



THE
**WHITE
HOUSE**
PREPARATORY SCHOOL

The White House Preparatory School and Woodentops Day Nursery

PREP SCHOOL and FOUNDATION YEARS

TEACHING and LEARNING POLICY

The Teaching & Learning policy of The White House Prep School and Woodentops and Day Nursery aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Effective teaching is effective by good learning and the self-critical review to ensure learning continues to progress effectively.

Teaching & learning

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability and are age appropriate;
- clearly understand the task; are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;



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- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.
- access resources independently.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organized;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organizational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.



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Displays

Displays in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they should be 'interactive'.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced;
- daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going

process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Principal /Headteacher and parents; displays of work;
- opportunities to perform or share;
- encouraging self-esteem;
- the awarding of stickers, house points and certificates;
- sharing success with the community.



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Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

Classroom management

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- making children aware that the teacher does not always have to be first in the line of contact.

Other children, teaching assistants, student teachers and parent helpers can be used.

Time Management

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.



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Absent teachers

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call should be made to the Headteacher, Deputy Head or Cover Supervisor to discuss the children's work. The teacher's planning book should always be available showing lesson plans, timetables and curriculum planning documents.

School Policies

School policies are set out in the school policy file and each teacher is able to access these policies directly via the shared drive. It is the duty of each teacher to be familiar with school policies and to apply them.

Parent volunteers

Voluntary helpers are a valuable resource and we should welcome their involvement in the life of the school. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and if numbers permit should be offered refreshment from the staff room.

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure the same children do not dominate in group work and that all activities, including extra-curricular activities are open to all children, numbers permitting.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for planning, assessment, recording and reporting that must be adhered to. Other records are left to the teacher's professional discretion.



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Physical organisation

All classrooms have:

- Desks or tables arranged for ease of working, flexibility and purposeful discussion;
- Chairs should normally be sufficient in number for the activities in the classroom, leave enough room for children to move easily around the room.
- Storage units arranged to support different areas of the curriculum, support a project or activity, give character to a room and/or house children's personal belongings.

An annual inventory of furniture and a planned programme of renewal and decoration will be done in consultation with Principal.

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Relevant textbooks are available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes. The school library areas and classroom libraries have a selection of books covering all curriculum subjects. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Supplies and appropriate equipment, including Art materials, Maths and Science apparatus, calculators, headphones, cassette players, television and video, etc. are available and teachers should be able to account for the use and location of this equipment. All missing, damaged or dangerous items should be reported to the Principal or Headteacher. Requests for all equipment should be made to the Principal or Headteacher.

Home Corner (Foundation Stage)

The Home Corner provides a safe area where young children can creatively interact within a variety of settings, e.g. home, office, shop, cafe, museum etc.

The home corner should be:



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- adaptable, imaginative, attractive and inviting, carpeted and well lit;
- It should have: furniture which can be adapted for a variety of uses including facilities for writing and role play/dressing up.

It is very important that this area be kept tidy after each activity.

Cleaning

Cleaning is carried out by the professional cleaners. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be placed in the lost property box in the hallway. Nothing should be left on the floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs. Tables should be wiped clean at the end of messy sessions by the teacher responsible.

Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
Policy reviewed:	Sept 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher
Policy reviewed:	Sept 21	By:	Headteacher
To be reviewed:	Sept 23	By:	Headteacher



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