



This policy is a whole-school policy including EYFS. It is relevant to all academic staff and should be read in conjunction with the following:

- Curriculum
- Literacy across the Curriculum
- Numeracy across the Curriculum
- Assessment, Recording & Reporting
- Marking and Feedback
- Presentation of Work
- Learning Enhancement – SEND
- Learning Enhancement – EAL
- EYFS - SEND
- Display

Introduction

‘Teaching and Learning’ is the core purpose of the School. It is recognised that all members of the community have an essential role to play in its success.

Aims

The aim of the Teaching and Learning Policy is to outline the standards expected of teachers at Foremarke, and the means of curriculum delivery within the school.

Standards

The standards expected of teachers at Foremarke are based on the DfE standards effective from September 2012. A teacher is expected to demonstrate consistently high standards of personal and professional conduct, and it is expected that the standards of teaching are very high. Teachers must make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date; be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

In addition, teachers at Foremarke are expected to make an effective and valuable contribution to broadening and enriching the school-life experiences of our pupils, and to the wider life of the School as a boarding school that operates seven days a week during term time. This includes taking on pastoral and extra-curricular responsibilities, as well as playing a role in the day/boarding duty team, whole-school events and occasions, trips, tours, outward bound and teambuilding activities.

Personal and Professional Conduct

A teacher must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- Showing tolerance and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual

liberty and mutual respect, and tolerance of those with different faiths and beliefs

- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Having proper and professional regard for the ethos, policies and practices of the school and maintaining high standards in their own attendance and punctuality
- Having an understanding of, and always acting within, the statutory frameworks which set out their professional duties and responsibilities

Teaching

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Make reasonable adjustments to teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

In addition, a Head of Department or member of SMT must:

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Have an extensive knowledge and understanding of how to use a range of teaching, learning and behaviour strategies, including how to personalise learning to provide opportunities for all learners to fulfil their potential
- Have an extensive knowledge and well-informed understanding of assessment requirements and arrangements for the subjects/curriculum they teach, including those related to public examinations and qualifications
- Have a more developed knowledge and understanding of the subjects/curriculum they teach, including those related to public examinations and qualifications
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

In order to achieve this, teachers should:

- Plan their lessons carefully to match the needs of pupils
- Set clear objectives at the beginnings of lessons and debrief them at the end
- Provide tasks that are challenging, relevant, stimulating and differentiated
- Use a variety of teaching styles and activities
- Communicate effectively by giving clear instructions, asking challenging questions and listening to pupils' answers or opinions during discussion

- Have a sound knowledge of the subject taught
- Have high expectations in terms of pupils' study skills and behaviour to ensure that pupils try to meet such standards
- Encourage pupils to value themselves and their work and to value others and their efforts
- Be consistent, fair and promote positive attitudes to learning, especially independent learning by encouraging pupils to peer- and self-assess their work
- Be good role models; punctual, well-prepared and organised
- Ensure there is prompt marking and feedback (verbal or written)
- Make their own assessments (in addition to whole-school procedures), keep their own records and use them appropriately in planning and reporting

Learning

We believe that children learn best when they are in a suitable environment. Many factors contribute to producing this environment.

1. Classroom Organisation

- The organisation of the teaching group should meet the needs of the pupils and the curriculum
- There should be easy access to appropriate resources for all pupils
- There should be useful displays (see later)
- Learning Enhancement Assistants and Teaching Assistants should be directed to support learning
- The pupils should understand the expectations of working in that particular area of the room or school

2. Relationships

- Positive relationships between the pupils are encouraged so that:
 - they listen to each other
 - they co-operate well
 - they show respect and tolerance in all areas
- Positive relationships between pupils and teachers (and other adults) are encouraged so that:
 - they show mutual respect
 - the teacher is approachable and provides support and encouragement
- Positive relationships between adults are encouraged so that:
 - there is recognition of the value in the educative process of teachers, parents, technicians, teaching assistants and other adults

3. Display

To be effective in producing the suitable learning environment, classroom display should:

- Be stimulating, attractive and informative (in 2D or 3D)
- Be changed regularly
- Value and celebrate the success of all children's work
- Be interactive and used as a teaching aid

Having produced the appropriate learning environment, our objectives are that:

- Children are allowed to consolidate their learning, add new knowledge & skills, and increase their understanding
- Children are encouraged to become active thinkers and learners
- Children are acquiring learning skills, for example, observation and information processing and learning how to apply such skills to unfamiliar situations
- Children learn to evaluate their own work and respect that of others
- Children develop positive individual attitudes to learning, including motivation, resilience,

persistence, curiosity and flexibility

- Children are encouraged to take some responsibility for their learning and to become increasingly independent
- Children develop positive corporate attitudes to learning, including co-operation and tolerance
- Children have an awareness of the spiritual, moral, social and cultural dimension to their own lives and to that of others around them

EYFS

At Foremarke Hall we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in the Early Years setting. We value all areas of learning and development equally and understand that they are often interconnected. Through well planned activities and experiences, based on three prime areas of learning and the 4 specific areas of learning, children have the opportunity to:

Prime Areas:

- Personal, Social and Emotional Development – Develop personally, socially, emotionally, morally and spiritually
- Communication and Language – Build communication and language skills
- Physical Development – Develop physical control, mobility, manipulative skills and awareness of space in both indoor and outdoor environments

Specific Areas:

- Literacy – build effective Literacy skills, including reading, writing, speaking and listening.
- Mathematics – Understand the fundamentals of Mathematics
- Understanding the World – Understand the World – solving problems, making decisions, experimenting, exploring and finding out about their environment and the people and places that are significant in their lives
- Expressive Arts and Design – exercise their imagination and explore the use and different media and materials to communicate ideas and feelings in creative ways. Pupils will learn through a variety of art, design, technology, music, movement, dance, role-play and stories

Monitoring and Evaluation

The Assistant Head (Academic), Heads of Department, Head of Lower School and Head of Pre Prep will monitor Teaching and Learning on a regular basis through Performance Management, Departmental Self-Review (DSR), and by discussion and observation of all staff.

Review

The ‘Teaching and Learning’ policy is the responsibility of the Academic Team and will be reviewed according to the school’s policy review cycle.

Last Reviewed: Summer 2016

Next Review: Summer 2018