



LEARNING AND TEACHING POLICY

COVERING BOTH SCHOOLS
INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Education Committee
Date last formally approved by the Governors :	Autumn Term 2019
Date policy became effective :	September 2010

Period of Review:	Three Yearly
Next Review Date :	Autumn Term 2022

Person responsible for implementation and monitoring :	Prep Leadership Team Senior Assistant Head (Academic)
---------------------------------------------------------------	----------------------------------------------------------

Other relevant policies :

- Curriculum Policy - Both Schools
- Support for Learning Policy - Both Schools
- English as a Second Language Policy - Senior School
- Assessment Policy - Senior School
- Literacy Policy - Senior School
- Spiritual, Moral, Social and Cultural Development Policy - Both Schools
- Reporting Policy - Senior School
- Safeguarding (Child Protection and Staff Behaviour) Policy - Both Schools

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

**Mr Simon James
Head, Preparatory School**

**Mr Chris Townsend
Head, Senior School**

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

LEARNING AND TEACHING POLICY

Key principles based on school aims:

Felsted seeks to be the school of choice and aspiration for all. “Developing character and making a difference”

1. Felsted seeks to educate all Felstedians to develop them as individual characters, through provision of outstanding all round education. Pupils learn to work hard to be the best that they can be in all that they encounter through teaching that nurtures, acknowledges and rewards effort and progress, commitment and determination from each pupil.

2. Felsted seeks to develop and stretch pupils academically, to be life-long learners, well-rounded, aspirational, globally minded, with the skills to flourish beyond school, applying the principles of a growth mindset, to be the best that they can be. Pupils learn about distinct subjects but also to see the interrelation between subjects and their application to the real-world through teaching that makes learning relevant, engaging and useful. Pupils learn how to be curious and engaged through teaching that supports enquiry and hypothesising, testing and reflecting on experiences and reasoning.

3. Felsted seeks to provide outstanding pastoral care, a safe and supportive environment, co-curricular opportunities, lessons in leadership, service, challenge, personal growth, and emotional/intellectual development. Pupils learn how to take care of themselves and to take responsibility for the care of others and the world around them through teaching that enables pupils to recognise risks and potential harm, and to engage actively and positively with difficulties in whatever form these may take.

4. Felsted seeks to develop a strong sense of community, based on development of personal faith, tolerance and respect. This community will include all pupils, as well as parents, staff, Governors, Old Felstedians and the wider Felsted community. Pupils learn about Christian faith and traditions, as well as the beliefs and traditions of other religions and cultures through teaching that seeks to explore and celebrate the benefits of differences as well as to understand that there is more that unites us as a community than that which divides us.

5. Felsted seeks to make a difference, through developing truly effective global citizens, under the IDEALS of the Round Square, fulfilling our charitable purpose, including making a Felsted education available to families, through bursary, scholarship and outreach. Pupils learn about issues, debates, problems and events that take place on an international scale, or affect other parts of the world through teaching that is well informed of world events and affairs, and which makes use of theories, concepts, examples and case studies from around the world.

6. Felsted seeks to provide a strong foundation for the future of the school. Pupils learn about the history of the school and the local environment, and its basis in long-standing tradition with a life-long identity as Felstedians through teaching that nurtures and values each individual pupil as a member of that historic community.

In addition to the school aims, this document has been written with reference to evidence-informed academic literature¹.

Our aspiration for pupils

We want all pupils to learn to be able to:

- Be responsible for themselves and for their own progress, supported by but not dependent upon their teachers, tutor, and House/ Phase Team.
- Value their participation in the school and wider community.
- Gain substantive knowledge of subjects which they are able to utilise and apply in creative, analytical and evaluative ways.
- Develop a range of skills, including thinking skills, technological skills and interpersonal skills.
- Engage in moral and spiritual exploration and reasoning.
- Prepare to interact effectively in a global economy of ideas, goods and services.
- Leave confident in their own abilities and optimistic for the future.

How teaching should support our aspiration

Classroom teachers

Teachers have a responsibility to ensure that every child makes good or excellent progress through effective teaching.

