

TEACHING AND LEARNING POLICY

Date Policy Reviewed: 12 May 2025

Date of Next Review: 11 May 2027

Person(s) Responsible for Review: SLT (DHA)

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. The SEND/Learning Support Policy, the Highly Able Provision Policy and the EAL Policy all support and expound the principles of the Teaching and Learning Policy. Lessons are taught by committed teachers who provide learning opportunities to which pupils respond with enthusiasm and interest. Learning opportunities actively 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 Education (Independent Schools Standards) Regulations 2014, 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
- j) Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

The **SLT** has overarching responsibility for the quality and delivery of education, including monitoring that the provision meets expectations for remote education. Please also see the school's [Remote Teaching and Learning Policy](#).

LEARNING 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 of good quality, 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 learning and progress and recognise all abilities
- The classroom/outdoor 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 approaches 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 areas for development

QUALITY OF TEACHING:

- Teachers employ a wide variety of teaching methods appropriate to pupils' learning needs in order to achieve the best possible academic and pastoral outcomes for each pupil.
- Academically, teachers promote the pupils' knowledge, skills and understanding, communication, numeracy, competence in information and communication technology, study skills, academic achievements and positive attitudes towards learning.
- Pastorally, teachers support the pupils' self-understanding, decision-making, spiritual understanding, moral understanding, their responsibility for their own behaviour, social development and collaboration and contribution to others, the school and the community. Teachers help the pupils to respect diversity and gain cultural understanding, stay safe and keep healthy.
- Teachers have high but realistic expectations of their pupils and create a trusting climate that encourages risk taking, curiosity and question asking, as well as celebrities learning from mistakes.
- 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 own learning

In discussion lessons teachers:

- Involve all pupils
- Use a variety of types of questions
- Encourage two-way extended dialogue

- 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 and level of challenge
- Encourage reflective and extended independent work
- Enable pupils to develop basic and higher order thinking skills
- Require pupils to communicate 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 collaborative learning, 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

ADAPTIVE TEACHING

Teaching and learning at The Manor takes the backgrounds, needs and abilities of all pupils into account. All teachers and TAs are trained in Adaptive Teaching. We differentiate or adapt teaching to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Highly Able pupils

by:

- Deploying Teaching Assistants and Learning Support Assistants to support staff effectively
- Working with our SEND co-ordinator (SENDCo), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress. Please see separate SEND/Learning Support Policy
- Using ability groupings for certain subjects, where appropriate

- Providing appropriate scaffolding for example: writing frames and word banks

CHALLENGE

At The Manor, we believe that challenge is an essential part of education. It is through challenge that our pupils feel the buzz of understanding something new. They develop curiosity, critical thinking and a lifelong love of learning. Our approach to incorporating and celebrating challenge is wide ranging, ensuring that every child is engaged, motivated and supported in their learning journey.

ASSESSMENT

Pupils receive frequent and ongoing 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. See separate Assessment Policy and Feedback Policy.

HOMEWORK

Apart from in EYFS, homework is set regularly as an extension of class work or in preparation for future learning but not necessarily “more of the same”/just finish class work. Feedback is given promptly. See separate Feedback Policy.

QUALITY OF LEARNING - Guiding Principles

We aim to enable pupils to:

- enjoy their learning
- 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, responding to feedback

We believe children learn best when they:

a) Are actively involved in and understand the task undertaken

Active involvement requires 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 learning.

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 learn 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 learning, 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, ensuring they are active participants in the learning process. See Feedback Policy.

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.

LEADERSHIP

The SLT ensures that the children and their wellbeing are at the heart of all that The Manor does, specifically:

- Pupils' education, training and recreation
- Pupils' physical and mental health and emotional wellbeing
- Pupils' social and economic wellbeing and contribution to society
- Safeguarding

The SLT ensures that:

Teaching:

- enables all pupils to acquire new knowledge and make good progress according to their ability and does not discriminate against pupils or promote partisan political views
- 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
- a framework is in place to evaluate pupils' work and performance regularly and thoroughly, which refers to: the school's aims as provided to parents, and/or national norms.

- Particulars of the school's academic performance during the preceding school year, including the results of any public examinations, are made available to parents of pupils and prospective pupils in accordance with the relevant standard.

The SLT ensures that:

Teachers at the school:

- plan lessons well, demonstrating good knowledge and understanding of the subject matter being taught, and with understanding of the aptitudes, needs and prior attainment of pupils, gained from regular and thorough assessment of pupils' work
- use effective teaching methods and activities
- manage class time and pupils' behaviour well
- use a range of good quality classroom resources well so that: all pupils acquire new knowledge, increase their understanding, and develop their skills (make good progress) in the subjects taught, and are interested in their work, apply intellectual, physical and creative effort, act responsibly, are self-motivated, thinking and learning for themselves
- use school's processes to identify and meet pupils' special educational needs
- are provided with high quality Continuous Professional Development to ensure that they are continually evolving and improving their practice

The SLT ensures that:

- pupils experience a programme of activities which is appropriate to their needs
- pupils develop their emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment created by the school
- the school's curriculum policy is implemented effectively through appropriate plans and schemes of work which:
 - reflect the school's aims and ethos, and
 - encourage mutual trust and respect for other people, particularly those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex),
 - actively promote Fundamental British Values
 - develop pupils' spiritual and moral knowledge and understanding
 - pupils experience human, social and economic education
 - actively promote development of pupils' self-knowledge, self-esteem and self-confidence.

MONITORING AND EVALUATION

We monitor teaching and learning at The Manor to make sure that all of our pupils make the best possible progress from their starting points.

Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and lesson observations
- Reviewing feedback
- Conducting pupil progress meetings
- Conducting pupil voice learning surveys
- Planning book scrutinies

TIMETABLE

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

Linked Policies

Assessment Policy
Attendance Policy
Behaviour, Discipline and Exclusion Policy
Challenge for All and Highly Able Provision Policy
Curriculum Policy
EAL Policy
Educational Visits Policy
Equal Opportunities Policy
Framework for Assessment
Fundamental British Values Statement
Handwriting and Presentation Policy
Learning for Life (PSHEE/PSED) Policy
Feedback Policy
Mental Health Wellbeing Policy
Remote Teaching and Learning Policy
RSHE Policy
Safeguarding Policy
SEND/Learning Support Policy
Spiritual, Moral, Social and Cultural Development Policy