3A LEARNING & TEACHING POLICY

1.Statutory Policies	**Part 2**
ISI	Part 1: Quality of education provided – Teaching
Author Led	Headteacher Deputy Head T&L
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Comment	Annual Review
Website	Yes

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1. Aims of this policy:

- To highlight the central importance and priority given to teaching and learning.
- To consider the ages, aptitudes and needs of all students, including those students with special educational needs and ensure that an inclusive approach to teaching and learning is adopted.
- Not to undermine the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To ensure that students typically experience a high standard of teaching and learning.

2. Objectives

The British International School Casablanca is committed to:

- High quality teaching and learning that enhances the achievement and wellbeing of all students regularly evaluated and modified in line with the school development plan and individual subject development plans.
- A broad, balanced, and differentiated curriculum which is relevant to the needs of the students and supports their academic, spiritual, moral, social, cultural, and physical development.
- The development of values and attitudes, which creates a sense of belonging will allow students to flourish, achieve and feel valued.
- A range of academic, spiritual, moral, social, cultural, and sporting co-curricular experiences which will allow all students to develop to their full potential.
- A personalised approach to teaching and learning.
- An effective range of teaching and learning strategies, including the use of technology in the classroom.
- Sharing good practice within and across subjects through the school's INSET programme, CPD and T&L committee
- A clear system of assessment and reporting, which informs and assists teaching and learning and is also communicated to parents every half-term.
- High quality, innovative and imaginative learning resources (which includes the staff themselves).
- A caring and well-disciplined environment where effective learning can take place.
- An effective and well-organised system of pastoral support to support teaching and learning.
- A system of individual support which will allow all students to develop to their full potential.

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3. Continuous Professional Development

INSET Days are used to promote teaching and learning strategies and discussions among colleagues to share best practice. In addition, CPD sessions during staff meetings (both in Primary and Secondary) will take place throughout the year in which topics covered have been identified through teacher consultation. All teachers are encouraged to offer CPD if they so wish.

4. Planning and Preparation

Teachers should plan and prepare lessons or a series of lessons which adopt a greater focus towards inclusive teaching principals:

- Identify and communicate learning objectives at the beginning and the end of a lesson.
- Identify and communicate success criteria at the beginning of a task.
- Adopt universal strategies and accessible design to meet the widest possible range of students
- Enable students to make progress in their learning by planning for the needs of each student.
- Ensures that the learning that takes place in each part of the lesson is clear and evaluated.

- Uses a clear four/five-part structure, which focuses on:
  - Learning objectives (at the beginning / end of lesson)
  - Starter activity
  - Modelling activity
  - Plenary activity

- Ensure that students understand how to improve their knowledge, understanding and skills through effective marking and feedback.
- Allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application.
- Students need to have retrieval opportunities for fact and knowledge building.
- Use stimulating resources including use of ICT (where appropriate), and which are differentiated where appropriate.
- Development and integration of ICT skills across all subject areas.
- Provide pace, challenge, and stretch for all students.
- Use effective questioning and assessment for learning techniques to direct and challenge students.
- Are informed by prior learning and future objectives.
- Are enjoyable, interesting, and stimulating.
- There is independent practice built into the lessons.
- Literacy and communication of ideas are embedded with more opportunities for class discussion and improved quality of written communication.

5. Teaching styles

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Teachers should use teaching strategies which:

- Allow students to work both independently and collaboratively and contribute to one another's learning.
- Use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy and by effective use of SchoolBase.
- Use topics which are relevant and within students' experience.
- Use a variety of styles, resources, and activities to engage all types of learners.

6. Assessment and Reporting (See separate policy)

Teachers should:

- Assess students' work regularly according to the assessment policy.
- Use analysis of assessments to inform teaching and support students' progress.
- Use data provided by whole school baseline testing and ensure students are working at their full potential with set targets helping to achieve this.
- Inform parents and appropriate staff within the school of students' progress or underachievement.
- Contribute to a central database on students' performance from Year 1 – Year 13 on all subjects.
- Assess each individual student every half-term in all subjects that they undertake and to report progress back to their parents/guardians in either progress reviews or full written reports.

7. Learning Enrichment and Support

Teachers should:

- Be aware of the specific learning needs of their students (e.g., literacy, dyslexia, gifted and talented).

- Consult with the SENCO about the needs of individual students, when appropriate.
- Work with Teaching Assistants and other adults to ensure students are best supported in their learning; and
- Use students' profile information as working documents in their planning to differentiate work for individual students.

8. Differentiation/Adaptation

At The British International School Casablanca, we aim to provide a well-planned and well-resourced curriculum that enables all students to make sustained progress in their learning and personal development. Differentiation and adaptation are embedded within teaching and learning to bring out the best in every student and to develop their skills and talents to their fullest potential.

Differentiation and adaptation for students with SEND (and those undiagnosed learners) involve tailoring teaching through adjustments to content, process, product, and learning environment. This approach increasingly reflects adaptive teaching practices, providing responsive and discreet support within the whole-class setting. Such strategies avoid isolating learners, focus on individual strengths, and build confidence while ensuring inclusive classroom practice for all students.

