SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

TEACHING AND LEARNING POLICY

Policy owner:	Deputy Head Academic
Approved by:	Executive Head
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At Shrewsbury House, we aim to educate the whole child by providing unequalled opportunities and support in breadth and depth for the ongoing development of academic, cultural, aesthetic, moral, sporting and practical dimensions of the boys' lives.

This policy should be read in conjunction with the following documentation:

- SHS Assessment, Marking and Feedback Policy
- SHS 3 year Accessibility Plan
- SHS High Learning Potential (HLP) and More Able, Gifted and Talented Policy and Register
- SHS Learning Enrichment Policy
- SHS EAL Policy
- SHS Curriculum Policy
- ISI Independent School Standards
- DfE Teacher Standards

Aims of Learning and Teaching:

- To provide our pupils with high quality education, through a broad and balanced curriculum;
- To provide a safe, non-judgemental learning environment where everyone feels valued;
- To nurture the spiritual, moral, social and cultural (SMSC) development of our pupils into caring and responsible young people;
- To encourage good behaviour for learning, with appropriate rewards and sanctions within a framework of mutual trust and respect;
- To promote independence, encouraging boys to be responsible for their learning and behaviour;
- To ensure consistency and good progress across all stages;
- To share good practice and also enable the School to identify aspects of classroom practice and provision which will benefit from further development and support and training;
- To provide criteria for monitoring teaching and classroom practice;
- To strive to improve standards in all areas of school life.

Why are Learning and Teaching so Important?

Learning underpins everything a school does - and a school which loves to learn, helps to instill a love of learning in pupils. Teaching and Learning are interdependent. At Shrewsbury House, we strive to plan and deliver top quality lessons on a consistent basis, so that our pupils have every opportunity to be happy, engaged and empowered to become critical thinkers and independent learners, ready for life in the 21st century.

Our subjects are brought to life in innovative ways, in both structured and flexible teaching within the formal and hidden curriculum and by the passion of the teachers involved. In doing so, we inspire our pupils. Our provision should enable all pupils to progress and our teachers' subject knowledge and growth mindset, help instil in our pupils a love of learning and discovery. The classroom should be exciting and the delivery of lessons, engaging and interesting.

We believe the physical environment in which our pupils' learning takes place, should be one which supports and enhances their learning. Pupils learn best when learning activities are well planned, engaging and motivating, foster pupils' curiosity for learning and thereby ensure progress in the short, medium and long term. Skilful questioning, high expectations and appropriate and challenging assessment and assessment for learning, informs teaching and planning for the pupils' next steps. We will have classroom environments and displays which support both the pupil and teacher in the learning process.

Learning and Teaching at Shrewsbury House School

Teaching and Learning are at the heart of the School. We aim to deliver lessons and education which help pupils to exceed expectations. Teachers at SHS have a passion for their subject and build strong relationships with pupils. They uphold the Teachers' Standards and will nurture a love of learning which enables pupils to make excellent progress. Shrewsbury House is an excellent school, providing pupils with the skills to be individuals, the grades to pursue their goals - and the opportunities to be educated in all areas, for life. We are a high achieving school and our drive to ensure that the pupils achieve at the highest level is deliberate: it comes from the high quality of the teaching and the importance placed by the School on learning, teaching, pupil progress for all and achievement.

Why we Exist as a School

As a preparatory school, we have two educational functions: to prepare pupils to be able to access the future schools of choice, and just as importantly, to enjoy the time at preparatory school in and of itself in all areas of the formal and informal curriculum. Teaching and learning involve instilling a sense of challenge, enjoyment and passion for learning which will accompany our pupils throughout their lives. Our aspiration must be to see each pupil reach his potential, regardless of his starting point and our broad Corinthian ethos, together with excellent pastoral care, enables us to deliver this.

Our Learning Environment

Pupils learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe. They learn best when there is mutual respect between adults and children and pupils feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-

based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability. In our school, pupils will feel secure to take risks in their learning, and learn from their mistakes. Their work will be displayed around the classroom and in public spaces for others to appreciate and admire. Classroom routines and resources are organised to optimise learning.

In the classroom, teachers will teach pupils how to behave well and teachers will employ positive strategies to manage pupils' behaviour which help pupils to understand the School's expectations. These strategies are underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently as set out in the SHS Behaviour Management Policy. We will ensure that safeguarding procedures are in place and that there are high expectations of behaviour and safety. Good behaviour is modelled at all times in interaction with pupils and other adults, with any conflict dealt with in a calm and fair manner. Pupils are encouraged in their learning and their efforts will be praised both in the classroom with the 'formal curriculum' and out of the classroom, in the hidden curriculum, which links to the Pastoral and social education of the pupil. Any criticism will be constructive and pupils' self-esteem will always be maintained.

