



Teaching & Learning Policy Including EYFS Beechwood School

1. Introduction

Our policy reflects the DfE guidance, in particular the National Curriculum (DfE, 2014) and the 'Statutory framework for the early years foundation stage' (DfE, 2021)

This policy should be read in conjunction with the policies listed below:

- Curriculum
- Behaviour and Discipline

At our School, we believe in the concept of lifelong learning, and in the idea that we all learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

2. Aims and Objectives

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all students to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- enable students to become confident, resourceful, enquiring and independent learners;
- foster student's self-esteem, and help them to build positive relationships with other people;
- develop student's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable students to understand their community, and help them feel valued as part of it;
- help students grow into reliable, independent, and positive citizens.

3. Effective Learning

Research tells us that people learn in many different ways and respond best to different types of input (visual, auditory and kinesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore play music to accompany learning, provide 'brain breaks' at various points

in the lesson to refocus student's attention, and make sure that the studentren have access to drinking water.

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give students the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and why the lesson is important;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the students to build up their own understanding through various activities;
- it should allow opportunities for the students to review what has been learnt;
- it should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We offer opportunities for students to learn in different ways. These include:

- Investigation and problem-solving
- Research and discovery
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4. Effective Teaching and Learning

When we are teaching, we focus on motivating all the students, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the School, and details what is to be taught to each year group.

Teachers make ongoing assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our prime focus is to develop further the knowledge and skills of all our students. We strive to ensure that all tasks set are appropriate to each student's level of ability. When planning work for students with special educational needs, we give due regard to information and targets contained in the student's Individual Education Plan. Teachers modify teaching and learning as appropriate for

students with disabilities. We value each student as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our students.

We plan our lessons with clear learning objectives. Our planning sheets contain information about the tasks to be set and the resources needed.

Each of our teachers makes a special effort to establish good working relationships with all the students in the class. We treat the students with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. We set and agree with students the class code of conduct, and we expect all students to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise students for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We always insist on good order and behaviour. When students misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour and discipline.

We try to ensure that all tasks and activities that the students perform are safe. When we plan to take students out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual students, and sometimes they work with small groups.

Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the students. We ensure that all students have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the students.

All of our teachers reflect on their strengths and weaknesses and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

Homework

Homework is anything students do outside the normal school day that contributes to their learning, in response to guidance from the School. Homework encompasses a whole variety of activities instigated by teachers and parents to support the student's learning.

Homework plays a positive role in raising a student's level of attainment. However, we also acknowledge the important role of play and free time in a student's growth and development. While homework is important, it should not prevent students from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our students.

As they move through the School, we increase the amount of homework that we give the students. Each subject teacher is responsible for planning his/her class's homework timetable from the start of the academic year according to the School's guidelines.

Homework must be relevant and challenging and must be acknowledged by assessment and marking within a short period of time.

Subject teachers are responsible for ensuring that homework is set according to the timetable and displayed on the homework website, that the nature of the homework task is appropriate, that the piece of work is marked and returned to the student with constructive comments before the next lesson.

Homework will be marked in accordance with the School and department marking procedures to ensure it meets the appropriate standards of neatness and presentation and that the content meets the required standard. Rewards are given for exemplary and excellent work, whilst sanctions are given for work that is not handed in or of an insufficient standard.

5. Marking and Feedback

Marking and feedback are formative methods of assessment. We take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the students will have to be taken into account. However, all students are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process. The principles of marking and feedback are:

- the process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the student;
- the marking should always be in accordance with the lesson objective;
- the student must be able to read and respond to the comments made. Where the student is not able to read and respond in the usual way, other arrangements for communication must be made;
- comments should be appropriate to the age and ability of the student, and may vary across year groups and key stages;
- comments will focus on only one or two key areas for improvement at any one time;
- teachers should aim to promote student's self-assessment by linking marking and feedback into a wider process of engaging the student in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset;
- whenever possible, marking and feedback should involve the student directly. The younger the student, the more important it is that the feedback is oral and immediate;
- the marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise';
- for one-to-one feedback (teacher to student) to be effective, sufficient mutual trust must be established;
- feedback may also be given by a teaching assistant, or through peer review;
- group feedback is provided through plenaries too, and in group sessions;
- feedback can identify a student's key learning difficulties;
- marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

6. The Role of the Proprietor

Our proprietor supports, monitors, and reviews the School's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;

- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the School's teaching and learning approaches through the School's self-review processes.

7. The Role of the School

We believe that parents have a fundamental role to play in helping students to learn. We do all we can to inform parents about what and how their students are learning.

- By holding parents' evenings.
- By sending information to parents, at the start of each half term which outlines the topics that the students will be studying during that term at school.
- By sending parents targets and reports in which we explain the progress made by each student, and indicate how the student can improve further.
- By explaining to parents how they can support their students with homework, and suggesting, for example, regular shared reading with very young students, and support for older students with their projects and investigative work.

We believe that parents have the responsibility to support their students and the School in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to encourage their child to complete the homework tasks that are set;
- to support their child with homework by providing a good working space at home, by enabling them to access resources, and by discussing the work that their child is doing.

8. Monitoring and Review

We are aware of the need to monitor the School's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the School. We will therefore review this policy every two years, or earlier if necessary.

Date	Position	Name of reviewer	Date of next review
August 2021	Headmaster	Mr J Foster-Gandey	August 2022
August 2021	Proprietor	Mr A. Khan	August 2022