

# **CLEVE HOUSE SCHOOL AND LITTLE CLEVE PRE SCHOOL AND NURSERY**

## **Progression, Teaching and Learning Policy**

This policy applies all pupils in the school, including in the EYFS  
It pays due regard to any policies and procedures in the Safeguarding Policy and the  
Equality Act 2010



Last revised October 2019

Craig Wardle - Headmaster

Next review date – Autumn 2021

**CLEVE HOUSE SCHOOL AND LITTLE CLEVE PRE SCHOOL AND  
NURSERY**  
**Policy for Progression, Teaching and Learning**

## **Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning at Cleve House School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

## **What is “Teaching and Learning”?**

“Teaching and Learning” is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum and religious education and collective worship. It aims to successfully educate our pupils in the outcomes of achievement and personal development.

The school provides full time supervised education for pupils between the ages of 2-11, which gives them experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level, it prepares them for the opportunities, responsibilities and experiences of the next stage of their education and lives and gives every pupil the opportunity to learn and progress.

The curriculum is balanced and broadly based, and promotes the spiritual, moral, social, cultural, mental and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities and experiences of adult life. All pupils are expected to acquire skills in speaking, reading, writing, listening and numeracy. In the rare event that a pupil has English as an additional language and needs specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised to the support the school can provide. The school will take all reasonably practicable measures to fulfil the requirements of any pupil’s SEND or support guidelines.

## **AIMS**

In line with proposed new legislation, our curriculum aims to enable our pupils to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives

- Responsible citizens who make a positive contribution to society.

To achieve these aims, children need to be equipped with the essentials for learning and life:

- Literacy, numeracy and ICT capability
- Learning and thinking skills, personal and emotional skills, and social skills.

### **Principles of Teaching and Learning**

**ALL MEMBERS OF THE SCHOOL COMMUNITY** (teaching and non-teaching staff, parents and pupils) work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Working toward the outcomes of the "Every Child Matters" agenda
- Working as a team, supporting and encouraging one another

### **Equal Opportunities and Safeguarding:**

The curriculum is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. Reasonable adjustments are made for those pupils with SEND. As a non-selective school, we do operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met. Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported. Our PSHE curriculum affords opportunities to be responsive to arising issues. It also ensures that fundamental British values are promoted, along with other SMSC aspects

### **TEACHERS work towards the school's aims by:**

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Ensuring that learning is progressive and continuous
- Encouraging pupils to become independent learners
- Setting targets to help pupils further their progress

- Being good role models – punctual, well prepared and organised
- Maintaining an up-to-date knowledge of the National Curriculum and other syllabus requirements in their subject area
- Having a positive attitude to change and the development of their own expertise
- Providing where appropriate, opportunities for SMSC development
- Working collaboratively with a shared philosophy and commonality of practice
- Promoting positive links between home and school

### **PUPILS work towards the school's aims by:**

- Attending school in good health maintained by adequate diet, exercise and sleep
- Attending school regularly, and keeping up to date with their work
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning prep regularly
- Conducting themselves in an orderly manner in line with the expected code of discipline
- Taking growing responsibility for their own learning and setting themselves targets for improvement
- Contributing to the School community

### **PARENTS work towards the school's aims by:**

- Ensuring that children attend school in good health, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Giving due importance to homework, hearing, reading and assisting in learning of tables and spellings
- Allowing their children to take increasing responsibility as they progress throughout the school
- Involving themselves in the School community

### **Strategies for Teaching and Learning**

**OUR CURRICULUM IS ORGANISED** in various formats depending on the age of the child.

- In Nursery and Reception, programmes of work are designed to fulfil the Early Learning Goals and to move on to the KS1 Stage 1 P.O.S., when ready.

- Year 1 – 6 are taught by Form teachers with subject specialist teaching music, French and games.

**VARIOUS MODES OF WORKING** are used, including group work, individual work and class teaching. Within this structure groups are of mixed ability, although where it is felt appropriate, such as with a large class with a wide range of ability, a flexible setting arrangement may be used.

**THE EMPHASIS OF OUR TEACHING AND LEARNING POLICY** is on first hand experience and we encourage children increasingly to take control of their own learning. Thus:

- Investigative work is common
- Cooperative and individual work is utilised.
- Children are encouraged to communicate their findings in a variety of ways
- Opportunities are provided for children to become involved in decision making
- Differentiation takes place
- Opportunities for SMSC are encouraged.
- Pupils are encouraged to review their work and set targets for improvement

**PUPILS WITH LEARNING DIFFICULTIES** can receive extra support in the classroom by use of differentiation and Support Plans and additional lessons with the Learning Support Teacher. Reasonable adjustments are made for pupils with SEND. There may be reading support, study skills sessions and extra tuition. For further detail see the SEND Policy and Register.

