



C G J Oldershaw BEd
Headmaster

GROSVENOR SCHOOL

POLICY FOR TEACHING AND LEARNING

Reviewed February 2012
Person responsible - WPB
Next review February 2014

AIMS

To ensure that the teaching at Grosvenor School enables pupils to acquire new knowledge through high quality learning experiences and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

The teaching fosters in pupils the application of intellectual, physical or creative effort, an interest in their work and the ability to think and learn for themselves.

Pupil's work is evaluated against the aims of the school and against National norms including NFER Verbal and Non Verbal reasoning tests and PIPs. Pupils in Y2 also do SATs.

PLANNING THE CURRICULUM

- An Overview of each curriculum area has been drawn up to cover each year group. The plan pays due regard to the National Curriculum and the Common Entrance requirements. It provides full coverage of subjects and has been drawn up to facilitate cross-curricular links where possible.
- Medium term plans are drawn up by the subject specialists in collaboration with Junior school staff.
- Short term plans are drawn up by class teachers or subject specialists to enable them to deliver what is in the medium term plans.
- Differentiation is brought about by different resources, learning objectives, levels of support or expected outcomes. Staff also use a variety of questioning techniques and individual target setting.
- This level of planning includes information about how other adults in the classroom are to be utilised and in the case of teaching staff or teaching assistants, they are also involved in the planning.

THE QUALITY OF TEACHING

- Grosvenor school employs a number of subject specialist staff as well as specialist Junior school teachers.
- The teachers challenge pupils in all areas of learning and have high expectations of the outcomes.
- The teachers demonstrate excellent knowledge and understanding of the subject matter being taught but also the ability to make the material appropriate for the age groups which they teach.
- The teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils and take this into account when the lessons are planned.

- The teachers make effective use of the quality, quantity and range of resources in the classrooms and specialist rooms.
- The Junior school staff are very competent in the way they teach phonics. (through the Jolly Phonics programme)
- The staff use a variety of resources and methodologies to teach the pupils. They also make good use of additional adults.
- Pupils are praised for effort, achievement and good behaviour and any inappropriate behaviour is dealt with in a way that enables the pupils to learn from their mistakes and move forward in a positive way.
- Homework is set on a regular basis either to reinforce or extend what is learned in school or as a mini project or extension activity to demonstrate the skills and knowledge they have acquired.
- The pupils are assessed regularly to measure how well they have achieved and as an ongoing process to guide future planning.

QUALITY OF LEARNING

- The pupils learning will be monitored by how well they acquire new knowledge or skills, develop ideas and increase their understanding.
- Pupils should be able to demonstrate creativity, intellectual and or physical effort to their work.
- Pupils should work at a good pace and be productive.
- They should show an interest in their work, be able to think for themselves and sustain concentration.
- Pupils should understand what they are doing, be aware of what they have done and how they can improve upon their efforts.
- During the lessons, teachers should check for understanding and quality of work. They should ask a range of appropriate questions to pupils to include challenge.
- The end of the lesson should include an assessment of whether the outcomes are consistent with the lesson objectives.

STRUCTURE OF LESSONS

- Lessons will start promptly.
- All resources will be ready at the start of the lesson.
- The pupils will be made aware of the learning objectives at the start of the lesson and they will be included in the plenary at the end of the lesson.
- The lesson will usually be linked to the previous lesson.
- The pupil's interest will be sustained throughout the lesson by a variety of tasks and activities.
- Where possible, the children's work will be marked with them to inform short term planning.

THE LEARNING ENVIRONMENT

- Teachers should endeavour to create a happy atmosphere in the classroom. They should gain the respect of other people in the school and be approachable.
- The learning environment should be clean, tidy, well organised and attractive. Children should know where resources are kept and have access to them, as appropriate.

- Pupils should develop social skills through group work and they should have routines with which they are familiar.

ASSESSMENT

Assessment is ongoing during the lessons through

- Observing pupils while they work.
- Questioning
- Listening to pupils when in discussion groups.
- Testing
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Full details of the assessment of pupils may be found in the Assessment Policy.

TIMETABLING

The timetable is designed to provide a balanced curriculum over the course of a year. However, games lessons are sport specific each term and “Our World Week” brings about a significant change to the curriculum annually with the whole school being vertically grouped.

EVALUATION OF THE TEACHING AND LEARNING

- Subject leaders are responsible for the monitoring and evaluation of their subject.
- This evaluation includes lesson observations and sampling of pupil work, discussion amongst staff and monitoring of the planning.
- Lesson observations are also carried out by the Deputy Headteacher and Headteacher.
- Parents evenings are held termly for Years Reception to Y4. They are held annually for Y5 and 7 and twice annually for Years 6 and 8.
- Written reports are sent to parents annually and twice annually for Years 5 and 7.
- The school has an Open Door policy encouraging parents to call in for informal discussions at any convenient time.

Mrs W Butcher Reviewed January 2011