# British School of Vila Real

# Teaching and Learning Policy 2019-20

# Contents

## 1. Aims and intentions

*"At BSV learning is a journey of discovery, whereby being creative, taking risks and making mistakes, we improve our knowledge, skills, and understanding."*

This statement was created by teachers and learners in 2017 and forms the basis of our vision for learning at BSV.

We understand that learning is a form of brain change and that through repeated experiences the brain grows connections and so helps to develop knowledge, skills and understanding. Learning is at the heart of what we do as a school and all decisions, whether curriculum or financial decisions, should be based on the impact that they will have on our students' learning.

Learning comes about as a result of *good struggle*, and *good struggle* helps to gain new ideas or consolidate those we already have. We aim for every lesson to enable students to engage in *good struggle* and avoid activities in which students are treading water or sinking. These ideas are the basis of our evaluation of the quality of learning and help us to evaluate our quality of teaching.

Learning is at the centre of all that we do, and we aim to encourage a passion for learning that is not based solely on the acquisition of knowledge but on the development of the skills and values underpinned by the BSV Wordle:



Our aim is that all learners have these characteristics by the time they finish their education with us.

## 1.1 Vision Statement

We are committed to:

- innovative teaching that is inspirational, compelling and fun. It engages every learner in their journey of self-discovery, fulfillment and academic excellence;
- developing confident learners who are happy, resilient, proud of their abilities, highly ambitious, excited about their potential and committed to shaping their world;
- providing a safe, secure and supportive environment for all learners in order to enable them to thrive in an atmosphere of respect and dignity;
- actively developing skills, strategies and resources that will enable the needs of all learners to be met;
- valuing the contribution of learners, irrespective of their ability, race, gender, age, achievement or disability;
- designing a curriculum that will enable all learners to achieve their potential.

## 1.2. Purpose

This document aims to encourage teachers to:
- reflect on and develop current practice;
- identify areas of strength;
- ensure that high standards and high expectations of teaching and learning are present at all times.

This document further aims to encourage our students to:
- take personal pride in and responsibility for their learning;
- be leaders in their own learning;
- support and encourage each other, thus contributing to a positive ethos where all forms of achievement are celebrated.

This policy emphasises the strong partnerships between students, teachers, parents/carers and all members of the BSV community.

## 1.3. Central principles of Teaching and Learning

We aim to ensure that:

- consistently high quality teaching leads to active, independent, and lifelong learning;
- learners will be taught how to learn;
- all activities are structured to promote excellent progress and positive outcomes for all learners;
- all forms of achievement are celebrated and underachievement is challenged;
- learners have developed the skills identified in the BSV Wordle by the time that they complete their education at BSV.

## 1.4. Learning

We aim to ensure that learners are able to:

- demonstrate a thirst for learning and a desire to explore different aspects of the curriculum;
- experience success;
- relate challenge to positive outcomes, and see challenge as a necessary means to succeed and extend their learning;

- draw on social, moral, cultural and spiritual values throughout the school day;
- take responsibility for improving their own learning;
- work in an atmosphere of mutual respect;
- feel safe and have the confidence to take risks in the classroom and see failure as an opportunity for success;
- know how to extend and challenge themselves during lessons;
- develop a deeper understanding by taking advantage of opportunities to teach and learn from their peers;
- identify their areas of strengths, and areas for development;
- self-evaluate and monitor their learning, and assess their progress within each lesson;
- make positive contributions to class discussions;
- behave in a way which is conducive to their learning and that of others;
- take pride in their work and to present it in a neat and accurate manner;
- organise themselves for lessons bringing the correct equipment;
- complete homework on time and to meet the specified criteria in order to enhance their learning;
- make good use of additional support provided.

## 1.5. Teaching

We aim to ensure that teaching:

- promotes effective and positive interaction between teachers and students;
- promotes high expectations;
- uses a range of teaching styles;
- demonstrates outstanding subject knowledge that is accessible to all ability ranges;
- provides opportunities for risk taking, and for students to make meaningful mistakes;
- incorporates a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving;
- uses well-timed interventions to help the students make good progress;
- includes skilled questioning where the questions are clear and understood by learners.
- provides opportunities for students to formulate their own questions;
- is planned to enable learners to develop the appropriate skills, knowledge, concepts and attitudes;
- incorporates effective planning, assessment and recording to ensure that teaching meets the needs of all learners;
- is supported by planning that is informed by an assessment of learners' achievements;
- includes tasks that are appropriately challenging and activities are matched to the age and stage of development of the learners;
- takes place within a lesson with clear objectives which are communicated effectively to learners;
- allows learners to acquire knowledge, skills and understanding progressively and at an appropriate pace;
- encourages, extends and challenges students appropriately;
- provides opportunities for students to work individually, collaboratively and as a whole class;
- acknowledges and makes the best use of the contribution of parents, the community and the work carried out at home;
- recognises and manages effectively the support of other adults in the classroom.
- recognises the importance of health and safety;
- recognises the importance of school self-evaluation processes;
- enables learners to use new technologies to enhance their learning across all areas of the curriculum;
- develops resilience and independent learning skills.

