



## Preparatory School Teaching & Learning Policy

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**This is a whole Prep School policy and applies also to the EYFS (Rec)**

## **Introduction**

At Rossall Preparatory School, we are committed to high quality teaching and learning to raise standards of achievement for all children. We believe in the concept of life-long learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to equip our children with the concepts, skills, knowledge, attitudes and understanding necessary to make informed choices about the important things in their lives. We want our children to combine a rich and varied experience of life with a strong desire to learn and a deep seated sense of inquiry. We promote the fundamentally British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## **Aims and Objectives**

We believe that people learn best in different ways. At Rossall Preparatory School, we provide a rich and varied learning environment that allows children to develop skills and abilities which will enable them to become lifelong learners.

Through our teaching, we aim to:

- Achieve the best outcomes for all learners
- Enable all children to become confident, resourceful, resilient and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures, and in doing so promote international mindedness in ourselves and others
- Enable children to understand their own communities and help them feel valued as part of the global community
- Offer a range and balance of teaching opportunities including individual, group and cooperative tasks
- Provide opportunities for skills to be learnt that are transferable across the curriculum

At Rossall Preparatory School, we recognise that the children's sense of happiness and wellbeing is paramount to their achievement in all areas of the curriculum. We will emphasise intellectual mastery and academic ambition and we will build qualities of character which directly link to the Prep School's values:

- ★ Respect
- ★ Collaboration
- ★ Courage
- ★ Independence
- ★ Perseverance
- ★ Curiosity

We ensure that each child's education has continuity and progression and that there is a match between the child and the tasks they are asked to undertake. We recognise the crucial role which parents and carers play in their child's education and make efforts to encourage parental involvement in the educational process. We value the contribution that children and families from different backgrounds, cultures and religious groups can make to our learning community.

In addition to teaching a broad curriculum with a balanced content, it is the aim to help individuals develop a wide range of transferable skills which will enable them to develop their individuality. The education provided is challenging, rigorous and supportive.

There are four guiding principles that shape our practice in the EYFS Reception class. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from us, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between us and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

**These principles are not exclusive to the EYFS provision playing an underpinning role throughout all our teaching.**

## **Roles and Responsibilities**

### **Pupils**

The children are encouraged to take a full role in creating their learning environment where their opinion is welcomed and valued; the School Council meets regularly. The pupils have the opportunity to reflect on their learning regularly in their lessons. A termly survey is taken by all pupils to gauge opinions of learning and other aspects of school life. Regular Prep Pupil Voice sessions are held with the Head of Prep School and EYFS Lead in Pre-Prep.

We expect pupils to:

- have the highest expectations of themselves in all aspects of School life;
- commit themselves to maintaining; good behaviour, positive work ethic and attitude, and an ability to persist with their best effort;
- engage in independent learning to develop and extend knowledge and understanding beyond the confines of the curriculum;
- follow the Prep School Code of Conduct;
- work effectively by themselves, in paired or in group work in order to achieve their targets;
- seek assistance when necessary;
- take an increasing responsibility for their own learning;
- commit to co-curricular activities.

### **Teachers**

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and adapt the curriculum to meet the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on School procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- work collaboratively with all involved in education to develop a shared commonality of practice.

### **Parents/Carers**

We believe that parents play a fundamental role in helping their children to learn. We do all we can to inform them about what and how their children are learning by:

- holding two parents' evenings per year to discuss progress;
- sending out Curriculum Maps at the start of each half term, outlining which core subject areas children will be covering;
- providing regular reports in which we indicate progress and how their child can improve further through target setting and effort and attainment grades;
- providing information, for example via Prep Diaries and Google Classroom, as to how parents can support their child with home learning (prep);
- hosting regular Parent Forums in which a question and answer session format is used;
- holding core subject curriculum evenings in which parents are invited to better understand the way in which teaching and learning occurs within the Prep School

Parents are encouraged to support their child's learning by:

- ensuring that their child attends School regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at School wearing the correct uniform and bringing all necessary equipment;
- providing support for the discipline within the School and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any intervention programmes;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with School to discuss matters which affect a child's happiness, progress and behaviour;
- giving due importance to any homework (prep) and supporting the child to complete homework in a timely manner;
- ensuring that all contact addresses, emails and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the School;
- informing the School of reasons for their child's absence and requesting any leave of absence from the Head;
- following policies and procedures as outlined in the Parents' Handbook

Working in partnership with parents and/or carers is central to the EYFS. Consulting about children's early experiences helps us plan for effective learning within the setting, and support parents in continuing their children's learning development at home.

