



BCA Teaching and Learning Policy

Aims and purposes

At BCA, we believe that it is the educational right of every child to receive a good education. We recognise that the key to raising standards is dependent on the quality of teaching and learning taking place on a daily basis. This policy supports school improvement and ensures the raising of standards, achievement and attainment of all our pupils.

By adopting a whole school approach to teaching and learning across our classes we aim to:

- To provide consistency of high quality teaching and learning across our school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To nurture self-esteem so children are motivated to learn.
- To give children the skills they require to become effective lifelong learners.
- To learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared and to develop an ability to co-operate and work with others.

This policy will work alongside the following policies:

Assessment and Reporting Policy

Marking and Feedback Policy

SEN Policy

What is quality teaching and learning and what is the purpose of using quality teaching at The British College of Andorra?

Our beliefs associated with teaching and learning have their basis in our commitment to providing a rigorous yet rounded curriculum that develops not just academic competencies but also personal holistic competencies. We believe that curriculum enrichment is also vital to bringing the learning experience alive for a child. When a child connects with their learning they are inspired and engaged and higher levels of achievement, attainment and self-satisfaction is made. It is the responsibility of the teaching staff to deliver the contextual curriculum using the best practice in teaching and learning to make sure that every child learns and makes progress. This policy outlines some of the key elements which are key to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn. However, when reading this policy, it is important to remember that adopting a broad template for structuring lessons does not preclude from: spontaneity in lessons, creativity, imagination and individuality both from staff and children.

Key Elements in Teaching and Learning

All lessons have clear learning objectives

- Learning objectives are shared orally and/or displayed visually.
- Learning objectives will consider the end point of the lesson and children will be able to articulate what they have learnt.
- Learning objectives are written in child friendly language.
- Marking the children's work will focus primarily on meeting the learning objective.
- Teachers and children recap on the main learning points.
- Children will demonstrate their understanding of the lesson.
- Plenaries may be used as an opportunity for children to demonstrate learning, recap on main points or to stretch and challenge the children even further.

All lessons have well planned success criteria

- Children are clear about how/what they need to do to meet the learning objective.
- It might be appropriate to list with the children 'steps to success' that will enable them to see what quality outcomes will look like.
- Children may use success criteria to evaluate their work and during peer marking.
- Children will be regularly reminded throughout the lesson of the success criteria.

All lessons are clearly differentiated to enable ALL children to access the learning

- Differentiation is clearly shown in the planning.
- All children are challenged at various levels of ability.
- Differentiation will stretch a child not just give them more of the same level work.
- All children access the same learning objective but at different levels.
- A variety of questions are used, designed to evaluate and stretch children.

All children are actively engaged in learning

- Children are engaged in all parts of the lesson which may be active or inactive but they are not sitting passively for long periods of time.
- Opportunities and time are given for thinking, use of talk partners, sharing, role play and discussion work.
- Resources are used to proactively engage children.
- Visual, auditory, kinesthetic and sensory input is used to enhance the learning.
- All children receive regular and clear feedback.

Classroom Management techniques support learning

- Clear and consistent routines are evident e.g. children quickly settling if using carpet time.
- Children actively listen and encourage one another.
- Low level disruptions are swiftly challenged, dealt with and not dwelt on.
- Values are used during lessons to positively keep children motivated and on task.

Learning is enhanced through effective use of teaching assistants and additional adults

- Adults are clearly directed by the class teacher to support and enhance learning.
- Teaching assistants are actively involved in all parts of the lesson and are never passive.
- Teaching assistants are clear about who they are supporting and why.
- The sharing of planning and communication of intention takes place before the lesson.
- Teaching assistants are involved in assessing understanding, recording observations and assisting in teacher assessments.

Classroom Environments assist and promote learning

- There is variety of children's work displayed and also resources to promote interactive learning on walls e.g. number lines, vocabulary.
- Children's displayed work will be clearly labelled with a title, key questions and a short explanation of what was being learnt.
- All trays and resources are clearly labelled.
- The learning environment is tidy and well organised and encourages independence.
- Technology is used if it enhances the learning.

What are the responsibilities of the whole school community to ensure the teaching and learning practices at The British College of Andorra have impact?

In order for this policy to be successful the whole school community has a responsibility for following the Teaching and Learning Policy.

Member of the school community	Responsibilities	Success Criteria/ Impact
Teachers	<ul style="list-style-type: none">• To plan for each learning experience following the school planning format and including learning intentions and success criteria.• To provide the learners with varied and interesting	Pupils learn and make progress from where they started in the school.

