



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

TEACHING AND LEARNING POLICY (including Curriculum and Collective Worship)

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18 May 2017	17 May 2019
Name of staff member responsible for document Mrs Annette Wright	

'Previously young people were educated for established bodies of knowledge, values and skills – the 'knowns'. In the ever-changing digital world in which we now live, it is more important than ever that today's young people are educated and equipped for the unknowns that will challenge and inspire them in the future.' Stephen Perse Foundation

Section 1-Teaching and Learning

Section 2- Curriculum

Section 3- Collective worship and Religious Education

Section 1-Teaching and Learning

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' Teachers' Standards preamble July 2011

Why

Teaching and Learning is the core focus of the school. Good teaching which promotes learning, and higher order thinking skills, pupil's progress and enjoyment is the key to raising standards. As such we aim to ensure that every student has access to a high quality education. This will allow them to achieve their full learning potential. We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our students. We aim to achieve senior school entry requirements that compare favourably with our competitors. We strive to provide a high standard of tuition and breadth of experience in Sport, Music and the Performing Arts.

What

Teachers should strive to deliver consistently "good" and 'outstanding' lessons: and must follow the Teachers' Standards which are-

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to strengths and needs of the pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

How

We aim to support colleagues by providing quality school based INSET and ensuring that personalised professional development is encouraged. Teachers often work collaboratively to ensure good practice and they attend external training where this is specifically linked to their professional development or School Development priorities.

In addition there is a need to involve pupils in planning, assessment and recording. The staff should provide opportunities for pupils to be made aware of why they are doing an activity, what they are expected to achieve and to evaluate their own work. Individual targets give meaning to this process and appropriate challenges for each pupil can be set based on a teacher's knowledge of their ability.

Quality assurance will be in place through lesson observations, by Phase Leaders and Subject Leaders who will provide effective feedback for constant progression. The Headteacher and other senior staff will observe lessons as part of quality assurance policy. Peer observations, work scrutiny, listening to the pupil's voice and Learning Walks focusing on a specific aspect of teaching and learning will also be regularly conducted.

Section 2- Curriculum

Why

We aim to place our children at the centre of their own learning and place great emphasis on thinking skills. We believe in making children inquisitive. Our curriculum will enable all children to make outstanding progress, love learning, become successful learners, confident individuals and be aware of how to stay healthy and safe. All pupils are encouraged to be ambitious, to reach the best standards they can in their academic studies, to gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in line with advice given by the DfE. The school aims to engender a love of learning and a zest for life. Themes of global and sustainable development, critical thinking, cultural diversity, community participation, spiritual, moral, social and healthy lifestyles will be delivered through different contexts and wherever possible using cross-curricular links.

What

Our curriculum develops children's skills and love of learning by making links between the individual subjects and enabling our children to apply skills and knowledge in a wide range of contexts relevant to them. Our curriculum has been designed to be skills based, enabling children to develop the skills they need to be effective, enthusiastic learners in the 21st century.

How

Our philosophy is simple. We know our children. If we know what interests and enthuses our children, and we know where they are within their learning and what skills they have grasped, then we know what their next steps are. Lessons are planned around these next steps, and we differentiate learning to match the needs of the children within our classes.

