DURLSTON

Policy 1.11

Durlston School Teaching and Learning Policy

(Including EYFS pupils)

Updated:	22.07.26
Reviewed by:	BRS
Next Review date:	01.09.27

Durlston School 1.10 Teaching and Learning Policy

1. **Aims of Durlston School with regard to curriculum:**

1.1 Durlston offers all pupils a first-class academic education from the age of 2 to 16. We believe in all-round education, in looking after the 'whole' person. Exam success and a natural hunger for learning are easily achieved when children are happy, confident and secure in their school environment. As made clear in the school's mission statement, Durlston School will develop confidence and individual talents in a happy, safe and unique environment.

2. Teaching Objectives

2.1 Through our teaching, we aim to:

- educate (show progress)
- develop positive relationships
- meet the needs of all abilities
- develop understanding
- prepare for exams
- foster a positive environment

3. Effective Learning

3.1 In accordance with our school mission statement, we believe it is important that each child's learning is treated individually. We offer opportunities for children to learn in different ways by:

- differentiated teaching
- using a variety of resources effectively
- employing enthusiastic and qualified teachers
- varying the activities
- providing support where needed
- sharing ideas and practices
- recognising different learning styles

4. Monitoring Learning

4.1 Teachers' weekly plans and/or SOWs, online mark books and trackers are annotated as a way of making ongoing assessments of each child's progress. This information is used to plan subsequent lessons that are appropriate to each child's individual level of ability.

4.2 When planning work for children needing learning support or extension, teachers modify teaching based on information and targets contained in the children's Individual Education Plans (IEPs).

4.3 In Kindergarten and Reception, teachers work from the Foundation Stage towards Early Learning Goals. The programme of activities is appropriate to their educational needs in relation to the seven areas of learning, alongside the characteristics of effective learning. This is tracked as the year progresses.

4.4 In Years R-8, teachers follow a standardised assessment programme (refer to Assessment Policy).

4.5 We deploy teaching assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work.

4.6 Monitoring of pupils' learning will happen in the following ways:

- marking of work according to the marking policy
- formal assessments (Michaelmas & Trinity)
- mid-term and end of term reports
- self and peer assessment
- observations
- tracking grids and analysis of data

5. Effective Teaching

5.1 When teaching we focus on providing a variety of learning experiences where the child understands and can meet the learning outcomes. We use development plans to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

6. Monitoring Teaching

6.1 In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching in school, it will be monitored and evaluated through:

- classroom observation
- sampling pupils' work
- sharing pupils' work throughout the school and discussing quality
- internal moderation of pupils' work by termly assessments
- discussion with pupils

6.2 Our teaching facilities are attractive and well-equipped and we create, in lessons, a brisk and friendly atmosphere. Teaching groups at Durlston are kept small to ensure that they offer excellent opportunities for individual attention and teaching targeted to the particular learning styles and requirements of our pupils.

6.3 Most importantly, children at Durlston enjoy the process of learning and, through energetic engagement within lessons and prep, make excellent progress.

6.4 In Pre-Prep and Middle School it is our policy that the majority of subjects are delivered by the class teacher, with some specialist subject teaching staff involvement. In Seniors, it is our policy that the majority of subjects are delivered by specialists.

7. Teacher Code of Conduct

7.1 (Please also refer to the Code of Conduct Policy). Durlston School is run on such lines that it is vital that all who strive for the wellbeing of the children observe a purposeful code of conduct and work in harmony with one another. Our objective is to create an environment, and a sense of intelligent common purpose, which we would best desire for our own children.

7.2 Staff should aim to:

- create a happy working atmosphere
- develop pupils' self-discipline and self-control
- encourage pupils to achieve in all aspects of the learning process
- ensure that pupils recognise and respect the rights of others

- create an awareness of the values of honesty, fairness and respect for others
- facilitate sensible and rational solutions to conflicts and encourage accountability for behaviour.