## 1.6. Progression

We aim to ensure:

- all learners are set a target for progression based on their individual starting points;
- learners' achievements are measured in relation to their ability and their targets;
- learners and parents/carers are informed of their progress at least once per term;
- learners are engaged in discussions about their learning and progress throughout the academic year;
- where a students' progression is not in line with expectations, the teacher will develop an action plan to support improved progression;
- where progression exceeds expectations more challenging targets will be put in place.

## 1.7. Learning environments

The learning environment will:

- enable learners to develop their ideas through independent enquiry where possible;
- enable learners to take appropriate responsibility for the organisation and care of learning resources;
- enable learners to make the best use of space and learning resources;
- be organised so that learners maximise their opportunity to make use of available resources;
- reflects the current areas of study of the National Curriculum, including English and mathematics;
- contains high quality, stimulating and interactive visual aids which celebrate learners' achievements and support them to undertake challenging tasks;
- encourage learning by promoting a sense of pride in learners' own achievements and the achievements of others;
- provides opportunities to access new technologies as a tool within the learning process.

## 2. Lesson Planning

At BSV we recognise the requirements set out in the UK in the DfE Teachers' Standards.  Whilst we understand that there is no single blueprint for amazing learning, we expect lessons to be well-planned in the context of a wider scheme of work. However,  we do not expect teachers to adhere to rigid lesson plans where the progress of the lesson makes this inappropriate. There is a central understanding that:

2. 1 Teachers will:

- plan structured lessons in line with the principles of differentiation and ensure that all learners experience *good struggle* in every lesson;
- plan lessons that are fast-paced and include a variety of learning strategies that engage and challenge learners;
- have high standards of professional conduct which include good timekeeping, maintaining positive professional relationships with colleagues and learners and engendering the highest expectations;
- respond skillfully to the specific learning styles, additional educational needs and social and emotional needs of all learners;
- employ a range of appropriate resources, including new technologies, that will engage and motivate learners;
- use Learning Support Assistants effectively to meet the needs of all our learners;

- use the principles of Assessment for Learning (AfL) to form the basis of learner progress;
- encourage courtesy, consideration and common sense as underpinning a positive ethos that supports excellent behavior as a basis for *good struggle*;
- develop strategies that provide opportunities for 'awe and wonder' in their lessons;
- set regular home learning tasks that reinforces and extends learning;
- set targets which challenge and motivate learners;
- help learners develop their key skills in English, maths and computing alongside other curriculum areas;
- assess, monitor and evaluate learner progress in order to ensure learners have clear guidance on how to develop, next steps and progress;
- reward and celebrate the specific successes of all learners;
- continually reflect on their practice in order to improve their effectiveness;
- be familiar with and implement the school behaviour policy.

Teachers will also be expected to use of the following aspects of 'good' and 'outstanding' practice in their lessons:

| | Confident Communicators | Creative Thinkers | Happy Learners | Independent Inquirers | Global Participants |
|---|---|---|---|---|---|
| OUTSTANDING practice we aspire towards | Targeted opportunities to choose level of challenge<br><br>Extended project and presentation work challenges and supports all abilities<br><br>Role play, debating and negotiation opportunities used by all | Making thinking skills a key part of the lesson<br><br>Objectives reviewed and extended into new concepts<br><br>Great questions from students are considered as important and good answers<br><br>Students apply their learning to solve complex and project based work. | An engaging 'hook' to draw all students into learning<br><br>Positive attitudes to learning evident through challenging activities<br><br>Learners understand their progress and know how to improve<br><br>Detailed and systematic feedback on learning helps students see next steps in learning | Establish a risk-taking culture in which errors are encouraged<br><br>Learning activity is based on learner feedback and interests<br><br>Systematic use of student feedback to inform planning<br><br>Regular reflection enables students to understand progress and what they need to do to improve | Digital media is well used to link with other learners<br><br>International cultures celebrated as a community in distinctive events<br><br>Clear roles in groups identified and evaluated<br><br>Learners as teachers enabling evaluation of roles in learning |

| GOOD practice we assure | Target language highlighted in learning, including specialist terms<br><br>Opportunities to communicate outside classroom including assemblies<br><br>Regular assessment of confidence in the topic and progress New and difficult key words highlighted and explained | Range of questions used to target challenge for all students<br><br>Critical thinking developed through high level questions<br><br>Develop opportunities to solve problems and link home to school | Learners feel valued and safe and focussed on learning objectives<br><br>Learning Objectives shared and understood<br><br>Engaging starting activity offering variety and challenge<br><br>Consistent use of expectations and consequences | Questioning is detailed, targeted and open to all<br><br>Using opportunities to highlight errors as a basis for learning<br><br>Well targeted activities respond to individual needs and abilities | Group -work a regular feature of learning<br><br>Regular opportunities to share<br><br>Reinforce respect as a basis for collaborative learning<br><br>Celebrate difference, challenge racism and ensure active participation of all<br><br>Equality and respect a key feature for all |
| --- | --- | --- | --- | --- | --- |

2.2. Learners will:

- recognise that *good struggle* is needed to ensure learning takes place;
- be supported to demonstrate courtesy, common sense, and consideration at all times and develop curiosity and creativity, whilst valuing challenge and aspiration in line with our language for learning;
- be supported to have enthusiasm and commitment to develop skills and knowledge within and beyond the classroom, aiming for their very best at all times;
- arrive to lessons promptly and be well-organised (use planner, record homework where appropriate etc);
- be supported to take responsibility for their own learning, and work cooperatively with other learners;
- take pride in their work, achievements, conduct, and in the school's aims and ethos;
- be aware of their strengths, weaknesses and targets for improvement – and act on them.

