



TEACHING AND LEARNING POLICY	
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Policy Owner	Prep Deputy Head
Governor	Richard Biggs
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RATIONALE

The desire to meet the individual needs of each child is central to our Teaching and Learning Policy. Casterton, Sedbergh Prep School will engage in learning which gives them the skills, knowledge and understanding that they need for modern life; enabling them to make choices and know what it is to be a lifelong learner. Their experiences will be enjoyable and personalised towards their learning needs. Children will engage in problem solving and develop their creative and critical thinking

DEFINITION OF LEARNING

“Learning is a continuous, dynamic organic journey which challenges an individual to develop understanding and skills for themselves and with others. It involves asking questions, experimenting, making mistakes and reflecting to achieve goals we cannot yet reach but want to. It provides a personal sense of achievement yet requires the learner to begin with a positive self image and, to be effective, should be driven by personal motivation to improve.’

AIMS

At Casterton, Sedbergh Prep School we aim to provide a caring, supportive and stimulating environment.

Our aims draw on the Ways of the Wolf.

Ambition : We aim high and we understand that hard work brings reward. We employ a growth mindset in all that we do and celebrate excellence in the classroom.

Collaboration : Not only in our choirs, ensembles, production casts and sports teams; we know that mankind's greatest achievements have come about through teamwork and we value the ability to work productively with others.

Courage: Sedbergh Prep builds adventurous young men and women with a 'can do' attitude. We dig deep when the road gets bumpy, we take risks in our learning and are not afraid of failure.

Creativity We understand the need for originality, problem-solving and higher order thinking in the workplace of tomorrow.

Kindness Underpins all our behaviour in school and lays the foundations for us to make hugely positive contributions to society. We take nothing for granted and do all that we can to help others.

Responsibility We revel in the opportunity to be leaders, to look after others and ourselves. We know that leadership is less about the title and more about action. We accept that responsibility for our environment is a priority.

THE CURRICULUM

Sedbergh Prep School develops happy, confident children with a 'can-do' attitude, independent yet always with a sense of team before self. Through careful and sensitive teaching, we aim to foster a spirit of adventure, both inside and outside the classroom.

Our curriculum is ambitious and equips pupils with the necessary skills for future success and reinforces British Values through our Ways of the Wolf Values. This is delivered in a setting of timeless beauty where pupils have the space and time to enjoy their childhood. We provide a holistic approach where each child's unique needs and skills are nurtured and developed.

The children are at the centre of all we do and therefore we pride ourselves on personalising their learning through using a broad range of teaching strategies that take into account the ways in which children learn in order to foster engagement, motivation and creativity.

EFFECTIVE TEACHING AND LEARNING

At Casterton, Sedbergh Prep School, teaching and learning is underpinned by the Rosenshine's Principles of Instruction. We have used these 10 Learning Principles and the work of Tom Sherrington to develop 4 main themes.

Review Learning	RLP 1- Begin a lesson with a short review of previous learning RLP 10 - Engage children in weekly and monthly review
Questioning	RLP 3 -Ask a large number of questions and check the responses of all children RLP 6 -Check for children's understanding
Sequence, Concept and Modelling	RLP 2 - Present new material in small steps with student practice after each step RLP 4 - Provide models RLP 8 - Provide scaffolds for difficult tasks
Stages of Practice	RLP 5 - Guide student practice RLP 7 - Obtain a high success rate RLP 9 - Require and monitor independent practice

EFFECTIVE LEARNING

At Casterton, Sedbergh prep School we believe that children learn best when;

- They are encouraged to form positive relationships with staff, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly independent learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and which are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively scaffolded;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

EFFECTIVE TEACHING

At Casterton, Sedbergh prep School we believe that children learn best when;

- Form positive relationships with the children in their classes and other members of the school community;
- Plan opportunities for children to retrieve previous learning. This review can help strengthen the connections of what the children have learned.
- Demonstrate effective lesson organisation; where new material is presented in small steps with lots of opportunity for children to practice.
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Use the school values and a thinking based approach to underpin their lessons.
- Demonstrate clear modelling by having secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given to allow children to make good progress;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately scaffolded in order that the lessons consolidate, build upon and extend learning for all children;

FORM STRUCTURE

The school provides education for children from 4 - 13, National Curriculum Years Reception - 8 inclusive.

The School is divided into three parts:

Lower School – Reception - Y4.

Middle School – Years 5 - 6

Upper School – Years 7 – 8

The School for 2024 – 2025 has the following structure:

- single form entry R – Y4;
- two form entry in Y5 and Y6;

- three form entry Y7 and Y8
- in Year 7 there are 2 sets for STEM and LANGUAGE subjects. A set one and a set two;
- in Year 8 there are 3 sets for STEM and LANGUAGE subjects. A set one and then two mixed sets;

INCLUSION

Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress within their learning.

- Teaching is based on knowledge of the children's level of attainment.
- Our prime focus is to further their knowledge and skills.
- We ensure that all tasks set are appropriate to each child's level of ability.
- When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's IEP.

We have high expectations of all children and believe that all children should be included in the full range of educational opportunities and that their work in school should be of the highest possible standard.

BEHAVIOUR MANAGEMENT (Please refer to the school's Behaviour Policy)

We believe that excellent standards of behaviour are central to effective learning. All staff endeavour to establish positive working relationships with the children that they are teaching. We treat all children fairly and give them equal opportunity to take part in class activities.

All staff follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general.

We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

THE ROLE OF TEACHING ASSISTANTS

Teaching Assistants are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also able to work alongside the class teacher to deliver support programmes and intervention catch up groups in English and Maths.

ASSESSMENT FOR LEARNING

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. (Please refer to the school's Assessment Policy)