

THE GLEDDINGS PREPARATORY SCHOOL

Policy for Teaching and Learning

This policy applies to all pupils in school, including

- Early Years Foundation Stage pupils
- Pupils with English as an Additional Language
- Pupils with learning difficulties and disabilities
- Pupils with an EHCP
- High Ability Pupils
- High Achieving Pupils

This policy takes account of:

- The Education Reform Act (ERA) 1988
- The Education (Independent School Standards) Regulations April 2014
- The Independent School Standards Commentary on the Regulatory Requirements September 2018
- The Independent School Standards Guidance for independent schools April 2019
- Statutory Framework for the Early Years Foundation Stage September 2025
- Teachers' Standards 2012

This policy should be read in conjunction with the following school policies:

- Curriculum and Subject policies
- Assessment, Recording and Reporting
- Behaviour and Discipline
- Equal opportunities
- Feedback and Marking Policy
- Health and Safety
- Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Spiritual, Moral, Social & Cultural
- PSHEE
- Partnership with Parents
- Homework

INTRODUCTION

The key to quality learning is a consistent approach to Quality First Teaching.

At The Gleddings, we are committed to ensuring the children become lifelong learners and as prepared for the future as they can possibly be. Our children's future will involve them in a rapidly changing world where they will require transferable skills. In the 21st century it is anticipated that an adult will have many different jobs during his or her lifetime, and for this reason it is very important that everyone has academic skills, and also that they develop life and employment skills, all of which are transferable. Each individual's success will depend upon their ability to learn, reason and solve problems. Our teaching and learning will focus on the development of fourteen 'future-smart' learning dispositions, as devised by CJ Simister:

Ambition	Flexibility of mind	Originality	Risk-taking
Collaboration	Focus	Perseverance	Self-assurance
Curiosity	Good judgement	Resilience	
Empathy	Initiative	Reflectiveness	

AIMS

1. To equip each child with the skills required for logical, reasoned and creative thought.
2. To provide the best possible teaching and learning for every child.
3. To give every child access to a broad and rich curriculum appropriate to age, ability and aptitude.
4. To educate all children with due regard for their colour, culture, creed, gender and physical, intellectual and emotional needs.
5. To embed ICT into all teaching and learning and use assistive technologies as appropriate.
6. To create a learning environment which is challenging, stimulating, interesting and rewarding.
7. To enable children to develop socially and emotionally through interaction with other children and adults in order to prepare them for their lives both inside and outside school, now and in the future, in a manner appropriate to their age and maturity.
8. **Think!** To promote thinking skills at every opportunity in terms of knowledge, comprehension, application, analysis, synthesis and evaluation.
9. To determine and maximise the potential of each pupil including those with specific learning needs and those considered to be higher achieving* or higher ability**.
10. To monitor progress via rigorous tracking of assessment data to ensure progress is at least in line with ability.

***Higher Achieving pupils** - pupils whose high ability results in high achievement (progress which significantly exceeds age related expectations).

****Higher Ability Pupils** - pupils who have the capacity to achieve or perform at the very highest level.

LEARNING

Learning should be a rewarding and enjoyable experience, rich in opportunities to explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate developing knowledge, skills, understanding and attitudes. At The Gleddings, we place strong emphasis on creating a welcoming and stimulating environment so that the children want to learn. Children are encouraged to use a wide range of resources to explore at their own pace, to help them build concepts and ideas from experience. We recognise that children learn the same thing in different ways and that progress in learning happens at different times and at different rates. To ensure progress is taking place at an acceptable rate, there will be regular and detailed assessment to monitor children's progress and achievements and identify any areas of greater need.

TEACHING

We will systematically help learners make connections in their own learning, so they are able to move forward, whilst reflecting on previous learning. Teaching involves interaction, discussion, questioning, responding to questions, working with and observing children, assessing, measuring and recording the children's progress and sharing information with other staff. All of this will **achieve Quality First Teaching**.

At The Gleddings we:

- use a variety of teaching styles and approaches, taking into account the individual needs of each child, as outlined in the pupil learning profile
- have a team of teaching and non-teaching professionals, who work cohesively together, to provide the very best personalised provision
- expect high standards of work and behaviour for learning from all pupils

- make sure the learning outcomes are clearly and concisely shared with the pupils, both at the start and throughout each lesson
- use assessment for learning, skilfully, to respond to changing pupil learning needs
- promote higher order thinking skills through skilful questioning techniques e.g. no hands, directed questioning and planned mastery questioning
- plan questioning to help ascertain pupils' understanding and use a revised Bloom's Taxonomy to further develop thinking skills
- encourage pupils to use the 'I Can' statements to assess their own progress
- use the 'I Can' statements as a formative assessment to identify gaps in learning and inform planning
- where appropriate, embed assistive technologies in day to day lessons
- promote the importance of perseverance in all aspects of learning
- use the learning dispositions to help develop autonomous learning skills
- clearly identify 'next steps' in marking and assessment to encourage pupil self-reflection
- encourage children to use the library, on-line resources and reference resources within classrooms for research and to support their learning
- encourage pupils to develop good study skills including problem solving, research and enquiry
- use homework to consolidate and demonstrate understanding of work completed in class and to inform planning
- use assessment data to track performance against pupils' cognitive ability and learning profile so that interventions can be effective (appropriate to the individual child) and well timed
- use individual learning programmes and, if appropriate, provide access to additional specialist provision.