As a team, we identified the following characteristics of struggle in learning in Primary and Secondary lessons. These behaviours are often present when students are involved in *good struggle*, *bad struggle*, or *no struggle* and we can use these to help us assess learning in lessons:

| New | Consolidating | Treading Water | Sinking |
|---|---|---|---|
| For example:<br>● Asking open questions.<br>● Engaged and concentrating.<br>● Focussed on task.<br>● Some hesitancy.<br>● Needing support and reliant on information source.<br>● Annotating.<br>● Making mistakes.<br>● Excited and smiling.<br>● Needing time. | For example:<br>● Thinking about connections.<br>● Making up questions.<br>● Asking closed questions.<br>● Helping others.<br>● Confident.<br>● Independently learning.<br>● Asking connecting questions.<br>● Answering with confidence.<br>● Able to share and explain to others.<br>● Practicing.<br>● Evaluating. | For example:<br>● Procrastinating.<br>● Bored.<br>● Off-task.<br>● No questions.<br>● Not engaged.<br>● Misbehaving.<br>● Can answer without thinking.<br>● Finishes quickly.<br>● Distracted.<br>● Not getting better. | For example:<br>● Off task.<br>● Distracted.<br>● Trying to 'hide'.<br>● Day-dreaming.<br>● Anxious.<br>● Low productivity.<br>● Asking repeated questions.<br>● Not getting better.<br>● Dependent upon others.<br>● Copying.<br>● Making the same mistakes.<br>● Frustrated. |
| Good Struggle | | No Struggle | Bad Struggle |

In the Early Years and Foundation Stage *good struggle* is harder to see but can be identified in the following ways:

| Playing and Exploring (Willing) | Active Learning (Ready) | Creating and Thinking Critically (Able) |
|---|---|---|
| Finding out and exploring:<br>● Showing curiosity about objects, events and people<br>● Using senses to explore the world around them<br>● Engaging in open-ended activity<br>● Showing particular interests | Being involved and concentrating:<br>● Maintaining focus on their activity for a period of time<br>● Showing high levels of energy, fascination<br>● Not easily distracted<br>● Paying attention to details | Having their own ideas:<br>● Thinking of ideas<br>● Finding ways to solve problems<br>● Finding new ways to do things |

| Playing with what they know: | Keeping on trying: | Making links: |
|---|---|---|
| ● Pretending objects are things from their experience <br> ● Representing their experiences in play <br> ● Taking on a role in their play <br> ● Acting out experiences with other people | ● Persisting with activity when challenges occur <br> ● Showing a belief more effort or a different approach will pay off <br> ● Bouncing back after difficulties | ● Making links and noticing patterns in their experience <br> ● Making predictions <br> ● Testing their ideas <br> ● Developing ideas of grouping, sequences, cause and effect |
| Being willing to 'have a go': | Enjoying achieving what they set out to do: | Choosing ways to do things: |
| ● Initiating activities <br> ● Seeking challenge <br> ● Showing a 'can do' attitude <br> ● Taking a risk, engaging in new experiences, and learning by trial and error. | ● Showing satisfaction in meeting their own goals <br> ● Being proud of how they accomplished something – not just the end result <br> ● Enjoying meeting challenges for their own sake rather than external rewards or praise. | ● Planning, making decisions and how to approach a task, solve a problem and reach a goal <br> ● Checking how well their activities are going <br> ● Changing strategy as needed <br> ● Reviewing how well the approach worked. |

## 2.3. Context:

It is expected that:
- each lesson will form part of a progression of planned lessons in a scheme of learning that meets relevant curriculum objectives;
- the specific learning objectives of the lesson address areas and skills that have been identified as priorities through the process of ongoing monitoring, evaluation and assessment;
- the learning environment will be appropriate for learners' needs.

## 2.4 Schemes of Learning

All teaching staff contribute to the development of schemes of learning and lesson planning. Heads of Departments or Key Stage Coordinators and Subject Leaders ensure key curriculum objectives are made available to all teaching staff to establish consistency and progression across the curriculum and within the phases, year groups and departments. It is good practice to share schemes of learning and lesson planning with LSAs/TAs to enable them to support learners effectively. The scheme of learning should be created collaboratively within the department and reflect shared aims and objectives. Ideally, they should also act as a forum for the sharing of good practice. The scheme of learning will include long, medium and short term plans which are regularly reviewed, revised and updated.

