



BRITISH INTERNATIONAL SCHOOL TEACHING AND LEARNING POLICY

Introduction

- The teaching and learning processes lie at the very heart of the school's business and the vision of what it is we want to achieve.
- All other policies and practices impact upon pupils in the context of the classroom. This policy puts the aims and core values of the school into classroom effect.
- The nature of pupil's achievement, which lies within our control.
- The purpose of the school is to provide learning and teaching which responds to the unique educational needs of each child.
- A calm, happy and purposeful atmosphere is fostered within a caring community.

Aims

- To improve the quality of learning, pupil achievement and pupil self-development.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age / ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.

This policy is arranged under the following headings:

1. Display
2. Classroom management
3. Routines
4. Expectations
5. Presentation of our work
6. Planning

7. Teaching
8. Marking & Assessment
9. Books
10. Resource Provision
11. Homework

1. Displays

Displays should be changed regularly and all children should have opportunities to have their work displayed. Displays, which have become tatty should be taken down or at least repaired.

Artifacts, natural objects, 3D work, fabric, should be used to enhance display. There should be borders; children's names written on work and explanatory display labels linked to learning objectives and success criteria. Lettering should be of a high standard, done on computer or written neatly by hand.

All displayed work should be mounted unless it forms part of a scene. Work and titles in the entrance area should be double mounted. (Refer to Display guidelines)

Every classroom should have all core subjects displays related to topics for the term completed by the end of the first month of each school term

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school as a **Cambridge Accredited School** focusing on teaching children to think critically, creatively, imaginative and innovatively.

The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning.

As a school we will have classroom environments and displays that support the child, Teaching Assistant and Teacher in the learning process.

We will do this by ensuring that each classroom has:

All subjects

- Learning questions (LQ) and steps to success (StS) are shared with the children at the start of the lesson and is used as a tool throughout
- Clearly labeled / resourced classroom
- A celebrating success system linked to the core values i.e. – House Point Chart, team points
- At least 2 displays showing children's work, supported with key questions about the learning processes involved

- Displays that are interactive and demonstrate the use of key vocabulary
- Interactive tables / areas – displaying equipment and resources
- Classrooms must reflect cultural diversity .i.e. – photos and maps
- Presentation rules
- Children’s accessibility to interactive whiteboards and tablets
- Class timetable / duties / assembly rota
- Internet use-Code of Conduct
- Behaviour chart

English

- Literacy – sentence openers, connectives, wow words and punctuation pyramids, key slight vocabulary, High Frequency words, children’s work, writing procedure
- A book Area / reading corner
- Alphabet Frieze / sounds charts for Early years
- Curricular targets

Mathematics

- Numeracy – times tables, number bonds, shapes, key vocabulary for number, multiples, conversion tables
- Curricular targets – including times tables
- Interactive table or area displaying equipment and resources
- Math equipment trays

2. Classroom management

Children should be trained in classroom routines relating to neatness, tidiness and orderliness.

- They should be trained to get and replace resources.
- Take the children through the ‘Class Rules’ and Golden Rules.
- Take children through the school behavior ladder (see also behavior policy).
- Explain the Star of the Week and reward system.
- Set up class monitors and roles to tidy and care for the room and equipment i.e. playground equipment.
- Practice lining up and moving around the room i.e. getting from the carpet to chairs in an orderly manner.
- Show children how you expect them to sit on the carpet, sit in their chairs.
- Teach children how you want them to stop and listen.

- Teach children to raise their hand if they wish to speak to an adult
- Groupings of children must be varied throughout the day e.g. – ability based, mixed ability based, individual, pairs, small groups, larger groups, gender-based groups etc., using collaboration and cooperative methods

Be consistent and continually remind children of your expectations especially in the first few weeks in a very positive manner.

3. Routines

Children will go straight to their class teacher in the classroom at 7:30am. They will be supervised by a designated adult

Registration should be completed by 8.00am (7:55-8:00).

At play and lunchtimes, the bell signifies beginning and the end of play. Children should come to a standstill at the first bell and line up quietly in their class lines at the second bell ready to be collected by their teachers. Children will be collected from the playground by their teacher at the end of every playtime.

At the end of the day;

- Nursery, Reception, KS1 and KS2 children will be collected from the hall or classroom by a parent or carer
- Creche children will be collected from their classroom
- Children who have not been picked up after 4pm will be handed over to the after-school care lady
- All children who have not been picked up by 6pm, will be sent to the boarding house and will attract a penalty which will be charged on the parents bill

4. Expectations

Maintain high expectations of both yourself and all pupils at all times!

Have high expectations of and insist upon the very best of all pupils in relation to the core values: and

- Behaviour

Speak to children in a calm firm manner and follow the behavior rules.