Home/School Learning

Children learn best when there are strong links between home and school, support from teachers, leadership and governors and the importance of parental involvement in their children's learning is recognised, valued and developed. Teachers will ensure that useful feedback is given regularly to parents, both informally where appropriate, and formally, through parent meetings, full-written reports and the progress cards. (Please see the Assessment, Marking and Feedback Policy for further explanation). Teachers will be approachable and parents will know how they can support their child's learning at home or in school as well as encourage presentation from home, in their sons' books, and on Google Classroom. Appropriate prep will be set to develop pupils' understanding of the topics covered in class.

Key Teaching and Learning Principles

Teachers at Shrewsbury House School:

- Embody and embed Teacher Standards and actively promote Fundamental British Values;
- In EYFS, embed the Characteristics of Effective Teaching and Learning- playing and exploring, active learning and creating and thinking critically- to underpin all early learning.
- Will learn from peer and other lesson observations and use CPD opportunities to foster best practice as a teaching staff;
- Use a range of teaching styles, individual and collaborative teaching that are based around our 'Core 8';
- Have high expectations of both themselves and the pupils and teach with relevant planning;
- Foster positive relationships with pupils;
- Use a range of higher and lower order thinking skills, encouraging investigation, listening, problem- solving, resilience, curiosity, decision-making and healthy risk-taking;
- Develop and share resources of a high quality, without overemphasis on worksheets which do

not allow for independent learning;

- Will ensure that pupils are involved in their own target setting in subjects and will both monitor that progress;
- Will use Learning Objectives and Success Criteria in books and in lessons, to facilitate and clarify expectations and purpose of the lesson/s and use starters and plenaries to gauge progress;
- Will ensure that informal and formal feedback is helpful, relevant and constructive;
- Use regular, thorough formative and summative assessments to monitor progress and directly inform subsequent lesson planning and individual target setting.
- Will use Google Classroom appropriately and regularly and engage in appropriate ICT to develop IT within lessons;
- Engage the pupils from the start and use positive behaviour management techniques;
- Ensure that pupils are set appropriately so that each may reach his potential, bearing in mind the needs of the individual as well as the needs of all pupils;
- Proactively and consistently assess the learning whether by peer, pupil or teacher assessment;
- Share a growth mind-set with pupils without 'capping ability 'of pupils;
- Adapt teaching strategies, tasks and resources to meet the diverse aptitudes, prior attainment and learning needs of all pupils, including those with HLP, SEND, EHC plans, and EAL.
- Look for opportunities to extend the lesson, whether in a cross-curricular manner, or within the lesson, or through Google Classroom.
- Ensure inclusive, non-discriminatory teaching practices that actively respect diversity and protected characteristics under Part 6 of the Equality Act 2010.

What does outstanding learning look like?

- All pupils make progress, as evident through their books, displays, working walls, their explanations and their learning behaviour;
- There is provision for all 'groups' in Learning Enrichment (HLP, EAL, SEND) to progress;
- Challenging learning objectives are shared, understood and outcomes are achieved;
- There is a clear understanding by the pupils of the method and purpose of the activity they are asked to carry out;
- Pupils engage and display a strong desire to demonstrate the effort and concentration required to match the teachers' passion for learning;
- Pupils are captivated and enthused by what they are learning about and are challenged;
- Learning is active and pupil-centered and involves 'doing';
- Learning is linked to prior knowledge and pupil interests;
- It is creative and innovative and personalised;
- It is both independent and individual, and collaborative through co-operation and creating knowledge with others;
- It is centered on pupils being architects of their own learning, enabling them to exercise choice, set and develop targets and goals, plan their approach and review and reflect on their learning and assessment.

To do this, we believe outstanding teaching should be:

- Pupil-centric: less about the teacher and more about the pupil;

- Exploratory and contain a range of higher-order thinking questions (Bloom's Taxonomy);
- Where the pace of the learning is appropriate to ensure that good progress is made, ensuring quality outcomes;
- Enjoyable - and that pupils have the opportunity to work independently and in groups;
- Dynamic, using our 'Core 8' range of teaching strategies to ensure engagement and understanding while meeting the learning styles of pupils;
- Designed to make pupils think and think critically and problem-solve;
- Engaging - not an exercise in entertainment or 'talking at' pupils;
- Such that pupils are able to risk in a healthy way;
- Inclusive, and designed to allow all to progress;
- Demonstrating a range of questioning types and higher and lower order thinking skills;
- Passionate and with a high degree of subject knowledge used to facilitate pupils' learning;
- Such that pupils see the relevance of both skills-based teaching and the teaching of knowledge.

Monitoring

Our teaching and learning is monitored through:

- Analysis of SoW and Dept Policies;
- Regular scheduled and unscheduled work scrutiny;
- Department lesson observations;
- Drop in lesson observations;
- Learning Walks
- Peer mentoring to share best practice, as well as INSETs, CPD and Training;
- Assessment (informal and formal, regular and varied) and looking at the value-added which the School provides;
- Internal and external results of pupils;
- Lesson observations of all new teaching staff in the lesson interview;
- Peer lesson observations;
- Progress Card analysis, flagging boys needing monitoring and those who have excelled and progressed;
- Feedback from staff, pupils and parents;
- Feedback from questionnaires.