Schemes of learning should reflect the aims of this teaching and learning policy and ensure that the requirements of the curriculum and national strategies are met. The following are important features of effective schemes of learning:

- They are viewed as a working document that evolves to reflect developing outstanding practice.
- Reviews take place regularly to ensure that tasks are appropriate and sufficiently challenging.
- Schemes of learning should be used to encourage innovative and progressive teaching and learning strategies and activities in the classroom rather than stifling them.

Where relevant, schemes of learning should promote best practice and look to develop the student skills as identified in the BSV Wordle and promote best practice in AfL, English, and mathematics.

## 2.5. Lesson design

Research suggests that consistently outstanding teaching stems from effective lesson planning and design. This principle applies to teaching at all Key Stages and in all subject areas.

Lesson design will:
- ensure a clear focus and structure;
- actively engage all learners;
- systematically develop learner's skills so that they become increasingly independent;
- provide opportunities for learners to understand how they are learning;
- ensure that the needs of all learners are met through appropriate differentiation;
- use 'assessment for learning' (AfL) to help learners reflect on what they know, reinforce existing learning, and set next steps/targets for the future;
- ensure that learning is stimulating through careful management of pace and appropriate variety of activity;
- incorporate relevant homelearning if appropriate;
- provide opportunities for learners to make meaningful mistakes and reflect on these, take risks and promote resilience.

## 2.6. Learning Objectives

The nature of the learning objectives for a particular lesson will influence the teacher's choice of learning and teaching strategies and 'pedagogic approach'. Clarifying and categorising learning aims/outcomes at the start of lesson planning should help to guide this choice.

Key principles to remember are:
- The learning objectives for the lesson must be shared clearly with the learners at the beginning of each lesson.
- An active plenary should be used to assess the extent to which learning objectives for the lesson have been met. This could be part-way through a lesson and is not necessarily solely at the end.

## 2.7. Effective use of starter activities

Starter activities are characterised by purposeful and interactive whole-class teaching. They are used flexibly and, whilst not compulsory, often add significantly to lesson effectiveness. Starter activities fulfill a wide range of purposes. They can:
- use prior knowledge to link to and introduce new topics;
- exploit 'prime learning time' for the first step to meeting the lesson objectives;

- help to develop early levels of engagement and motivation by getting all learners quickly on task and injecting pace and challenge into the lesson;
- create a climate of interaction and engagement for all learners;
- provide a thought-provoking start to a lesson;
- provide opportunities for 'little and often teaching' relating to particular aspects of the subject curriculum;
- provide a series of discrete units to build knowledge, understanding, and motivation over a series of lessons.

## 2.8. Effective use of active plenaries

The lesson will include some form of active plenary, reflective activity or means of reviewing what has been learnt. Active plenaries can help learners to consolidate what they have learned in the lesson and can generate a sense of achievement and completion. Ideally, these sessions will have a high level of student involvement. As with starter activities, this part of the lesson can be used flexibly according to the needs of the learners or subject. Often they will be used at the end of a lesson but can occur at other strategic points in the teaching sequence.

Research evidence suggests that it is a good idea to give the learners advanced warning that there will be a focused plenary in order to gain the most from this session. In particular, active plenaries can:
- draw the whole class together to conclude the lesson;
- consolidate and extend learning;
- highlight to learners how they have learned as well as what have learnt;
- provide an opportunity for the teacher and/or learner to assess learning and plan next steps accordingly;
- direct learners to the next phase of learning;
- provide an opportunity to value the achievements of individuals and the whole class;
- provide an opportunity to help learners identify what progress they have made in the lesson;
- highlight and address misconceptions;
- develop and instill a habit of intelligent reflection;
- stimulate interest and curiosity for the next phase of learning.

## 3. Inclusion

### 3.1. Meeting the needs of individual learners

The Laude British School of Vila-real is committed to providing the highest quality education for all learners. It is expected that schemes of learning and lesson planning show evidence of provision of differentiated learning challenges designed to engage and extend learners of all abilities.

### 3.2. Challenging underachievement (*Sinking* and *Treading Water*)

Teachers are responsible for identifying and challenging underachievement of their pupils. This will include:
- systematic processes to identify underachievement through the scrutiny of work, relevant data etc;
- the swift implementation of strategies to combat this underachievement will be put in place and reviewed at regular intervals to ensure success.

### 3.3. Use of prior information

Teachers must keep a record of the following information for each learner:

- Targets and next steps to move pupils learning forward (from prior learning, attainment data etc)
- Prior attainment data (GL assessment test data, ISA test data, internal data etc)
- The levels that each student achieved at the end of each year (to enable tracking)
- SEND information.

## 3.4. Planning to meet the needs of all learners

The SEND department will support staff in meeting the needs of learners with specific educational needs and/or disabilities. This will include providing information and additional assessment if appropriate, guidance on effective teaching strategies and the adaptation and provision of teaching resources. Teachers are aware that flexible organisation is the key to working effectively with learners of varying abilities and needs. Careful advanced planning helps to create a flexible atmosphere within the lesson. Research suggests that the following are examples of good practice in successfully planning to meet the needs of all learners:

- Ensuring that there are appropriate resources at hand for each task.
- Making active use of 'peer pairing', collaborative working, and other forms of grouping arrangements.
- Careful consideration of the classroom layout and student seating arrangements.
- Careful consideration of the time implications for different tasks so that all learners are able to feel a sense of accomplishment within the lesson.
- Provision should be made to enable all learners to contribute meaningfully at their level and not necessarily the level of the wider class.
- Care should be taken to avoid simply providing 'extra work' for more-able learners who accomplish tasks quickly. Independent learning opportunities must extent and challenge more-able students.