- School Uniform.

It is expected that children wear a school uniform. Attention will be drawn to the parent of the child to ensure the child wears the prescribed uniform at all times.

- Jewelry.

For health and safety reasons jewelry should not be worn at school. (Small earrings and studs are allowed). If a child wears jewelry at school the class teacher should put it somewhere safe for the day and speak to parent /carer at the end of the day. Hair beads can also be dangerous to little children and we advise parents to avoid using dangerous hair beads.

- Quality and amount of work achieved.

Make it clear to children how much they need to do in a certain amount of time. Insist that all pupils complete set work.

- Staffs at BIS are the role models for children.
- For Health and Safety reasons hot drinks should not be consumed around children
- Teachers' dress. Teachers should be smartly dressed.

5. Layout and Presentation in Children's Books.

All classes will display presentation of work poster in their classrooms and remind children about expectations.

1. **Always use a sharp pencil.**
2. **Always write the date.**
3. **Write the topic for every given exercise on the next line.**
4. **A ruler must be used to underline and draw tables and charts.**
5. **Leave one line under the title before starting work.**
6. **Always use neat legible writing.**
7. **If you make a mistake use a ruler to put one line through it.**
8. **Rubbers are not to be used unless directed by a teacher.**
9. **Once you have finished your work leave two lines before any new topic**
10. **Do not make any marks or write on the covers of your exercise books**

Teachers should also make sure that the following happens to help the children with their presentation:

- All KS2/KS3/KS4 pupils should be encouraged to use pen.
- All Math work will be completed in pencil
- GREEN PENS are used by pupil and students for -
 - Editing of work
 - Marking of work
 - Answering green pen questions
 - Peer and self-assessment questions
- Teacher's handwriting should be neat and legible.
- All worksheets need to be dated, marked and carefully trimmed before you stick into books

In all subjects please ensure a **balance** between children **writing in books and use of work/activity sheets.**

6. Planning

There are three kinds of planning detailed below: **long term planning, medium term planning and short-term planning.**

1) Long term planning (The National Curriculum/ Cambridge Curriculum).

- The British National Framework for English, Math, Science, Geography, History, the Cambridge Curriculum, QCA schemes of work provide detailed guidance on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Early Years to year 11.
- The school has a curriculum map that breaks up the curriculum area for all key stages into manageable term blocks. Thereby ensuring breadth and balance in curriculum provision and continuity and progression from term and year to year.

2) Medium term planning (schemes of work)

Medium term planning organizes the year curriculum into 6 terms. Teachers can use the 'Half Term Planning Sheets' to do this. It must be done in year group teams. Teachers should take the learning entitlements and objectives from the curriculum map, schemes of work (QCA), Renewed Framework/ National Curriculum and turn these into programmes of work for each half term, mapping out what needs to be done week by week in order to achieve these goals. Consideration should be given to creative cross – curricular links. Teachers should use the school format to plan in the links. The plans include notes on:

- Assessment week
- Non-core assessments
- Themed weeks
- Planned educational visits.
- Medium Term Plans must be annotated if changes occur
- Teachers need to keep a copy of their Medium-Term Planning in their teacher's file for monitoring by Head, Deputy and team leaders

Short term planning (daily weekly)

This includes weekly plans.

Teachers should do this through their interactive lesson plans.

Teachers should look at the half term plans to do the weekly planning.

The weekly plans should:

- Turn the learning objectives from the half Termly plans into the actual teaching and learning questions and activities that will take place including broadly differentiated activities.
- Success criteria, the expectations of exactly what the children have to do in order to achieve the Learning Question and steps to success
- Plans, where needed, must be annotated to reflect SEN/EAL/Gifted and Talent provision e.g. IEP targets, classroom assistant support, peer support, differentiated activities
- How any adult support will be used e.g. TA's
- Short Term Planning needs to be annotated daily – recording any changes that have occurred and whether what was planned was actually covered.
- Short Term Planning needs to be assessed daily on the planning sheet. The main focus of day to day assessment is the impact it will have on your teaching for the next lesson; (annotate planning) and catch up programme for pupils who need extra support.
- To plan how the teacher's time will be used e.g. to work with a particular group (focused teaching) – teachers should not simply circulate the class in an unplanned way
- Questioning should be planned for
- The weekly plan should be kept in the teacher's file.

