

# Teaching and Learning Policy

## **Aim**

This policy aims to ensure that children at Kingshott are provided with high quality learning experiences that lead to a consistently high level of achievement.

## **Teaching and Learning**

The old Chinese proverb tells us that:

“I hear and I forget,  
I see and I remember  
I do and I begin to understand,  
I teach others and I fully understand.”

**Therefore we aim for children to be:**

- happy
- interested and motivated
- achieve success and approval
- given a variety of learning experiences and tasks that suit their learning style
- confident and feel secure
- challenged and stimulated

**Kingshott education** incorporates the following areas of experience:

- Linguistic                      English  
    French  
    Latin  
    Spanish (club)
- Mathematical                  Mathematics
- Scientific                        Science
- Technological                  Design Technology (incorporating Textiles, Food Technology),  
  ICT
- Human & social                History  
    Geography
- Physical                         PE (including swimming and gymnastics)  
    Games
- Aesthetic & Creative        Drama  
    Thinking Skills  
    Art

- PSHCE

The scheme of work and subject matter will be commensurate with each year group (and age specific).

In particular skills in speaking and listening, literacy and numeracy will be focused upon in designated subjects but also across the curriculum.

Included is a policy related to career guidance offered to senior children called **Career Guidance to Years 7 and 8**.

**Teachers will:**

- promote effective and positive interaction with children
- promote high expectations
- plan lessons with clear objectives
- use a range of teaching styles
- use a range of questioning
- provide feedback to children about their progress
- ensure that assessment strategies are implemented and records relating to agreed criteria are kept
- teach the whole child
- teach the child to be responsible
- differentiate – through teaching styles and method

**As a School we believe that there should be breadth and balance in the Curriculum.**

**Breath** – this will allow pupils to have contact with different elements of learning knowledge, concepts, and skills in all areas of learning.

**Balance** – will be shown through time allocation, curricular and extra- curricular activities, day trips and residential trips.

**Children will have the opportunity to:**

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop independence
- use initiative
- receive support
- progress and achieve academically

**Learning Environment will be:**

- challenging and stimulating
- peaceful and calm
- happy and caring
- organised
- well resourced
- the classroom will be clean and tidy
- wall displays to be attractively arranged and relevant to current teaching and learning, reflect the children's work and at times be interactive
- the layout of furniture to give children as much workspace as possible, enough chairs for all children and arranged for children to move around the room

### **Routines and Rules**

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

- clearly understood
- fair and consistent
- realistic and positive

### **Curriculum Co-ordination**

Each subject has a head of subject who lead a team of teachers. They will produce a scheme of work (updated on an annual basis). A Kingshott Curriculum handbook is sent to all parents at the beginning of each year detailing the whole school curriculum. Each subject will hold termly Departmental meetings and a termly work scrutiny of children's books/work will be conducted through the Director of Studies.

### **Role of Head of Subject**

They will be responsible for:

- maintenance and overview of subject resources
- attending relevant courses and conferences and sharing information with staff
- liaising with other teachers to ensure consistency and progression
- monitoring teaching and children's progress
- preparing and evaluating action plans for subject

### **Planning and Preparation**

Long term planning is largely based on the requirements of the National Curriculum.

Medium term planning will be more detailed, with objectives.

Short term planning is done in planners or individual lesson plans according to teacher preference.

Head of subject prepare details of schemes of work.

### **Time Allocation**

See appendix for timetable and lesson allocation.

## **Role of the Parents**

We believe that parents have a fundamental role in helping their children to learn. We inform parents about their child's learning by

- holding parents' evenings
- providing reports and grade cards
- sending weekly newsletters home
- holding annual information evenings
- sending curriculum booklets in the Autumn term
- by encouraging parents to hold regular dialogue with staff should there be a problem
- ensuring an 'open door' policy (from Headmaster to subject teacher)

## **Resources**

Materials in all areas should be well organised, be good quality, clean, attractive, accessible and well labeled. Stocks should be checked and replenished regularly.

## **Questioning**

Good questioning

- encourages children to think more deeply
- encourages children to share their thoughts and ideas with others
- ensures children articulate ideas
- (informally) tests understanding
- provides opportunities for assessment
- provides opportunities to differentiate

Good teaching ensures that children are given access to a range of questions.


**Type of questions**

**Example**

Open

What do you think...? Why do you think...?

How do you know...? Do you feel...? Find different ways of...?

Can you try different ways of...?

Closed

What is...? What are...? When did...? How many...?

Where is...? Where would you find...?

Recalling facts

Asks children to name an event, process or fact

Asks children to recall some information but not apply it

Observing

Asks children to describe what they see, using appropriate vocabulary

Hypothesising, predicting or speculating

Asks children to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference

Concluding

Asks children to draw different threads together or follow a logical route to arrive at a solution

Personal responses

Asks children to express personal feelings, thoughts and ideas

Discriminating

Prompts children to consider advantages or disadvantages, to look at something from different points of view

### Designing and comparing procedures

Asks children to plan and prepare a process for tackling a problem. Asking children to analyze before or after an activity which process will be/was the most effective.

### Interpreting results

Asks children to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.

### Applying reason or what they know

Asks children to provide more than one solution to a problem. Asks children to apply one or more aspects of their learning in order to explain what has happened or might happen next.

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