

British Overseas School Policy: Teaching and Learning



A. Introduction

The British Overseas School aims for all students to be:

- ambitious and responsible
- confident and articulate
- caring and tolerant
- creative and able to show initiative
- enthusiastic and inquisitive

The School's Teaching and Learning Policy is designed to help the School and its students achieve these aims.

In addition, each student has expectations of the British Overseas School, these are each student's rights:

- to feel safe at school and to progress through school without abuse (physical, psychological, racial, sexual, etc.) from anyone in the School community
- to receive an education from the school curriculum best fitted to that individual.
- to appeal to a teacher if you feel your rights are being neglected or ignore
- to study (in class, library, etc.) without interference
- to be considered for any appropriate activity (sport, social, cultural)
- to fair treatment always and to justice, if accused
- to be treated with respect as an individual
- to be able to voice an opinion on matters of concern, independently or through their elected member of the Student Council.

The School has a responsibility to respect these rights by providing:

- staff members who are concerned for the welfare and academic progress of students
- a safe, secure and friendly environment
- a carefully planned academic programme which aims to meet the abilities and needs of all students
- a wide range of extra-curricular activities including sport, recreation and the performing and expressive arts
- opportunities for educational visits and expeditions
- assistance and guidance with the choice of subjects, higher education and possible careers

- education in personal, social and health issues which is essential preparation for adult life
- a guide to the standards of behaviour expected from students as members of the school community

B. The Aim of the Policy

In order to achieve our aims, the School has identified a range of academic policies designed to set standards for the British Overseas School and to explain to the broader community how specific issues are addressed by the School. The Teaching and Learning Policy is one of these policies, designed to set standards for the teaching and learning taking place within the School. The aim of the policy is to seek continual improvement in these areas.

The School considers indicators of good teaching and learning to include:

1. Pupils acquire *knowledge, skills and understanding* progressively
2. The lessons are *thoroughly planned* with clear aims and direction
3. Lessons *cater appropriately* for the learning of pupils with differing abilities, interests and prior experiences
4. Lessons ensure the *full participation* of all
5. The *teaching methods are varied* and suit the topic or subject as well as the pupils
6. The conduct of lessons signals *high expectations* of all pupils and sets high but attainable challenges
7. The resources used in the lesson should be *fit for purpose* and allow for varied learning approaches
8. Student progress is *assessed regularly* using appropriate material that provides challenge across the range of class aptitudes
9. There is *regular feedback* which helps the pupils make progress by identifying steps for *improvement*
10. Relationships are *positive* and promote pupils' motivation
11. Homework is *appropriate* and, again, set with a *clear purpose*.

C. The Teaching and Learning Policy

This policy for Teaching and Learning is concerned with the way that we teach and the way our students learn; it is about the selection of the best strategy for a given situation, bearing in mind our strengths as teachers, the needs of our students, the demands of a particular topic or subject and the resources available.

1. People learn in many ways and at different paces. Some prefer to work independently while others are happier within a group situation; some are more stimulated by visual or aural material than by the written word; some learn best through practical experience. Most people learn in all these ways to some extent.

As teachers, we should draw on a wide range of strategies and provide opportunities for students to work at an appropriate and varied pace with appropriate and varied materials. We will thereby meet a wider range of individual needs, improve the quality of learning for many and help our students achieve their full potential.

2. The process of learning is as important as its content, since it may determine how much information and understanding is retained and the extent to which it can be applied in practice.

Our aims include:

- ensuring that the students are challenged without being overwhelmed
- stimulating students' capacity to learn independently and helping them to take a greater responsibility for their own learning
- offering students some choice in how they learn
- building on students' prior experiences, knowledge and understanding
- ensuring a stimulating and secure learning environment in which students are encouraged to think for themselves, challenge ideas and develop creativity
- providing appropriate resources to enhance the Teaching and Learning process

3. Learning does not only take place in the classroom.

Therefore, the School espouses the following:

- the provision of a wide range of extra-curricular pursuits that will give added value to classroom learning
- a whole school ethos in which each individual feels valued and respected and which properly rewards achievement, will enhance the learning process.
- an environment in which good relationships can flourish and that will increase opportunities for collaborative and co-operative learning and enable the development of social skills.

- involvement in local, national and international issues will offer our students greater access to the real world and place classroom learning within a more relevant context.

4. To achieve those aims for our students the school should promote a climate in which teachers are able to:

- reflect on their practice
- share their skills and knowledge
- utilise their prior experiences for the benefit of students
- develop cross-curricular awareness
- experiment with confidence
- plan collaboratively and independently
- monitor and evaluate their work effectively

Adequate time for this should be provided and, above all, we should adopt the premise that what is good for the student is good for the teacher. We must aim to enhance self-esteem, develop learning opportunities and provide for the individual needs of all teachers within The British Overseas School.

D. Differentiation

Differentiation is a shorthand term for a range of strategies used to ensure each student has full access to the curriculum and is doing appropriate work.

