

The British School

Working together for our children's future



The British School Teaching and learning policy Reviewed May 2023 by Francesca Amigoni

At The British School we promote our school values of support & respect; engage & aim high and courage & resilience, through everything that we do.

We ensure that our pupils are provided with high quality learning experiences, which lead to a consistently high level of pupil progress.

TEACHING AND LEARNING

We believe that children learn best when they:

- feel safe, secure and happy in their learning environment.
- are interested, motivated and curious about their learning.
- learn to become independent and resourceful learners.
- achieve success, know they are valued and gain approval.
- are given tasks appropriate to their ability, but that challenge them, teach them to persevere and to become resilient.
- understand what is expected of them.
- are aware of boundaries and are given opportunities to become responsible.
- understand how to apply their developing skills.

Behaviour:

See our Behaviour Policy.

TEACHING

Teachers value all pupils, irrespective of their ability, age, gender, race or ethnicity.

Teachers will:

- have high expectations of all pupils.
- plan lessons with clear objectives, which are shared with the children.
- use effective questioning techniques to develop pupils' understanding and encourage them to think deeply about their learning (*see appendix*).

- promote the development of higher order thinking skills - such as the ability to analyse, evaluate, think critically and creatively, problem solve and be reflective.
- effectively manage other adults in the classroom.
- ensure that timely interventions are put in place, so that all pupils make good progress.
- ensure that assessment strategies are implemented in accordance with school policy.
- provide regular and timely feedback to pupils about their progress, both verbally and through marking.
- when marking pupils' work, adhere to the school's marking and feedback policy (*See our Marking and Feedback Policy*).
- encourage and value pupil voice.
- recognise the importance of health and safety.
- acknowledge and make the best use of the contribution of parents, the community and governors.

LEARNING

Children will have the opportunity to:

- work individually, in pairs, groups and as a class.
- make decisions about their learning.
- work co-operatively, ask questions and discuss their ideas.
- be creative.
- develop social skills and independence.
- use initiative to investigate and solve problems.
- receive support.
- ask questions and be curious.
- become resilient.
- develop their oracy skills.

The learning environment will:

- be safe, happy and caring.
- be challenging and stimulating.
- be calm.
- be well-organised and well-resourced.
- include displays to support children's current learning.
- promote the development of children's subject-specific vocabulary
- promote the development of children's oracy skills.
- be representative of all children's work or efforts.

Children will develop organisational skills, initiative & independence through:

- being given an appropriate level of challenge.
- being given support where necessary.
- being shown the importance of developing their independence, and given strategies to enable them to do this.
- being shown good examples.

- having opportunities to co-operate with others.
- being given responsibilities.
- investigative work.

Displays in the school should be used to:

- create a stimulating environment.
- include work on different aspects of the curriculum.
- include displays to support children's current learning.
- promote the development of children's subject-specific vocabulary
- promote the development of children's oracy skills.
- reflect effort, as well as achievement.
- instil a feeling of pride in those whose work is displayed.
- enhance learning.
- represent all children's efforts.

Achievement:

Children's achievements are celebrated in many ways including:

- Verbal or written feedback by teachers, TAs, peers, Head Teacher and parents.
- House Points.
- Reward Boxes.
- Always Award.
- Praise certificates.
- Certificates to reflect our school values, such as "resilience".
- Displays in school.
- Opportunities to perform or share.
- Celebration assemblies.
- Appearing in the school newsletter, website and social media pages.
- Informing parents.

Planning:

Teachers plan for each subject taught, following the Long Term Plans for each subject. We use schemes of learning for most subjects, to support teachers' planning and reduce workload (*See our individual curriculum subject policies for specifics*).

Copies of teachers' planning are saved on the SharePoint, so that they may be accessed by a teaching assistant or supply teacher if necessary. The Head Teacher and/or subject leaders monitor planning. Teachers provide a curriculum overview each term, outlining what will be covered in each subject: this is added to the school website.

We use the following schemes of learning across the school, to support the planning and teaching of curriculum subjects:

- White Rose for maths.

- Fred's Teaching for reading.
- PZAZ for science.
- Kapow for geography, computing, art, DT and music.
- Key Stage History for History.
- SCARF for PSHE.
- Religious Education is planned using the Gloucestershire Agreed Syllabus.

Assessment:

See our Assessment Policy.

Curriculum Co-ordination:

The Assistant Headteacher oversees the curriculum and leads its development. Leadership of curriculum subjects is then divided between the staff, taking into account teacher's individual expertise or preferences. As a small school, this means that each member of staff may have more than one subject to coordinate.

Role of subject leaders:

Subject leaders will be responsible for:

- Maintaining their subject folders on the SharePoint.
- Action planning and subsequence evaluation.
- Ongoing monitoring of their subjects, through a variety of means, such as drop ins, book looks and pupil voice.
- Data analysis.
- Auditing and maintenance of subject resources.
- Being proactive in accessing CPD opportunities and disseminating information to staff.
- Ensuring staff are provided with relevant CPD.
- Liaising with other subject leaders in the cluster/county.

CLASSROOM MANAGEMENT AND ORGANISATION:

Supply Teachers:

To ensure continuity, teachers will leave guidance and planning for all planned absences from the classroom - this is then saved on the SharePoint.

Equal opportunities, inclusion and accessibility:

See our Inclusion Policy and Accessibility Policy.

Furniture:

All classrooms should have chairs and tables arranged for:

- Ease of access by teachers and TAs.
- Effective working for pupils, both in groups and independently.
- Safety.

Storage/display areas are arranged to:

- Support different areas of the curriculum.
- Engage and enthuse the children in their learning.
- Provide manipulatives, practical resources and aids to learning.
- Allow easy access to resources for pupils and staff.
- House children's personal belongings safely.
- Encourage pupils to become independent learners.

Resources:

- Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well-labelled.
- It is expected that children in Key Stage 2 will provide some items of equipment themselves.
- Resources should be checked regularly and replenished as necessary.
- 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 them.

The effective implementation of The National Curriculum 2014 calls for a wide range of practical equipment to be used. This does not necessarily have to be stored in the classroom. Sharing of resources is the most effective way to allow all children to access the equipment they need. The school library and classrooms have a selection of books covering all curriculum subjects.

Resource Finance:

Curriculum areas are allocated money according to the needs identified, for example within the School Development Plan, with the core subjects of English, maths and science receiving the largest allocation. Curriculum licenses have a separate cost centre. Individual classes also have their own budget allocated. Requests for resources and equipment should be made to the Head Teacher and subject coordinators, who will monitor and approve them.

Appendix:

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. It also provides instant feedback for the teacher and an opportunity for the teacher to assess the pupil.

Type of questions	Example
Open	What do you think...? Why do you think...? How do you know...? Do you feel...? Find different ways of...? Can you try different ways of...?
Closed	What is...? What are...? When did...? How many...?

	Where is...? Where would you find...?
Recalling facts	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.

Next review May 24