

COGNITA

St Margaret's Preparatory School



Teaching and Learning Policy

September 2022

Our Ethos

The **ethos** of St Margaret's is to provide a high-quality all-round education, in a happy and caring family atmosphere, so that each child is well prepared for the opportunities and challenges that they will face in life.

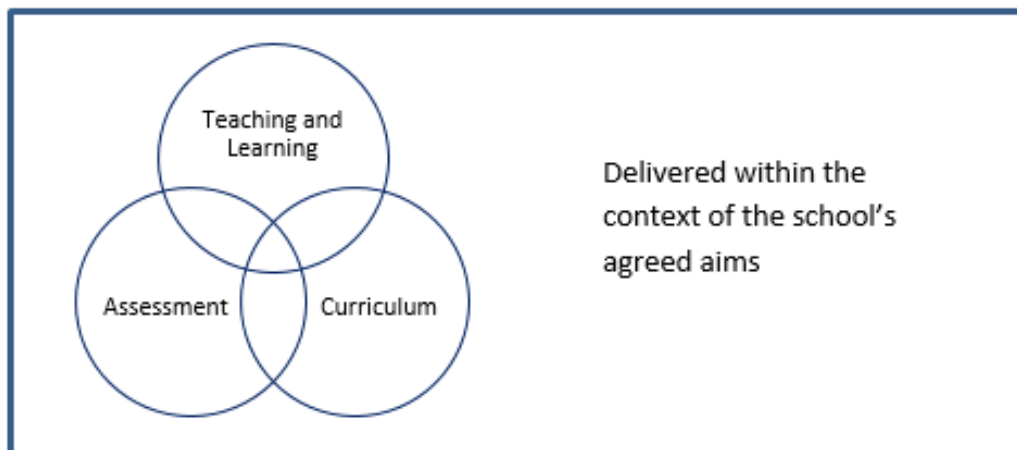
Our Aim

Our **aim** is for every child to enjoy their learning journey, achieve their very best and to become responsible global citizens who can work together co-operatively and with respect for others.



1 Introduction

1.1 The purpose of this policy is to support the implementation of high-quality teaching and learning. We see teaching and learning as part of our core business to ensure that all children make the best progress possible and attain high standards. Effective teaching and learning is part of a whole school pedagogy informed by the effective implementation of:



2 Effective Teaching and Learning

2.1 We are committed to providing a learning environment in which all pupils are challenged through high quality teaching, supported by excellent pastoral care. We believe that a truly excellent school is about more than academic achievement: it is about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence and genuine interests that extend beyond the confines of the classroom.

2.2 Effective teaching and learning:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
- Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Involves well planned learned sequences and lessons utilising effective teaching methods, activities and management of time;
- Shows a good understanding of the aptitudes, needs and prior attainment of pupils; ensuring that these are taken into account when planning learning;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effective classroom resources of good quality, quantity and range;
- Implements effective assessment strategies to inform teaching and impact on pupil progress;
- Develops meta-cognitive strategies;
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; and
- Promotes diversity and equality.

2.3 The impact of quality teaching and learning is ultimately tested through the progress that pupils make and the outcomes they achieve.

2.4 Through an excellent education we aim to:

Deliver Academic Excellence

Deliver excellent academic outcomes through outstanding teaching

Develop Character

Develop the character traits that enable every pupil to achieve in a range of contexts

Nurture a Global Perspective

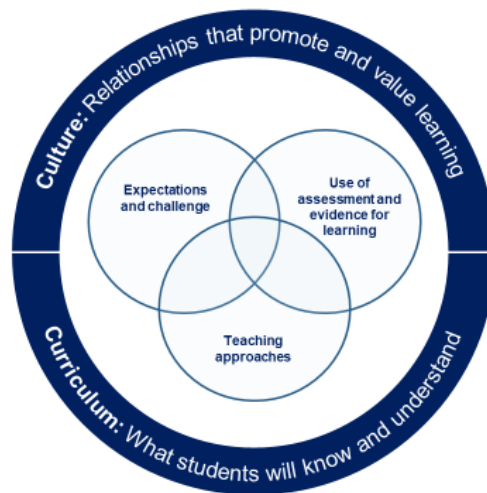
Prepare pupils for an ever changing world, with a global mindset and a respect for diversity

3 Personalised Learning Model

3.1 We have a model of teaching and personalised learning (below). This is a simple way of articulating what works based on a broad base of research and evidence. The model is a construct rather than a prescription of how to teach.

3.2 We define 'personalised learning' as: high quality teaching approaches, underpinned by the use of assessment and other evidence, to inform individualised intervention that maximise the progress of every child.

3.3 The personalised learning model can be summarised in the diagram below:



4 Responsibility

4.1 All staff are responsible for ensuring this policy is implemented and acted on. When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of:

- The impact of teaching on academic attainment and progress; and
- The impact of teaching on pupil engagement and passion for learning, capacity for independent and critical thinking, self-awareness and resilience and self-confidence.

5 Evaluating the Quality of Teaching

5.1 Every teacher is expected to evaluate the impact of their teaching in order to continue improving as a reflective professional. We support the view that the very best teachers constantly seek improvement and want to continually develop their skill as expert teachers.

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- 5.2 Knowing about the whole school quality and effectiveness of teaching is a core responsibility of school leaders. Ultimately, this responsibility rests with the Head. The evaluation of teaching is undertaken through the involvement of a range of leaders and teachers. In evaluating, the following questions are asked:
- How effective is teaching? How do we know?
 - What impact is teaching having on learning and progress? What is our evidence?
 - What do we need to do next to improve further?
- 5.3 Any evaluation of teaching takes account of the impact of ‘teaching over time’, utilising a best fit approach which draws on a range of evidence, e.g. work scrutiny, lesson observation, analysis of data, feedback from pupils, etc.

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Simon Camby
Consultation – May 2018	Consultation with the following schools: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys’ School, Downsend Leatherhead Pre-Prep School, Oakleigh House School, El Limonar Villamartin. Education Team representative: John Coleman, ADE.
Updated – May 2019	James Carroll, DE

Audience	
Audience	All school staff

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Wales	Yes
Spain	Yes

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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Behaviour Policy More Able & Talented Policy SEND Policy Prevent Duty Early Years Policy, where relevant Independent School Standards/BSO Standards (as applicable)