



Rossall

INSPIRING EXCELLENCE

Preparatory School Teaching & Learning

SLT Lead: Headmaster of Prep Circulation: Prep Staff	Date Reviewed: Michaelmas 2021 Next Review: Michaelmas 2022
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This is a whole Prep School policy and applies also to the Early Years Foundation Stage

Introduction

At Rossall Preparatory School, we believe in the concept of life-long learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to equip our children with the concepts, skills, knowledge, attitudes and understanding necessary to make informed choices about the important things in their lives. We want our children to combine a rich and varied experience of life with a strong desire to learn and a deep seated sense of inquiry. We promote the fundamentally British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Aims and Objectives

We believe that people learn best in different ways. At Rossall Preparatory School, we provide a rich and varied learning environment that allows children to develop skills and abilities which will enable them to become lifelong learners.

Through our teaching, we aim to:

- Enable all children to become confident, resourceful, resilient and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures, and in doing so promote international mindedness in ourselves and others
- Enable children to understand their own communities and help them feel valued as part of the global community
- Offer a range and balance of teaching opportunities including individual, group and cooperative tasks
- Provide opportunities for skills to be learnt that are transferable across the curriculum

At Rossall Preparatory School, we recognise that the children's sense of happiness and wellbeing is paramount to their achievement in all areas of the curriculum. We will emphasise intellectual mastery and academic ambition and we will build qualities of character which directly link to the Prep School's values:

- Respect
- Collaboration
- Courage
- Independence
- Perseverance
- Curiosity

We ensure that each child's education has continuity and progression and that there is a match between the child and the tasks he or she is asked to perform. We recognise the crucial role which parents and carers play in their children's education and make efforts to encourage parental involvement in the educational process. We value the contribution that children and families from different backgrounds, cultures and religious groups can make to our learning community.

In addition to teaching a broad curriculum with a balanced content, it is the aim to help individuals develop a wide range of transferable skills which will enable them to develop their individuality. The education provided is challenging, rigorous and supportive.

Effective learning

We acknowledge that children learn in different ways and recognise the need to develop a range of strategies that meet their different learning styles.

Our bespoke, Rossall Preparatory Curriculum encourages and inspires the children to develop their current level of understanding to a new and deeper level. We offer opportunities for pupils to learn in a variety of different ways.

These include:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Researching and seeking information
- Clarifying existing ideas and reappraising events
- Deepening understanding through application of a concept or rule
- Making and testing theories
- Making predictions and acting purposefully to see what happens
- Elaborating on solutions to problems
- Individual/pair/group/whole class work
- Use of ICT and digital media
- Fieldwork, educational visits to places of cultural, historical, scientific, geographical or religious interest
- Creative activities
- Debates, role-plays and oral presentations
- Designing and manufacturing objects
- Participation in athletic or physical activity
- Participation in the *Rossall Rotation* lessons that include Beach Schools, Forest Schools, Golf, Rossall Kitchen, Astronomy, and Farming

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on what helps them learn best, as well as recognising what makes it difficult for them to learn.

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding. We use the school curriculum policy to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught in each year group.

We aim to base our teaching on each child's current level of attainment and prior knowledge. Our prime focus is to further develop the concepts, knowledge and skills of the children and in doing so we strive to ensure that all tasks set are appropriate to the ability of the individual.

When planning work for children who require Learning Development, we work with the Head of Learning Development to ensure work is set at the appropriate level. If necessary, a member of staff from Learning Development will work with the child in a small group or on a one to one basis.

We have high expectations of all children and we believe that their work should be of the highest possible standard.

Planned lessons have clear learning objectives; we take many of these from the National Curriculum and the EYFS requirements. Our medium term planning contains information about tasks to be set, resources required and how work may be assessed.

We ensure all tasks and planned activities are safe, significant, relevant and challenging. If we plan to take children out of school, we first inform parents and obtain their permission. For any activities for which there is a potential risk, a risk assessment form is completed.

Our classrooms are attractive and dynamic learning environments with subject displays which celebrate the work completed by our pupils and illustrate/reflect the topics that they are studying.

We conduct all of our teaching in an atmosphere of trust and respect for all. We celebrate difference and promote equality, regardless of age, sexuality, gender, disability or faith. Similarly, throughout the curriculum we implicitly and explicitly promote fundamental British values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

All teachers are encouraged to reflect on their performance and skills. They are given the opportunity to continue their professional development through attending CPD arranged by the Prep Leadership team, AJIS, and/or IAPS.