The components of effective teaching are:

1. Planning & preparation

- Have high expectations for all pupils and plan to deliver suitably challenging and engaging learning opportunities.
- Ensuring that they are familiar with learning needs and profile of all pupils using key data and prior learning information such as IEPs and MidYIS and ALIS data.
- Setting suitable targets and monitoring pupil progress according to these, adapting planning in order to ensure pupil performance is on track.
- Creating careful seating plans that reflect needs.
- Adapting resources & strategies for all abilities including making reasonable adjustments for those on the SEND register, EAL, scholars and More Academically Able pupils, and recognising the need of all genders and identities.
- Anticipating problems, misunderstandings and extension requirements; being ready to meet these needs.
- Integrate use of IT so that pupils can develop knowledge and skills.

2. Managing the classroom environment

- Recognise the vital role of the teacher in ensuring that pupils feel safe (emotionally as well as physically) in lessons before learning can take place.
- Establishing positive but firm routines at the start and end of lessons to ensure maximum learning and consolidation of learning.
- Planning carefully for effective individual or group work, or safe use of equipment so that learning is not impeded by negative group dynamics.

¹ Especially *Making Every Lesson Count*, Allison & Tharby, 2015
Rosenshine's Principle in Action, Sherington, 2019
Mindset, Dweck, 2017
Visible Learning: Feedback, Hattie & Clarke 2019
Learning & Teaching Policy – BOTH SCHOOLS

- Maintaining up to date displays to support learning (for example by displaying lists of current key vocabulary or examples of excellent work with commentary on why it is excellent).
- Using positive behaviour techniques to preempt or diffuse poor behaviour, recognising and naming the features of good learning so that pupils are able to repeat these, and so that pupils learn that good behaviour receives more / better attention than poor behaviour.
- Challenging behaviour infractions or disruptions in a manner consistent with the department agreed policy.
- Acting in a manner consistent with other relevant school policies such as the SfL and Behaviour policies.
- Take registers and maintain records as required in the staff handbook and in other relevant policies (for example the Assessment and Marking policy).

3. Explaining, sequencing & modelling

- Present new material in small steps.
- Developing carefully worked models and tools to explain core concepts.
- Providing examples and showing pupils why these are good.
- Providing scaffolds and writing structures.
- Break tasks and concepts down so that they are accessible to pupils as per age and stage.

4. Questioning and assessing

- Using cold call questioning to check understanding.
- Use follow-up questioning to deepen understanding.
- Ensure that a sufficient number and range of pupils are questioned frequently to enable the teacher to assess the progress of all pupils in the class.
- Use questioning to develop knowledge (for example through inference and deduction) and to develop thinking skills (for example asking for analysis, evaluation and creative application of information or concepts).
- Using questioning to augment the core content of the lesson to ensure that all pupils are challenged in every lesson.
- Use a range of techniques to assess the understanding and progress of all pupils in the teaching group.

5. Practice and rehearsal

- Provide opportunities to revisit prior knowledge or learning frequently and in novel ways so as to embed knowledge in long-term memory
- To attempt assessment-style questions in advance of assessment so as to ensure that it is the knowledge of the subject that is tested not knowledge of the style of task.
- Structure the transition from guided practice to independent practice according to need
- Assess and revisit areas that need further practice or rehearsal.
- Setting prep and independent learning tasks according to the prep diary or as appropriate to age or course, allowing pupils to practice and rehearse knowledge and skills gained in taught lessons.
- Consciously supporting pupils to embed learning in long term memory through memory techniques and through a continuous cycle of practice and rehearsal of prior learning.

6. Providing feedback and encouragement

- Recognise that feedback can be received in unintended ways by pupils and to deliver feedback mindfully of this.
- Use accessible language and formats for pupils in giving feedback.
- To recognise effort and achievement through meaningful, specific praise.
- To provide encouragement and motivation to tackle challenges.
- To promote a growth mindset or 'can do' attitude.
- To ensure that pupils are aware of mistakes in knowledge or application so that they can correct them.
- Make effective use of the reporting system to ensure parents and pupils understand the progress that a pupil has made, and how they can make further progress in that subject.

