



Broomwood Hall Limited & Northcote Lodge School Limited

TEACHING & LEARNING POLICY

Broomwood Prep – Boys, Girls and Broomwood Pre-Prep

Introduction

At Broomwood we believe that good teaching means effective learning, and this is what we should strive for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high-quality learning experiences that lead to a consistently high level of pupil achievement.

Please read in conjunction with Broomwood's Assessment and Recording Policy

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Rationale

Our teaching and learning policy is at the heart of all we do at Broomwood. It sets out clear expectations, provides a standard uniform approach, can be easily monitored, and ensures equal opportunity for all our pupils.

Aims and objectives

We believe that people learn best in different ways. At our schools we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Effective learning

We acknowledge that people learn in many different ways; when planning our lessons, we take into account these different types of thinking, ensuring wherever possible that there is a visual, auditory and kinesthetic element to each of our lessons.

Effective learning results in:

1. Knowing you have succeeded
2. Feeling you can do more
3. Be able to explain what you have learned
4. Applying it to other situations
5. Being able to teach it to someone else
6. Feeling good about yourself

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 how they learn, what helps them learn and what makes it difficult for them to learn.

Effective teaching

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

For effective teaching to take place there are a number of 'ingredients' that we feel are needed. These include:

- A clear learning objective shared with the children and known by the teacher;
- A clear link to previous and future learning;
- A clear outcome to be achieved at the end of the lesson;
- A review of the learning at the end of the lesson;
- A purposeful well-prepared plan;
- Appropriate challenge for all children;

- Teacher modelling;
- Good questioning;
- Interaction between teacher and pupil as well as pupil and pupil;
- Pace;
- Appropriate and ready resources;
- Enthusiastic delivery;
- Fun;
- Involvement of all the children.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Learning Plans (ILPs). The School aims for all staff to be fully aware of the needs of the children with SpLD, for those children to have full access to the curriculum, and for all classrooms to be dyslexia friendly environments.

Tutors in the Prep School/Form Teachers in the Pre-Prep Schools help their tutees/pupils set targets each term. We also encourage children to set their own targets in individual lessons as much as possible. We review the progress of each child termly and help them set revised targets.

We plan our lessons with clear learning objectives linked to the relevant skills progression grids. Our lesson plans contain information about the tasks to be set, the resources needed, the differentiation used and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We praise children for their efforts and, in doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. Risks assessments are always completed for trips and lessons where needed, such as for Art, DT and science lessons.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

The Learning Environment

The learning environment should be organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving;
- research and discovery;
- group work;

- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer/ iPad;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television programmes and responding to musical or recorded material;
- debate, role-play and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and organised;
- is well resourced and clearly labelled;
- makes learning accessible;
- is appreciative;
- is welcoming;
- provides equal opportunities;
- provides an atmosphere conducive to work.

The learning environment is bright, tidy, and often includes working walls or learning resources. We ensure that all children have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

Children with Special Educational Needs

We recognise that there are a number of children with special educational needs at the School. These include pupils diagnosed with specific learning difficulties, those with disabilities, children with English as an additional language and children who might have specific gifts and talents.

Pupils are identified by making a judgement based on an analysis of various sources of information including:

- Classroom observation
- Discussion with pupil
- Work scrutiny
- Test scores (both in house examinations and standardised testing)
- Parental suggestion
- Reading ability
- Reports from previous schools

We have a Head of Learning Support at Broomwood Pre-Prep, Prep- Boys and Prep - Girls who oversees the provision for all children with special educational needs and EAL.

Organisational and in-class approaches

The classroom is the core of the provision for all pupils with special educational needs at the School. All teachers are expected to provide a supportive learning environment so that all individuals in the class can fully access the curriculum and can fulfil their potential. Most lessons should be differentiated for the spectrum of ability within the class.

Children may require special provision within lessons in order to achieve their potential and maintain their interest in learning. Support/ extension is often provided through open questioning, investigations and independent study tasks, mixed ability groupings, scaffolding and additional vocabulary assistance, among other techniques. Please see the Learning Support Policy.

Most Able Pupils (Gifted & Talented)

Pupils at Broomwood are considered to be:

‘Gifted’ if they demonstrate abilities in one or more curriculum subjects other than, art and design, music and sport;

‘Talented’ if their abilities are demonstrated in art and design, music, drama or sport.

