



British Junior Academy of Brussels
Teaching and Learning Policy
Revised October 2016



The British Junior Academy of Brussels

Teaching and Learning Policy

This policy is for the whole school including the Early Years Foundation Stage

Policy on Teaching and Learning

This policy should be viewed alongside the following policies: Marking and Feedback, Curriculum, Promoting Positive Behaviour, Policy for Staff Development, Policy for PSHE.

1 Introduction

- 1.1 At BJAB, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be **fun**. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching, we aim to:
- enable children to become confident, resourceful, enquiring and independent learners;
 - foster children's self-esteem, and help them to build positive relationships with other people;
 - develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
 - show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
 - enable children to understand their community, and help them feel valued as part of it;
 - help children grow into reliable, independent and positive citizens.

3 Effective learning

- 3.1 Research tells us that people learn in many different ways, and respond best to different types of input (**visual, auditory and kinaesthetic**); we therefore deliver teaching in different ways to address the needs of all our learners. We value all intelligence (**multiple intelligence**) and encourage children to use different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, intra personal, musical, natural, word, physical and spiritual) when planning our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore sometimes **play music** to accompany learning, or sometimes

provide **'brain breaks' or exercise breaks** at various points in the lesson to refocus children's attention, and make sure that the children have **access to drinking water**.

3.3 All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and why the lesson is important;
- the teacher should outline the success criteria and what the children can do to succeed;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be;
- we give the children the opportunity to reflect on **what** they have learnt and **how** they have learnt.

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

- investigation and problem-solving;
- research and discovery;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching videos/DVDs and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in movement, athletic or physical activity;
- visiting speakers.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on **how** they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching and learning

4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum policy to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge, attributes and skills of all our children.

- 4.3 We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Plans (IPs). Teachers modify teaching and learning as appropriate for children with learning differences or disabilities. We value each child as a unique individual, and teachers do not discriminate according to race, gender or disability. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- 4.4 We encourage all our children to consider their next steps in learning and they set realistic targets to help them achieve their next steps. We track the children's progress during the year and review the progress of each child at the end of the academic year, setting revised next steps in learning.
- 4.5 We plan our lessons with clear learning objectives taken from the National Curriculum in England 2014 and related frameworks. Our short-term plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.6 Each of our staff makes a special effort to establish good working relationships with all the children in the class. We treat the children with **kindness and respect**. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to behaviour. We set and agree with children the class code of conduct and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. 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. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour. (See Promoting Positive Behaviour Policy)
- 4.7 We try to ensure all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited and various permissions are obtained. We inform parents and obtain their permission, before the visit takes place. We submit a risk assessment to the Headteacher.
- 4.8 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.
- 4.9 Our classrooms are attractive learning environments and reflect the topics studied by 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 and of both fiction and non-fiction books, as well as displays relating to English and mathematics. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.10 We believe we are all learners. All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Staff meetings are used to keep up-to-date with current practice and research on learning. (See also Policy for Staff Development)
- 4.11 An annual Staff Development cycle of observations, team teaching, scrutiny of work, reviews and target setting ensures standards, accountability and staff development. (See also Policy for Staff Development).
- 4.12 We conduct all our teaching in an atmosphere of trust and respect for all.

5 Monitoring and review

- 5.1 We are aware of the need to monitor the school’s Learning and Teaching Policy and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every year or earlier if necessary.

This policy is the responsibility of Gareth Evans, Headteacher and Madame De Maertelaere, the Proprietor.	Date written: 9 th September 2015 Revised: October 2016
Gareth Evans Headteacher Madame De Maertelaere School Proprietor	
To be reviewed:	October 2017