



## British International School and Montessori Education

# Teaching and Learning Policy

<b>Approved by:</b>	Advisory Board	<b>Date:</b> 09/09/2021
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<b>Last reviewed on:</b>	01/09/2022
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<b>Next review due by:</b>	09/09/2024
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## **1. Statement of Intent**

At British International School and Montessori Education, we believe that learning is the process by which learners gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning are central to our work as educators, and it stems from the school's aims, ethos and vision. We expect all our staff to deliver high quality, stimulating and dynamic lessons, where every teacher is a good teacher. We expect all learners to be supported and challenged to make good progress in their learning.

Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. Learners of all ability levels will be given equal opportunities to learn to achieve their full potential.

We aim to we aim to empower our learners to understand how to learn as well as striving to teach them what to learn. This policy sets out its aims, objectives and how we will monitor implementation.

## **2. Aims**

This policy aims to:

- Explain how we'll create an environment at our school where learners learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all learners in our school
- Involve pupils, parents and the wider school community in learners' learning and development

## **2. Our guiding principles**

We intend that all learners at BIS should enjoy their learning, love what they do, achieve their true potential and become independent life-long learners. We believe that all children should learn in a fully inclusive environment with equal opportunities thereby learning to value an appreciate religious and cultural differences.

Learners learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences

- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

### **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for learners' learning at all times:

#### **3.1 Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning during Parents/teachers meetings, and via ClassDojo, Learning Ladders, Education City, and other online learning platforms as well as homework journals clearly communicating the purpose of home learning
- Update parents/carers on learners' progress weekly and produce a termly written report on their child's progress
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

#### **3.2 Support staff (Teaching Assistants)**

Support staff at our school will:

- Know learners well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of learners to teachers
- Ask questions to make sure they've understood expectations for learning

- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

### **3.3 Subject Leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows learners to make good progress from their starting points
- Effectively identify and source resources for their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for learners to:
  - I. Achieve breadth and depth
  - II. Fully understand the topic
  - III. Demonstrate excellence
- Moderate progress across their subjects by, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

### **3.4 Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and learners to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

### **3.5 Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

### **3.6 Parents and guardians**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **3.7 Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on learners' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

- Make sure other school policies promote high-quality teaching, and that these are being implemented

#### **4. Planning**

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the Cambridge Assessment International Education Curriculum for our school, we take our medium-term planning directly from the guidance documents. We use aspects of the Cambridge Assessment schemes of work to support medium term plans. Our short-term plans are those that our teachers write on a weekly basis.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

Our EYFS planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

#### **5. Learning environment**

When learners are at school, learning will take place in classrooms, outdoor spaces, music rooms, ICT room as well as on the playgrounds.

These spaces will be kept safe, clean, and ready for learners to use them. Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. The classrooms will be arranged to facilitate learning and the development of independence, for example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

#### **6. Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

#### **7. Differentiation**

Teaching and learning at our school will take the backgrounds, needs and abilities of all learners into account. Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

We will differentiate learning to cater to the needs of all of our pupils, including:

- Learners with special educational needs and disabilities (SEND)
- Learners with English as an additional language or second language(EAL/ESL)
- Disadvantaged learners
- Learners that are gifted and talented/most able

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Learners with special educational needs (including gifted and talented children) receive support provided by a teaching assistant, 1:1 Tuition or our inclusion manager where appropriate. Extra support is given in the classroom from teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Teachers set individual targets each term per child in English and Mathematics. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. These are shared with the child and parents to encourage partnerships in learning.

## **8. Home learning**

Home learning, or homework, will support learners to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;

- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

All home learning will be made available on Clasdojo, Learning Ladders and homework journals. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

### **9. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. (See the marking and feedback policy).

It will be given when homework is returned to the school in learners' books, verbally or digitally.

### **10. Assessment, recording and reporting**

We will track learners' progress using a combination of formative and summative assessment. We will use ongoing formative assessment to monitor learners' progress and formal summative assessment at the end of each term.

We will provide regular targets for learners and provide termly verbal reports against these at parents' evenings. Learners will receive a written report termly. (See Assessment Policy).

### **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our learners make the best possible progress from their starting points.

School heads/Principal, head of department/subject leaders/SLTs will monitor and evaluate the impact of teaching on learners' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

### **11. Review**

This policy will be reviewed yearly by the principal and school governors.

### **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy



- SEN/SEND policy
- Marking and feedback policy
- Assessment policy