



Teaching
and
learning at
BSL

Teaching and Learning Policy

‘Knowledge which is acquired under compulsion obtains no hold on the mind.’

Plato

Purpose of the Policy

The purpose of this policy is to ensure that the children at our school are provided with high quality learning experiences that lead to consistently high levels of student achievement by guiding the expectations for staff through a common language and understanding of what makes outstanding teaching within a personalised learning framework. Personalised learning as a concept is understood to mean the development of five key areas:

1. Effective teaching and learning
2. Productive assessment for learning
3. A core curriculum entitlement as well as curriculum choice
4. Extracurricular activities and excursions (learning outside the classroom)
5. Community initiatives

This policy will be primarily concerned with effective teaching and learning and productive assessment for learning. We believe that students absorb only a fraction of verbal instruction in class. Students learn most effectively through engaging, active, challenging, learning experiences both in and outside the classroom using a variety of teaching methodologies. We recognise that students have diverse skills that require a range of assessment methods.

“You cannot teach a man anything, you can only help him find it within himself.”

Galileo Galilei

Outstanding Teaching

We believe that our teachers teach most effectively when they:

Demonstrate excellent and passionate subject knowledge.

Demonstrate excellent values, patience and a good sense of humour.

Are lifelong learners: Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Challenge and inspire students, expecting the most of them, so as to deepen their knowledge and understanding.

Prepare and organise clear, written-out objectives and lesson plans.

Engage and motivate students with varied, lively teaching approaches which enable all students to learn effectively.

Are skilled in formative and summative assessment for learning.

Form excellent relationships with their students.

Are involved in school-wide committees and activities, and demonstrate a holistic commitment to the school.

Use homework effectively to reinforce and extend what is learned in school.

Are excellent communicators with students, other staff members and parents.

“I never teach my pupils, I only attempt to provide the conditions in which they can learn.”

Albert Einstein

Outstanding Learning

We believe that our students learn most effectively when they:

- Are challenged with learning which matches and extends their ability.
- Are actively involved in their own learning and enquire for themselves.
- Are engaged, motivated and stimulated.
- Are encouraged, praised and rewarded.
- Achieve success and do not fear failure.
- Feel secure.
- Have a strong and clear value system and are aware of boundaries.
- Reflect upon their own processes of learning.

The Learning Experience

“The fundamental purpose of school is learning, not teaching.”

Richard DuFour

Planning:

All curriculum documents and schemes of work must include planning for and consideration of:

- Clear aims and objectives
- Links to previous learning
- Teaching and learning activities including a starter, activation stage, demonstration and consolidation stage and a plenary
- Differentiation (Provision for less able and gifted and talented students)
- ESL provision where appropriate
- Links to global citizenship and Internationalism
- Cross Curricular links where appropriate
- Constructive homework that supports learning
- Resources (Specific reference to handouts, text book page numbers etc)

The Curriculum:

The British School of Lomé curriculum should be followed using current curriculum documentation. If you have concerns about a particular part of the curriculum, please contact the Heads of Primary or Secondary. A soft version of the full curriculum is available on the school server. Teacher lesson plans should refer to the curriculum documents. Teachers, in consultation with department heads, are permitted to update curriculum documents in their areas.

Learning Styles:

Teachers must recognise that students prefer a mix of different learning styles and techniques. Some students may have a dominant style of learning however others may find that they use different styles in different circumstances. Students who understand their own learning styles improve the speed and quality of their learning. Teachers should attempt to facilitate as many different learning styles as possible in their planning and teaching.

Teaching Styles:

Teachers should vary the instruction methods used in class to include where appropriate formal authority, demonstrator, facilitator and delegator models of teaching. Where appropriate teachers should use active, experimental and experiential forms of learning that allow students to work both independently and collaboratively. Activities and methods used must move the learner towards achievement of the learning outcome so teaching styles should align with the outcome of the lesson as well as with the learning characteristics, development and experiences of students. Teachers must consider the diverse needs of the entire group and ensure that the selection of methods is suitable to all learners.

Behavioural Management:

Teachers should use positive behaviour management strategies and encouragement for students to achieve, including praise merits and rewards. The best behavioural management is well planned, engaging teaching and learning. In the event of the behavioural problems in lessons teachers must refer to the student code of conduct which includes the disciplinary process.

Special Educational Needs:

Teachers must ensure that they are aware of and act on the needs of all students with special educational needs. Teachers should refer to the learning support register for information regarding specific students in order to aid differentiation and teaching approaches. All heads of department are provided with a copy of the learning support folder which includes: Individual education plans (IEPs) and classroom accommodations which contain clear instructions and advice to ensure that the needs of individual students are provided for including specific differentiation for individual students with special needs, ESL needs, gifted and talented students, learning styles and medical needs.

Internationalism and Global Citizenship

Teachers should show a commitment to developing global citizens by embedding internationalism throughout the ethos and curriculum of the school in order to develop compassionate, connected and curious individuals who sustain an interest in languages and cultures. Good international learning is all about experiencing, learning about and from, engaging with, and learning to be at ease and comfortable with others. We should take advantage of the resource of cultural diversity amongst our community and celebrate our diversity as much as possible. Learning in our school should promote an understanding of local culture, regional culture and international culture and history, the environment and our place in the world. Teaching and learning with truly global perspectives will allow students to see how they can impact the world through their actions.

