- g) Demonstrates that 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) Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly

- i) Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010
- j) Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Please also see the school's [Remote Teaching and Learning Policy](#) which can be found in the 'All Policies' folder on Google.

Victoria Evans, Deputy Head Academic, has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

ENVIRONMENT

We believe the classroom and school environment contribute most effectively to children's learning when:

- Rooms are tidy, well-decorated, orderly, safe and attractive
- Furniture is flexible and allows for a variety of approaches to teaching and learning
- Resources are stored carefully and clearly labelled to aid teachers' and pupils' use. Pupils are well versed in the autonomous use of resources including information technology.
- Stimulating and relevant wall displays are always apparent and often interactive
- Pupils' work is displayed attractively and changed regularly in order to model good work and recognise all abilities
- The classroom is an organised working area

PLANNING AND ORGANISATION

- In the EYFS ongoing observations inform short-term planning. 'Next Steps' and individual children's interests are incorporated in weekly planning. As a result, there is a greater emphasis on short-term planning
- Teachers plan their work on the basis of well-developed long and medium term plans, or schemes of work, which indicate the content and methodologies to be used. The success of such schemes is regularly reviewed by departmental teams and monitored by the Deputy Head Academic, Heads of Subject and Subject Co-ordinators
- Individual teachers are expected to follow policies for assessment, and marking
- There is consistency but variety in the teaching of individual teachers

- Individual lessons and sequences of lessons have stated objectives which are shared with pupils
- Resources are prepared to cater for the needs of individual pupils. The presentation of resources is of the highest quality possible
- Teachers make clear plans for their lessons and evaluate the effectiveness of their teaching and their pupils' learning
- Teachers are aware of the needs of specific pupils and respond to their strengths and weaknesses
- From Year 1, lessons finish at the bell, so pupils can move to the next lesson

QUALITY OF TEACHING:

- Teachers employ a wide variety of teaching methods appropriate to pupils' learning needs
- Teachers have high but realistic expectations of their pupils
- Lessons start on time and have a purposeful pace throughout, then end in an orderly and conclusive fashion
- Teachers give clear instructions to pupils as individuals or as class groups
- Teachers encourage pupils to exercise responsibility for themselves and their learning

In discussion lessons teachers:

- Involve all pupils
- Use a variety of types of questions
- Encourage two-way extended dialogue, and minimise one-way "lecturing"
- Seek to develop pupils' confidence in their own judgement
- Recognise the courage of contributors and avoid an absolute rejection of anyone's answers

When managing the work of individual pupils' teachers:

- Set work which is appropriate to their needs
- Encourage reflective and extended independent work
- Enable pupils to develop basic and higher order reading skills
- Require pupils to write in a variety of modes for different audiences and purposes
- Design tasks which enable pupils to apply their skills and knowledge
- Encourage a problem-solving approach to learning

When managing the work of pupils in groups teachers:

- Determine the size and nature of the group appropriate to the task
- Help pupils understand the ways in which groups can work most effectively
- Set tasks with clear objectives, success criteria and time limitations

Pupils receive frequent feedback on their performance.

Assessment procedures are used which enable individual pupils to be aware of their levels of achievement and the targets that they must set for improvement.

- Apart from in EYFS, homework is set regularly as an extension of class work but not necessarily “more of the same”/just finish class work. It is marked promptly with appropriate comments. See separate marking policy.

QUALITY OF LEARNING

We believe children learn best when they:

a) Are actively involved in and understand the task undertaken

Active involvement demands children to be well-motivated, confident, organised and have the ability to be able to concentrate and persevere with their work.

We ensure that children know what to do and that, where appropriate, they are aware of the purpose of the activity. In completing the task, we hope they demonstrate application and enjoyment and show pride in their finished work.

b) Can work independently and solve problems

We encourage children to work well

- i) individually
- ii) cooperatively
- iii) collaboratively

Opportunities are given to children to work well together and support each other. We encourage children to apply their knowledge through a practical and oral response as well as the written word.

c) Can reflect on and evaluate their work

Opportunities are provided for children to consider the quality of their work, their targets for future progress and to be realistic about their own progress, abilities and attainments. We recognise their achievements and help them to feel proud of their progress.

d) Develop the capacity to communicate with others

Children are encouraged to develop this ability

- through being able to listen, question and suggest ideas
- by demonstrating initiative
- taking responsibility to develop the ability
- by being given opportunities to work alone without close supervision
- to develop the skills of leadership

e) Sustain concentration and respond to challenge

We encourage children to be resilient in their learning, to persevere when tasks are difficult, sustain work to completion and to learn from mistakes.

f) Form positive relationships with the teacher, other adults and their peers

We encourage children to respect the views of others and celebrate and respect the achievements of peers. They are expected to be courteous and trustworthy. They are encouraged to know right from wrong, to take responsibility for their own actions and to reflect upon their own behaviour and how this can influence learning.

g) Use resources effectively

We set out to provide a good range and quality of resources to support children's learning. We encourage them to be able to select the appropriate resources for the task in hand, to make good use of them and to respect their value.

GENERAL

We aim to enable pupils to:

- enjoy their work
- respond with enthusiasm to the challenge of tasks which are set
- make good progress through the application of appropriate skills, commitment and concentration
- respond well to the variety of demands which are made upon them and to organise themselves and their resources efficiently and effectively
- be confident and prepared to seek assistance when they have difficulties and to help each other in a sensible and supportive way
- have a clear sense of their capabilities, to know what they need to do to improve, to evaluate their performance and set themselves realistic targets.

TIMETABLE

The SLT is responsible for updating the timetable to ensure there is time for a broad, balanced, curriculum. Started at the end of the Spring Term, the following year's timetable is completed during the Summer Term so peripatetic music staff can plan their Autumn timetables, and teaching staff can organise their time.