Our differentiated teaching strategy aims to:

- promote learning of the individual student
- provide support for young people both intellectually and emotionally
- cater for students with differing needs, abilities, prior experiences and interests
- explore different media to enable the individual to find his/her own route to learning
- develop a positive classroom atmosphere for the student to investigate, through trial and error if necessary, his/her own process of learning
- foster self-esteem through a sense of purpose and achievement by recognising success

Whilst the curriculum allows for differentiation and teaching may incorporate differentiation, assessment should not be differentiated.

Accurate assessment depends on work being that of the child/student – see above. Accurate evaluation depends on objective rather than relative standards.

E. The Learning Environment

Aesthetically pleasing surroundings and a comfortable, secure ambience influence both learning and social behaviour. Students' standards are set by what they experience.

The school believes that students should work and play in an environment:

- that stimulates learning
- that celebrates their achievement
- that is clean and tidy
- in which property and resources are respected
- that reflects the diverse and expanding range of activities, subjects and interests in the school
- that facilitates access to the wider environment
- that encourages high expectations for all and a commitment to success
- that promotes positive, caring relationships
- that promotes responsible attitudes to the environment beyond the school and towards the Earth's limited resources

F. Equal Opportunities in the Curriculum

The curriculum can be a powerful vehicle for promoting enlightened perspectives. The curriculum of the British Overseas School aims to fulfil the potential of all students and provide equal opportunities for every individual to demonstrate achievement.

The School believes that the curriculum should:

- promote a positive self-image in all students
- provide for the differing individual needs of our students by offering a wide range of teaching and learning styles
- ensure that teaching materials are appropriately differentiated in order that they are accessible to students of all abilities and backgrounds (cultural and linguistic)
- provide students with equal access to a curriculum and resources which are appropriate and relevant
- create an understanding of, and an interest in, different cultures and beliefs
- present a positive and broad image of both women's and men's achievements and interests

G. Implementation, Monitoring and Evaluation

The whole teaching staff is responsible for ensuring the implementation of the Policy on Teaching and Learning either by direct involvement or through delegation to a number of key people/groups including

- Senior Management Team
- Key stage Managers
- Heads of Department
- Secondary School Student Mentor
- Teaching Faculty Staff

The policy should be kept under regular review by the appropriate leadership teams.

Reviewed: March 2025

Next Review: March 2026

Appendix 1: Pointers for Diversity, Equity and Inclusion in Teaching

As you consider your own teaching and the resources you employ you might consider:

a. “to promote a positive self-image in all students”

Questions to consider:

- Does the School/department/teacher implement a motivating and fair system of rewards?
- Are boys and girls of all linguistic backgrounds encouraged equally to respond to questions and contribute to discussions?
- Do we pay equal attention to girls and boys?
- Is practical work organised so that both sexes are able to take initiatives and responsibility?
- Do our correction and assessment techniques measure individual achievement and provide motivation as well as information?
- Do we group our students in ways which will both maximise their potential and avoid the reinforcement of failure?
- Do we display work from students of all abilities?

b. “to provide for the differing individual needs of our students by offering a wide range of teaching and learning styles”

Questions to consider:

- Do we offer adequate and appropriate support to
 - our less able students?
 - our most able students?
 - our EAL students?
- Are support structures included in departmental policies?
- Do schemes of work provide for differentiation?
- Do schemes of work include a range of teaching and learning styles?
- Do teachers feel encouraged to experiment with new strategies?
- Is appropriate INSET available?

c. “to ensure that teaching materials are appropriately differentiated in order that they are accessible to students of all abilities and backgrounds”

Questions to consider:

- Are differentiated teaching materials available where appropriate?
- Are departments satisfied that teaching materials present a non-sexist and multi-ethnic approach?

- Do departmental and school libraries contain resources which cater for our mixed-gender, multi-ethnic student population?

d. “to provide students with equal access to a curriculum and resources which are appropriate and relevant”

Questions to consider:

- Do all departments adhere to the principle of “open access”? Do we ensure that students are not discouraged from embarking on appropriate courses?
- Do we provide appropriate courses?
- Do we provide adequate counselling – for Year 10/12 options and for post-school education and employment?
- Do we ensure that students of both sexes and all ethnic backgrounds have access to IT facilities?

e. “to create an understanding of, and interest in, different cultures and beliefs”

Questions to Consider:

- Are schemes of work too Anglo-/Euro-centric? Is there scope for broadening the content to include more reference to other cultures, beliefs, achievements and contributions?
- Do we invite a broad range of visitors into school?
- Do our displays reflect the multi-ethnic nature of our school?
- Do our assemblies focus on multi-cultural themes?

f. “to present a positive and broad image of both womens’ and men’s achievements and interests.”

Questions to Consider:

- Are schemes of work biased towards men’s achievements?
- Do displays appeal equally to both sexes?
- Do we challenge gender stereo-typing when it occurs?