EVERY CHILD A LEARNER EVERY LESSON and NO FEAR OF FAILURE

(meeting the needs of all pupils to ensure success and challenge for all abilities and backgrounds)

Children of all abilities will be provided with opportunities to develop their skills, knowledge and understanding, as well as being encouraged to take a risk and learn from mistakes in order to become a better learner. Planned progression incorporated into schemes of work will ensure that all children are increasingly challenged as they move through school by:

- setting common tasks that are open ended and can have a variety of results
- setting tasks of increasing difficulty where not all children fully complete all tasks
- sometimes setting different tasks for different groups
- praising effort, perseverance and resilience, whilst emphasising that mistakes make us better learners
- using adult support to help further extend the skills the pupils have already grasped, to provide additional assistance and to supervise where needed.

Learning opportunities are provided to match the needs of children with learning difficulties and disabilities and account is taken of their ILPs when organising lessons. Teaching assistants provide help and support as necessary. Where pupils have an ILP, or if they are EAL, their specific needs and EHCP must be taken into account in every lesson.

Where pupils are of a higher ability it is sometimes inappropriate for them to remain in their chronological year group and alternative arrangements will be made for them. Higher Achieving Pupils and Higher Ability Pupils (HAP) require challenge and support. This can be done in the following ways

- opportunities to lead a group
- opportunities to learn autonomously

- use of assistive technologies
- early entry to formal examinations/qualifications
- extra-curricular activities that inspire and challenge

PLANNING

Short term planning for English and Mathematics will be completed for the start of each learning week and evaluated on an ongoing basis (see Enclosures 2 and 3). Adjustment to the requirement will be made in Year 5 where the programme is determined by the developing 11+ programme. Medium term planning for all subjects other than English and Maths will be ongoing throughout the term and adjustments to reflect special events will be made. For other subjects, learning objectives and lesson details are to be found on medium term plans. English and Mathematics short term plans and Medium Term Plans for other core and foundation subjects are held centrally, to be monitored on a regular basis by the Headteacher, English and Maths Leaders and Curriculum Leader, as well as being held in individual teacher files.

Think!

All teaching and learning is designed to encourage and enable creative and critical thinking. Pupils will recall information (knowledge) describe, explain and illustrate (comprehension) and they will apply what they have learned to new contexts (application). They will develop the higher order thinking skills of identifying structures and patterns (analysis), of combining ideas to make something new (synthesis) and of making judgements based on reasoned arguments (evaluation).

IMPROVEMENT and MONITORING

The quality of teaching and learning will be regularly observed, monitored and evaluated by the Head, external consultants and by peer monitoring, using a lesson observation tool based on the Gladdings 4 'E's (see Enclosure 1):

Empathy	~ understanding children's individual learning needs;
Expectations	~ setting accessible, realistic and stretching aims and targets; ~ promoting independence and autonomy in learning;
Engagement	~ personalized learning which engages all children all of the time; ~ making effective use of feedback, marking and assessment;
Entertainment	~ ensuring children enjoy learning through fun and varied lessons

This framework will be used as the basis for reviewing the quality of the teaching in subject areas and assessing how far lessons meets the needs of all learners, including those with learning difficulties who need tailored support and those who require additional challenge to ensure they fulfil their potential. Where necessary, targets will be set to support staff professional development and also to help ensure the quality of provision within the school. Staff will be appraised re their performance and professional development on an annual basis with lesson observations being seen as professional development and an opportunity to share good practice. Subject leaders and subject teachers will work together to plan, teach and reflect upon the quality of the curriculum, through a programme of peer observations based upon the 4 'E's of empathy, expectations, engagement and entertainment, coordinated by the Curriculum Leader.

EQUAL OPPORTUNITIES

Teachers will be required to plan and deliver tasks of an appropriate level for all children with all classes and present it without prejudice, whatever the age, ability, sex or ethnic origin of the pupils.

FEEDBACK AND MARKING

It is a school priority to ensure that all feedback to pupils is timely, purposeful for pupils and manageable for teachers. Our approach to feedback and marking is based on the Education Endowment Foundation recommendations (EEF 2021) for using teacher feedback to improve pupil learning.

CONTINUOUS PROFESSIONAL DEVELOPMENT

All teachers will be encouraged and required to update their professional skills as necessary in order to meet and maintain Teacher Standards. This will be highlighted during the appraisal process and will be supported by a programme of professional development, which will include training on meeting the specific needs of learners, modelling effective ways of sharing learning intentions with pupils and identifying gaps in pupil learning, together with examples of effective feedback and modelling of feedback styles.

