



PROSPECT HOUSE  
SCHOOL

TEACHING AND LEARNING POLICY

SEPTEMBER 2023

## Introduction

Prospect House School believes in the concept of lifelong learning and that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone and it should be fun. Effective teaching equips children with the skills, knowledge and understanding necessary to be able to make informed choices in a rapidly changing, dynamic and diverse society. The aims and approaches to teaching and learning highlighted in this policy apply across the school including the Early Years.

This policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards.

## Aims

The school believes that people learn best in different ways. A rich and varied learning environment is provided that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- raise the quality of learning and as a result improve standards
- facilitate the acquisition of knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society
- enable all pupils to reach their potential across all areas of the curriculum to eventually become independent learners who value learning with and from others and have a positive attitude to learning
- foster self-esteem and help children build positive relationships with others
- develop self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- help children to become confident and independent learners
- uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Provide clear guidance for teaching and learning, ensuring consistency across the school
- enable the teaching team to identify aspects of practice as part of their commitment to continual improvement

The school vision and aims are at the heart of all our teaching and learning activities.

## Effective Teaching and Learning

We believe that children learn best when learning is:

- stimulating, challenging, creative, fun, varied and practical
- supported, progressive, reflective, interactive and enjoyable
- building on experience and being able to have opportunities for success for all
- based on our good knowledge of the children to ensure engagement for all
- based on high expectations of learning outcomes and is purposeful and relevant
- owned by the children. Children should have a role in the planning, choice of resources, feedback and agreement of next steps

We acknowledge that people learn in many different ways, and we recognise the need to develop strategies that allow all children to learn in ways that suit them best.

At Prospect House we are trialling the integration of Rosenshine's 10 key principles to offer an effective approach to instruction in lessons:

1. Daily review
2. Present new material using small steps
3. Ask questions
4. Provide models

5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Rosenshine's principles have a solid evidence base to support their effectiveness. However, as Rosenshine and Stevens (1986) point out, they are most effective where the objective is to master a body of knowledge or key skill involving clearly laid out steps, which the children are expected to apply later. As a result, some or all of the strategies may not be effective in certain situations, for example, if you are looking for a creative, unique response to a problem. Therefore, as with any educational strategies, it is down to the professional judgement of the teacher to decide how and when to apply them within their classroom.

## Staff

All staff work towards these aims by:

- planning a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and planning for the needs of individual children
- 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

The school acknowledges that individuals learn in many different ways, and when lessons are planned this is taken into consideration. Subject policy documents and other related policies guide teaching. Schemes of work are used in all subjects at all age levels setting out what is to be taught. The National Curriculum is used as a starting point for preparing schemes of work but other elements are also added to prepare children for secondary transfer.

For effective teaching and learning to take place there are a number of elements that are essential to lessons. Whilst it is not always possible to contain all of these elements in every lesson, teachers are mindful that effective lessons, in their delivery and planning, must show:

- a clear learning objective shared with the children
- a clear link to previous and future learning
- a clear outcome to be achieved at the end of the lesson
- a review of the learning at the end of the lesson
- a purposeful well-prepared plan
- appropriate tasks for all children including SEN, the more able and EAL
- appropriate level of challenge
- teacher modelling
- speaking and listening skills promoted
- pupil-led learning and activities
- good questioning including 'open questions'
- interaction between teacher/pupil and pupil/pupil
- appropriate pace matched to pupils' needs
- appropriate resources prepared in advance, including ICT
- enthusiastic delivery
- fun and enjoyment

- o involvement of all the children

**Elements. that underpin any effective approach to instruction in lessons:**

*(These principles are a combination of Barak Rosenshine’s Principles together with the “Excellent” Criteria from ISI)*

|   |  |
|---|--|
| Start with a short review   |  |
| Pace – well planned activities, appropriate to the learners’ needs  |  |
| Wow moments - engage and inspire  |  |
| Range of high-quality resources, fit for purpose  |  |
| Adaptive instruction - taking into account SEN/EAL/AGT: using visual aids, word banks, smaller set of questions, context for maths, possibilities for moving onto more challenging work, reasoning questions, analysis and evaluation   |  |
| Deliver new material in small clear steps   |  |
| Ensure instructions are clear and detailed  |  |
| Make the objective / challenge clear  |  |
| Key questions planned throughout the lesson (to differentiate, promote higher order thinking, gauge understanding, child-initiated questioning)   |  |
| Provide modelled/scaffolded practice  |  |
| Collaboration with peers (partner talk, think pair and share, jigsaw, peer assessment etc)  |  |
| Children think for themselves, independent learning   |  |
| Check for understanding <ul style="list-style-type: none"> <li>● ask children to summarise</li> <li>● ask children to hypothesise</li> <li>● ask children to express an opinion / reflect</li> <li>● ask why something works or might be true</li> <li>● ask children why they think something</li> </ul> |  |
| Monitor children when doing individual practice (mini plenaries, share learning, focus groups, use of TA)   |  |
| Give feedback that is <ul style="list-style-type: none"> <li>● Regular and specific</li> <li>● Of high quality</li> <li>● Low-stress</li> </ul>   |  |
| Ask children to explain what they have learned  |  |

An excellent lesson will contain a lot (but not all) of the above features. Children should show that they can make links with what they already know or have been taught; they should ask higher order questions (what if... ? how come...?) and should show persistence and creativity in their approach to tasks.

