



## Teaching and Learning Policy Preparatory School

### Rationale

The policy for Teaching and Learning reflects the aims and objectives of Edgbaston High School for Girls. We recognise that Teaching and Learning is the central activity of the school and that the overall success of our pupils is dependent on its quality.

#### Linked Policies:

Assessment and Reporting

Curriculum Policy

SEND Policy

EAL

Pastoral Handbook

More Able and Exceptionally Able

Professional Development and Appraisal Policy

### Objectives

- To provide opportunities to articulate best practice to which the school aspires.
- To maintain a whole school culture of high expectations that teaching is excellent and learning effective.
- To provide a safe learning environment in which all learners can flourish and are prepared to take risks.
- To share strategies for improvement.
- To promote a whole school ethos which enables everyone to work collaboratively, share knowledge and celebrate success.
- To provide expectations to develop effective teaching and learning.

### Success Criteria

- Pupils acquire new knowledge and skills and are able to apply both.
- Teaching is tailored to address the needs of all pupils.
- Excellent range of teaching strategies being used.
- All pupils make good or better progress.
- Pupils have a clear picture of their achievements, strengths and areas for development.
- Pupils learn to take responsibility for their own learning and become resilient, curious and independent learners.
- Pupils to be motivated by recognition of their progress and success.

### Methodology

#### 1. Implementation

##### Curriculum:

- offer breadth, balance, coherence, relevance, progression and differentiation.
- be appropriate to the needs, abilities and aptitudes of individual pupils,

- promote intellectual, moral, social, cultural, spiritual, emotional and physical development in pupils,
- encourage and develop independent learning skills,
- begin the preparation for the opportunities, responsibilities and experience of adult life in British Society,
- actively promote fundamental British Values; democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. encourage pupils to learn to work collaboratively and to share and build on each other's ideas,

### **Aspects of Teaching & Learning Reflecting Good Practice**

#### Challenge:

- All staff should have high expectations of the pupils.
- The degree of challenge should be appropriate to the individual, but staff should teach to the top
- Challenging targets relating to National Curriculum levels, or personal improvement should be set each term.
- Ongoing challenge set and to ensure pupils see the relevance and direction of their learning

#### Preparation:

- Teachers should be well prepared for individual lessons with careful planning adhering to current schemes of work.
- Clear learning objectives and outcomes should be identified within their daily planning.
- Teachers should be aware of any specific needs within the group and plan adaptive teaching, taking account the needs of all pupils.
- Teachers should plan to incorporate, where possible, ICT / Citizenship into preparation for a unit of work.
- Teachers should ensure pupils have the necessary equipment with them and that the required homework is completed.

#### Assessment: (See separate policy)

- Assessment, informal, formal and recorded is crucial so teachers and pupils can monitor progression.
- Assessment should be constructive, meaningful, regular and manageable and inform future planning.
- Guidance should be given on how pupils might improve.
- Pupils should be encouraged to use self-assessment.
- Setting targets should be integral to teaching and learning and is necessary to facilitate progression.
- Targets should be individual to the pupil and achievable.
- See separate 'Marking Policy'

#### Resources:

- A range of resources should be used in lessons. They should be differentiated and appropriate to the needs of the learner.
- Any school-produced resources should be of a high quality, well presented and the format co-ordinated across year groups.
- Resources should be accessible to the pupils and ICT should be used regularly as a resource to support teaching and learning.
- Resources should be bought or developed to assist expected learning outcomes.
- Resources should be well maintained and regularly updated to ensure compliance with current pedagogy.

#### Organisation:

- Individual teachers should organise and know the appropriate resources available to them.
- Form rooms should be tidy with interactive displays in, regularly updated, including pupils' work on the wall.
- The arrangement of furniture should meet the needs of the group and the activity.
- Pupils should be aware of the expectations and routines which facilitate learning.

#### Class Atmosphere:

- The teacher should create a positive, co-operative atmosphere where pupils feel safe, are able to attempt new ideas and are confident about taking risks in their learning.
- Praise and celebration of success and recognition of good work is encouraged through the use of the house point system/ Celebrating Success assemblies certificates/Headteacher Awards.
- Pupils understand that making mistakes is part of the learning process helping to build resilience.
- Consideration should be given to health and safety and appropriate risk assessments prepared when necessary.

#### Start of Lessons:

- Should be prompt, purposeful and orderly.
- Clear objectives and outcomes for the lesson should be identified clearly in every lesson. Success criteria and expected outcomes to be shared.
- Routines should be established between the teacher and class which encourage a calm, safe environment, conducive to high standards of work and behaviour.

#### Teaching Strategies:

- Pupils should experience a range of teaching and learning styles within specific subject areas across the curriculum.
- Teachers should use their knowledge of pupils when planning specific activities within lessons to ensure opportunities for a range of learning styles.
- Teachers should take varying concentration spans of the children in the class into account when planning and implement brain breaks as required.
- Opportunities for Independent Learning and stretch and challenge should be encouraged in every lesson
- Opportunities to share good practice in teaching and learning should be given high priority, e.g. lesson observations/ cascading information from courses.
- Half termly Staff meetings with a focus on teaching and Learning, offer opportunity to share good practice and discuss ideas.

#### End of Lessons

- There should be a structured end to the lesson to reflect upon the learning that has taken place and to provide an orderly system of dismissal.
- Sufficient time should be allowed for homework to be set and recorded in diaries.
- Rooms should be left tidy and all equipment packed away.
- End of lessons should be prompt to ensure a smooth start to the next lesson by teachers and pupils.

#### Homework (See separate policy)

- Homework should be differentiated where appropriate and set according to ability of pupils.
- It should create the opportunity for a pupil to demonstrate what they have learned or to extend their learning or prepare for the next lesson.
- Homework can take a variety of forms, e.g. research, problem-solving, learning, reading,

etc.

- Open ended tasks can extend the more able and gives independence of choice.
- Homework should be set according to the agreed timetable, with an agreed length of time allocated for completion.

## 2. Monitoring

Year Group staff meet weekly to ensure consistency of planning and provision across the year group with regular scrutiny of work.

Subject Co-ordinators follow a programme of lesson observations and book scrutinies to monitor the teaching and quality of learning in the department. These are submitted to Prep SLT for further monitoring. Lesson observations by Subject Coordinators, other staff members and SLT also form part of the appraisal process.

Teaching and Learning meetings involving all staff take place half termly each term offering the opportunity to share good practice. Learning walks allow staff to have an overview of teaching strategies used.

Staff with responsibility for ICT to ensure use of technology is enhancing teaching and learning and being used to best effect.

Staff to attend CPD courses relevant to their subjects to ensure subjects are in line with current thinking.

Head of Prep, Deputy Head and Assistant Head (Pre-Prep) together with Head of Year Three & Four and Head of Year Five & Six are responsible for monitoring quality of teaching and learning across the Prep School.

## Evaluation

The monitoring process will help SLT and Subject staff to evaluate the quality of classroom practice that arises out of the implementation of this policy and will be used to develop teaching and learning over time.

Regular meetings between Subject Co-ordinators, Assistant Head (Pre-Prep), Head of Year Three & Four, Head of Year Five & Six and Deputy Head allows for regular evaluation of the provision for all pupils. Areas for development or improvement will be included in the School Development plan which is evaluated throughout the year by WSLT.

## Review

The Policy will be reviewed every year by Prep School Deputy Head.

Signed by the Headmistress: CAMacro

Signed by the Head of Prep: N. HSB

Approved by  
The Governing Body

Approved by the Governing Body: \_\_\_\_\_

Date: 1/9/26

Review Date: July 2027