- Learning intentions from the Early Learning Goals and National Curriculum underpin a broad, balanced and engaging curriculum. However Subject and Form Teachers and some Specialist Teachers use their professional judgement to enhance lessons with greater breadth and depth. Planning should ensure that pupils experience a wide range of settings in order to stimulate interest and encourage skills to be developed.
- English is embedded across the curriculum within all topics. High quality texts with topic links are used to teach specific literacy skills, wherever possible.
- The medium term plans outline the knowledge, key skills and attitudes to be taught in each term. These are filed electronically and as a hard copy in the Workroom folders.
- An overview of the objectives are made available to the parents termly on the website.
- In Combined Humanities each year group will follow a creative curriculum linked to a Theme. The focus will be on a stunning start, marvellous middle and fabulous finish.
- English and Maths are taught daily with contexts drawn from the topic where appropriate.
- Other subjects may be taught weekly or in blocks where this provides a more cohesive learning experience. These subjects will also be linked creatively to the Topic where possible and relevant.
- Teachers write short-term plans on a weekly or daily basis. Some plans are produced as a team.
- Evidence provided by short term plans is required to show that teaching is supported by careful lesson planning and that ongoing assessment and monitoring of pupil performance is recorded and informs future planning.
- Recognition is given to the individual styles of teachers and teachers assume responsibility for producing short-term plans that are effective in line with the Teaching Standards.
- Each Head of an academic subject department are responsible for the planning in their Department and each Phase Leader for their year groups. The Deputy Head and Head of Lower School are responsible for ensuring consistency, progression and continuity between phase groups.

Subject provision and allocation

Programmes of study will be delivered for all pupils through timetabled subjects.

KS1 and KS2 Allocations 2016 - 17

	English	Maths	Science	Combined Humanities	Art/DT	MFL	Computing	PE/Games	Music	P4C	PHSE	Drama	Circle Time
Yr1	6	6	2	3	1	1	1	3	1		1		1
Yr2	6	6	2	3	1	1	1	3	1		1		1
Yr3	6	6	2	3	2	1	1	5	1		1	1	1
Yr4	6	6	2	3	2	1	1	5	1		1	1	1
Yr5	6	5	3	3	2	1	1	5	1	1	1	1	
Yr6	6	5	3	3	2	1	1	5	1	1	1	1	

Our curriculum will be enhanced through educational and Residential visits, assemblies and events. We will be adaptable in our locations, environments and routines for learning. Thorough assessment of children's progress and tracking in the core subjects will take place and there will be regular parents' evening feedback. See the Feedback and Reporting Policy. Form Focus Meetings will occur regularly and aim to negate invisible pupils. Computing is an entitlement to all of our pupils. Skills, knowledge and attitudes will be developed through timetabled Computer lessons and ipads utilised to enable the use of technology in all other subjects.

Special Needs and Able children

(Please refer to a separate policy document for more information)

Pupils with learning difficulties and disabilities stay predominately with their classes but have an additional curriculum working either one-to-one or in small groups with specialist staff and may have an individual support plan (ISP) to support their specific needs.

The needs of able children will be met by producing stimulating work to enhance their abilities.

As the school is concerned with a holistic approach to the curriculum, policies are produced to ensure appropriate provision and this is developed in the areas of PSHE, including drug education, sex education, road safety, Internet safety and strange danger.

Communication

Regular reviews will take place between the Heads of Departments, Phase Leaders and the Deputy Head and Head of Lower School who will monitor children's progress and the curriculum delivery and content. Regular liaison will take place with the Deputy Head and Head of Lower School to ensure that parent's are informed of their children's happiness to help ensure their continued academic progress.

Extra-curricular activities

It is our belief that exposure of children to a broad range of activities beyond what is possible in the classroom stimulates interest, improves diversity of skills and gives the children interests that they may well enjoy and benefit from through to adult life. A full list of the extra-curricular activities on offer is available from the school office each term and is subject to variation dependent upon staff's skills and interest and the availability of outside providers.

Governance

The Board of Governors receives a termly report from the Headmaster detailing pupils' performance in national, threshold SATS tests and where they are taken senior school entrance tests, school development matters including progress within the School Development Plan, the quality of teaching and learning and matters relating to staff and pupil welfare and details of the number of pupils on roll.

Section 3- Collective worship and Religious Education

Why

We are a Christian, Caring Community. As a Choir School Association member the school's ethos is based on the teachings of Jesus Christ, that of love, compassion, tolerance and care for others. This is reflected in the school's 'Charter of Values' and is emphasised through morning worship in Matins services and through whole school and Early Years assemblies led by the senior management team and on a rota basis by staff and pupils in their forms.