# 4. Resources for learners

Teachers will ensure that there is an appropriate range of resources to enable learners of all abilities to access and engage with the curriculum. All resources are designed to challenge and extend learners and develop independent learning skills wherever possible.

## 4.1 Use of Interactive Technology

When using interactive technology teachers must remember the following:
- Available technologies should be utilised as fully and as effectively as possible in order to ensure learner engagement.
- Care should be taken to ensure that opportunities to further student engagement through the use of interactive whiteboards are fully developed.
- The use of handheld devices such as video cameras or data recorders is encouraged where appropriate.
- Regular training must be undertaken to ensure teachers are up to date with the latest developments and that they can utilise new technologies appropriately. It is vital that teachers' use of new technologies does not fall behind that of learners.
- Specific virtual learning environments (VLE) and/or Google classroom are used to extend learning beyond the classroom. Resources and links are made available to both students and

parents/carers. They can be used to set home learning and as a resource bank for those who temporarily are unable to attend school.

- Consideration should be given to those learners who may not have home access to the internet and opportunities to use online resources are made available at school.
- Safeguarding students around the safe use of technologies is essential and will be taught prior to use.

## 5. Creating a purposeful learning environment

To create a purposeful learning environment teachers must remember the following:

- It is the responsibility of the classroom teacher to ensure that their teaching room is a stimulating and well maintained learning environment. Notice boards, displays of learners' work and other materials should be regularly updated and maintained in good condition;
- Seating plans within the classroom are extremely important and can have a significant impact on learning and teaching. Seating arrangements are always at the direction of the class teacher and are considered in advance. Students should not be allowed to decide where they sit. The only exception to this is at KS5 but only if this does not affect learning.
- Classroom displays should reflect the topics and themes being studied and must be used to promote and inspire learning;
- The atmosphere within the classroom must be conducive to learning, encouraging learners of all abilities and backgrounds to contribute to the lesson in a tolerant environment;
- Achievement of all learners must be promoted and praised;
- Punctuality is essential for staff and learners;
- In most cases learners will be expected to line up outside the classroom prior to the lesson starting. Exceptions may be made for older learners or where the corridor is confined. In either case, the teacher is responsible for the behaviour of the learners in their care.
- An attendance register must be taken for every session on the Engage system. In Primary, the attendance register must be taken at the start of the morning and afternoon sessions.
- At the end of each lesson learners must be dismissed in an orderly manner.
- The classroom must be left tidy and litter free at the end of each lesson.
- Resources must be returned and computers/ projectors must be turned off.
- All lessons must be conducted in an environment that is calm and purposeful, where everyone is treated with respect.
- The teacher will develop a professional relationship with all learners.

## 6. Pedagogy

Pedagogy is concerned with the science and principles of teaching and the ensuing learning. It is an area that is continually evolving and developing as research reveals more about how we learn and as technology enables the development of new practice in the classroom.

Clearly, to achieve the highest quality of learning and teaching, an understanding of the most recent pedagogy will inform schemes of learning, planning, lesson design and all aspects of practice at Laude BSV.

6.1 Pedagogic approaches.

Research suggests that there are three main pedagogic approaches, including;

*The Direct approach*
This is particularly useful for the teaching of new skills and knowledge. It often involves a structured sequence, possibly beginning with whole-class work through modelling, demonstration or illustration. This may then be followed by individual or group work.

*The Inductive approach*
This is useful to develop learners' understanding of a concept or process. It often involves giving the learners a structured set of directed steps in which they collect and sift information and examine data. This can lead to the generation of categories or the formation of hypotheses. A good example might be generating a spelling rule – for example – when to use 'sion' instead of 'tion'.

*The Exploratory approach*
This approach can be used to consolidate and refine skills and understanding. It often involves the learners testing a prediction or hypothesis based on the understanding of a concept.

6.2 Active teaching techniques

Within these broad pedagogic approaches, a variety of learning and teaching strategies/techniques can be selected. These include direct instruction, demonstration, modelling, questioning, source work, group work, partner work, independent research, presentations and so on.

Research also suggests that highly effective teaching involves using a wide-ranging repertoire of different teaching and learning strategies and techniques and it is expected that department schemes of learning and lesson plans will evidence the use of a range of approaches. The choice will be determined by the lesson objectives, pedagogic approach and styles appropriate to the learning.

Examples of teaching and learning strategies are provided below:

6.2.1. Questioning strategies

Questions are planned in a sequence that guides learners towards, and reinforces, the main objectives of the lesson. Certain types of questions have inbuilt challenge and require learners to think deeply:

- open-ended questions that have no single obvious answer;
- questions that demand and develop higher-order thinking skills such as analysis; synthesis and evaluation;
- questions that encourage learners to speculate and take risks.