7. Reflecting and reviewing

- Recognise and accept feedback from assessments in terms of the effectiveness of strategies employed.
- Change strategies where these are not working effectively to promote progress.
- Engage in a professional dialogue with Head of Department or other colleagues about suitable classroom approaches.
- Undertake observation of colleagues, to reflect on these and evolve classroom practice
- To participate in the department review cycle and to reflect on national assessments and examiners' reports in terms of own teaching.
- Enable pupils to review their knowledge daily and weekly so as to embed knowledge in long-term memory.
- Provide meaningful and frequent opportunities to reflect on learning and identify changes that they can make to their approach to be more effective in their learning.
- Accurately use the progress grade in reporting to clarify when pupils may be working hard but not effectively, or when they are not working hard enough to be effective and need to change their approach.

Heads of Department

In their management of departments, Heads of Department must prioritise effective learning and teaching in order to optimise pupil potential, a positive learning experience and grades.

- To lead the Department by example and set high standards that can be sustained.
- To create an atmosphere that has a focus on professional learning, continual development of teaching skills and the sharing of good practice.
- To communicate the teaching and learning aims of the Department.
- To keep abreast of relevant curriculum development and cascade to the Department and to disseminate information to staff efficiently, effectively and promptly.
- To manage the budget and resources to ensure effective learning and teaching.
- To draw up the Department Development Plan, setting priorities and targets for the Department within the context of the School's Development Plan.
- To agree subject-based targets and objectives for teachers within the Department and to support their wider professional development activities.
- To ensure that the Department Handbook is updated and contains all necessary policies and Schemes of Work.
- To measure and monitor the performance of teachers within the Department in line with the agreed Department targets using the different activities outlined under "monitoring" above.
- To be accountable for the standards of learning and teaching within the Department.

Leadership Teams and Headteacher

Developing, recognising and supporting best practice in teaching and learning

The Headmaster will work with the Governors and Leadership Team to secure and sustain effective learning and teaching throughout the School, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through target setting.

- Ensure that learning and teaching is of the highest priority.
- Create and maintain an environment and a code of behaviour that promotes and ensures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and that enables teachers to meet the standards set out in the Common Room Handbook.
- Determine and implement a full, broad and balanced curriculum and its assessment.
- Monitor and evaluate the curriculum in order to identify and implement areas for improvement.
- Ensure that effective and appropriate support is available to all pupils and teachers.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement, personal development and well-being.
- Promote positive strategies which encourage respect for all members of the School community regardless of age, gender, ability, race, religion and sexual orientation.
- Develop effective links with the community to extend the curriculum and enhance learning and teaching.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.

House Teams, Heads of Phase & Tutor

In their management of their Phases, the support of the School's Learning and Teaching Policy must be of paramount importance to the HoPs and the tutor team in order to optimise pupil potential and grades.

- HoPs ensure that pupils work sensibly during prep time, to the best of their ability, taking responsibility for their own learning and respecting the rights of other pupils to do the same.
- Encourage a responsible attitude to academic work, which fosters an atmosphere that identifies that academic study is often necessary at times other than prep.
- Tutors take responsibility for monitoring the academic progress of their tutees and setting challenging targets with the pupils.
- Tutors should alert relevant HoPs and academic staff when they have judged a tutee to be in danger of under-achieving.
- Tutors should discuss and lead reflection on their tutees' development of the skills and attributes.
- Tutors should be aware of the academic achievement and the co-curricular pressures on pupils in their tutor group.

Parents

There will be a close liaison between staff and parents of children, ensuring that a good partnership exists. Parents and carers of all school pupils are encouraged to discuss their child's progress (or any matters of concern) with the class teacher at any time.

MONITORING AND EVALUATION

The main sources of evidence are:

- (i) observation (of lessons and activities);
- (ii) scrutiny (of pupils' work, assessment records, pastoral records, records of attendance and sanctions, complaints and reports);
- (iii) analysis of indicators (ability tests, examination results, rates of attendance, numbers of exclusions, subject choices, participation in activities, EYFS assessments and EYFS Profile);
- (iv) discussion and taking surveys (of pupils, parents, staff and others);
- (v) review (of documentation, policy and implementation).

Mrs Lorne Stefanini
Assistant Head (Academic)

Mrs Christina Bury
Assistant Head of Courtauld House

October 2019