

COGNITA



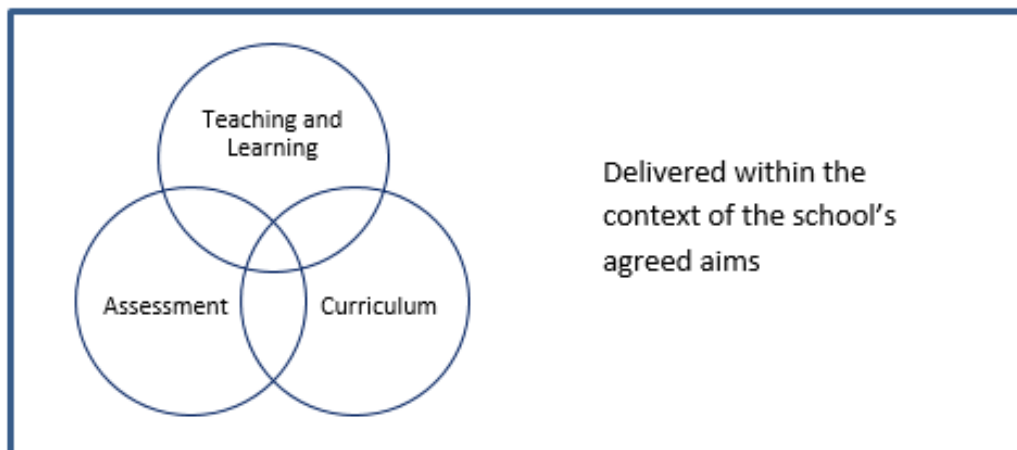
Colchester
Prep & High School

Teaching and Learning Policy

September 2022

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 in order 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

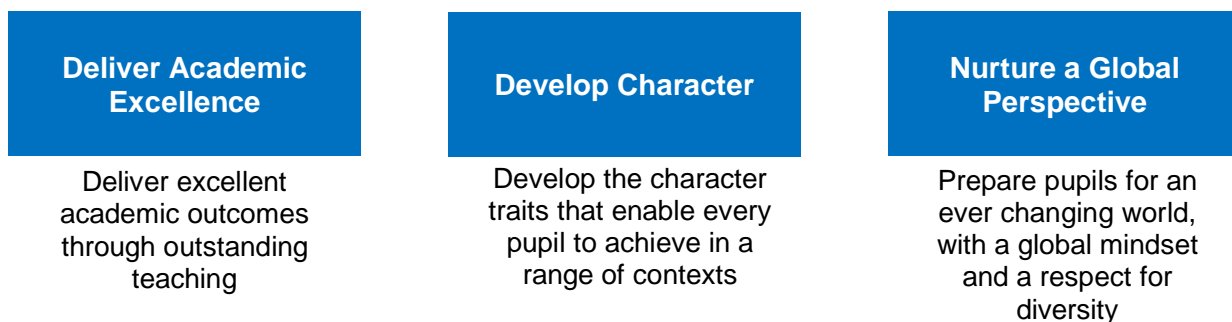
- 2.1 We are committed to providing a learning environment in which all pupils are challenged through high quality teaching, supported by excellent pastoral care. We believe that a truly excellent school is about more than academic achievement: it is about developing a passion for learning, a capacity 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:

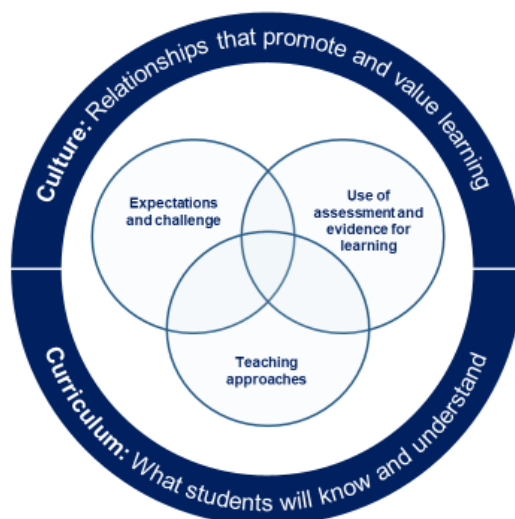


3 Personalised Learning Model

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 evaluating the use of teaching approaches in which there is evidence of impact:

- The impact of teaching approaches
- The impact of learning on independent learning

acted on. When evaluate the extent to

learning, capacity for self-confidence.

5 Evaluating the Impact of Teaching

5.1 Every teacher is responsible for improving as a professional and constantly seek to

in order to continue very best teachers as expert teachers.

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 | |
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|-----------------|------------------|
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| Wales | Yes |
| Spain | Yes |

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| Related documentation | |
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| 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) |