Effective learning can be seen by children who:

- o know they have succeeded
- o can explain what they have learnt either to a teacher or fellow student
- o can apply learning to other situations
- o can recall the learning **in the future** - the surest measure of measuring retention of a concept, skill or lesson-related knowledge.

The school involves the children, as far as possible, in reviewing the way they learn, and reflecting on how they learn – what helps them and what makes it difficult for them to learn.

All staff reflect on their strengths and weaknesses and plan their professional development needs accordingly through the appraisal system and through the support and advice of more experienced colleagues. Teachers are supported to develop their skills, so that they can continually improve their practice. Teachers are encouraged to be reflective because not all teaching leads to learning.

**The Learning Environment**



Teaching is conducted in an atmosphere of trust and respect for all. All areas and resources of the school including the classrooms should be clearly labelled. Learning takes place in an environment that is:

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

Classrooms must be attractive learning environments. Displays are changed at least once a term, to ensure that the classroom reflects the topics studied by the children. All children have the opportunity to display their work at some time during the year. All work is mounted neatly, attractively displayed and labelled with the child's name and year group.

The learning environment should also be organised to ensure that the children have the opportunity to learn in different ways. These include:

|                                   |                                    |                                |                               |
|-----------------------------------|------------------------------------|--------------------------------|-------------------------------|
| investigation and problem solving | creative activities                | use of ICT                     | visitors                      |
| research                          | participation in physical activity | educational visits             | opportunities to ask question |
| group work                        | independent work                   | range of multi-media resources | presenting                    |
| debates and role-plays            | whole-class work                   | pair work                      | discussions                   |

### **Rewards and Sanctions**

*(Also see Behaviour Policy)*

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- fair and consistent by all staff
- realistic and positive
- appropriate for the age and maturity of the children

Achievement is always recognised and rewarded at Prospect House School

### **SEN provision including Gifted & Talented**

Prospect House School recognises the fact that in all classes there are children of differing abilities and seeks to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved by:

- setting common tasks which are open ended 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
- allocation into sets for mathematics which are reviewed each term and mixed ability English groups from Year 3 to Year 6,
- providing resources of different complexity depending on the ability of the child

- using classroom assistants where available to support the work of individual children or groups of children
- individual lessons

Adaptive instruction is always considered when planning lessons and assessing pupils of varying abilities.

## EYFS

The EYFS learning and development comprises of two elements:

1. The Development Matters and Early Learning Goals - the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five.
2. The assessment arrangements - the arrangements for assessing young children to ascertain their achievements.

There are seven areas, three specific areas and four prime areas, covered by the early learning goals and educational programmes:

Specific areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Prime areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The approach in the EYFS follows statutory guidance alongside elements of the Montessori curriculum.

## ICT Links

ICT will be used, where appropriate, to enhance teaching and learning.

Pupils will use ICT to:

- broaden their knowledge and understanding of the curriculum
- research a wide variety of topics and present findings in an engaging way
- develop ideas and make things happen
- exchange and share information
- review, modify and evaluate work as it progresses

Pupils will be given opportunities to apply and develop their ICT capability by using tools to support their learning through a variety of ICT based tasks. The subject coordinator will be responsible for sourcing appropriate resources to further develop ICT links within their subject, the ICT coordinator will provide support and offer advice to support cross curricular ICT.

## EAL

Various teaching methods are used to ensure that children with English as an additional language are able to access the curriculum. Visual aids are used to help pupils learn the concepts and vocabulary as well as differentiated worksheets, teacher support and support from other pupils.

## Adaptive instruction

We believe that children should be stretched to achieve their potential and that some children should be supported to work towards the learning objective. This means that differentiation is by the level of support provided, whether this is through adult support, resources used, questioning or learning objectives tailored to the working levels of individuals. We aim to ensure that our subject matter is appropriate for the ages and aptitudes of our pupils and that individual tasks are accessible and stimulating for all pupils.

### **Outdoor Environment**

Our outdoor environment is a vital element in teaching and learning at Prospect House. Staff should always be exploring meaningful opportunities to use the outdoor space and incorporate outdoor learning to ensure that learning is relevant, successful and fun.

### **Equal Opportunities**

Prospect House is committed to an environment that promotes equal opportunities for all children, regardless of attainment, ethnicity, gender, religion and/or disability and any work undertaken reflects this commitment.

### **Parents**

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

- holding curriculum talks and supplying curriculum handbooks to explain school strategies
- providing information in circulars, along with weekly and our yearly newsletters
- holding regular parents' evenings where parents can discuss their child's progress
- sending reports, each term, to parents in which we explain the progress made by each child and indicate how the child can improve further
- having an open-door policy where parents have the opportunity to meet with staff
- recording all meetings in writing with a copy sent to parents
- using the message books/ homework diaries/ Google Classroom as a daily means of communication with parents

### **The role of governors**

The governors support the school aims by:

- 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 staff
- ensuring the implementation of safe recruitment practices

This policy should be read in conjunction with other subject policies in place in the school and policies on Assessment, Marking & Feedback, Equal Opportunities, Early Years Foundation Stage, Homework, SEN, Digital Learning, EAL and Behaviour.

If any member of staff is unsure of approaches towards teaching and learning they should seek advice from a senior member of staff.