What

Reigate St Mary's Preparatory and Choir School aims to provide an education of considerable depth and breadth within a disciplined, happy and caring environment, which incorporates a tradition of choral excellence and Christian values. Through an emphasis on core values we aim to develop a caring and understanding attitude towards other people. The school places a very high value on good relationships and developing interpersonal skills in our pupils to enable them to become responsible, adaptable, independent people in a changing world. At Reigate St Mary's we believe that all children should feel valued as individuals for who they are, not just for what they achieve. There are some circumstances where parents may wish to request a withdrawal form a particular part of a school activity. These may be to do with religious beliefs and assemblies, or sex education. If this is the case they should contact the Deputy Head.

As the mission statement implies the school is committed to a holistic approach to education and pupils should be reminded of the school's Charter of Values.

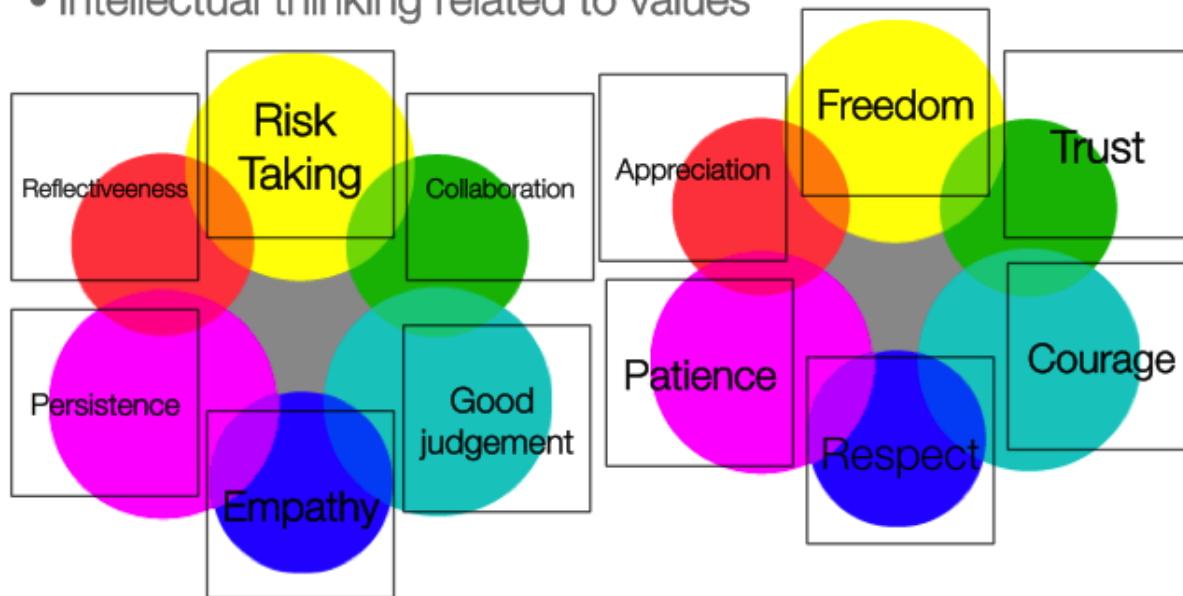
- We treat other people as we would like to be treated.
- We forgive.
- We are always honest, truthful and fair.
- We listen to each other.
- We are kind and helpful.
- We do our best to be our best selves.

How

The school has a rotational half term emphasis on a value and thinking skill.

Our school thinking skills and values

- Intellectual thinking related to values



The assemblies underpin the ethos we endeavour to foster in the school. This is used as a means to help children with their spiritual, personal, social and emotional development. Representatives from Christian groups are sometimes invited into the school to take assemblies and the children partake in a prayer space.

Conclusion

The aims of the Teaching and Learning policy should be reviewed regularly or when a new school development plan is produced.

Review of the policy

This policy will be reviewed and amended by the Deputy Head.