



EDGEBOROUGH SCHOOL

Teaching and Learning Policy

(including EYFS and Boarding)

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AIMS and PRINCIPLES

Edgeborough School aims to deliver an excellent, all-round education to all its pupils in an unpressured but stimulating environment.

Pupils are taught a broad and academically challenging curriculum. Particular emphasis at age appropriate levels is placed on thinking skills, questioning and independence skills.

Learning is a rewarding and enjoyable experience for everyone; it should be fun.

Staff will have the expertise to support children's learning.

Teachers will seek to deliver stimulating lessons incorporating a range of learning activities to secure pupil interest and engagement.

Staff will be aware of children's personal, social, health and emotional development.

Pupils' progress will be regularly monitored, assessed and reported.

Pupils will appreciate the important role they have to play in their own educational development and be able to assess their own achievements. Each child must know what to do in order to improve and how to do it

The pupils themselves should be guided in their actions, by Edgeborough School's Values.

The role of a parent will always be valued and appreciated.

TEACHING

In accordance to the age of the pupils in the class, all teachers aim to:

1. Create an orderly environment and manage classes efficiently and develop productive working relationships with pupils through:

- matching teaching techniques to the group;
- being consistent about classroom procedures and expectations, as laid out in the 'Edgeborough Learning Culture' document.
- setting and marking appropriate homework (prep) regularly;
- having a confident and assured command of subject matter;
- being clear with instructions, questions and explanations;
- following the school's Health and Safety policy and providing risk assessments where appropriate.

2. **Make lessons purposeful through:**

- The key aim to all lessons is to ensure that *all* pupils, including those who are both above and below average abilities make strong progress in the lesson. This can only be achieved if each lesson is differentiated to match the abilities of those who we know will be attending. (See section 4)

- thorough planning, with reference to the medium term plans, well-structured and paced lessons;
- clearly stating the learning objective to the pupils at the beginning of the lesson;
- thorough checking of work;
- delivering schemes of work that cater for the spiritual, moral and cultural elements;
- recognising and rewarding achievement;
- challenging underachievement.

3. **Make lessons interesting and stimulating through:**

- showing enthusiasm and good knowledge of the subject area;
- adopting a variety of teaching styles;
- using praise and positive reinforcement to foster self-esteem, motivation and confidence;
- encouraging pupils to demonstrate their skills through formal presentations, role play and debate;
- using ICT to enhance the learning experience and outcome.

4. **Match learning activities to all abilities through:**

- using evidence of prior attainment to gauge pupils' individual capabilities;
- being aware of other factors, such as SEN, EAL and More Able Pupils** (MAP) needs, as well as any social and emotional influences that may affect learning.
- testing understanding and acquisition of knowledge through a variety of means;
- using appropriate differentiated material and tasks to ensure pupils' active participation in every lesson;
- setting high expectations for all pupils.

5. **Use Assessment for Learning* (AfL) and summative assessment to monitor progress through:**

- identifying what the student knows, understands and is currently able to do. To use this information to plan future learning and move the student further allowing each student to reach their potential.
- using a range of formative in-class assessments, which are related to the subject area;
- statistically analysing individuals' and whole school performance;
- marking consistently and positively;
- encouraging self and peer assessment.

LEARNING

Effective learning and effective teaching are interactive. It is important that we teach children how to “learn to learn” in order to become independent learners and develop skills for life-long learning.

When learning is effective, our pupils...

1. Are motivated to

- improve their performance and be willing to learn from areas for development as well as strengths;
- enjoy lessons and readily respond to the challenge of the task set;
- take an interest in their schoolwork;
- care about their presentation of their work and look after the resources provided.

2. Take responsibility for

- their learning;
- developing confidence to ask questions and ask for help when needed;
- evaluate their achievements;
- working independently.

3. Have developed or are developing the following skills

- thinking skills such as communication, problem-solving and working with others,
- enquiry, reasoning, hypothesising, information processing and evaluating
- creative approaches to challenges
- meeting deadlines; such as completing homework on time
- retaining knowledge.

