



Duncombe  
School

An Independent Preparatory  
School and Nursery

# Teaching and Learning Policy

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
September 2013	Amanda Tierney	Review	Autumn 2015
January 2016	Tom Le Tissier	Review	Spring 2018

This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide.

## Mission Statement

‘Duncombe School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy, caring and stimulating environment.’

## Mission Statement – Treetops

‘Our primary purpose is to support children and parents through the early years of education. Treetops offers a carefully managed induction programme to school life and subsequently a broad and challenging education within a caring and secure family environment.’

## School Aims and Philosophy

- To educate the whole person (academic, spiritual, moral), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society.
- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.
- To encourage self discipline, self motivation and self respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full capabilities.
- To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.

## Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Duncombe School.

The policy reflects the belief of the whole staff and has been developed during the Autumn Term 2007 and updated in 2009, 2011, 2013 and Spring Term 2016.

The implementation of the policy is the responsibility of all members of the Duncombe Community.

## **Purpose**

Education is the purpose of our school. We offer an enriched curriculum beginning with the individual child. The Teaching and Learning Policy lays the foundation for the whole curriculum, both formal and informal.

## **Aims and Principles**

Our aims and principles are:

- to nurture a sense of self-discipline, self-esteem and confidence which encourages children to develop as independent, thoughtful and rational people
- to develop positive attitudes that encourage children to value, respect and empathise with others
- to promote and nurture a caring, safe, happy, welcoming and stimulating learning environment where children and staff feel secure, valued and respected
- to provide full access to a broad, balanced, differentiated curriculum, where the individual needs of the child are catered for, through a planned and structured curriculum, which encourages children to achieve the highest standards of which they are capable
- to foster effective partnerships between the school, home and local community
- to value the skills of all staff who are able to work co-operatively to provide a supportive teaching and learning environment for their own personal and professional development and for that of students and visitors
- to provide equality of opportunity for all children and encourage their spiritual, moral, cultural and physical awareness and development, enriched by the teaching of core British values.

Our policy is structured under the following headings:

- Ethos/Learning Environment
- Curriculum
- Classroom Organisation
- Teaching Skills
- Relationships
- Display
- Assessment and Recording
- Staff Development

### **1. Ethos and Learning Environment**

List in no particular order

Children learn best when they:

- feel valued, secure, safe and respected
- are in a stimulating and welcoming environment
- listen to and value their own and others contributions
- are aware of agreed rules, aims, codes of conduct and golden rules
- have a well-disciplined and positive attitude and outlook
- are given positive praise and encouragement

- are given opportunities and encouragement to show initiative and independence
- are encouraged to have high expectations and achieve the highest standards of which they are capable
- are given the opportunity to share in success in class and in school (assemblies, displays)

## **2. Curriculum**

Children learn best when:

- the curriculum is broad and balanced
- the curriculum is lively, stimulating and interesting
- the curriculum is well planned and coherent with structured links between short, medium and long term planning levels
- planning of the curriculum shows progression and consistency and has clear, specific aims and learning objectives
- the curriculum is differentiated and pitched at the appropriate level
- the delivery of the curriculum encourages independent, active learners
- the curriculum is well resourced
- the curriculum is made available to everyone at the appropriate level
- excellence and achievement in curriculum areas are recognised and celebrated
- learning is supported by homework and the involvement of parents who receive a termly leaflet
- Next steps are shared in marking and feedback as well as reports
- Next Steps advise the children and parents of where and how they can develop

## **3. Classroom Organisation**

Children learn best when:

- the classroom is arranged appropriately and resources readily available
- children and staff are well prepared and organised
- there is easy access to well organised, clearly labelled and visible resources
- there are stimulating displays which are valued and interactive
- classrooms assistants and parent helpers are used effectively
- there are clear agreed expectations and consistent rules/routines for working related to discipline and independence and health and safety

## **4. Teaching Skills**

Children learn best when:

- resources are prepared and organised in advance
- expectations, instructions and learning objectives are made clear to the children
- groups, individuals and support staff are organised appropriately
- a variety of teaching skills are used
- questioning and discussion are used effectively for communication
- activities are differentiated and made stimulating and challenging
- the teacher has sound and confident subject knowledge
- work is well planned and follows guidelines with clear aims and objectives
- the teacher follows the marking and feedback policy
- opportunities are provided for children to show initiative and independence

- high expectations are used to encourage children to take a pride in their work and achieve the highest standards of which they are capable
- teachers value children's opinions and provide effective feedback
- teachers use discipline effectively and are consistent and fair

## **5. Relationships**

Children learn best when:

- they are valued, respectful and tolerant of each other
- they co-operate in groups and help each other
- talents are valued and celebrated
- there are clear and shared aims
- there is clear communication between everyone and a willingness to listen
- they witness positive role models
- the teacher is approachable and accessible and considers the needs of the child
- there are positive home, school and community links and a sense of partnership

## **6. Display**

Children learn best when display:

- is interactive and involves children's responsibility
- creates a stimulating environment
- is relevant and shows what is happening in the classroom
- covers a variety of subjects
- is regularly changed
- demonstrates a high standard of presentation
- encourages a sense of pride and celebration within the school
- uses a variety of media, is 2D and 3D and located in all areas of the school
- involves all children's work

## **7. Assessment and Recording**

Children learn best when:

- assessment is in an agreed format and has a clear purpose which everyone understands
- is regular, ongoing, manageable and useful
- assessment informs future planning and work
- there are opportunities for children to discuss their work with the teacher
- marking is linked to the learning objectives
- marking is positive and developmental – guiding children to the next steps of learning
- children are given an opportunity to respond to marking; written or verbally
- assessment is supported by subject co-ordinators
- procedures show progression through communication between year groups
- there is a recognition of achievement which encourages children to be successful
- records are used by the teacher to help guide children's future progress

## 8. Staff Development

Children learn best when:

- opportunities are provided for non contact time and Inset to develop knowledge and expertise
- specific times are made available for specific activities
- there is input to support staff from outside agencies
- a clear programme of professional development provides teachers with confidence and a sense of purpose
- staff understand the structures within the school
- there is an awareness of current issues
- teachers skills and talents are used and developed
- monitoring, evaluation and work-scrutiny lead to professional development
- clear and constructive feedback is given following work-scrutiny or observations
- there are clear induction policies for new staff
- through appraisal and other sessions, staff review their professional development
- staff are empowered through working groups
- staff are given the opportunity to shadow co-ordinators

## Monitoring and Review

Teaching and learning will be monitored on a regular basis through subject monitoring, evaluation and work scrutiny, as well as through appraisal, support and training and informal staff support. Guidance from the policy should be regularly used as a benchmark for staff to gauge and review their own performance and will provide criteria for the evaluation of teaching and learning within the monitoring process. The policy itself will be reviewed by the Director of Learning every two years.

### *SAFEGUARDING STATEMENT*

*Duncombe School is committed to maintaining a safe and secure environment for all pupils and a culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding Policy'.*