Excellence in Cities guidance reminds schools that the term ‘gifted and talented’ is relative, referring to the school population rather than the national population. It refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that the most able pupils may:

- show good achievement across the curriculum
- achieve highly in one or two areas only
- have high ability but poor writing skills
- demonstrate difficult behaviour patterns
- demonstrate high levels of ability in discussion and practical tasks that is not evident in written work or exams

A member of the Senior Leadership Team oversees the Enrichment programme at the Prep School. They will keep a list of the most able pupils, what events they have attended and evidence of what extra support and extension is being given. They also organise sessions in conjunction with other local schools to extend and support these able children.

Certain enrichment opportunities exist within the school for the benefit of all pupils. Such opportunities may be particularly apt for pupils with above average potential in these areas. These include clubs, excursions, extra music and sport activities.

In Year 7, pupils can attend enrichment session in all academic subjects from the Summer term. This continues into Year 8 for the Autumn and Spring terms. Pupils can attend sessions in one or multiple subjects. Attendance is optional, unless a pupil is preparing for an academic scholarship whereby the sessions become compulsory.

Where appropriate, pupils may have the opportunity to attend some lessons out of phase with their year group. This would be dependent on consultation with the head teacher and parents, as there are social ramifications and implications for their further schooling.

The School maintains relationships with a consortium of local schools. Opportunities exist for combining resources to provide enrichment activities for a pool of pupils from across these schools.

Scholarship Preparation at Broomwood Prep – Girls

Pupils are identified as potential scholars in Year 7, or Year 6 for music, drama, sport and Art/DT. Staff use a combination of data, work ethic and attitude to learning as well as attainment/effort to identify pupils who are working at a suitable level for an academic scholarship but some of this depends on whether their preferred senior school offers this.

In the Summer term of Year 7, pupils have the ability to attend enrichment sessions in all academic subjects, should they wish. Pupils can attend one subject only or multiple and there is no expectation that attending results in extra work to complete, it is designed for pupils to extend their learning and curiosity.

In other subjects, such as music, sport, Art and DT, opportunities are built in for those who are at an appropriate level and working beyond the year expectations to extend their learning and skills further.

At the end of the Summer term, the Head and Academic team will meet with parents of potential scholars to explain the process and preparation needed. It is up to the parents and pupil to decide whether this is a route they would like to explore.

Most of the scholarship preparation takes place in Year 8 where pupils will work towards the criteria set for the scholarship they are intending to sit with the support and encouragement of the staff.

Enrichment opportunities for those not pursuing a scholarship continue so that that all interested parties benefit from our offering.

Communication with Parents

In most circumstances, parents will be informed through the usual school channels for communication: parent teacher interviews and reports¹. They may be informed that their child is achieving below or above average level, or that the teacher believes that the child can achieve at a higher level than is currently evident or needs support in specific areas. In special circumstances, particularly where outside agencies are recommended by the school, the parents may be called in for a meeting. Parents may at any time request a meeting with the tutor/ teacher or academic team.

Monitoring and review

Progress of the child must be monitored and recorded. The child's progress will be reviewed based on the teacher's continual assessment.

Achievement is celebrated through

- verbal or written praise by teachers, peers, Head;
- displays of work;
- opportunities to perform or share;

¹ In addition, at Broomwood Boys, each half term, parents receive EPA grades for their child (Effort, Progress and Attainment).

- positive comments in children's books;
- mention on the school website or in the newsletter;
- the awarding of house points/merits or a Head's Award;
- the giving of half-termly and termly awards

The role of parents

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

- holding Parent Information Mornings/Evenings at the start of the year to explain what the children will be learning;
- providing a leaflet detailing everything we do to prepare children in the Prep School for their senior schools at Broomwood;
- providing information leaflets or emails to parents about how they can help support their child with various aspects of the curriculum;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- holding parent-teacher meetings so that parents can talk individually to subject, form teachers and tutors about their child's progress;
- holding information evenings as and when they are needed; for example, informing about future schools, how to help with revision, and how to help with maths work;
- keeping our website up-to-date with the latest news, policies and information;
- sending home a fortnightly newsletter.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform, stationery and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- read with their children on a daily basis;
- promote a positive attitude towards school and learning in general;

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.