



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 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, inclusive, and well-managed learning environment in which the individual needs of each child can be met.

Effective teaching is defined by impactful pupil learning and continuous, self-critical professional review to ensure learning continues to progress dynamically.

Teaching & learning

We believe that children learn best when they:

- are happy, confident, and feel a strong sense of belonging;
- are interested, intrinsically motivated, and actively engaged;
- achieve success, gain authentic approval, and develop a growth mindset;
- are given ambitious tasks that offer high challenge with appropriate scaffolding and extension;
- clearly understand the learning intentions and success criteria; are confident, feel secure, and are aware of positive boundaries;
- are challenged, stimulated, and encouraged to think critically.

The Learning Environment

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

- work individually, collaboratively in groups, and as a whole class;
- make decisions and develop agency;
- work co-operatively and demonstrate empathy;
- solve complex problems and apply critical thinking;



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- be creative, innovative, and expressive;
- discuss, debate, and articulate their ideas;
- develop robust social and emotional skills;
- develop independence and metacognitive skills;
- use initiative and take responsible risks in their learning;
- receive targeted, timely support;
- achieve academically to the absolute best of their ability;
- access physical and digital resources independently.

Learning takes place in an environment which:

- is challenging, stimulating, and intellectually curious;
- is peaceful, calm, and conducive to deep focus;
- is happy, nurturing, and emotionally safe;
- is highly organised and predictable;
- is well resourced with modern learning tools;
- makes learning accessible to all learners through adaptive design;
- is encouraging, appreciative, and celebratory;
- is welcoming to pupils, parents, and visitors alike;
- provides equal opportunities and celebrates diversity;
- maintains a purposeful, productive working atmosphere.

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

- developmentally appropriate, scaffolded tasks;
- deliberate confidence building and resilience training;
- positive adult and peer modelling;
- collaborative co-operation;
- provision of authentic leadership opportunities;
- age-appropriate responsibilities.

Displays

Displays in the school should be used to create an attractive, inspiring, and immersive environment. The work displayed should be of a high standard, showcasing both 2D and 3D outcomes across a variety of media, and be updated regularly to reflect current learning journeys. Displays should span all areas of the curriculum and celebrate individual effort and progress just as highly as natural ability. Mathematics and Science displays should stimulate curiosity, feature enquiry-based questions, and ideally be 'interactive' or digital to invite pupil engagement.



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Routines and Rules

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

- co-constructed or agreed with the children to build shared ownership;
- fair, consistent, and rooted in mutual respect;
- realistic, positive, and framed around what to do rather than what not to do;
- kept to a minimum but rigorously and gently enforced;
- daily activities with which the children are instinctively familiar.

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

Achievement

Social, physical, creative, and academic achievements are celebrated as an ongoing process in all aspects of school life, by:

- specific, meaningful verbal or written formative praise by teachers, peers, the Principal/Headteacher, and parents;
- displays of work both physically around the school and via digital portfolios;
- regular opportunities to perform, present, or share outcomes;
- deliberately cultivating self-esteem and self-efficacy;
- the awarding of stickers, house points, commendations, and certificates;
- sharing and celebrating success with the wider school community.

Teachers dedicate regular time to observe, assess, reflect, and review achievements with each child. Pupils are actively involved in this process through self-appraisal, peer feedback, and co-constructed target setting. Formative assessment (Assessment for Learning) is an integral, continuous part of the daily teaching and learning process.

Classroom management

There must be a purposeful balance of individual, group, and whole-class teaching. Teachers use pedagogical expertise to select the teaching style that is most effective for the learning objective, ensuring that pupil groupings are flexible and fluid based on formative data. When multiple activities are in progress simultaneously, the teacher will typically facilitate a guided focus group or support individual learners, while the remainder of the class engages in well-planned, independent or collaborative tasks. It is vital that children remain deeply engaged and on task during these times.



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This is achieved by:

- having highly organised, accessible, and clearly labelled physical and digital resources;
- taking dedicated time at the start of the year to explicitly teach and embed classroom procedures;
- ensuring children are fully aware of extension opportunities or 'next steps' when they complete a task;
- training children to use peer support, digital help-guides, and teaching assistants effectively before approaching the teacher as the first line of contact.

