

# PRENTON PREPARATORY SCHOOL

## TEACHING & LEARNING POLICY

### General Principles

At Prenton Preparatory School we aim to develop the “whole” child who progresses and grows into an independent person through a variety of experiences –

- Learning – that is planned in order to develop each child’s potential;
- Exploring – through investigation, problem solving and observation within school and beyond;
- Working – together as a class, in a group or individually;
- Evaluating and assessing work.

### Key Principles

1. A variety of teaching methods
2. A differentiated curriculum
3. A shared understanding of expectations
4. A stimulating happy and secure environment
5. A recognised code of behaviour
6. A home-school partnership
7. Children develop their potential
8. Resources – appropriate and accessible

#### **1. A variety of teaching methods**

##### Evidence can be found of:

- Whole class teaching;
- Group activity;
- Support of Classroom Assistants;

##### Implications for whole school:

All staff have a consistent approach to learning  
Learning tasks are matched to children’s ability with provision for challenge, consolidation and extension.  
Agreed procedures of Assessment, Recording and Reporting are followed  
Good communication between home and school and between all staff.

#### **2. A differentiated curriculum**

##### Evidence can be found of:

- A variety of approaches being used with a range of resources to support;
- Different levels of work at both Key Stages and the Foundation Stage appropriate to children’s needs;
- Equal access to the curriculum for all children

##### Implications for whole school:

Support for children with learning difficulties;  
Good resources appropriate to children’s needs;  
Class room organisation to aid the learning process.

**3. A shared understanding of expectation**

Evidence can be found of:

- Progress in learning towards
  1. Foundation profile
  2. Key Stage 1 tests
  3. 11+ Examination
  4. Key Stage 2 tests;
- Effective classroom organisation  
Reflecting quality ie differentiation;
- Agreed marking and homework policies and an agreed standard of presentation;
- Children’s work celebrated by display.

Implications for whole school:

- Aim for consistently high standards;
- Moderate work on a regular basis;
- Ensure resources are available;
- Enable children to celebrate their achievements;
- Enable subject teachers to monitor work in that subject.

**4. A stimulating, secure and happy environment**

Evidence can be found of:

- Displays of work;
- Celebration of achievement;
- Pride in the environment;
- Self-esteem and care for everyone;
- Consistency;
- Children eager to come to school.

Implications for whole school:

- Every member of the school community is valued;
- Good planning
- Opportunities for staff and children to relax and socialise;
- Mutual support and recognition of each others gifts.

**5. A recognised code of behaviour**

Evidence can be found of:

- Respect for each other;
- Care for the environment;
- Quiet movement through the school;
- School policy on behaviour working;
- Reinforcement of good behaviour;
- Recognition of achievements.

Implications for whole school:

- Our behaviour reflects the school;
- Prospectus;
- Everyone aware of standards;
- Issues dealt with fairly;
- Consistency of approach;
- Opportunities to recognise and acknowledge social achievements.

**6. A home-school partnership**

Evidence can be found of:

- Home-school contact through the homework diary;
- Parental support;
- Parental involvement in school celebrations;
- PPSPA;

Implications for whole school:

- Liaising with parents on ASPs and where external agencies are required;
- Keeping parents up to date using formal and informal methods;
- Parents’ Evening, Open Days, Reports;
- Fairs, barbecues, dances;
- Attendance at church services, concerts etc.

## 7. Children develop their potential

### Evidence can be found of:

- Variety of work showing progress;
- Children feel valued;
- Good feedback to child;
- Consistent expectations;
- Displays – well presented.

### Implications for whole school:

Consistent approach;  
Happy positive atmosphere;  
Up to date marking / comments;  
Assemblies for achievement;  
R.O.A passed on and discussed.

## 8. Resources – appropriate and accessible

### Evidence can be found of:

- Range of good quality resources;
- Organised classrooms;
- Children can locate equipment;
- Children care for resources.

### Implications for whole school:

Knowing what is available and where;  
Resources returned;  
Good labelling;  
Health and Safety being observed.

Last reviewed:

October 2018

Date of next review:

October 2019

Member of staff responsible for review

P. Huskisson