

Teaching and Learning Policy



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Introduction

1.1 At Caldicott we believe that good teaching means effective learning and that is what we should be striving for in every lesson. Our Teaching and Learning Policy aims to ensure that the boys at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Rationale

Our teaching and learning policy is at the heart of all we are doing at Caldicott. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

2 Aims and objectives

2.1 We believe that people learn best in different ways. At Caldicott we provide a rich and varied learning environment that allows boys to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable boys to become confident, resourceful, enquiring and independent learners;
- foster boys' self-esteem and help them build positive relationships with other people;
- develop boys' self-respect and encourage boys to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable boys to understand their community and help them feel valued as part of this community;
- help boys grow into reliable, independent and positive citizens

3 Effective learning

3.1 We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there are varied approaches to each of our lessons.

Effective learning results in:-

1. Knowing you have succeeded

2. Feeling you can do more
3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

3.2 We encourage boys to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective teaching

4.1 Effective learning only comes about from effective teaching. When teaching we focus on motivating the boys and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan 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.

For effective teaching to take place there are a number of ‘ingredients’ that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:-

- A clear learning objective shared with the boys both visually and auditory;
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson;
- A review of the learning at the end of the lesson
- A purposeful well prepared plan;
- Appropriate challenge for all boys;
- Teacher modelling;
- Good questioning;
- Interaction between teacher and pupil and pupil and pupil;
- Pace;
- Appropriately and readily resourced;
- Enthusiastic delivery;
- Fun;
- Involvement of all the boys;
- Elements of VAK (value added knowledge)

4.2 We base our teaching on our knowledge of the boys’ level of attainment. Our prime focus is to develop further the knowledge and skills of the boys. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for boys with special educational needs we give due regard to information and targets contained in the boys’ Individual Education Plans (IEPs). Caldicott aims for all staff to be fully aware of the needs of the boys who are on the SEND list, for those boys to have full access to the curriculum and for all classrooms to be dyslexia friendly environments.

4.3 We set targets for the boys throughout the year and we share these targets with the boys and their parents. We review the progress of each boy termly and set revised targets.

4.4 We plan our lessons with clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the boys' work. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 Each of our teachers makes a special effort to establish good working relationships with all boys in the class. We treat the boys with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with boys the class code of conduct. We expect all boys to comply with these rules. We praise boys for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When boys misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.6 We ensure that all tasks and activities that the boys do are safe. Risks assessments are always completed for all trips.

4.7. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.8. We conduct all our teaching in an atmosphere of trust and respect for all.

5 The Learning Environment

All areas and resources of the school including the classrooms should be clearly labelled. The learning environment should be organised to ensure that the boys have the opportunity to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

Learning takes place in an environment which is:

- challenging and stimulating;
- peaceful and calm
- happy and organised
- well resourced and clearly labelled
- makes learning accessible;
- encouraging and appreciative
- welcoming
- provides equal opportunities
- provides a working atmosphere

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the boys. We ensure that all boys have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the boys.

Achievement

- verbal or written praise by teachers, peers, Headmaster;
- displays of work;
- opportunities to perform or share;
- positive notes;
- the awarding of Highly Commended and super stars.

5. The role of parents

5.1 We believe that parents have a fundamental role to play in helping boys to learn. We do all we can to inform parents about what and how their boys are learning by:

- holding Information Evenings in September to explain the curriculum for the year;
- publishing Subject Pathways in which we outline the topics that the boys will be studying during the year at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their boys with revision. We suggest, for example, regular shared reading with very young boys, and support for older boys to work independently.

5.2 We believe that parents have the responsibility to support their boys and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;

- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;

7 Monitoring and review

7.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the Summer Term.