



BESG Learning and Teaching Policy

Introduction

At the BESG Ankara, we believe in paving the way for our students to become life-long learners. We recognise the diverse and international background of each and every pupil; this school community enriches the learning experiences of all.

Learning at the BESG should always be rewarding, enjoyable, relevant and equipping children with skills, knowledge and understanding to make informed choices about important things in their lives.

Aims of Learning and Teaching

At the BESG we believe that all pupils learn in different ways. We therefore provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

- ✚ We provide a broad and stimulating educational environment which encourages each child to fulfil their potential and become life-long learners.
- ✚ We value each child for what they can achieve academically, physically, socially and emotionally.
- ✚ We encourage independence, responsibility and consideration for others.
- ✚ We provide a stable, sensitive and welcoming atmosphere in which our children feel happy and secure.
- ✚ We offer a quality education based on the English National Curriculum, which also recognises our cultural diversity.
- ✚ We utilise Turkey's distinctive geography and rich history as a resource for learning.
- ✚ The BESG is committed to safeguarding and promoting the welfare of children and all staff and volunteers share this commitment.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: including linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning learning and teaching styles.

We offer opportunities for children to learn in different ways. These include:

- ✚ Developing oracy across all subject areas;
- ✚ Use of talk partners;
- ✚ investigation and problem solving;
- ✚ research and finding out;
- ✚ group work;
- ✚ pair work;
- ✚ independent work;
- ✚ whole-class work;
- ✚ developing questioning skills;
- ✚ use of technologies including, but not limited to, laptops;
- ✚ fieldwork and visits to places of educational interest;

- + creative activities;
- + watching film and responding to musical or tape-recorded material;
- + debates, role-plays and oral presentations;
- + designing and making things;
- + participation in athletic and other physical activity;
- + choice in the presentation of learning;
- + drama;
- + collaborative (peer) assessment;
- + self-assessment.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. This is supported throughout the year through each child’s Individual Portfolio of Learning.

Effective Teaching

When teaching, we focus on developing the children as independent learners and building on their prior skills, knowledge and understanding. We use the school curriculum plan to *guide* our teaching. This sets out the aims, objectives and values of the school and details what skills should be taught to each year group. We follow the National Curriculum for England and Wales and are moving towards a more integrated approach for each year group.

We base our teaching on our knowledge of the children’s level of attainment and their previous educational experience which can often be from a different educational system. Our prime focus is to develop further the knowledge, skills and understanding of each individual child. We strive to ensure that all tasks set are appropriate to each child’s level of ability, and are relevant to them. When planning work for children with special educational needs we are mindful of information and targets contained in the children’s Individual Education Plans (IEPs). We have high expectations of *all* children and we believe that their learning here at BESG is of the highest possible standard. We have a Best Work at All Times Policy.

We meet parents twice annually to discuss their individual children’s progress and we set targets at these meetings. These targets are in support of each child making the expected progress to meet NC expectations for either their age or academic ability. Targets are reviewed at the end of the year and reported to parents in the Annual Report alongside information about their child’s learning in general.

We plan our lessons with clear learning intentions. We take these intentions from the Curriculum Guidance for the Foundation Stage, the National Curriculum and the National Literacy/Strategy for Primary Mathematics. The intentions are shared with the children as is success criteria. In some classes it is appropriate for the children to be devising the success criteria.

Planning is Annual, Medium Term (half-termly) and Short Term (weekly foundation, Literacy and Maths). This planning contains information about the tasks to be set, the resources needed and the way we intend to assess the children’s work. There is an expectation that lessons should be varied to address the learning styles of all pupils as stated above. High level questions should be identified on the planning. Clear links to use of technologies is also included on planning. We evaluate all lessons via annotations on the planning so that we can modify and improve our teaching as the week progresses. Opportunities for self and peer

assessment are clearly identified on planning. Planning is monitored on a weekly basis by the Head Teacher.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to the Golden Rules and classroom management. We agree with children the Golden Rules and the sanctions. We expect all children to comply with these rules. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. This includes when walking around the school whereby all members of the school community are expected to walk on the right.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We ensure detailed, clear risk assessments are carried out in line with the School Trips Policy.

We deploy teaching assistants and other adult helpers as effectively as possible. In KS1 TAs are working with one specific year group. In KS2, two TAs are shared between 4 classes. Yr 7 pupils do not have a TA but benefit from a lower teacher/pupil ratio.

When in the classroom, Teaching Assistants always work for the benefit of *all* children. Where individual children require support, Teaching Assistants can be deployed for larger groups allowing Teachers to support identified SEN pupils. Wherever possible, TAs provide in-class support, rather than removing individuals or groups from the class.

Our Teaching Assistants also assist with the preparation and storage of classroom equipment outside of contact with children time.

On occasion, some pupils have one-to-one support provided by their families. In such cases the child receives in class support accessing the same curriculum as her/his peer group.

Our classrooms are attractive learning environments. We change displays (including hall) at least once a term, to ensure that the classroom reflects the current learning of the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries, fiction and non-fiction books as well as displays relating to Literacy, Maths and Science. Where a topic-based approach has already been implemented, displays should reflect the range in skills the children have developed rather than being content led.

We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We support our teachers in developing their skills, so that they can continually improve their practice. Peer support in teaching is encouraged with opportunities given for staff to observe each other across different subjects. INSET is provided as part of Continuing Developing Practice Staff Meetings where current practice is kept up-to-date through ongoing discussions and reflection.

All our teachers use assessment for learning techniques in order to help pupils self-assess and develop their own learning. Such techniques include (but are not limited to):

- ✚ Discussion around learning intentions/questions

- + Opportunities to talk
- + Opportunities to work collaboratively
- + Use of Success Criteria (Must, Should, Could or All, Most, Some)
- + Reflection time at end for children to ascertain their learning

We conduct our teaching in an atmosphere whereby it is acceptable to make mistakes and everyone's ideas and contributions are valued.

The Role of Governors

Our governors support, monitor and review the school policy on learning and teaching. In particular they:

- + support the use of appropriate teaching strategies by allocating resources effectively;
- + ensure that the school buildings and premises are maintained to support successful learning and teaching;
- + ensure health and safety regulations are maintained and followed;
- + ensure that raising pupil attainment is reflected in current learning and teaching practice and policy development;
- + ensure that staff development and performance management policies promote high quality teaching;
- + monitor the effectiveness of the school's learning and teaching policy through the school self-review processes. This should include termly reports from subject leaders and the Head teacher's report to governors.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- + holding Information and Educational Evenings for parents to explain The BESG's approaches;
- + explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work. However, homework should support the learning of the classroom and include tasks which can be completed independently;
- + providing an induction meeting annually in September for new parents to The BESG which includes our procedures in school, working with your child at home and a general overview to BESG school life;
- + offering termly opportunities for parents to 'Breakfast with The Head' to discuss in an open forum any aspects of the Learning and Teaching within their children's year group.
- + writing an Annual Report to parents in which we explain the progress made by their child and indicate how their child can improve further.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- + communicate with the class teacher in the first instance;
- + ensure that their child has the best attendance record possible;
- + ensure their child is punctual;
- + ensure their child has an age-appropriate bedtime;
- + leave their child at the classroom door to help foster independence;

- + ensure that their child is equipped for school with the correct uniform and PE kit;
- + do their best to keep their child healthy and fit to attend school;
- + inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- + promote a positive attitude towards school and learning in general;
- + support FPTA events;
- + attend information evenings;
- + be mindful of school policies and procedures.

Monitoring and review

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be reviewed annually.

Policy written by Andrea Adams Gibson October 2009

Accepted October 2009

Review date 2012