ASSESSMENT, RECORDING AND REPORTING

During this academic year we will begin to implement the new Forfar model of recording summative assessment data using the iSAMS Gradebooks and Tracking Manager modules, with ongoing training and support to ensure that every teacher will be confident in using the new system to enter pupil data and monitor pupil progress and achievement over time.

HOMEWORK

Teachers will be required to set homework which is age appropriate in terms of value and content. Homework needs to be fit for purpose and at all times focused on consolidating or demonstrating learning.

HEALTH AND SAFETY

Teachers will be required to comply with all Health and Safety good practice and legislation.

This policy was reviewed and updated in January 2026

Next review date: January 2027

THE GLEDDINGS LESSON OBSERVATION FORM

Teachers/Support:	Form:
Subject and Focus:	Date:

EMPATHY:	Comments:
<ul style="list-style-type: none"> ❖ Does planning provide clear evidence of differentiation? ❖ Does teaching and learning provide evidence that staff understand the individual needs of every child? ❖ Are lessons delivered in a quiet and respectful way? 	
EXPECTATIONS:	Comments:
<ul style="list-style-type: none"> ❖ Are high expectations set for learning, with realistic/ challenging goals suitable for every child? ❖ Is every child able to access the learning and make progress during the lesson in their knowledge and skills? ❖ Does written assessment and verbal feedback support learning and show learners how to improve? ❖ Can children talk about what they are learning and articulate their own next steps? 	
ENGAGEMENT:	Comments:
<ul style="list-style-type: none"> ❖ Are children engaged in their own learning, showing good learning attitudes and behaviour? ❖ Does the use of support staff enhance children's engagement and learning? ❖ Is there effective use of questioning, with both direct questions to individuals and open-ended questions involving every child? ❖ Are there opportunities for children to be independent in their learning and make autonomous decisions? ❖ Are children making an effort and showing a readiness to learn from mistakes? 	
ENJOYMENT:	Comments:
<ul style="list-style-type: none"> ❖ Are lessons fun, entertaining and delivered at a good pace? ❖ Do teachers have rapprochement with pupils, showing warmth, humour and enthusiasm? ❖ Are pupils enthusiastic in their teaching and learning and do they display the desire to learn more? ❖ Is there evidence that a variety of approaches and styles are used across a topic to maintain interest? ❖ Do children have the chance to be creative? 	
CROSS-CURRICULAR	Comments:
<ul style="list-style-type: none"> ❖ Are explicit links made to other areas of learning? ❖ How is ICT used in the lesson? ❖ How will the knowledge and skills learned in this lesson prepare children for future learning? 	

Strengths:	
Areas for development:	
Signed:	Date:
Teacher's Comments (optional)	
Signed:	Date:

Short Term Planning Mathematics

Class:

Term:

Week:

	Monday	Tuesday	Wednesday	Thursday	Friday
Starter					
Autonomy, Learning Skills and Attitudes					
Learning Objective					
Main Teaching Points	Teacher Support in bold				
Main Activity (Core)					
Main Activity (Support)					
Main Activity (Extension)					
Challenge					
Assistive technologies					
Plenary					
AFL					
Resources					
Key Vocabulary					
Homework					

Short Term Planning English

Class:

Term:

Week:

	Monday	Tuesday	Wednesday	Thursday	Friday
Starter					
Autonomy, Learning Skills and Attitudes					
Learning Objective					
Main Teaching Points	Teacher Support in bold				
Main Activity (Core)					
Main Activity (Support)					
Main Activity (Extension)					
Challenge					
Assistive technologies					
Plenary					
AFL					
Resources					
Key Vocabulary					
Homework					

For Reference: Teachers' Standards

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - a. establish a safe and stimulating environment for pupils, rooted in mutual respect
 - b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - a. be accountable for pupils' attainment, progress and outcomes
 - b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - c. guide pupils to reflect on the progress they have made and their emerging needs
 - d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - e. encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3. Demonstrate good subject and curriculum knowledge**
 - a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote scholarship
 - c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 4. Plan and teach well structured lessons**
 - a. impart knowledge and develop understanding through effective use of lesson time
 - b. promote a love of learning and children's intellectual curiosity
 - c. set homework (home learning) and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - d. reflect systematically on the effectiveness of lessons and approaches to teaching
 - e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
 - a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, how best to overcome these
 - c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- 6. Make accurate and productive use of assessment**
 - a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment
 - b. make use of formative and summative assessment to secure pupils' progress
 - c. use relevant data to monitor progress, set targets, and plan subsequent lessons
 - d. give pupils regular feedback, both orally and through accurate marking, encourage pupils to respond to the feedback
- 7. Manage behaviour effectively to ensure a good and safe learning environment**
 - a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - c. manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them
 - d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- 8. Fulfil wider professional responsibilities**
 - a. make a positive contribution to the wider life and ethos of the school
 - b. develop professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - c. deploy support staff effectively
 - d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - e. communicate effectively with parents with regard to pupils' achievements and well-being