



Teaching and Learning Policy



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Teaching and Learning Policy

Introduction

At Blackheath Prep we provide full-time supervised education for pupils aged from 3 to 11. Through the curriculum, all pupils will experience linguistic, mathematical, scientific, technological, physical, human and social, and aesthetic and creative education. This policy lays the foundations for the whole curriculum and is a statement of aims, principles and strategies for teaching and learning for all classes including EYFS. The Governors and staff at Blackheath Prep aim to tailor education to individual need and aptitude to fulfil every child's potential.

Teaching and learning

Our approach to teaching and learning

- Provides a broad and balanced curriculum which fosters the school values of joy, freedom, kindness, curiosity, ambition, courage and community
- Provides opportunities for all pupils, including those with additional educational needs and/or disabilities, and pupils who are high achievers, to learn and to make progress
- Helps pupils to acquire skills in speaking and listening, literacy and numeracy
- Is carefully planned and sequenced to ensure that pupils make good progress in their learning
- Makes constructive use of assessment to target our teaching most effectively
- Gives appropriate learning challenges to stimulate, motivate and deepen pupils' knowledge and understanding
- Provides individual feedback to pupils to indicate progress and to show how things can be improved or developed
- Provides Personal, Social, Health and Economic Education (PSHE) which reflects the School's values and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Develops a culture of tolerance and an understanding of the diversity of the community in which our pupils live
- Promotes the spiritual, moral, social, cultural, emotional and physical development of pupils.
- Instils a desire to succeed whilst remaining courteous, respectful and mindful of each other
- Complements the academic curriculum with an inclusive and varied programme of extra and co-curricular activities
- Makes use of the cultural opportunities that London has to offer
- Prepares pupils for the opportunities, responsibilities and experiences of life in British society by encouraging independence, confidence and respect and by developing the skills and behaviours pupils need to do well in life

Curriculum overview

The curriculum is designed to include the following features:

- Breadth – a range and variety of knowledge, skills and understanding
- Balance – sufficient time and emphasis on each part of the curriculum
- Continuity – pupils' experiences build on what has gone before and prepare them for future learning
- Progression – continuous increase in challenge and achievement as pupils move through the school
- Access – all pupils should have access to relevant parts of the curriculum
- Differentiation – adjustment to content and methods of teaching to meet individual needs ensuring that subject matter is appropriate for the ages, aptitudes and needs of pupils, including those pupils with specific learning difficulties.

Curriculum delivery

The school week provides approximately 23 hours teaching time for Early Years and 26 hours teaching for Years 1-6. Within the academic year, time is allocated for curriculum enrichment and collaborative events e.g. residential visits, productions, cultural days, music concerts and workshops. The curriculum is taught through discrete subjects and linked topic areas where relevant.

EYFS curriculum: Nursery and Reception

In the Early Years Foundation Stage, we aim to offer an extensive and balanced curriculum whereby children can make choices and become independent learners. We follow the principles of the Early Years Foundation Stage (EYFS) and the physical, intellectual, emotional, social and cultural aspects of each child's life are considered and respected. We follow the strands set by the curriculum and concentrate on providing learning opportunities that foster and support each and every child in their welfare, learning and development. Discovery, interaction and enjoyment are the key to successful learning.

The EYFS is grouped into four guiding principles to shape practice in early years settings

- Every child is unique
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates

In the EYFS we use three Characteristics of Effective Learning to describe how a child learns.

- Playing and Exploring: Children experience and investigate things and, 'have a go'
- Active Learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically: Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The EYFS curriculum is divided into two main areas of learning and development which are all interconnected. The 'Prime Areas' are fundamental and work together to support the children's successful learning within the 'Specific Areas' which provide essential knowledge for children to be able to participate successfully in society.

All areas of the curriculum are delivered through a balance of adult led and child-initiated activities. We set realistic yet challenging expectations that meet the needs of all our children; boys, girls, children with special educational needs, children who are more able, children with disabilities, children from varying social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

The Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Healthy eating habits and good oral health are continually promoted. The latter is further supported by regular workshops with the School Nurse and visits from a local dental practitioner.

Outdoors

We have a playground that is shared by both Nursery and Reception, which the children have access to each day. This area is an extension of our continuous provision and a variety of resources are available to facilitate learning. The Reception classes also have access to a shared outside learning garden. Pupils attend Forest School in a natural wooded area at the end of the school field and a more structured natural area which has access to a pond. We aim for the children to attend Forest School whatever the weather.