4. Understand the implications of social learning by

- arriving to lessons on time with the correct equipment;
- evaluating their work;
- adapting to different ways of working.
- being guided by the school values

SKILLS TEACHING: THE PRE-SENIOR BACCALAUREATE

As a PSB school, Edgeborough is committed to providing an education that equips pupils fully for senior schools and beyond. The teaching of skills is an important part of this and, at Edgeborough, this is delivered through the PSB. The appropriate skills are identified in planning documents and shared with the pupils.

MONITORING TEACHING AND LEARNING

The aim of this monitoring is to identify where we are now and recognise where we want to be. As part of the school's self-evaluation, learning and teaching are regularly monitored using a variety of methods. Methods for monitoring and evaluation are as follows:

1. Direct observation of learning and teaching
2. Scrutiny of pupils' work
3. Scrutiny of planning
4. Analysis of assessment results – termly and yearly
5. Analysis of tracking and target setting information
6. Departmental reviews by Heads of Department identifying areas of strength and areas for improvement.

ASSESSMENT FOR LEARNING

The main elements of Assessment for Learning are:

1. Learning intentions - inform pupils about what they are going to learn, and why.
2. Success criteria- are the steps to the new learning. It is only these items that the pupils are measured against.
3. Formative feedback- provides pupils with information on the successful areas of their learning performance as well as areas to improve next. Feedback should be based on the agreed success criteria.
4. Effective questioning- is about asking questions in a way that provides you with key information that you can use to determine where learning currently is, expand learning, and plan for future learning. It's also about encouraging more pupil questioning.
5. Peer and self-evaluation consider not only what they and their peers have learnt but also how they learn best.

MORE ABLE PUPILS

In the classroom a range of differentiation strategies may be employed to meet the needs of the More Able Pupils. These include differentiation by:

- **outcome** - the same material, stimulus, or task issued for all pupils. Individuals answer at their own levels of ability;

- **questioning** - questions and answers demanding higher-order thinking skills;
- **self-sufficiency** – provide opportunities for ‘independent learning’, such as research and open-ended investigations;
- **challenge** - provide assignments that require advanced problem solving skills, set work that entails creativity and imagination;
- **resource** - some pupils are capable of working with more advanced resources than others;
- **task** - a variety of tasks are provided so as to provide for the range of individual pupils in the class. More able children can start at a higher level;
- **dialogue** - the vocabulary and complexity of language used needs to vary for different pupils;
- **support** - the amount and degree of help provided can be differentiated to meet the needs of individual pupils;
- **pace** - some pupils need to move forward very gradually while more able pupils are able to sustain a much quicker programme;
- **grouping** - sometimes allowing more able pupils to work together.

Individual departments should apply their own appropriate strategies, which may involve some of the following:

- extra-curricular opportunities to extend and challenge;
- use of open-ended project work;
- visits to places of special interest;
- lectures;
- enrichment programmes run by other outside bodies.

All departments should include possible strategies for extending and challenging gifted and talented pupils in their own policy statement.

TEACHING, LEARNING AND ASSESSMENT IN THE EYFS

Planning:

From Nursery to Reception the three Prime Areas of the EYFS are put at the core of all planning. Activities are planned in accordance to the half-termly theme and in response to personal experiences and interests.

With all learning engagements and teachable moments offered, we look to offer a range of contexts to revisit, practise, apply, and develop transferable skills and understanding. Staff take account of the individual needs, interests, and stages of development of each child in their care, and use this information to plan challenging, individual and enjoyable lessons and environments. Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of the planned provision offered (both indoors and outside). Planning responds to children’s levels of interest and engagement so as to enable holistic development across the seven areas of learning.

Teaching:

A balance between play and formal teaching is upheld with a mixture of child-led and adult-led activities/continuous provision used to support learning across the seven Learning Areas. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities, to help children prepare for more formal learning.

Staff interactions with children during planned and child-initiated play, provide rich opportunities for communicating and modelling language; showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. Staff understand that play serves as a vital medium to nurture a curious mind, encourage problem-solving, allow for child autonomy and develop key learning characteristics.

Relationships and positive interactions are given weight and staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. Every moment is seen as a teaching moment and staff recognize and respond to this. In the EYFS, the Key Person (class teacher or EYFS practitioner) takes specific care to ensure that every child's learning and care is tailored to meet their individual needs.