### **Effective Learning and Teaching**

We acknowledge that children learn in different ways and recognise the need to develop a range of strategies that meet their different learning styles.

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning;
- Learning Support interventions across the School day.

Our Rossall Preparatory Curriculum aims to encourage and inspire the children to develop their current level of understanding to new and deeper levels. We offer opportunities for pupils to learn in a variety of different ways. These may include:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Researching and seeking information;
- Clarifying existing ideas and reappraising events;
- Deepening understanding through application of a concept or rule;
- Making and testing theories;
- Making predictions and acting purposefully to see what happens;
- Elaborating on solutions to problems;
- Individual/pair/group/whole class work;
- Use of ICT and digital media;
- Fieldwork, educational visits to places of cultural, historical, scientific, geographical or religious interest;
- Residential trips;
- Creative activities;
- Debates, role-plays and oral presentations;
- Designing and manufacturing objects;
- Participation in athletic or physical activity;
- Participation in the *Rossall Rotation* lessons that include Beach Schools, Forest Schools, Golf, Rossall Kitchen, Astronomy, and Farming.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on what helps them learn best, as well as recognising what makes it difficult for them to learn.

The seven areas of learning and development, as set out in the EYFS Statutory Guidelines, shape the curriculum and experiences for children in Reception. All areas of learning and development are important and inter-connected. We consider the individual needs, interests, and development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child across all areas of learning and development.

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding. We use the school curriculum policy to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught in each year group.

We aim to base our teaching on each child's current level of attainment and prior knowledge. Our prime focus is to further develop the concepts, knowledge and skills of the children and in doing so we strive to ensure that all tasks set are appropriate to the ability of the individual.

When planning work for children who require additional support, teachers work closely with the Head of Learning Development to ensure appropriate work is set with support if required. This may mean a member of staff from Learning Development working with the child in a small group or on a one to one basis.

We have high expectations of all children and we believe that their work should be of the highest possible standard of which they are capable.

Planned lessons have clear learning objectives; we take many of these from the National Curriculum and the EYFS Statutory Guidelines. Our medium term planning contains information about tasks to be set, resources required and how work may be assessed.

In Reception we understand that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. As the children move through their Reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This helps children to prepare for Year 1 and the next stages of their development.

In planning and guiding what children learn in Reception, we reflect on the different rates at which children are developing and adjust our practice appropriately. The three characteristics of effective teaching and learning are: playing and exploring, active learning and creating and thinking critically.

We ensure all tasks and planned activities are safe, significant, relevant and challenging. If we plan to take children out of school on educational visits or residential trips, we first inform parents and obtain their permission. For any activities for which there is a potential risk, a risk assessment form is completed.

We aim for our classrooms to be attractive and dynamic learning environments with subject displays which celebrate the learning of our pupils. Displays aim to show learning that reinforces and consolidates the children's knowledge and understanding of the topics they are studying, as well as illustrating the journey they are on to achieve an outcome.

We conduct all of our teaching in an atmosphere of trust and respect for all, underpinned by positive reinforcement and an ethos of Growth Mindset. We celebrate difference and promote equality, regardless of age, sexuality, gender, disability or faith. Similarly, throughout the curriculum we implicitly and explicitly promote fundamental British values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

All teachers are encouraged to reflect on their performance and skills. They are given the opportunity to continue their professional development through attending CPD. Teachers will also share ideas, strategies, and teaching practices as a team and are given opportunities to observe these practices amongst the team to raise standards.

