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Teaching & Learning

Policy Statement

At Rowan Preparatory School we strive for every girl to make excellent progress through a personalised approach to her learning journey. We seek to develop in every girl the values, skills and behaviours they need to be successful in life. All girls receive a rich provision of classroom and extracurricular activities that develop a range of character attributes which underpin success in education and beyond. This is reflected in the school Mission Statement and Aims.

This policy applies to all members of our school community, including those in our EYFS setting. This document is available on our website www.rowanprepschool.co.uk and on request from the school office, in line with our Provision of Information Policy, and should be read in conjunction with the following documents: Curriculum; Assessment, Recording and Reporting; and SEND Policy.

Rowan is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Teaching does not discriminate unlawfully against pupils with disabilities. No teaching in the school will undermine the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Rowan seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Rowan Preparatory School recognises that teaching that directly discriminates on the basis of a protected characteristic is unlawful and all members of our community are committed to teaching the pupils about their value as a person, their human rights, the options available to them and their expectations for adult life.

We believe that our pupils learn best when:

- they are secure and happy in their environment and feel comfortable when challenged by the teacher and are prepared to take risks in their learning
- they are encouraged to be self-motivated in their approach to their work and take responsibility for their own learning, developing independent thinking skills that they can then begin to apply confidently
- that necessary application of creative, intellectual and physical effort is recognised by the teacher and other pupils as being a fundamental prerequisite of the learning process
- they are proud of their work and develop an innate desire to do well
- they are resilient and understand that it is acceptable for things to go wrong, to develop skills to review and evaluate their work
- a mutual respect exists between the teacher and the learner.

At Rowan Preparatory School we believe that thorough planning is essential for successful teaching and learning. Lesson planning is informed by:

- the pupils' previous experience and skills/learning, and assessment outcomes
- the teacher's clear and sound subject knowledge
- individual and specific needs of all pupils including those with Special Educational Needs, Disabilities, Learning Difficulties including English as an Additional Language
- the creative and confident use of a wide range of quality resources to ensure pupils are exposed to a variety of learning styles
- the need to ensure that the lesson has a clear, exciting pace in which pupils are aware of what is to be learnt.

Pupil performance is assessed and monitored regularly as a school, as cohorts and sets, identified by age, ability and by national standards. We evaluate pupil performance in relation to the school's aims and national norms.

Pupils at Rowan Preparatory School are prepared for future life in British society through a wide range of classroom and extracurricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

Rowan Preparatory School is dedicated to providing its staff with the skills and knowledge to exploit the highest quality teaching and learning and to this end a carefully planned programme of professional development is in place.

Staff apply the school's Relationships, Ethos and Behaviour Policy and utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.

This document is reviewed annually by the Senior Leadership Team or as events or legislation change requires