Subject specialist lessons

In Nursery and Reception, the following subjects are taught by specialist teachers:

- PE
- Music
- Performing Arts
- French
- Forest School
- Computing (Reception only)

Induction and transition

We endeavour to ensure a smooth transition for pupils between Nursery and Reception and between EYFS and Pre-Prep. Children and parents/carers need to feel secure and confident about the changes they will experience as they progress through the school. We recognise that children are vulnerable at stages of transition and implement a range of strategies and activities to ensure a smooth and happy transition.

Effective transition practice includes the following:

Prior to transition:

- A settling in morning in the Autumn term (for September starters) and in the Spring term (for January starters)
- Staff discuss individual children and data
- Teachers evaluate the EYFS Profile data to determine the needs of the cohort.

On starting:

- Clear communication with parents about the transition
- Parent Talk at the start of the year to explain the structure and routines in each year group
- Year 1 teachers build on the EYFS approach

Pre-prep and prep curriculum: year 1- 6

Form teachers teach English, Maths, Science, History, Geography, RE, PSHE and Reasoning (Years 5 and 6). Specialist teachers deliver the curriculum in PE, Music, French, Spanish, German Computing, Art, DT, Performing Arts and Science (Years 4, 5 and 6). Teaching Assistants in Reception and Years 1, 2, 3 and 4 support the teaching and learning. Learning Support teachers also actively support teaching and learning throughout the school. As the children transfer into the Prep they continue to have a form teacher alongside a deputy form teacher who are pastorally responsible for them.

Detailed guidance on each area of the curriculum can be found in the curriculum booklets for each year group.

Curriculum planning

Subject Leaders oversee the scheme of work for their subject area. The foundation for most curriculum planning is the National Curriculum but this is amended to suit the needs of our pupils and to align with our School Values and Vision. Medium Term Plans are completed each half term by the subject teacher. Weekly plans are completed in English and Maths.

To ensure all children are given access to the curriculum, including those who may require additional support or more able pupils, adapted teaching approaches and differentiation form a key part of our planning and may include:

- differentiation of tasks set for pupils
- teacher or teaching assistant input
- provision of alternative resources
- grouping of pupils
- different methods of recording
- different methods of reinforcement
- extension activities

Learning support

The Learning Support Policy outlines the School's approach to pupils requiring additional learning support whether they have been identified as having additional needs, special educational needs, English as an additional language or are those with an EHCP.

Spiritual, moral, social and cultural opportunities

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Spiritual development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively

- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Celebration of achievement

Weekly assemblies, Stars of the Week certificates and the Newsletter celebrate the achievements of pupils.

The awarding of house points encourages pupils to do their best in both class work and their behaviour.

Display boards in classrooms and corridors celebrate their work.

Special recognition postcards linked to the School Values are received by pupils.

Assessment, recording and reporting

(see Feedback policy and Reporting Policy)

Timetable

Registration	8.40am
Phonics or Whole Class Guided Reading	9.05am
Lesson 1	9.35am
Break	10.30am
Lesson 2	10.50am
Lesson 3	11.45am
Pre-Prep Lunch	12.15pm - 1.20pm
Prep Lunch	12.40pm - 1.45pm
Pre-Prep Registration and Afternoon Activity	1.20pm
Lesson 4	1.45pm
Lesson 5	2.40pm
End of day Form Time	3.35pm - 3.45pm

Roles and responsibilities

The Head takes overall responsibility for the curriculum. The school's approach to teaching, learning and the curriculum is monitored by the Governing Body; a summary of main findings is shared termly.

The Senior Leadership Team promotes whole-school approaches that encourage quality first teaching and continuous improvement among teachers and pupils. SLT carry out learning walks, pupil voice exercises and book looks in order to oversee the implementation of the curriculum and teaching and learning strategies and to monitor pupil achievements. The Assistant Head (Academic) coordinates the work of the Subject Leaders and ensures that the curriculum has progression and appropriate coverage.

Subject Leaders oversee their subject, monitoring the attitudes and achievements of the whole school and groups of pupils through book looks, pupil voice exercises and staff meetings to develop approaches to improve their area. Opinions relating to the curriculum are sought from staff and governors at their regular meetings.

All staff are responsible for planning and delivering the curriculum, making sure that each child is challenged, extended and supported so that the provision meets their needs. Assessment data is reviewed by the Assistant Head Academic, SLT, Subject Leaders and teachers to ensure we respond effectively to pupils' abilities and/or needs via the curriculum in a timely fashion.

Staff partake in INSET opportunities and implement school-wide approaches to teaching and learning to ensure consistency. Observations of pupils' attitude, attainment, progress or concerns are logged centrally for SENDCo and Inclusion Manager and Assistant Head Academic to review.

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