



ST PETER'S

PREPARATORY SCHOOL

Teaching and Learning policy

Updated on 1 September 2018
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Approved by Head:

Charlotte P. Jones

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The Teaching and Learning Policy outlines our aims for how and why we deliver the curriculum that we do.

This policy should be read in consultation with the St Peter's School Bacculaureate® Policy which holds more details about how the Bacc was designed and an appendix of core SPB documents and The Curriculum Policy which outlines what we teach, when and where.

Teaching

The teaching at St Peter's fosters intellectual curiosity and a spirit of enquiry. We want our pupils to be excited by learning and independent in their endeavours. The St Peter's School Bacculaureate® skills-based lessons reinforce key learning and enrich our children's experiences, equipping our students with the skills necessary to maximise their educational experience and prepares them for the next step in their education. St Peter's Preparatory School prepares its students to thrive in the society in which we live through the promotion and teaching of key learning skills. We believe it is through teaching, nurturing and encouraging these learning skills that our students will achieve their capabilities.

In their teaching, staff are asked to look for ways to provide enrichment across all subjects and to plan for the three core skills of: Curiosity, Finding and Presenting and use VAK activities for different learners in every session (Visual, Auditory and Kinaesthetic). The teaching of the SPB seeks to recognise and reward each of those skills. It looks at the whole child and the contribution they make to our school, providing continuity and progression and taking into account their individual differences.

We expect staff to combine sensible innovation with the best of established practice to enable all children to acquire new knowledge, based on what they already know and to make progress according to their ability.

Lesson content is distilled from the pen pictures contained in the Faculty Documentation. This sets out long-term what is to be taught and to whom, but also provides plenty of scope for moving in directions that may be unprescribed, all the while working towards predetermined learning objectives.

Staff will be fair, even-handed, helpful and encouraging in their teaching methods.

We acknowledge that children learn in many different ways and we recognise the need to provide opportunities in lessons that allow children to learn in ways that best suit them. These include, but are not limited to:

- Investigation and problem-solving
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of the computer and other ICT equipment
- Fieldwork and visits to places of educational interest in Britain and abroad
- Creative activities
- Debates, drama, role plays and oral presentations
- Participation in athletic or physical activity

- Use of a range of ways of recording information – scatter rams, mind maps, lists, extended writing, images etc.
- Presentations galore
- Revision and memorisation techniques and practices
- Critical thinking, Computing and Enrichment opportunities across all areas of learning

Learning

Staff learn to recognise the different learning styles of children. Any spatial, auditory or visual difficulties are taken into account and feature in teachers' planning, as well as social or emotional factors which may affect the children's learning. This is indicated in the personalised learning section of planning documents, the curriculum planners. Staff are fully aware of pupils who have SEND and plan for them accordingly using Provision Maps which lead to Quality First teaching.

Academic Ethos

In recognising that every child is unique and learns in a different way, the aim of the St Peter's School Baccalaureate® policy is to enable every child to reach their full potential and to provide, through inspirational teaching, a breadth of learning opportunities and activities. As a 'Prep' school, we aim to prepare our children for their next chosen school and to provide them with the skills to become enthusiastic and independent learners.

The St Peter's School Baccalaureate® seeks to foster and teach the seven key skills of learning according to Leonardo da Vinci:

Curiosity

To enjoy forming questions and finding answers

Demonstration

To show achievement through writing, drawing, demonstrating, testing, observing and proving.

Sensation

To be able to watch, learn and apply.

Risk Taking

To be willing to learn through persistence, experience, the embracing of uncertainty and making mistakes.

Whole Brain Thinking

To make links between subjects - logic and imagination.

Physical Wellbeing

To take responsibility for physical health, safety and development.

Making Connections

To recognise and appreciate the interconnectedness of St Peter's learning and contribute to the wider world of which we are citizens.

These seven skills are the backbone of the St Peter's School Baccalaureate® and teachers look for these qualities in all our children do. The seven skills have been translated into the aforementioned three key learning skills of: Curiosity, Finding & Presenting.

The children are judged on their endeavour against age-appropriate Grade Criteria Assessment Grids. They score points, which are added together to give each child a final grade of: Pass, Merit, Distinction or Honours. (See Assessment and Reporting Policy or/and St Peter's School Bacculaureate® policy for more information).

Growth Mindset is key to our Teaching and Learning policy with all children understanding the power of 'Yet'.

There is an emphasis on teaching children how to learn, rather than simply cramming.

We plan out and think through learning environments. Planning for interactive table tops, learning lines and 'Thought of the Week' reflections as part of our regularly changing display. Classrooms display 'WOW' boards as well as Wonder Walls encouraging curiosity and independent thinking.

The staff have full 'permission' to react to any incidental learning that takes place and therefore 'go off piste'.

Monitoring Teaching and Learning

Monitoring Teaching and Learning is down to every member of staff. Many opportunities are available: Appraisal Observations, Learning Walks by many different members of staff, staff meeting learning walks, Shared Teaching Week for Teachers and TAs. Achievement and Pupil Development are both looked at in accordance with ISI inspection alongside appraisal and whole school targets.