Time Management

Activities are meticulously planned so that every child is working at their optimum challenge level, lessons begin promptly, and a brisk, purposeful pace is maintained. All children should know what is expected of them the moment they enter the classroom and immediately following the completion of a task. Digital learning platforms or visual playlists outlining 'next steps' are utilised to support self-regulation. Efficient planning, clear transitions, and robust classroom organisation are expected to eliminate low-level time-wasting.

Absent teachers

To ensure complete continuity of learning, teachers must leave detailed lesson plans, resources, and adaptive guidance for all planned absences on the school's shared digital drive. In the event of an unplanned absence, immediate contact must be made with the Headteacher, Deputy Head, or Cover Supervisor to coordinate coverage. A teacher's planning, curriculum maps, timetables, and assessment trackers must always be securely accessible via the school's digital network.

School Policies

School policies are housed centrally in the school's digital policy file on the shared network. It is the professional duty of every staff member to remain fully familiar with these documents and to apply them consistently across all facets of school life.

Inclusion and Equal Opportunities

All children have an absolute right to equal opportunities and equitable access to the curriculum. Teachers maintain universally high expectations for behaviour and achievement for all pupils, utilising adaptive teaching strategies to support neurodiverse learners and those with Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL). Learning groups and pairs are regularly varied to promote social cohesion. Particular care is taken in STEM (Science, Technology, Engineering, and Mathematics) and physical activities to ensure that group dynamics are balanced, ensuring no individual dominates and that all extra-curricular opportunities remain fully accessible to every child.



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Record Keeping and Data Protection

All teachers maintain comprehensive, accurate, and up-to-date records of curriculum coverage, individual pupil progress, and formative/summative assessments aligned with the school's assessment policy. All digital and physical records containing pupil data must be stored and handled securely in strict compliance with current data protection regulations (GDPR). Additional record-keeping remains at the teacher's professional discretion to best support their classes.

Physical organisation

All classrooms feature:

- Desks or tables arranged flexibly to accommodate individual focus, partner collaboration, and purposeful whole-class discussion;
- Seating and furniture layout that allows for safe, fluid, and unimpeded movement around the room for both pupils and staff;
- Modular storage units arranged to intuitively support different curricular zones, project work, and the neat housing of pupils' personal belongings.

An annual inventory of furniture and a planned programme of classroom renewal and decoration is undertaken in direct consultation with the Principal.

Resources

Learning materials across all departments are of premium quality, clean, well-maintained, and clearly labelled to encourage autonomous access. Resources are strategically positioned near their corresponding working areas, and stocks are audited and replenished systematically. Through explicit instruction and daily example, children are taught to value sustainability, understanding that resources are shared and that we all have a collective duty to care for school equipment without waste or damage.

Up-to-date textbooks, high-quality literature, dictionaries, and reference materials are readily available in classrooms and central library hubs to enrich all curriculum subjects.

Appropriate hardware—including interactive whiteboards, 1-to-1 digital devices, headphones, and vetted educational software—is integrated purposefully to enhance learning outcomes. Staff are responsible for the proper storage, charging, and logging of all digital devices. Any missing, damaged, or faulty equipment must be reported immediately to the Deputy Head/Headteacher.



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Home Corner (EYFS)

The Home Corner/Role Play Area provides a safe, sensory-rich space where early years children can creatively interact within a variety of real-world and imaginative settings, e.g., home, office, space station, cafe, museum.

The role play area must be:

- highly adaptable, imaginative, visually inviting, clean, carpeted, and well lit;
- equipped with versatile furniture and authentic props that can be repurposed for a variety of open-ended scenarios, including integrated opportunities for early writing, reading, and mathematics.

It is a core routine that children are guided to respect and tidy this area collectively at the conclusion of each session.

Cleaning and Environment

While professional deep cleaning is carried out daily by the school's cleaning staff, all members of the school community share responsibility for maintaining their immediate environment. Classrooms, communal corridors, and outdoor spaces must be kept clean, tidy, and entirely free of litter. A daily check of learning spaces is conducted, and lost property must be promptly returned to the designated area in the main hallway. Floors must be kept clear of hazards, equipment returned to its correct home, and kit bags hung neatly on pegs. Tables are to be wiped clean by the supervising staff member and pupils at the end of practical or messy sessions.

Policy will be reviewed every 2 years			
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
Policy reviewed:	Sept 23	By:	Headteacher
Policy reviewed:	Sept 25	By:	Headteacher
To be reviewed:	Sept 27	By:	Headteacher



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