All students have access to the full curriculum and are supported to progress at an appropriate pace according to their individual needs. Differentiation and adaptation are integral to curriculum planning and delivery. Responsibility for this lies primarily with the class teacher, who may draw upon internal support (such as the SENCO) or external agencies as appropriate. This is done in consultation with the relevant Key Stage Coordinator, Head of Department, Teaching and Learning Committee members, or a member of the Senior Leadership Team, to ensure that students who make rapid progress are suitably challenged and those who require additional support are effectively supported.

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We differentiate in School to:

- Cater for varying abilities and interests.
- Aid planning procedures and target setting.
- Enhance student achievement and success.
- Use an individual's capabilities, strengths, and interests.
- Make teaching, learning and assessment more effective, including students receiving timely feedback.
- Enable students to progress at their own pace.
- Assist with early diagnosis of learning difficulties.
- Identify specific needs and gaps in learning.
- Use resources effectively.
- Motivate students and enhance the opportunities for appropriate behaviour in lessons.

Differentiation/Adaptation can be achieved in the following ways:

- Modifying curriculum content and resources with appropriate regard for age and ability.
- Managing the learning environment and varying the context of the lesson e.g., individual, pairs, group, or whole class.
- Using appropriate teaching styles, questioning techniques, and use of language, adjusting the pace of teaching and learning.
- Matching the relevance of a task to a student's skills.
- Considering the sequential steps in learning, including issuing deadlines using stated criteria and marks schemes / marking rubrics for success.

- Evaluating outcome to inform future planning.
- Effective record-keeping of assessments to inform planning.

As a result of effective differentiation/adaptation, students:

- Will experience effective teaching and learning specific for their needs.
- Are interested and well-motivated, responding to challenges.
- Are working productively on task.
- Show greater independence and co-operation when required.
- Are aware of their progression and are developing the ability to self-evaluate.
- Have a high degree of satisfaction with the progress of their learning.

9. Intervention

Every student in the Prep and Senior School has their academic progress assessed half termly, whilst in The Junior School it is termly – this is monitored by the Senior Leadership Team.

A record is kept of all those receiving extra lessons outside normal curriculum time and those who are receiving additional support with curriculum lessons.

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Appendix 1: Teachers' Standards

Preamble

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

As set out in the Teachers' Standards, a teacher must:

Set high expectations which inspire, motivate and challenge students and students.

- Establish a safe and stimulating environment for students and students, rooted in mutual respect.
- Set goals that stretch and challenge students and students of all backgrounds, abilities, and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students.

- Be accountable for students' attainment, progress, and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how these impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

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Demonstrate good subject and curriculum knowledge.

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons.

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework on SchoolBase and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students.

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. Teachers will use their teaching files and planning for need sheets as working documents.

Make accurate and productive use of assessment.

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment.

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- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Encourage academic expectations for the lessons they teach.
- Manage classes effectively, by preparing for lessons using approaches which are appropriate to students' needs to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities.

- Make a positive contribution to the wider life and ethos of the school, by offering activities to enhance the ECA program and running or participating in external trips.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents about students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies, and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Appendix 2: Useful questions for teachers to ask when planning and reflecting on lessons.

Before the lesson:

Planning and preparation

- What are the learning objectives for the lesson?
- How will the learning objectives be differentiated to meet the needs of all students?
- What modelling will you use?
- What retrieval strategies do you have planned?
- How will the learning objectives for the lesson ensure progress from previous work?
- How will you assess progress made in this lesson / series of lessons?
- What are the key questions you will ask?
- What is a perfect answer?
- Where might the misconceptions come from?
- What is the plan if the students are struggling?
- What literacy tasks have been planned for this lesson?
- How are you going to engage the students?

Differentiation/Adaptation

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- What will students of all abilities achieve in this lesson?
- What support will be offered for students with English as an additional language and those identified through Learning Enrichment and Support?
- How will students access the tasks and content in the lesson? What is needed to support this?
- How will the lesson link to previous learning/the next lesson?
- What are the higher order questions you will ask?

Learning Enrichment and Support/Inclusion

- How do the objectives of the lesson for specific students link to their IEPs?
- What individual needs do students have that are relevant to this lesson?
- How are the tasks/lesson content/your expectations adapted for specific students' needs?
- What further provision could be made for specific students?

ICT (where relevant)

- What are the objectives for the use of ICT in this lesson?
- What impact on learning will the use of ICT have in the lesson?
- How will the use of ICT extend students' learning in the lesson?

During the lesson:

- How will you monitor students completing the work?
- How are you assessing their understanding?
- Are you modelling appropriately throughout the lesson?

After the lesson:

Learning objectives/achievement/progress

- Did students achieve their learning objectives? How do you know?
- Was the level of challenge appropriate?
- How much progress was made in this lesson? How do you know?
- What else could students have achieved in this lesson? How might you help them achieve this?

Assessment

- What opportunities for assessment were built into the lesson?
- What assessment information did you derive from the lesson?
- What does the assessment information tell you about the students' learning and future needs?
- How does the evaluation of the lesson contribute to your overall assessment of achievement?

Homework

- Does the homework complement the learning in the lesson?

Resources and the learning environment

- How effective were students in accessing the necessary resources and equipment in the lesson?
- How might this have been further improved?
- What support for the learning objectives could be gained from the classroom displays and resources?

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Student Independence and ownership of learning

- What was the balance between teacher-directed learning and independent student learning?
- How effective was this balance in relation to the learning objectives of the lesson?
- How might any shift in this balance be achieved?
- How much independence did specific students gain in their learning in the lesson?
- How might this be extended?