



# TBS Learning Policy

At The British School Kathmandu (TBS) we believe in a growth mindset; that all our children can make academic and personal progress, and reach the highest levels of performance, regardless of age, attainment level, gender, ethnic origin, disability and special educational need.

## Aims of the Learning Policy:

- Promote a shared understanding of the expectations for learning and teaching at TBS.
- Be a practical document that should be used to inform and focus practice.
- Provide a tool for teacher reflection, evaluation and continual school improvement.
- To ensure high quality learning experiences for all children.

This policy details the certainties that we believe should be present in every lesson, from Early Years to Sixth Form, in order to achieve outstanding learning for all our children. The certainties set out below should be visible in each lesson but how they are visible will vary between classes and year groups.

Our learners will:	This means our teachers will:
Show <b>thoughtfulness</b> when reflecting on their learning and develop their skills in assessing their own and other's work.	<ul style="list-style-type: none"> <li>● provide appropriate opportunity for reflection - Dedicated Improvement and Reflection Time (DIRT)</li> <li>● provide feedback on work</li> <li>● provide clear success criteria</li> </ul>
Develop <b>adaptability</b> and <b>resilience</b> by taking risks and making mistakes, asking questions that clarify or move their learning forwards.	<ul style="list-style-type: none"> <li>● provide contextualised problem based learning</li> <li>● have assessed where the child is and planned appropriate activities to extend learning</li> <li>● create opportunities for supported failure</li> <li>● take calculated risks themselves, sometimes making mistakes, acknowledging them and learning from them</li> </ul>
Develop <b>cooperation</b> , <b>communication</b> and <b>respect</b> by collaborating with their peers at some stage in the lesson and being respectful of each other's ideas and opinions.	<ul style="list-style-type: none"> <li>● provide time for children to talk ensuring there is more learner talk than teacher talk</li> <li>● plan for opportunities for partner or group work</li> <li>● incorporate targeted questioning and discussion techniques</li> <li>● give opportunities for performance, presentations, active listening etc. and help learners build these skills</li> </ul>
Take <b>responsibility</b> for their own learning: Have a clear understanding of what they are learning or skills they are developing and how to proceed in the lesson; accessing the resources they need.	<ul style="list-style-type: none"> <li>● key questions / learning objectives shared with children</li> <li>● use visual aids to support their teaching</li> <li>● clear concise instructions / explanations</li> <li>● timely and meaningful feedback given to children</li> <li>● have a good understanding of the resources children may need to access to support their learning and have them readily available</li> </ul>
Learn in context and <b>enquire</b> , <b>think creatively</b> and <b>innovatively</b> . Make connections with prior knowledge.	<ul style="list-style-type: none"> <li>● make relevant links to previous learning or current topics</li> <li>● have strong knowledge of their subject or area of teaching and share a passion that inspires children and young people</li> </ul>
All be <b>making progress</b> ; developing a skill and/or gaining new knowledge by engaging in a variety of activities appropriate to them.	<ul style="list-style-type: none"> <li>● assess children's next steps and plan targeted activities that reinforce and build on previous learning</li> <li>● provide differentiated tasks and materials as appropriate</li> <li>● reflect on previous lessons and their own pedagogy</li> <li>● demonstrate a knowledge of the students.</li> </ul>