The 8 key themes and concepts of the promotion of internationalism which should be embedded in the school curriculum are

- Global citizenship
- Interdependence
- Conflict resolution
- Sustainable development
- Diversity
- Social justice
- Human rights
- Values and perceptions

International education is a broad concept which can be exemplified in a variety of forms and experiences. These include school-based experiences, discussions, assemblies and lessons, in addition to school links, cultural exchanges and community initiatives, local excursions and overseas visit.

Homework

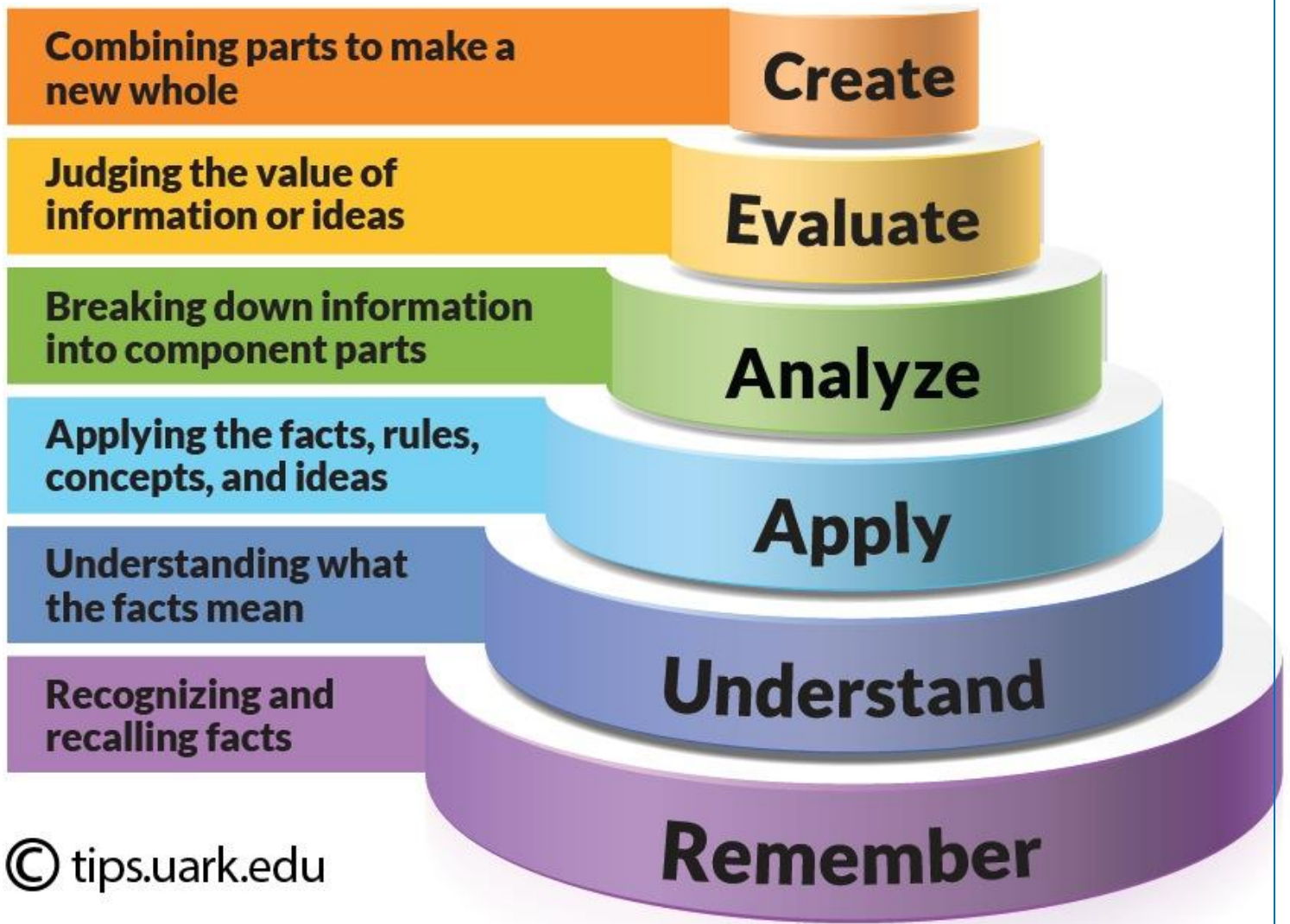
Homework is an extension of the learning that takes place in the classroom. It is encouraged at all levels as long as it serves one or several of the following functions:

1. to give students the opportunity to reinforce or review skills and concepts;
2. to encourage or require independent creativity such as writing, projects, research, etc
3. to promote independent reading and learning.

Students in Years 7 to 9 are expected to have around 90 minutes of homework 5 days a week. IGCSE students should have 90 minutes to 2hours of homework 5 days a week. IB students will be given homework as required by subject teachers. Each Year 7-11 Tutor will monitor the homework timetable for his/her tutor group. The Head of Sixth Form will monitor IB homework to ensure that the workload is reasonable. It is an essential part of a teacher's responsibility to see that homework is checked promptly and returned. All late homework must be corrected. The teacher is free to deduct marks for homework that is handed in after the due date.

Please refer to staff handbook and departmental handbooks for more details.

It is essential that all teachers read and apply the schools' policies appropriate to specific sections. Whole



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