Differentiation

To ensure every child is given equal opportunity, differentiation occurs throughout the curriculum. It can be most clearly observed in staff planning and during lessons. Differentiation is evident within the curriculum in many ways, including:

- task set
- teacher input and assistance
- resource provision
- working groups
- outcome
- enrichment opportunities both in and out of lessons
- questioning to stimulate deeper learning and understanding
- learning objectives
- setting
- support tutorials
- co-curricular provision (such as reading club)
- Learning Development provision

Each Early Years and Pre-Prep Years 1 & 2 classes benefit from teaching assistants whose role is to assist with the pastoral welfare and academic progress of the pupils. This affords the class teacher the flexibility to plan for supported and differentiated work within the classroom as necessary. This same arrangement continues through to the Prep Years 3, 4 and 5 where teaching assistant support is timetabled as appropriate. Graduate Assistants are also used to support learning where appropriate and required.

The role and expectation of pupils

The children are encouraged to take a full role in creating their learning environment where their opinion is welcomed and valued; the School Council meets regularly. The pupils have the opportunity to reflect on their learning regularly in their lessons.

We expect pupils to:

- have the highest expectations of themselves in all aspects of School life
- commit themselves to maintaining a positive work ethic and good behaviour
- engage in independent learning to develop and extend knowledge and understanding beyond the confines of the curriculum
- work effectively by themselves, in paired or in group work in order to achieve their targets
- seek assistance when necessary
- commit to co-curricular activities

The role of parents

We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform them about what and how their children are learning by:

- Holding two parents' evenings per year to discuss progress
- Sending out Curriculum Maps at the start of each half term, outlining which core subject areas children will be covering
- Sending regular reports in which we indicate progress made and how their child can improve further through SMART target setting and effort and attainment grades
- Giving information, for example via Prep Diaries and Google Classroom, how parents can support their child with homework (prep)
- We believe parents have the responsibility to support their children and school by implementing school policies and procedures as outlined in the Parents' Handbook

Inclusion

We value children's uniqueness. We listen to the views of individual children and we promote respect for diverse cultures. We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all its members. We value the rights enjoyed by each person in our school. All children are respected for who they are and they are treated with fairness and honesty. Each person is enabled to be successful, and equal opportunities are

provided for all our pupils. We strive to meet the needs of all of our children, and to ensure that we meet all statutory requirements regarding inclusion. The school ensures that all pupils are given opportunities to access the curriculum regardless of gender, ethnicity, culture, sexual orientation or ability. Teachers encourage all pupils to participate fully.

Monitoring and review

- We are aware of the need to review policies regularly in order to take account of new initiatives, developments in technology or changes to the physical environment of the school
- We regularly review curriculum content during Prep staff meetings
- We monitor and track pupils' assessments scores and standards in order to ensure appropriate support, stretch and challenge
- We utilise PUMA and PiRA (Rising Stars) assessments to track progress in Mathematics and Reading
- We utilise CAT4 cognitive assessments at the start of each academic year
- Learning walks and appraisal support the monitoring, review and development of teaching and learning

Digital Learning

We value the benefits that can be afforded by the use of digital resources in Teaching and Learning. Our aim is to incorporate digital learning into the curriculum with the use of appropriate technology. iPads are used alongside PCs, in paired and group work. Pupils use digital tools and resources when it enhances the learning or recording of their learning experience.

Pupils attend discrete lessons of *Computing*, where digital skills and E-Safety are taught, as well as *Coding* as part of *Rossall Rotation*.

Recognising Effort and Achievement

We celebrate the social, physical, creative and academic achievements of our pupils in many ways and celebrate individual and collective effort and achievement. We reward our children for their positive endeavours, be they related to academic achievement, progress, effort or acts of kindness and good citizenship. Celebrations and awards include:

Early Years (Reception) & Pre-Prep (Years 1 and 2):

- Stickers and stamps
- House Points
- Treasure Chest Book Awards
- Assemblies
- Weekly star of week certificates
- Notice Boards and displays

Preparatory School (Years 3 and 4)

As above plus:

- Golden Time
- Prizes, awards and certificates for academic effort, progress and achievement

Preparatory School (Years 5 and 6)

As above plus:

- Annual prizes, awards and certificates for academic effort, progress and achievement.
- Prizes, awards and certificates for effort and achievement in Sport, Music, Art and Drama.
- Award of House Captains, School Captains and a variety of other leadership roles in school.

Achievement is celebrated in assemblies and as part of the weekly newsletter.