The Role of the Environment:

Across the Early Years the environment is recognized and valued as the third teacher. A free-flow space where the children can access activities, which span the seven areas of learning, is provided with emphasis given to sensory play, problem-solving and activities which stimulate language. Open-ended play activities are carefully planned and set up to allow for group and individual engagement and rich learning. Staff understand that teaching and learning can be found in every activity that permeates the day and within the daily routine, from preparing for meals/snacks to distributing aprons for painting.

The 'continuous provision' offered is safe but challenging; allows freedom, independence and choice; encourages active learning and supports development and progress. Through the environment, children can build on their learning as care is taken to ensure that provision is constant enough to do this, whilst inviting. It is recognized that for learning to be embedded, children need to practise skills and explore concepts in a range of contexts that must be planned as an aspect of the environment offered.

The indoor and outdoor environment is used to support emotional well-being and motivate learning, with staff responding to the children within this environment and facilitating their learning through their child-initiated play (playing alongside the child, scaffolding learning, questioning, giving new problems, supporting collaborative play).

Assessment and Monitoring:

Assessment is ongoing, responsive, purposeful and communicated. Tapestry is used to document key learning moments and to guide next steps in terms of learning and progress. Observations are supported by assessment (in the moment) during play, trackers and written notes to form a more complete picture of the child and to identify their level of achievement, interest and to identify developmental gaps, support differentiation and guide planning.

When a child is aged between 2 and 3, Nursery practitioners review their progress and provide parents and/or carers with a written summary of the child's development (the Two-Year Developmental Check). At the end of the EYFS, staff complete the EYFS profile for each child (with pupils assessed against the Early Learning Goals). In addition, reports are written at the close of the Autumn and Summer Terms. Thus, parents and/or carers are kept up to date with their child's progress and are provided with a well-rounded picture of their child's knowledge, understanding and abilities. EYFS practitioners also conduct parent/carer meetings two to three times a year and invite the children to share and celebrate their learning.

Working with Parents:

We recognize that children learn and develop well when there is a strong partnership between school and home; meaningful and trusting links are essential. Through a partnership with parents/carers, valuable insight into the child's interests, home-life and development can be achieved, moreover parents/carers may be able to offer skills and knowledge to enhance their experiences at school.

To support the home school link, each child is assigned a Key Person (Nursery and Pre-School) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home and also helps families to engage with more specialist support, if appropriate.

THE FEATURES OF AN EXCELLENT LESSON

All teachers at Edgeborough aim to include the following features in their lessons:

1. Excellent subject and pupil knowledge utilised to know where the pupils are in their learning and the most appropriate next step, ensuring appropriate challenge for all.
2. Have well-established systems in place for the entering and leaving the classroom.
3. Have clearly defined learning objectives that are shared with the pupils.
4. The teacher will demonstrate passion and positivity, ensuring an appropriate pace to the lesson.
5. The learning content will be presented in an engaging and stimulating manner in order to 'hook' the interest of the pupils.
6. Ensure that the pupils are aware of the success criteria and 'what a good one looks like'.
7. Use a mixture of guided practice and independent practice to enable each pupil to demonstrate his or her mastery of the new concepts and apply new learning in a range of contexts.
8. Provide feedback and individual remediation as needed.
9. Create an environment where pupils feel safe to make mistakes and ask questions.
10. Review learning at the end of the lesson and identify the next step.

COVID 19 Addendum

Where appropriate, Edgeborough support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.

The school provide remote education to pupils where their attendance would be contrary to government guidance or legislation around COVID-19.

Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, Edgeborough will work to provide access to remote education.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school.

Edgeborough will work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.

Early Years and Pre-Prep

Optional work/menu of ideas will be provided to relevant children upon discussion with parents. This will be made available on Tapestry. When 4 or more children are out of school in the year group, due to COVID, invitations will also be made for the children to join shared stories on Zoom.

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Year 3 – 8

Pupils isolating due to COVID –19 and well enough to work will be given the option of attending live lessons through either Microsoft Teams or Zoom. The link will be posted on the relevant Team or emailed directly to the pupil. Any work that needs to be completed will also be posted on the relevant Team. In some cases, learning material or work books may be sent home.