



Notting Hill Preparatory School

3.14 Policy for Teaching and Learning (EYFS & KS1-3)

Reviewer responsible: **Deputy Head (Academic)**

Date of last review: **09.20**

Reviewed by: **NS**

Date of next review: **09.21**

POLICY FOR TEACHING AND LEARNING

(See also Curriculum Policy, Marking & Presentation Policy, Assessment, Recording & Reporting Policy and Lower, Middle and Upper School Handbooks)

1 Background and Context

Our Curriculum Policy articulates the 'intent' and 'content' – the 'why' (philosophy, ethos) and 'what' (knowledge/skills) of the education we provide for our children.

This policy is the 'how'.

1.2 Expectations of NHP teachers

- Teachers should show a passionate interest in, and good command of the subject/s they are teaching and keep abreast of developments in the [teaching of] their subject/s. This way they can inspire the children, to passion through their example, and excellence through their instruction
- Teachers are expected to embrace NHP's Thinking School philosophy and incorporate our Thinking School tools appropriately in their teaching

1.3 Planning

- Teachers should plan effectively, within the context of the school's protocols for planning (including the school's 'non-negotiables')
- Teachers should, where appropriate, incorporate Thinking School ideas and practices into their plans
- Teachers should differentiate within their planning and show an awareness of any specific learning needs and any action required of them under the child's SEN profile
- Teachers should plan resourcefully, varying the activities and the media in which they are presented, not for the sake of variety *per se* but always with a keen eye on lesson objectives and the aspect of meaning/learning which is the focus of the lesson
- Teachers should plan for a range of activities that include children in the learning and the teaching process, for example peer discussion, talk partners, group work, but will need to ensure the children have the skills and knowledge to do these things effectively
- Learning Objectives and success criteria should be made clear to children at appropriate point(s) in a lesson or series of lessons, to make the purpose of the learning transparent to the children
- Teachers should plan lessons which are intelligently structured in pursuit of the learning objective/s and which make the structure and purpose of a lesson clear to the children
- Teachers should plan for appropriate use of Teaching Assistants and other support staff
- Teachers should plan their resources, and organise them for effective use in class
- Teachers should consider the time allocated to activities when writing their Weekly Lesson Plans
- Teachers should plan and teach in a way which builds upon previous learning, also using information gleaned from lessons and homework to plan for the future
- Teachers should plan lessons so children have time to reflect and act on, the teacher's feedback
- Teachers should plan for homework to use it effectively to reinforce or extend what is learned in school
- Teachers should plan carefully for homework making sure the length, style and content of the task/s set are appropriately challenging for the child undertaking it/them or conversely, are not so challenging that children's ability to do the homework tasks independently is significantly impaired

1.4 Instruction

- Teachers should plan and deliver lessons which are appropriately stimulating and challenging
- Teachers should incorporate ICT appropriately within their lessons having planned for its use

- Teachers should work effectively with other adults in the room (such as Teaching Assistants) and plan for their use
- Teachers should demand high expectations of behavior to maintain a calm, safe, content learning environment where no child is denied access to learning and every child is encouraged to have a go, and take a risk
- Teachers should use the Behavior Chart as a framework for managing behavior, alongside other effective classroom management strategies and classroom routines, both those shared by other teachers and those of their own devising which they have found to be effective
- Teachers should differentiate their questions and encourage an enquiring attitude
- Teachers should praise appropriately, linking the praise to meaningful effort and deliberate practice, making it specific so the children understand why the praise is being given

1.5 Assessment (marking and feedback)

- Teachers should assess in a way which enables the children to understand what they do well and what next steps they should take to improve their learning, including when writing reports
- Teachers should mark regularly, accurately and constructively, to allow children to benefit from regular, expert feedback
- Teachers should differentiate their teaching and marking to make learning accessible for all children, supporting and stretching as required
- Teachers should use evidence gleaned from formative and summative assessment in their future planning and target setting

1.6 What responses do we aim to elicit from our children in response to our teaching?

- A passion for hard work and keenness not to be daunted by challenge
- A mental alertness in the lesson, and a willingness to participate where they feel comfortable and confident to do so
- A willingness to question: the teacher, other children, themselves and the world around them in the context of the knowledge being taught
- Application of the relevant thinking skills they have been taught selectively in their learning
- Development of the skills and dispositions to work independently and collaboratively, in the spirit of the NHP Habits/NHP Values
- To reflect and act upon feedback, and enhance their own sense of what they need to do to improve
- To develop a shared language of learning