Individuals who are in the “More Able” category are also identified and extension work is made available for them by subject. For further detail see the “More Able” Policy. Likewise, support is provided when necessary for any children with English as an additional language – for further detail see the “EAL Policy”.

**HOMEWORK** is considered to be a valuable element of the teaching and learning process therefore:

- Children are encouraged to work at home on a regular basis
- This homework will be a subject per night and also reading, the amount of time depending on the age of the child
- Children may also have multiplication tables and spellings to learn at home

For further detail, see the Homework Policy.

**EXCELLENCE IS CELEBRATED** in display and performance wherein:

- Each child is given an opportunity to have work of a high standard displayed at some time in the school year
- Sustained effort including drafting and reworking is encouraged to enhance standards
- Both individual and team work is demonstrated in Music, Drama and Sport in many ways both in and out of school
- School events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
- A system of rewards and awards promotes high achievement, behaviour and effort.
- Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement

### **Strategies for Ensuring Progress and Continuity**

**PLANNING** is a process in which all teachers are involved, wherein:

- The foundation for curricular planning is the Whole School Improvement Plan, developed through a process of collaboration between staff, and approved by the SLT.
- Long term plans are prepared for each subject to check for progression and continuity between year groups.

For further detail, see the Curriculum Planning Policy.

**SUBJECT COORDINATORS** have a variety of roles. They:

- Take the lead in policy development and the scrutiny of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Support colleagues in their development of detailed work plans as necessary and implementation of the scheme of work, and in assessment and record keeping activities
- Monitor progress in their subjects and advise the Deputy Head and Head teacher on action needed
- Take responsibility for the ordering and organisation of central resources for their subjects – from budget set by the Head.
- Provide targets for their subject areas for the development plan.
- Are expected to keep up-to-date on curriculum matters through reading and attending relevant courses

**FEEDBACK TO PUPILS** about their own progress is achieved through verbal feedback, reports and the marking of work. Effective marking:

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive
- Will give advice about how to improve their work
- Is often done while a task is being carried out through discussion between child and teacher
- Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability

For further detail see the “Marking Policy”

**FORMATIVE ASSESSMENT** is used to guide the progress of individual pupils. It involves identifying each child’s progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions perhaps in the context of a practical task
- Short tests in which the teacher gives questions orally and pupils write answers
- Specific assignments for individual pupils
- Individual discussions in which children are encouraged to appraise their own work and progress
- End of unit tests in various subjects
- School exams
- Standardised tests such as NFER.

**FORMAL SUMMATIVE ASSESSMENT** is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment, the Reception Baseline Assessment, Foundation Stage Profile in Reception. NFER Maths assessment termly.

**CROSS PHASE CONTINUITY** is ensured by:

- Contact between ourselves and prospective schools
- Transfer of pupil records of progress and summative assessment results
- Staff meetings: staff share information regarding pupil progress at regular staff meetings.

### **Strategies for Recording and Reporting**

**COMMUNICATION WITH PARENTS** is done on a regular basis, interviews and written reports. Parents are made aware that they may

meet their child's teacher by appointment at any mutually convenient time, to discuss particular concerns, including school options, progress, home life etc.

## **Strategies for the Use of Resources**

**CLASSROOM RESOURCES** are the responsibility of classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- All children know where resources are kept and the rules about their access and use
- All children know what they must not touch for reasons of safety and privacy
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- Children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

Worksheet material produced using a School resource, such as the photocopier and paper is the property of the school.

## **DOCUMENTATION**

- All policy documents, both whole school and curricular, are available to staff through the Office and many are available to parents on the website.

**TIME** is a resource that we value.

To maximise its use:

- in the Early Years children's time is tightly organised by the teachers
- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time
- time wasting is reduced by ensuring that tasks are made specific and clearly defined
- all children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and at the end of a session

**INFORMATION TECHNOLOGY** is a major resource which will be used across the whole curriculum (see Development Plan).



**THE HALL** is a resource which has multi-purpose usage as follows:

- For PE and Games sessions
- For extra-curricular sports activities
- For dance lessons
- For assemblies
- Occasionally for music lessons
- For rehearsals and productions
- For Drama lessons

If anyone wishes to use the Hall at any other time, please check the Hall timetable and Office diaries to check that it is not already booked

**HEALTH AND SAFETY** issues are the responsibility of all who work in the school. A nominated member of staff is the Health and Safety representative and all problems should be reported to her.

For further detail see Health and Safety Policy