7.3 These aims can only be implemented if all colleagues recognise an acceptable standard of rules throughout the school. The points below will act as a guide:

i. Do treat everyone with respect
ii. Do provide an example you wish others to follow
iii. Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others
iv. Do respect a young person's right to personal privacy
v. Do provide access for young people to talk to others about any concerns they may have
vi. Do encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
vii. Do maintain a healthy adult lifestyle
viii. Do remember that someone else might misinterpret your actions, no matter how well intentioned
ix. Do recognise that caution is required even in sensitive moments of counselling, such as when dealing with bullying, bereavement or abuse
x. Do NOT permit abusive, youth peer activities (e.g. initiation ceremonies, ridiculing, bullying)
xi. Do NOT make physical contact when on duty or joining in games with young people; an exception is in Pre-Prep where some physical contact may be necessary to support children with a practical activity or task.
xii. Do NOT have any inappropriate physical or verbal contact with others
xiii. Do NOT jump to conclusions about others without checking the facts
xiv. Do NOT allow yourself to be drawn into inappropriate attention seeking behaviour such as tantrums or crushes
xv. Do NOT exaggerate or trivialise child-abuse issues
xvi. Do NOT show favouritism to any individual
xvii. Do NOT make suggestive remarks or gestures
xviii. Do NOT rely just on your good name to protect you
xix. Do NOT believe 'it could never happen to me"

7.4 All staff must begin with self-discipline. It is imperative that members of **staff conduct** themselves in a controlled manner and that they:

- work as a team
- be expectant of good behaviour
- give clear rules which the children understand
- be consistent
- establish the facts and only judge when certain
- never embarrass or humiliate a child or other member of staff
- encourage rather than punish
- be positive rather than negative
- show initiative where the situation requires it
- listen
- maintain an attractive environment both in the class and in the building keeping the classroom tidy during the day as you go along
- develop a good rapport with the parental body
- speak in a complementary manner about the school and other staff members at all times

7.5 When speaking to children we must be:

- expectant of good behaviour

- brief and to the point
- calm but firm
- assertive when the situation requires it
- ready to encourage and be positive in our comments
- ensure we are create a positive and inclusive environment (as explained in our Equal Opportunities Policy)

7.6 Social networking sites and blogging are extremely popular. **Staff must not post material which is about the School or people therein, damages the reputation of the School or which could cause concern about their suitability to work with children**. If inappropriate material is posted, it may be cited as misconduct.

7.7 All teachers must comply with the Code of Conduct and Practice for Registered Teachers and Statement of Professional Values and Practice. A serious breach may result in a disciplinary warning.

7.8 Where an allegation of abuse is made against a member of staff, the school, will follow the guidance set out in Safeguarding Children and Safer Recruitment in Education.

Teaching & Learning Policy

DURLSTON PREP & SENIOR SCHOOL

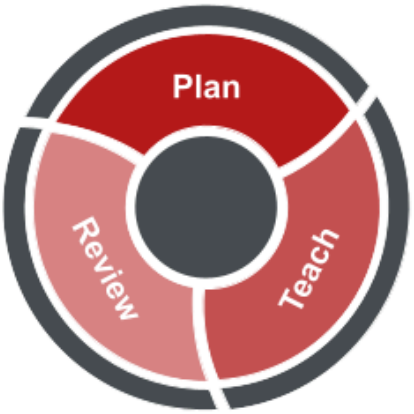
Overview

The overall purpose of the Teaching and Learning Policy is to make explicit and accessible the common broad principles, approaches and routines upon which teaching and learning in the school is based. Teachers are asked to set as a high priority putting policy into practice.

Well-planned, effective teaching should meet the needs of all pupils.

Unless there is a clear and obvious benefit for doing so, pupils should remain in the main teaching room and be taught by the designated teacher.

Teachers' punctual arrival at lessons should be seen as a priority.



Plan

Plan thoroughly using the framework of the school planning policy.
Think clearly about the key knowledge, understanding and/or skills that pupils need to acquire and the most effective methods that will allow them to do so.
Consider pupils' prior knowledge and any educational needs.
Sequence coherent next stages in learning, using small steps of progression.
Ensure our own levels of subject knowledge and understanding are of a high standard.
Whenever possible, plan key elements of the teaching sequence, such as explanations, modelling or questioning with colleagues in order to share best practice.
Consider the effective deployment of support staff.

Teach

Provide a positive, inclusive and inquisitive environment in which to learn.
Develop nurturing and positive relationships with pupils which enable them to fully engage with the learning process.
Use effective questioning.
Deliver clear and concise explanations.
Make use of modelling and demonstration.
Identify when scaffolding is needed to support pupils' learning.
Provide feedback to pupils.
Use feedback gained from pupils within a lesson and adjust next steps as appropriate.
Integrate the effective use of technology where appropriate.

Review

Use feedback from lessons to effectively plan next steps.
Collaborate with colleagues with regards to any previous planning conversations.

Reviewed and Updated: September 2024 (RL)