	<p>learning experiences in and out of the classroom.</p> <ul style="list-style-type: none"> ● To provide the learners with an environment in which they can learn. ● To ensure that resources are carefully chosen and prepared in advance of all teaching. ● To give constructive feedback during the learning experience. ● To reflect on teaching and learning and consider successes and areas for development in future teaching. ● To work collaboratively to plan learning for the year group BUT to then make the learning work for their specific class as one size does not fit all. ● To inform Teaching Assistants of plans in advance of a lesson. ● To make sure Teaching Assistants have a clear understanding of the learning objectives/success criteria and who they should be working with. ● To use a variety of resources to support children in their learning. ● To produce a termly overview of learning to be shared with parents. ● To ensure all learning is enriched by visits, guest speakers, special days and creative activities. 	Behaviour for learning is excellent as pupils are engaged and inspired by the learning experiences provided.
Teaching Assistants	<ul style="list-style-type: none"> ● To use teachers planning and learning objectives to deliver small group support and consolidation of learning. ● To plan and deliver small group grammar sessions that mean children learn to speak and in turn write the English language with greater proficiency. ● To give constructive feedback to students on their learning during the support group. ● To verbally inform teachers of the successes and points for development of the groups they support. ● To use a variety of resources to support groups in their learning. 	Children make progress and develop the SKU (Skills, Knowledge and understanding) required. Children feel they have a better understanding of their learning due to smaller group support. Children have an opportunity to consolidate learning that many in the class have already moved on from.
Children	<ul style="list-style-type: none"> ● To willingly participate in all learning experiences. ● To work collaboratively during learning experiences. ● To respect the opinions, ideas and answers of others during learning times. ● To complete homework given to consolidate or further learning. ● To behave in a manner that allows themselves and others to learn. 	All children in the class are able to learn. Children have a positive attitude towards learning.
Parents	<ul style="list-style-type: none"> ● To support the school by reinforcing the importance of learning at home. ● To be role models to their children by being life-long 	Children show a positive attitude towards learning due to the value placed on

	<p>learner themselves eg by reading books, having a hobby, cooking a new meal etc</p> <ul style="list-style-type: none"> ● To support children’s learning by familiarising themselves with the termly overviews. ● To support children’s learning by listening to them read aloud at home or encouraging independent reading. 	<p>it at home.</p> <p>Parents feel equipped to support learning in the home.</p> <p>Children make good progress in their learning because home and school are working collaboratively.</p>
Senior Leadership	<ul style="list-style-type: none"> ● To promote the vision of high quality learning in their section of the school. ● To monitor the learning of pupils through observations, book scrutiny, planning scrutiny and discussions with pupils. ● To look for opportunities to have professional discussions about learning. ● To regularly visit classrooms to see learning happening and engage with learners. ● To give constructive feedback to teachers and TAs about the impact of their teaching on learning. ● To know which children in the school are finding learning challenging and which children need learning opportunities beyond their years. 	<p>Teaching staff know the expectations of quality teaching and learning within the school.</p> <p>Teaching staff are helped to develop their skills and knowledge to support quality learning.</p> <p>Teaching staff regularly engage with SLT and each other regarding pedagogical issues.</p>

Where does quality teaching and learning take place?

At BCA, we do not restrict learning to the classroom. We believe that many different environments should be used to fulfil our learning objectives. These may include:

- The school grounds, for example outside the classrooms, the school garden, playgrounds
- The local area
- Local businesses including shops and garden centres
- Local specialist sports facilities
- The surrounding countryside
- Museums and art galleries
- Farms and environmental centres
- Local parks
- Visits to community centres
- Secondary teachers giving specialist lessons

How do we communicate with parents about teaching and learning?

- Each year parents receive at the beginning of each half term, a half termly curriculum overview which detail the key areas of learning that their children will experience; academic, social/emotional and enrichment learning are all detailed within this document.
- Parents will receive a range of further information about special days and projects through emails and newsletters during the school year.
- Parents are invited into the school to see displays of learning in the entrance hall and classrooms or on special days to share their work.
- The school uses a Class Dojo to share and showcase photos of children's learning.

How do we monitor teaching and learning?

Adherence to the Teaching and Learning policy is monitored in general through:

- Staff Meetings
- Planning being available and accessible on classroom walls and/or on the server for all to see
- Classrooms being open and staff visiting at any point
- Formal observations
- Termly progress meetings to discuss all pupils' achievement against expectations
- Pupil's perception of learning

Signed: *L Mason-Jones*

Position: Headteacher

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