

The British School

Working together for our children's future



Teaching and Learning Policy

The British School

Reviewed: May 2026

1. Purpose

This policy sets out how teaching and learning at The British School ensure **high-quality education**, strong pupil outcomes and continuous improvement, in line with the **Ofsted Education Inspection Framework (EIF)**.

2. Quality of Education

Intent

The curriculum is ambitious, inclusive and coherently sequenced to ensure that:

- All pupils, including those with SEND and disadvantaged pupils, acquire the knowledge and skills they need to succeed.
- Learning builds progressively over time and across subjects.
- Pupils are well prepared for the next stage of their education.

Curriculum design reflects the school's values of **support and respect; engage and aim high; courage and resilience** and promotes both academic achievement and personal development.

Implementation

High-quality teaching at The British School is characterised by:

- An inclusive approach, with high expectations for all pupils.
- Clearly defined and shared learning objectives.
- Secure subject knowledge and effective modelling.

- Questioning that develops understanding and higher-order thinking.
- Teaching informed by ongoing assessment throughout the lesson.
- Effective development of pupils' vocabulary.
- Effective deployment of additional adults.
- Timely, purposeful feedback in line with the **Marking and Feedback Policy**.
- Targeted intervention, where gaps or misconceptions are identified.
- Consistent promotion of English, maths and oracy across the curriculum.
- A safe and supportive learning culture where pupils can take risks and learn from mistakes.

We use agreed schemes of learning for many of our curriculum subjects, which ensures consistency, progression and manageable workload. Planning is stored centrally on SharePoint and accessible where necessary to all staff, including support staff and supply teachers.

Impact

As a result of effective teaching and learning:

- Pupils make strong progress from their starting points.
- Knowledge is retained and applied confidently.
- Vocabulary is developed effectively.
- Pupils can articulate their learning and understanding.
- Independence, resilience, confidence and motivation increase over time.
- Pupils are well-prepared for future learning.

Impact is evaluated through assessment data, book looks, lesson visits and pupil voice.

Behaviour and Attitudes

Teaching promotes positive behaviour for learning through:

- Consistent routines and expectations.
- Calm, focused classrooms.
- High levels of engagement.
- Purposeful discussion.
- Respect for others, resources and the learning environment.
- Development of resilience.

Personal Development

Teaching and learning support pupils to:

- Develop confidence, independence and resilience.
- Communicate effectively through structured talk and discussion.
- Develop their vocabulary.
- Work collaboratively and respectfully.
- Take responsibility for their learning and personal behaviour.
- Understand and demonstrate the school's values.

Learning Environment

Classrooms:

- Are safe and calm.
- Are inclusive.
- Are well-organised.
- Promote the development of pupils' vocabulary.
- Promote independence and engagement.
- Reflect current learning.
- Instil a sense of pride in learning.

Displays:

- Are purposeful.
- Support learning.
- Prioritise vocabulary development.
- Celebrate effort, progress and achievement.
- Represent the work of all pupils.
- Promote pride and positive attitudes to learning.

Assessment

Assessment is:

- Purposeful.
- Proportionate.
- Informs teaching and learning.
- Identifies misconceptions and next steps.
- Supports monitoring of progress and attainment.
- Assessment arrangements follow the **Assessment Policy**.

3. Leadership and Management

Curriculum Leadership

- The Assistant Headteacher has overall responsibility for curriculum development.
- Subject leaders monitor standards, analyse outcomes and lead improvement for their own subjects.
- Senior Leaders ensure staff access high-quality professional development to strengthen teaching.

Monitoring and Planning

- Carefully thought-out, long-term planning ensures full curriculum coverage and progression.
- Monitoring includes lesson visits, book looks, pupil voice and data analysis.
- Staff workload is considered, through the use of published schemes of learning and shared resources.

Inclusion and Equality

All teaching will ensure that:

- All pupils access an ambitious curriculum.
- Reasonable adjustments and targeted support are implemented where needed.
- Inclusive classroom practice is prioritised.
- Arrangements align with the **Inclusion and Accessibility Policies**.

Resources and Organisation

- Classrooms are organised to maximise learning and safety.
- Resources are accessible, well maintained and valued.
- Pupils are taught to care for and respect school resources.
- Budget allocation reflects curriculum priorities and supports sustained improvement.

Review

This policy is reviewed annually by senior leaders and governors.

Next review: May 2027