

Teaching and Learning Policy (including Early Years)

Reviewed by PRM: June 2018

Next review: June 2021



The purpose of this Policy is to provide a general framework for Departments to consider, when planning and evaluating their own approach to teaching and learning. The Policy recognises that good teaching enables pupils to become successful independent learners and increasingly able to manage and take responsibility for their own progress. It also recognises that good discipline is essential for a healthy learning environment.

Planning

Lessons should be planned in line with The Department's Scheme of Work/Syllabus requirements, and should always have a clear objective, which is communicated to pupils. Material should be suitable for the range of abilities in the class and teachers should ensure that a variety of activities are available across a range of lessons for each unit or topic.

It is essential, however, that these activities are balanced with time to consolidate the pupils' learning in order to ensure that the required concepts and skills have been grasped. This should be achieved by structuring lessons carefully, ensuring the regular use of plenary sessions throughout the delivery of the unit/topic. Prep should provide opportunities both to consolidate and extend knowledge.

Differentiation and Learning Styles

All teachers should be aware of the specific learning needs of particular pupils in their classes, and liaise regularly with Learning Support Department to ensure that these are being addressed. Teachers should also be familiar with the learning styles of their pupils and target learning appropriately.

Gender Issues

It is important to be as consistent as possible when dealing with pupils, while recognising that boys and girls can sometimes prefer different approaches to learning.

Seating

Teachers should be careful to seat pupils in an appropriate fashion for learning, classroom control and socialisation, depending on the nature of the group and the activity. In Years 3-9 all students will be taught using seating plans. In Years 10-13 this is optional, but it is recommended that all teachers keep a record of the seating arrangements for every lesson. Seating plans should be set up at the beginning of every new academic year and altered, at least, at the beginning of every term.

Teachers should ensure a mix of pupil groupings which can alter according to the purpose of the lesson/unit/topic. These groupings could be based on: gender, ability, friendship, preferred learning style and skills being taught.

It is the responsibility of the Heads of Department to monitor the implementation of the policy by all staff on termly basis. Furthermore, it is the expectation that every subject teacher will leave seating plans for staff covering lessons.

Questioning

Teachers should employ a mixture of closed and open questions in order to consolidate information and deepen understanding. It is equally important to provide opportunities for pupils to question the teacher and each other.

Group Work

In providing a variety of educational experiences it is expected teachers will, at times, require pupils to work as groups or as pairs. In Years 7 & 8, allocation of groups/pairs should be done by the teacher and not just be an expectation of pupils to arrange themselves. It is recognised that younger pupils find making such arrangements difficult and it can lead to isolation and poor working partnerships. Similar consideration should also be given to older groups depending on the dynamics of the class.

Sharing Good Practice

It is important that we observe each other teach and/or team-teach on a regular basis; the focus for observation is likely to be determined by the performance management process. In addition, each department is encouraged to operate an "observation carousel" such that all teachers are given the opportunity to be observed and to observe others. Observations may be formalised by the use of an observation form or kept less formal as required.

Each academic year in the Spring term there is an 'Observation Fortnight' where all teaching staff are required to informally observe two colleagues from different areas of the School (either department and/or section).

Colleagues may find it helpful to ask their observer to focus on a specific issue or area, such as boys' learning, the less able, or the very bright. This may help with the sharing of good practice within and across departments, and help develop whole School policies.

Quality Assurance

Heads of Department are responsible for monitoring the teaching and learning in their department, including work scrutiny. Directors of Studies in their review of departments consider lessons, work scrutiny and effectiveness of the Head of Department. Following a review a feedback session is held with the relevant Head of Department.

The School operates a vertical and horizontal system whereby senior managers quality assure the teaching and learning across the School in the context of both year groups and departmental areas (see *Quality Assurance Procedure*.)

Setting

Setting at Ryde School is applied on a subject by subject basis and arrangements change as pupils progress through the School. Where it is felt that setting will enable more personalised learning, enabling pupils to reach their maximum potential, setting will be applied.

In most cases sets will be consecutive ability groups. Nevertheless, within this ability structure there may be two parallel sets. These arrangements will be decided by the Head of Department with agreement of the Director of Studies.

Setting processes will be open and clear with pupils moving set based upon academic ability. Any change of sets will be communicated to parents by the Head of Department. Unless there are exceptional circumstances, set changes will be made for the start of an academic year or for the start of the Spring term. ALL set changes must be communicated to, and agreed by, the Director of Studies for that section of the School.

Prior to Year 5 no setting takes place although for some literacy and numeracy learning temporary grouping is applied. In Years 5 & 6 pupils are ability set for English and Maths. In Years 7 to 11 setting is carried out in accordance with the setting procedure. (see *Academic Procedures, Setting*)

Fundamental British Values

All teaching and learning experiences should be mindful of the School's Prevent strategy and promote Fundamental British Values. Teachers should actively seek opportunities to place learning in context to develop pupils understanding – e.g. GDP when considering percentages in pie charts.

Prep

Fiveways

Reading

All pupils in the Foundation Stage 3, Year 1 and Year 2 take home books throughout the week to share with parents. The partnership between home and school over the teaching of reading is as very important to the School, and the work done at home is vital in ensuring the very best progress is made by the pupils. Parents should make a comment in the Reading Record Book. Pupils and parents are welcome to borrow any of the books from the class libraries so long as they are returned for others to enjoy.

Literacy and Numeracy

Pupils in Year 1 and Year 2 are expected to write out their spelling list each evening and to learn to spell the words on the weekly list and the Forget-me-not word lists. Pupils in Year 2 have a Numeracy activity to complete on Wednesday evenings.