### **Differentiation/Adaptive Teaching**

To ensure every child is given equal opportunity, differentiation occurs throughout the curriculum. It can be most clearly observed in staff planning and during lessons. Differentiation is evident within the curriculum in many ways, including:

- task set;
- teacher input and assistance;
- resource provision;
- online provision;
- working groups;
- outcome;
- enrichment opportunities both in and out of lessons;
- questioning to stimulate deeper learning and understanding;
- learning objectives;
- setting;
- support tutorials;
- co-curricular provision (such as reading/writing clubs) ;
- Learning Development provision.

All classes have access to teaching assistants whose role is to assist with the pastoral welfare and academic progress of the pupils. This affords the class teacher the flexibility to plan for supported and differentiated work within the classroom as necessary. Teaching assistant support is timetabled as appropriate. Graduate Assistants are also used to support learning where appropriate and required.

### **Inclusion**

We value that every child is unique. We listen to the views of individual children and we promote respect for diverse cultures. We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all its members. We value the rights enjoyed by each person in our School. All children are respected for who they are and they are treated with fairness and honesty. Each person is enabled to be successful, and equal opportunities are provided for all our pupils. We strive to meet the needs of all of our children, and to ensure that we meet all statutory requirements regarding inclusion. We are proactive at addressing barriers to inclusion such as negativity, conscious and unconscious bias, and stereotyping. The School ensures that all pupils are given opportunities to access the curriculum regardless of gender, ethnicity, culture, sexual orientation or ability. Teachers encourage all pupils to participate fully.

### **Monitoring and review**

- We recognise the need to review policies regularly in order to take account of new initiatives, developments in technology and/or changes to the physical environment of the School
- We regularly review curriculum content during Prep staff meetings
- We monitor and track pupil assessment data and standards in order to ensure appropriate support, stretch and challenge
- We use PUMA and PiRA (Rising Stars) assessments to track progress in Mathematics and Reading
- We use CAT4 cognitive assessments at the start of each academic year to glean important cognitive data in order to offer individualised support, to set expectations, and to set targets for each pupil
- Learning walks and appraisal support the monitoring, review and development of teaching and learning.
- The Reception Baseline Assessment is a short assessment, taken in the first six weeks in which a child starts in Reception, to help understand the children's needs, and to plan activities and support.
- In the final term of the year, the EYFS Profile is completed for each child. This informs us whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This

supports the dialogue between Reception and Year 1 staff regarding each child's stage of development and learning needs, whilst assisting with the planning of activities in Year 1.

### **Digital Learning**

We value the benefits that can be afforded by the use of digital resources in Teaching and Learning. Our aim is to incorporate digital learning into the curriculum with the use of appropriate technology. iPads are used alongside PCs, in paired and group work and for use with the online platform, CENTURY. Pupils use digital tools and resources when it enhances the learning or recording of their learning experience.

Pupils attend discrete lessons of *Computing*, where digital skills and E-Safety are taught and embedded within the curriculum.

### **Recognising Effort and Achievement**

We celebrate the social, physical, creative and academic achievements of our pupils in many ways and celebrate individual and collective effort and achievement. We reward our children for their positive endeavours, be they related to academic achievement, progress, effort or acts of kindness and good citizenship. Celebrations and awards include:

Across Pre-Prep and Prep School, all of the following recognitions for effort and achievement are appropriately used depending upon the age of the children:

- Stickers and stamps
- ClassDojo Points
- House Points
- Treasure Chest Book Awards
- Assemblies
- Weekly certificates of achievement - celebrated in the newsletter
- Headmaster Award
- Reading Challenge Awards
- Notice Boards and displays
- Rainbow Challenges in areas of continuous provision (Reception only)
- Golden Time
- Prizes, awards and certificates for academic effort, progress and achievement
- Annual prizes, awards and certificates for academic effort, progress and achievement.
- Prizes, awards and certificates for effort and achievement in Sport, Music, Art and Drama.
- Award of House Captains, School Captains and a variety of other leadership roles in school.

Achievement is celebrated in assemblies and is part of the weekly newsletter.

### **Linked policies and documents:**

- Prep Assessment, Recording & Reporting Policy
- SEND Policy
- Parent Handbook
- Prep Curriculum Policy