



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

TEACHING AND LEARNING IN THE PREP SCHOOL

Revised May 2016

MISSION STATEMENT

“St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils, within a framework of a caring community which shares a common set of core values.”

Aims and Purpose

Teaching and learning at St. Paul's strives to place everyone at the heart of an exciting and collaborative educational journey that nurtures excellence, passion, curiosity and reflection enabling all to make a positive contribution to our world.

Teaching and learning are the core purpose of what we do. High quality learning, teaching and subsequently attainment are what we want for every child within the school. Across our school, the expectation is that all pupils are provided with high quality learning experiences which lead to consistently high levels of pupil progress and achievement. Teachers are provided with suitable training and development so that they become expert practitioners. Teachers also encourage independent learning and the development of a broad range of skills from pupils across the prep school.

There are high expectations of all pupils with regard to their behaviour and engagement in lessons. Children are encouraged to display good learning behaviour through:

- Positive rewards (good initials, golden tickets, benes, work of the week)
- Positive praise
- Consistent use of the behaviour policy
- Modelling by adults

Planning

Teachers plan in year groups and all lessons and sequences of lessons are planned to systematically develop children's skills. Planning takes account of baseline data (such as InCAS results, reading levels etc) and pupil progress, focusing on moving children forward in their achievement towards the next level. Planning also takes account of opportunities to develop pupils' learning at home. Pupils with special needs are identified by class teachers and then followed up by the Learning Support Unit (LSU) and referred to outside specialists for diagnosis where necessary and, if appropriate, catered for

through individual education plans (IEPs) created by the Learning Support Unit. Teachers use formative and summative assessment of pupils' progress and attainment to plan future work. Details can be found in the school's curriculum policy in the section on assessment and reporting.

Use of learning objectives

- Learning objectives are shared orally and should be displayed.
- Where appropriate, learning objectives are recorded in pupils' books in child friendly language.
- Learning objectives are shared at the start of the lesson so that pupils know what they are learning.
- Learning objectives may also be referred to in the plenary to help children assess their learning.

Success criteria

- Enable pupils to be clear about how they will achieve the learning objective.
- Where appropriate, success criteria are displayed for the children to follow during the lesson and should be drawn up with the children.
- Children are reminded of the success criteria during the lesson and are given the opportunity to take action to improve their work.
- Lessons are clearly differentiated as necessary.
- All learners are provided with the opportunity to be challenged at their own level.
- Planning shows clear differentiation for all ability pupils, including SEN.
- Planning takes account of different learning styles and allows for a broad and varied range of activities and tasks.

Active engagement in learning

In order to provide an environment where quality learning and teaching experiences are nurtured, we adopt teaching styles which are stimulating and challenging, positive, encouraging, child centred and relevant.

We use the following teaching approaches:

- Whole class/group work/ individual
- Independent/ paired/ buddy/group
- Differentiated/ teacher led/ modelling

Pupils are actively engaged in all parts of the lesson and teachers over using teacher talk.

Thinking routines are regularly used in classrooms to help children develop the ability to explain and further develop their thinking and reasoning.

Teachers consider carefully the use of hands up for volunteers for answering questions or sharing ideas to ensure that all pupils get chances to participate and share. The use of lolly sticks is encouraged and other means of sharing pupils' thoughts and responses such as elbow partners and domino share. Everyone participates and learns from each other.

Careful questioning

We develop understanding by:

- Asking open questions.

- Providing thinking time.
- Encouraging children to discuss their thinking in groups or pairs.

Regular, clear feedback (see assessment section in curriculum policy for more details)

- AfL (Assessment for Learning) is embedded in every lesson and is used to shape the learning taking place within the lesson.
- All pupils are clear about what they need to do to improve.
- Marking feedback focuses on what children can do and what they need to do next (see marking policy)
- All children are given the opportunity to respond to marking.
- All adults expect pupils to respond to marking and actively improve their work.

Assistants in the classroom:

- Work directly with children in or out of the classroom
- Work alongside children so that they can interact with what is going on in class
- Undertake administrative/practical tasks
- When not involved in necessary administrative work teaching assistants are clearly engaged with pupils at all times, including during learning area sessions.
- Planning is shared in advance with assistants.
- The class teacher plans work for assistants and is responsible for ensuring that the purpose of an activity is clear and any special instructions understood

Plenaries

Plenaries are used to help children review and reflect on what has been learned or to introduce a new topic and briefly assess pupil knowledge ahead of a new objectives

Learning resources:

- Books and equipment
- Computers (computing lessons are scheduled each week) computer software/Laptops (Prep 4 and 5)
- Tablets/ apps
- Cameras
- Websites such as Mathletics/e-Britannica, etc.
- A well-stocked library
- Structured play equipment
- Arrangement of furniture i.e. story corner (Prep 1 and 2)
- Human resources such as visitors, classroom assistants
- School trips

British Schools Overseas (BSO) Standards

This policy has been written to meet the requirements of Part 1 of the UK Government’s BSO standards regarding the curriculum.

Policy review

This policy is to be reviewed, at least, annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Signed:

Graham Nye, Chairman

Louise Simpson, Head

Date

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