The expectation is the prep should never take longer than 20 minutes during any one evening.

Junior School

All year groups are set prep each evening to be completed either at home or in the School's prep time which runs from 4.00pm until 4.50pm. Two preps are set each day in accordance with the published prep timetable. This schedule is published at the start of each academic year and remains in place for that year.

Expectations of time spent on prep each evening are as follows:

Year 3	25 minutes per night
Year 4	25 minutes/night
Year 5	30 minutes/night
Year 6	30 minutes/night (60 minutes on two days per week) and then 10 to 15 minutes reading.

In a case where a piece of work is taking significantly longer the stated time parents should advise their child to stop and advise the teacher of this action.

Prep is recorded in the Pupil Diary. Pupils should be given sufficient time to record this work, including time to check what is expected of them. Preparation should be written on the board and checked as entered correctly in each diary, particularly for children in Years 3 and 4 and weaker ones in Years 5 and 6.

Prep work will be collected by the class teacher during the next lesson unless alternative arrangements are set by the class teacher. The marking of this work will be in line with the School's marking policy.

Senior School

A Prep timetable is established at the beginning of the year. Two subjects for each night is normal for all years, though the length of time clearly differs: 1 hour for Years 7 and 8, 1 hour 30 minutes for Year 9 and 2 hours for Years 10 and 11. Lower and Upper Sixth Students should work at least twenty hours per week outside lesson time. Some of that work may be done in study periods.

It is important that all preps are set as indicated on the prep timetable. Where a subject is allocated more than one prep per week, at least one of these preps per week should normally be a written assignment.

All prep set in the Senior School should be communicated via Google Classrooms and teachers must ensure this information is available to pupils by no later than 5:15pm on the day of setting. Pupils in Year 7 do not have access to phones or mobile devices during the day so all prep for this year group must be also provided during the lesson to be written into the pupil's planner (this will also apply to Year 8 as from September 2019). A planner is issued to all pupils in Year 7-11 on a termly basis; Years 7 & 8 are required to make active use of their planners to record both PSB activities and prep and tutors should inspect these regularly. Any preps which appear to be missing should be raised by the tutor with the subject teacher or Head of Department concerned.

Colleagues should consider setting differentiated preps wherever appropriate.

Work done individually by pupils up to GCSE level is to be marked by the teacher in accordance with the School's subject marking schedule, with either a grade or a mark against each set piece.

The marking should either correct errors or indicate clearly to the pupil the kind of error which has been made. All comments should be formative clearly indicating how a pupil could improve. Examples of good practice should be included whenever possible.

In any piece of written English, staff of all departments should encourage the use of accurate spelling, punctuation and grammar, correcting errors wherever possible.

Any work that is not of sufficient standard should be re-written, and the pupil required to show this to his or her tutor for signature before re-submission to the teacher.

There should be a common marking policy in exams set by each department. This may either be achieved by having a tightly structured marking scheme for the exam with some internal moderation, or by the work of a particular year group being marked by a single teacher.

Literacy

It is recognised that literacy is an essential skill for life. Much responsibility lies with the English department for the development of this skill, though all subject teachers should correct spelling and grammar and ensure that pupils can use standard English cogently and confidently. They should also ensure that pupils use specialist vocabulary accurately and are able to use register appropriately for specific tasks, as well as encouraging pupils to read subject specific texts.

Aims

- To produce pupils who are competent and confident users of standard written and spoken English
- To produce a whole school approach in which all departments can contribute to the development of literacy skills.

Delivery of Literacy

- The English department is responsible for developing literacy skills for all pupils in Years 7, 8, 9, 10 and 11; English is an option in the L6 and U6.
- All departments should allow access to the library in their schemes of work for every year group, and monitor the use of subject specific texts.
- All teachers should contribute towards producing literate pupils who are able to express themselves confidently in written and spoken English.

- All Ryde School pupils should develop a love of language and an enjoyment of the written and spoken word.

Numeracy

It is recognised that numeracy is an essential skill for life. Although the Mathematics department has a fundamental role in developing this skill, all curriculum areas have a shared responsibility for ensuring good numeracy skills are used with their areas too.

Aims

- To produce pupils who are competent and confident users of numbers.
- To produce a whole school approach in which all departments can contribute to the development of numeracy skills.

Delivery of Numeracy

- The Mathematics department are responsible for developing numeracy skills for all pupils in Years 1 to 11; Mathematics is an option in the L6 and U6.
- Where appropriate other subjects include the development of numeracy in their schemes of work. For example, the use of number is often in evidence in Sciences, Economics and Business Studies, DT, Geography.

Information About Pupils

Mark books should be used to record marks and attendance. They should also contain the pupil's full name (preferred name); as well as form; tutor; learning needs and any other relevant information.

Rewards and Sanctions

We should ensure that good work and learning are rewarded by the use of plus points, merits and praise. Inappropriate behaviour and poor work should be challenged by the use of sanctions. Both sanctions and rewards should be recorded on the school's Management Information System, iSAMS. When writing reports, it is important to ensure comments are positive and highlight clear areas for improvement (*see Academic Procedure: Grade Cards & Reports*).

Displays

Pupils' work should be clearly displayed in departments, as well as posters and other materials relevant to learning. See **Display Policy**.

Political Slant

Teachers should be aware of the need to deliver lessons without a political bias. Teachers must deliver balanced political views and not impose their own on pupils.