Teaching Allocation - PRIMARY

The following subjects are to be taught every week:

English- Reading and Writing

Mathematics

Science
ICT
PE
Music
French
History/Geography/ PHSE /Religious Education
Art and Design/ Design and Technology
Co – Curricular (twice a week)

Teaching Allocation - PRIMARY

The following subjects are to be taught every week:

English
English Literature
Mathematics
Physics
Chemistry
Biology
ICT
PE
Music
French
Economics
Accounting
Business studies
History/Geography/ PHSE /Religious Education
Art and Design/ Design and Technology
Co – Curricular (twice a week)

7. Teaching

The teacher is responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources
- A clear statement to pupils of the intentions i.e. a clear explanation of the **learning question** of the lesson. **(The learning question must be clearly written up on the board)**

- A clear explanation to pupils of the activity and expected outcome through the use of the success criteria
- To use the lesson format for Assessment for Learning – using a header with Learning, objective, topic, question and steps to success.
- Effective teacher input which ensures pupils understand what is going on, taking into consideration different learning styles. (Use images and practical activities to support explanation / understanding, ensure that **key ideas and words** are shown on the board). Allow children to use the response: I agree because... or I disagree because... Use open and closed questions to spark imagination
- Appropriate pupil work **activities** which help **pupils explore, develop and practice the new learning in order to achieve the learning objectives.**
- Thorough **resourcing** of such activities (with additional resources to support some pupils / stretch others)
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring the **more able are stretched and less confident are supported.**
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments.
- **Expectations** of pupils work need to be made clear e.g. quantity of works, presentation, other qualities pupils should be maintaining in their work through steps to success.
- The teacher needs to have planned how they will use **their time** whilst pupils are at work. This is the time to:
 - Check that the introduction and the tasks being worked upon are proving appropriate to the different needs of different pupils
 - Work with particular pupils to support / stretch them
 - Assessment of pupils progress – use Green pen questions
- General circulation around the class should be avoided except in so far as it enables the teacher to double check everyone is successfully on task, or to assess pupil performance
- Activities should be **reviewed** – reinforcing the learning which it is hoped will have taken place.

- **Marking and assessment** procedures which inform both pupils and teacher of what has been achieved and what needs to happen next. Use of green pen shows children's assessment of learning.
- **Assessment for learning** –use peer and self-assessment stickers/ questions.

Lesson format for Assessment for Learning AfL

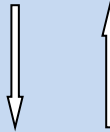
1. Revision of previous lesson

Discuss findings of yesterday's completed work.
Children read annotated marking, discuss and respond.



2. Introduction to lesson

Share learning question: - Can I ...?
Share the success criteria: - Step to Success...



3. Main part of the lesson

Use of mini-plenary to check the steps to success.



4. Plenary.

Children self-assess:-
What did I learn?
What I need help with
Explain what I have achieved, what I need to achieve next through
Green Pen Questions (GPQ) / Step to Success

5. Teacher assessment of lesson

Mark books – use of annotation
Daily evaluation – day to day assessment
Annotate plans – for next lesson



8. Marking and Assessment

- Marking is the teacher's day to day / week to week means of assessing pupil's progress and, thereby, of planning work to meet pupils' needs.
- Work must be marked as soon as possible, and where practical, in the presence of the child.
- Teachers should mark clearly in a red colour to the child's work.

Traditional marking has mainly consisted of a focus on the following four elements.

- Presentation;
- Surface features (punctuation, grammar and spelling);
- Quality of work;
- Effort,

While these are important, feedback should revolve around the learning objective and related success criteria.

Marking is a part of assessment and **informs future planning and teaching**. Constructive marking moves children on.

Marking should focus on identifying elements of success and on one or two areas to improve through using the 'Two Stars and a Wish' marking format. For example:

*Well done you have worked effectively with your partner to write your story.

*You have used speech marks correctly

I try to use more adjectives to describe your character.

Marking and editing should be done using the following symbols:

- sp Spelling mistake
- p Punctuation
- gr Grammar
- ^ Word /words missing
- t Tense used incorrectly
- s Check for sense (underline sentence)

Minimum Expectations in Marking

Marking must refer to the learning question and steps to success

- In Key Stage 1 the focus of marking should be on verbal feedback, with a short-annotated note in books.
- In the core subjects, books need to be marked as soon as possible after the lesson so that feedback can be given at the beginning of the next lesson. This will also give pupils the opportunity to read and respond to teaching comments.

All other work i.e. History/Geography/ PHSE /Religious Education (Humanities)

Art, DT, etc., needs to be marked at least once a week in the primary and every piece of work marked in the secondary, clearly linked to the learning question. Teachers should use their judgment in how detailed this marking should be. Clearly, depending on the nature of the piece of works, teachers will mark some work in more detail. At other times it may be initialed as seen.

- Every piece of extended writing work and science work needs to be marked, with a feedback comment to help the child move on. Where teachers have made a comment where a child needs to take action, it is important children follow this up. (use 3-5 mins at the start of every lesson)
- Every piece of Math work needs to be 'spot checked' daily i.e. A few of the answers checked for children's understanding. Detailed feedback should be given at least twice a week.