Teachers will build in 'wait time' so that learners can reflect on a challenging question before answering.

Questions can be used to promote active listening and engagement, especially when the 'no hands up' rule is used. Active listening skills can be developed further by building variety into a teacher's questions and expecting learners to generate their own questions. Learners can be encouraged to give extended answers through the careful use of questions and other strategies, such as inviting learners to elaborate or speculate on a topic.

6.2.2. Explaining

Explanation can contribute to learners' learning when they enable learners to connect new information to what they already know. Many things, such as abstract concepts, events outside learners' experience, principles, rules and important ideas, may be difficult or impossible for learners to understand without explanation.

Common types of explanation can be used to deal with: concepts; similarities and differences; cause and effect; purposes; processes; reasoning and proof. Evidence suggests that teachers can improve their explanations through using a wide range of techniques, such as illustrating or animating their verbal explanations, and the use of props, or voice and body. These can contribute to improved student engagement and understanding.

Asking learners to explain their thinking and reasoning can help them to crystallise and consolidate their learning following explanation.

### 6.2.3. Modelling

Modelling can help to make explicit the thinking behind concepts, skills, relationships, decisions and processes. It should be seen as more than simply demonstrating a skill or technique.

Whilst demonstrating shows learners how to do something, modelling helps learners to understand underlying structures and embedded ideas. A good demonstration does not always have to be supported by discussion although modelling without discussion is often ineffective.

Modelling can play a significant role in helping learners to learn independently because ideas are presented in ways that learners can understand, change and use again to support their future thinking.

Evidence suggests that modelling is most effective when the teacher:
- is specific;
- explains underlying principles;
- shares thinking;
- involves learners increasingly by encouraging them to ask questions;
- provides opportunities for learners to practice the new skill or process while it is fresh;
- supports first attempts with prompts and other support to build learners' confidence and expertise;
- builds in time for learners to reflect on what they have learned.

## 7. Learning Styles

Research also suggests that learners learn in different ways and teachers and learners should be aware of any preferred learning styles. Whilst learners may have a preferred learning style teachers should ensure that all learners are encouraged to develop a full range of learning styles.
Definitions of types of learners are listed below along with indicators of how to identify each type of learner through classroom observation:

A visual learner typically:
- prefers to read and see the words, illustrations and diagrams;
- talks quite quickly, using lots of images;
- memorises by writing repeatedly;
- when inactive, looks around, doodles or watches something;
- when starting to understand something says, 'that looks right';
- is most distracted by noises.

An auditory learner typically:
- likes to listen to explanations and to talk things through;
- talks fluently, in a logical order and with few hesitations;
- memorises by repeating words aloud;
- when active, talks to self or others;
- when starting to understand something says, 'that sounds right.'

A kinaesthetic learner typically:
- uses lots of hand movements;
- likes to get involved and prefers a 'hands on' approach
- talks about actions and feelings and speaks more slowly;
- memorises by doing something repeatedly;
- when inactive, fidgets, walks around;
- when starting to understand something says, 'that feels right';
- can be distracted by movement or physical disturbance.

Talking to learners about their favourite learning activities and curriculum subjects can help to build this profile and can provide an insight into learning preferences, multiple intelligences and thinking styles.

A central principle in utilising learning styles to promote effective learning and teaching is to vary lessons in ways that allow access for all preferred learning styles within a lesson or a sequence of lessons. The following are suggestions for incorporating an awareness of learning styles and multiple intelligences into classroom teaching:

- Research the range of learning styles in your classroom.
- Ensure that learners begin to understand their own learning preferences. This will enable them to make informed choices when selecting from alternative tasks.
- Take account of the needs of learners who have a very strong preference for one learning style - for example, the visual-only learners.
- Ensure that you do not overlook planning for kinaesthetic learning opportunities. Research indicates that the needs of kinaesthetic learners are the most neglected, particularly in the Secondary sector.
- Accept the fact that you cannot accommodate all learning styles every lesson. Ensure, however, that your schemes of learning provide regular opportunities for all types of learners to use their preferred styles.
- Try not to allow learners to work only within their preferred learning style. Provide opportunities for them to work in a variety of ways so that they become more flexible learners. Research suggests that the most successful learners are those who can access and process information in a variety of ways.
- Work collaboratively as a department to generate and share resources to avoid duplication of effort - particularly in preparing for the more resource dependent visual and kinaesthetic learners.
- Aim to provide a choice of activities and outcomes where possible so that learners can opt to use their preferred learning styles.

## 8. Developing Independent Learning

This is increasingly regarded as central to effective learning and teaching as it enables learners to become independent and increase the chance of them becoming lifelong learners. Key features include:
- active discussions with learners about how they are learning;
- explicit direction about what they need to do to be successful in their learning;
- enabling learners to understand their preferred learning styles;
- developing an effective understanding of study skills – including revision techniques;
- recording notes and summarising.

