



# LEARNING AND TEACHING POLICY

COVERING BOTH SCHOOLS INCLUDING EYFS AND BOARDING

<b>Governors' Committee normally reviewing:</b>	Education Committee
<b>Date last formally approved by the Governors :</b>	Autumn Term 2022
<b>Date policy became effective :</b>	September 2010

<b>Period of Review:</b>	Three Yearly
<b>Next Review Date :</b>	Autumn Term 2025

<b>Person responsible for implementation and monitoring :</b>	Prep Leadership Team Senior Assistant Head (Academic)
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**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

[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 literature<sup>1</sup>.

### **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.

Our aspiration for all as a learning community.

We want to develop a community that genuinely values and promotes life-long learning, and one where learning for children and young people is supported, encouraged and enhanced by the visible learning of the adults around them. As such, Felsted seeks to support and provide opportunities and celebrate learning by teachers, parents, operational staff, governors and our wider community.

### **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<sup>2</sup>.

The components of effective teaching are:

#### **Understanding the content**

Teachers will have deep and fluent understanding of the content being taught. They will consider curriculum sequencing and have knowledge of relevant curriculum tasks, assessments and activities and their diagnostic and didactic potential. Teachers will be able to generate varied explanations and multiple representations or analogies to support pupil understanding. Knowledge of common student strategies, misconceptions and sticking points will also impact teaching strategies and delivery.

#### **Creating a supportive environment**

Teachers will promote interactions and relationships with all students that are based on mutual respect, care, empathy, and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students. Teachers will promote a positive climate of student-student relationships which are characterised by respect, trust, co-operation and care. Learner motivation will be developed through feelings of competence, autonomy & relatedness. All lessons should have a climate of high expectations, with high challenge and trust, so that learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.

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<sup>1</sup> Especially *Making Every Lesson Count*, Allison & Tharby, 2015  
*Rosenshine's Principle in Action*, Sherington, 2019  
*Mindset*, Dweck, 2017

*Visible Learning: Feedback*, Hattie & Clarke 2019

<sup>2</sup> *Drawn from Evidence Based Education 'Great Teaching Toolkit', published 2020*  
Learning & Teaching Policy – BOTH SCHOOLS

### **Maximising the opportunity to learn**

Teachers will manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. starts, transmissions); giving clear instructions so students understand what they are doing; using (and explicitly teaching) routines that make transitions easier. Teachers will ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied. Teachers will prevent, anticipate and respond to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately.

### **Activating hard thinking**

**Structuring:** teachers will give students an appropriate sequence of learning tasks; signal learning objectives, rationale, overview, key ideas and stages of progress; match tasks to learners' needs and readiness; scaffold and support to make tasks accessible to all, but will be gradually removed so that all students succeed at the required level.

**Explaining:** teachers will present and communicate new ideas clearly, with concise, appropriate, and engaging explanations; connect new ideas to what has been previously learnt; use examples appropriately to help learners understand and build connections; model / demonstrate new skills or procedures with appropriate scaffolding and challenge; use worked / part-worked examples

**Questioning:** teachers will use questions and dialogue to promote elaboration and connected, flexible thinking among learners; use questions to elicit student thinking; get responses from all students; use high quality assessment to evidence learning; interpret, communicate and respond to assessment evidence appropriately

**Interacting:** teachers will respond appropriately to feedback from students about their thinking, knowledge and understanding; give students actionable feedback to guide their learning

**Embedding:** teachers will give students tasks that embed and reinforce learning; require them to practice until learning is fluent and secure to ensure that once-learnt material is reviewed and revisited to prevent forgetting

**Activating:** teachers will help students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise.

### **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 Head 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.

The Head will:

- 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 data, documentation, policy and implementation).

**Mrs Lorne Stefanini**  
**Assistant Head (Academic)**

**Mrs Christina Bury**  
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**October 2022**