

The British School

Teaching and Learning Policy

Our **mission** is to provide an outstanding education in an inclusive and international school where staff, students and parents work together in a safe, caring and respectful community.

Our **vision** is to help develop young people who strive for **excellence** and are **kind**, through an emphasis on:

Challenge: students are inspired to take risks and push the boundaries of their perceived capabilities to achieve personal excellence;

Creativity: students are encouraged to develop their imagination to allow for inventiveness and innovation;

Confidence: students are assured communicators, able to appropriately express their ideas, opinions and individuality with integrity;

Compassion: students are empathetic, considerate and kind, creating a warm, welcoming and collaborative environment;

Community: students have a positive impact on the local and global community as a result of a mature awareness of local and global issues and personal responsibility.

Overarching beliefs:

- We believe in a growth mindset; that all of our children can make significant progress in their learning and achieve personal academic excellence.
- Learning involves the acquisition and refinement of knowledge and skills in order to deepen understanding and demonstrate a change in long term memory.
- All of our teachers know a lot about learning: how to make it happen and to know it has happened.
- We understand that effective teaching is complex and nuanced and can be achieved through a variety of methods and strategies.
- Learning should be engaging, challenging and enjoyable.

Aims of the Teaching and Learning Policy:

- Promote a shared understanding of how students can make progress in their learning and achieve personal academic excellence.
- Be a practical document that can be used to inform and focus effective teacher practice.
- Be used as a tool for teacher reflection, evaluation and continual school improvement.
- Ensure high quality, appropriate and challenging learning experiences for all students.

This policy details the elements (enquiry, adaptability, resilience, cooperation, communication, respect, thoughtfulness and responsibility) that should be a focus in each lesson or series of lessons in order to ensure progress in learning and will allow every student to achieve our vision.

These elements will be a focus for our primary students and teachers through the use of learning animals and as students progress into secondary school there will be an increasing emphasis on subject specific academic skills.

These elements will allow all students to access and practise a variety of academic skills (e.g. analysis, synthesis, evaluation, application) in order to demonstrate a change in their long term memory.

Our learners will focus on the following elements :	This means our teachers will:
<p>Learn in context and enquire, thinking hard, creatively and innovatively. Make connections with prior knowledge.</p> <p>Develop adaptability and resilience by taking risks and making mistakes, asking questions that clarify or move their learning forward.</p> <p>Develop cooperation, communication and respect by collaborating with their peers at some stage in the lesson and being respectful of each other's ideas and opinions.</p> <p>Show thoughtfulness when reflecting on their learning and take responsibility in developing their own learning.</p> <p>Subject specific academic skills such as analysis, synthesis, evaluation, application, etc.</p>	<ul style="list-style-type: none"> ● share learning objectives; ● provide accessible and challenging key/big questions; ● make relevant links to previous learning or current topics; ● provide differentiated tasks and materials as appropriate; ● give clear and concise instructions and explanations; ● use visual aids to support their teaching as appropriate; ● use a variety of Assessment for Learning (AFL) strategies; ● have strong knowledge of their subject or area of teaching and share a passion that inspires children and young people; ● have a good understanding of the resources children may need to access to support their learning and have them readily available; ● provide contextualised problem based learning; ● have assessed where the student is and planned appropriate and challenging activities to extend learning; ● create opportunities for supported failure; ● take calculated risks themselves, sometimes making mistakes, acknowledging and learning from them; ● provide time for children to talk ensuring there is more learner talk than teacher talk; ● plan for effective opportunities for partner or group work; ● incorporate targeted questioning and discussion techniques; ● give opportunities for performance, presentations, active listening etc. and help learners build these skills; ● provide clear success criteria; ● assess student's attainment; ● provide appropriate opportunity for reflection - Dedicated Improvement and Reflection Time (DIRT); ● provide formative and actionable feedback on work and next steps in student's learning; ● plan targeted activities that reinforce and build on previous learning; ● reflect on previous lessons and their own pedagogy; ● demonstrate an in depth knowledge of their students;

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