## 9. Supporting Learners' Learning

Learners' learning and personal development is supported in a number of different ways across the school:
- If an academic concern arises it is initially dealt with by the subject or class teacher. If the concern continues, this will be discussed and referred to the Head of Department or Key Stage Coordinator and any action taken. This may include a referral to, or consultation with, the SEND department.
- The SEND department has a central role in supporting the learning of learners that have been identified as having learning, behavioural or emotional difficulties. This support may include:
  - curriculum support or intervention;
  - time to feedback to staff during staff meetings;
  - the involvement of outside agencies such as an educational psychologist;
  - advising the Head of Primary or Secondary with the assignment of additional support if appropriate;
  - the use of specific interventions;
  - liaising with departments regarding SEND provision, including developing differentiated resources.
- If the concern is of a serious nature it should be referred immediately to the Key Stage Coordinator, the Head of Primary or Secondary.
- Any safeguarding concerns MUST be reported directly to a DSL (Designated Safeguarding Lead).
- Tutors/Teachers and Key Stage Coordinators should also be informed of improvement in academic progress, effort or success. Information to monitor an individual student's progress can be collected in the following ways:
  - round robins asking for specific information on the student;
  - monitoring reports;
  - assessment data;
  - discussions in department or Key Stage team meetings.

Parents/carers should be informed of any concerns at the earliest opportunity in order to help effective partnerships and resolutions.

### 9.1. Learning Support Assistants

The Head of Primary or Secondary will, where appropriate, assign LSAs to support a teacher in meeting the diverse learning needs of learners, in particular, those learners with specific educational needs. Teaching assistants will work with the teachers both within the classroom environment and outside the classroom at the direction of the teacher. It is the responsibility of the teacher to provide the LSA with information on schemes of learning and lesson content well in advance. There should be regular communication between teachers and LSAs about how teaching can be structured to support learners as LSAs will often have in depth knowledge of the learner being supported.

### 9.2 Primary Class Teachers and Secondary Form Tutors

The Primary class teacher and the Secondary form tutor plays an invaluable role in supporting students' learning in conjunction with their personal, social and moral development. A partnership exists between the Primary class teacher or the Secondary form tutor, and the Key Stage Coordinators, subject teachers, Heads of Department, and the Head of Primary or Secondary in order to monitor the academic and personal development of learners within the form group. Secondary form tutors and Primary class teachers also play an important role in tracking pupil progress.

### 9.3. Registration/Tutorial Time

Registration/Tutorial time is a very important part of the school day and should contribute to the learning process in the school.

- Each teacher/tutor should set aside a regular time each week to monitor and sign the learners' planners.
- The tutor delivers the tutorial programme for their form group, and ensures that all learners have the opportunity to discuss forthcoming events or pertinent school issues.
- The tutor monitors and discusses the personal and academic progress with each member of their form during the course of the year.

### 9.4. Key Stage Coordinators

- Key Stage Coordinators are responsible for the personal and academic well-being of all learners within their key stage. They work in partnership with parents/carers, tutors, subject teachers, Heads of Department, the SEND department, and the Senior Leadership Team in promoting the school ethos across the year.
- Key Stage Coordinators are available to discuss the individual needs of any student within their key stage.
- Key Stage Coordinators play an important role in tracking and monitoring the academic progress of learners in their key stage in order to identify any learners who require intervention work such as; mentoring, booster classes, gifted and talented opportunities, learning support and behaviour support.

## 10. Support for Staff in the Development of Learning and Teaching

Laude BSV is a learning community and as such there is a strong commitment to the continuing professional development of staff. The aim is to provide opportunities for self- development in relation to the latest teaching and learning practices. The support for this will be provided in a variety of ways including:
- the staff induction and INSET programme;

- the process of development planning in which the key areas of focus for teaching and learning development are identified;
- the appraisal process;
- whole school and department discussion of learning and teaching;
- discussion in relation to staff development in line management meetings;
- the encouragement of the process of self-evaluation;
- enabling good practice to be shared;
- the utilisation of internal and external expertise in relation to teaching and learning;
- liaison with other schools for joint teaching and learning projects;

## 11. Controlled Assessments and Coursework

The school aims to raise learners' attainment through high levels of support and preparation for both controlled assessment and coursework. Teachers must ensure the following:
- Learners are adequately prepared for any controlled assessment.
- Support and guidance is provided wherever possible to learners.
- If a learner fails to achieve their target on a piece of work, opportunities will be provided to improve this work.

See the Assessment Policies for further details.

## 12. Monitoring and Evaluation of Learning and Teaching

The monitoring of learning and teaching is a very important part of the continuous process of raising achievement within the school. Broadly, the purpose of monitoring is to:
- identify successful learning and teaching strategies and initiatives;
- share good practice;
- identify policies, systems and practices which require development;
- inform future planning and development;
- develop consistency of approach across the school;
- provide a basis for accountability.

