

Teaching and Learning Policy

"The desire to meet the individual needs of each child is central to our Teaching and Learning Policy. We aim to provide a positive, nurturing environment so children may grow into contented, confident individuals who reach their full potential in whatever field that might be. When they are happy, children learn and have a sense of self-worth." (The Headmaster)

In order to achieve our aim, all teachers must ask themselves:

- Do I provide a caring and supportive learning environment?
- Will my planning and preparation lead to stimulating learning?
- Do I provide my pupils with feedback and praise?
- Do I frequently provide the 'Big Picture' to help children to contextualise their learning?

A caring & supportive learning environment will:

- nurture emotional, intellectual, spiritual, creative and physical well-being;
- meet the individual needs of each child and motivate them to persevere;
- stimulate children's curiosity as well as their desire and love of learning;
- give children the confidence to take risks and learn from mistakes;
- encourage children to take steps towards independent learning;
- encourage children to listen to, and value, the opinions of others;
- value and nurture the process and outcomes of learning.

Planning and preparing for stimulating lessons involves:

- catering for the learning styles and individual needs of all children;
- providing time for the children to demonstrate their prior learning;
- reflecting, reviewing and collaborating with colleagues;
- using visual, auditory and kinaesthetic approaches to teaching and learning;
- ensuring lessons have introductions, activity and conclusions;
- utilizing displays to motivate, reinforce concepts and value children's work;
- varying the pace of teaching;
- ensuring involvement of children in their own learning;
- allowing for limited concentration span.

Feedback should:

- build every child's self-esteem, encourage, motivate and reward;
- be relevant to the aims of the lesson, be explicit and, where possible, be immediate;
- support children's development and progress;
- include a balance of discussion and written comments;

Help children to see the 'big picture' by:

- sharing the aim of the lesson;
- reviewing the previous session;
- encouraging them to summarise/demonstrate their learning to peers, teachers and others.