12.1. Whole school monitoring

With regard to whole school monitoring, it should be remembered that:
- Monitoring whole school performance and progress is the responsibility of management at all levels.
- Monitoring and review is a continuous process linking directly to school improvement planning.
- The leadership team is responsible for reporting performance to ISP and the parents.
- Monitoring is carried out by all leaders in the school. This monitoring includes book scrutiny, observations, learning walks and student interviews. The focus of this monitoring may vary according to the areas of focus identified in the School Improvement Plan.
- Analysis of external examination results and internal assessments play an important function in focusing developments to raise learners' attainment. It forms a baseline for target setting and for identifying student and teaching achievement together with providing a foundation for prioritising support in cases of considered under-achievement
- Class Teachers/Heads of Department/Heads of Subject/Key Stage Coordinators work in partnership to monitor student progress and in setting targets.
- In Secondary, an annual subject examination report is prepared by each Heads of Department/Heads of Subject and discussed with the Head of Secondary and the Deputy Director at the start of the academic year for the previous examination series.

- Heads of Department/Heads of Subject in Secondary and Key Stage Coordinators in Primary have regular 'minuted' meetings in order to discuss department matters.
- In addition, the Leadership Team supports the monitoring of learning and teaching by:
    - a rolling programme of targeted classroom observations;
    - classroom visits;
    - periodic sampling of learners' work;
    - discussions with teaching staff, learners and parents/carers;
    - review of long and short term teaching objectives/lesson planning;
    - review and analysis of teacher assessments;
    - planned advisory inspections carried out by external consultants;
    - full support of department self-review and INSET.

## 12.2 Departmental monitoring

With regard to departmental monitoring:
- Heads of Department/Heads of Subject/Key Stage Coordinators works in conjunction with their line manager to ensure the successful development of learning and teaching.
- Heads of Department/Heads of Subject/Key Stage Coordinators ensure that there is a detailed Improvement plan that is actively and systematically followed.  This includes the regular monitoring of achievement in external and internal assessments, the progress of individual learners / classes and agreed departmental procedures.
- Monitoring may be carried out in a variety of ways including lesson observations, work sampling, discussion with teachers / learners and analysis of data. The outcomes of this monitoring are used to inform the processes of planning, development, implementation, evaluation and discussion of learning and teaching strategies within the department.
- Heads of Department/Heads of Subject/Key Stage Coordinators should ensure that teaching staff understand and utilise information on the rate of expected and actual progress of their learners and that assessment is followed by a process of moderation.
- Some departments will maintain a portfolio of assessed and moderated work that can be used as an agreed benchmark for determining the grading of work. This portfolio is also to be used in the following ways:
    - to support modelling exercises;
    - to support staff assessment of work;
    - to provide examples of good practice regarding marking and target setting.

## 12.3. Learner involvement in the monitoring process

With regard to Learners:
- Learners will understand their level of progress through the processes of assessment, target setting, feedback from marking and informal discussion with teachers.
- Learners will understand what they need to do in order to make further progress.
- Learners will be encouraged to assess and evaluate their own progress and implement strategies for improvement.
- Heads of Department/Key Stage Coordinators and the Senior Leadership Team will carry out interviews, learning walks and book sampling with selected learners in order to gain their views on the quality of learning and teaching.

## 12.4. Use of data:

With regard to the use and application of data:

- Assessment data is collected regularly by Key Stage Coordinators providing a portfolio of information on learners that will allow for the detailed tracking of progression.
- Teaching staff will regularly review student progress using this information as well as their own formative and summative assessments. This information can also be used to:
    - identify underperforming, more-able, and gifted and talented learners;
    - identify learners for booster, enrichment and additional mentoring classes;
    - identify potential referrals to SEND team;
    - evaluate the success of new teaching strategies, initiatives, adjustments to schemes of work or curriculum changes;
    - predict grades and set targets.

Data from specific testing by the SEND team will be used to identify learners who may be eligible for examination concessions/access arrangements if applicable.

## 12.5. Lesson observation

Lesson observation provides an opportunity for teachers to evaluate their practice and discuss areas for development. Used sensitively, it should provide a vehicle through which best practice can be shared and for training and future developments to be prioritised. Lessons may be observed during the course of the year by the following:

- Heads of Department/Key Stage Coordinators for the purposes of monitoring learning and teaching;
- Other members of the department or teaching staff for the purposes of appraisal, professional development or the sharing of good practice;
- Members of the Senior Leadership Team as part of a rolling programme of observations;
- The SEND department
- Mentoring as part of NQT and ITT programmes.

## 12.6. Other monitoring strategies

A range of further monitoring procedures are employed by the SEnior Leadership Team, Heads of Department/Heads of Subject, Key Stage Coordinators, teachers, tutors and other staff as appropriate. These may include:

- homework planner reviews;
- pupil self-reviews;
- pupil and parent/carer interviews;
- production and review of the Improvement plans;
- examination analysis reviews;

Other performance indicators (such as student option choices, tutorias with parents, the daybook on the Engage system, evaluation forms from parents' evenings and other school events) are monitored and utilised appropriately.

## 12.7. Evaluation

For monitoring to be purposeful it is important that the resulting information is evaluated in order to inform future planning. This in some instances is made easier by comparison against agreed policies, standards and exemplars of best practice. The School and Department development plans also provide the ideal tool to evaluate current practice. The monitoring and evaluation carried out at all levels will be used to feed into the School Improvement Plan (SIP).