



## **TEACHING AND LEARNING POLICY**

### **RPE-PL-04**

<b>POLICY OWNER</b>	Education Quality and Accountability Office
<b>MONITORING AND EVALUATION</b>	Principal and Senior Leadership Team
<b>APPROVED BY</b>	School Board
<b>APPROVAL DATE</b>	
<b>DATE POLICY CAME INTO EFFECT</b>	
<b>PERIOD OF REVIEW</b>	1 year
<b>DATE OF NEXT REVIEW</b>	

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# 1 RPE Mission and Vision

## Mission

Richmond Park Education aims to provide an inclusive learning environment that **nurtures, inspires and empowers** the students to reach their full potential academically, socially, and emotionally. Through innovative teaching methods, engaging and challenging enrichment programmes, personalised attention, and collaboration with families and the community, we cultivate critical thinking, creativity, and a lifelong passion for learning.

## Vision

Vision of Richmond Park Education is to prepare the students to become compassionate, confident, and responsible global citizens who are equipped with the knowledge, skills, and values to thrive in an ever-changing world.

# 2 Introduction

This policy was prepared by RPE Education Quality and Accountability Office, to meet the requirements of the schools in accordance with the following act:

The School Board has agreed and ratified this policy.

This policy is to be read in conjunction with the Health and Safety Policy, of which it is an extension.

# 3 Rationale

This policy underpins all other policies and practice in Richmond Park International School, Sarajevo (hereinafter: the School). It informs best classroom practice and provides the foundation for all children to make progress in all lessons.

At Richmond Park International School, Sarajevo we believe that:

- Good teaching can only take place when learning takes place. It is understood that teachers may teach but that children may not be learning because of the mismatch between teaching methods and the needs of the pupils. Good teaching is based on a measure of progress made in the lesson or series of lessons, a measure of what pupils have learnt or can do at the end of the lesson that they were unable to at the beginning.
- We encourage teachers to role model the learning process for our students. We encourage our teachers to recognise learning is a lifelong process. Good teachers are those who are dynamic and evolve; adapting their practice with the curriculum, and the needs of the students in their classes. We respect teachers who are innovative and willing to try new approaches to engage and motivate our learners. We support teachers in their professional development. We encourage teachers to attend courses and promote the 'life- long learner' model for our students.

# 4 Aims

The aims of our Teaching and Learning Policy are to guide our teachers and other individuals involved with our students by:

- Working towards consistent involvement of everyone in the learning process,
- ensuring there is a consistent and continuous teaching and learning approach across the School,
- ensuring that the quality of learning and improvement of standards continues, providing children with the best life chances possible,
- setting out our expectations of best practice,
- providing a tool for monitoring, evaluation, accountability and school improvement.

## **5 Roles and Responsibilities**

### **School Board**

The School Board has devolved responsibility from the Richmond Park Education Board for approving this policy and ensuring it is implemented appropriately.

### **Principal, SLT and Line Managers**

The Principal, SLT and line managers (i.e. middle leaders) are responsible for the implementation of this policy, as relevant to their job descriptions.

### **Teachers**

School teaching staff are responsible for:

- ensuring they have read and understood the School's expectations for them as outlined in the effective learning goals and effective lesson principles,
- undertaking all reasonable efforts to meet the set expectations,
- communicating in a timely manner with the line managers, SLT and Principal any needs or lacking conditions that prevent them from meeting the set expectations, so that they can be fulfilled.

## **6 Effective Learning Goals**

The School maintains that learners will learn best when:

1. They feel happy and safe
2. They explore, experiment and experience
3. There are clear and consistent high expectations
4. They are challenged and supported
5. They are interested, curious and motivated
6. They have a 'growth mind-set'; they reflect on their mistakes and use them as learning opportunities
7. They experience high quality, well-paced lessons
8. The physical learning environment is stimulating and well resourced

All teachers are required to maintain these eight goals as clear standards and guidelines that will underpin the teaching and learning in the School.

## **7 Strategies to Promote the Effective Learning Goals**

### **Goal 1: Student Happiness and Safety**

Teachers facilitate this goal by:

- ensuring children/students feel they are being treated fairly and consistently,
- ensuring children/students acknowledge the close partnership between home, school and education,
- ensuring children/students feel valued - we greet children/students and ask about their welfare so that they develop positive, trusting relationships with adults,
- valuing their ideas and opinions and taking time to listen to what they have to say,
- building student confidence and self-esteem in every aspect of learning and expression,
- allowing opportunities for relaxation/energising in and between activities,
- ensuring children/students feel proud of their school by making it visually attractive and welcoming,
- ensuring children/students feel 'ownership' through personal space, name tags, classroom space etc.,
- rigorously implementing Equality Policy and Behaviour Policy.

### **Goal 2: Exploring, Experimenting and Experiencing**

Teachers facilitate this goal by ensuring that they:

- provide interesting, tactile, visual and topic-related resources to use / learn from / ask questions about,
- look for every opportunity to identify and recognise success,
- provide opportunities for child-led exploration and investigation,
- include technology as an integral part of learning,
- invite members of the local and global community to share with children their knowledge and experiences,
- celebrate diversity of cultures, religions, languages and other characteristics,
- provide a broad and inspiring curriculum.

### **Goal 3: Clear and Consistent High Expectations**

Teachers facilitate this goal by ensuring that they:

- implement the Behaviour Policy and Assessment and Reporting Policy consistently,
- give clear goals and time limits,
- involve children in self-assessment and target setting,
- explain the learning expectations clearly,
- ensure that students experience success, praise, feedback and constructive criticism solely based on the learning expectations.

### **Goal 4: Learning Challenges and Support**

Teachers facilitate this goal by ensuring that they:

- inform parents about the curriculum students will experience next,
- use assessment for learning procedures to track student progress and identify their learning needs,
- use a range of resources appropriate to the student needs,

- communicate regularly with parents about student progress,
- communicate to children's families that we value their contribution,
- set homework appropriate to student age and ability,
- look for opportunities to catch students doing well and to celebrate it.

### **Goal 5: Engaged, Motivated and Curious Learners**

Teachers facilitate this goal by ensuring that they:

- try their best to be a model by being enthusiastic, awe-inspiring and curious,
- include a high quality stimulus at the start of the learning journey,
- provide opportunities for students to apply their learning in practical contexts,
- display their work and help students to display their own work attractively,
- give students opportunities to discuss their learning,
- talk to students about their own lives, hobbies, interests and cultural background when relevant and appropriate,
- ensure that a range of learning and teaching styles are used in lessons,
- Treat children as 'experts in their lives',
- use educational visits regularly to enrich learning when relevant and appropriate,
- provide a range of extra-curricular activities when relevant and appropriate.

### **Goal 6: Using Mistakes as Learning Opportunities**

School will facilitate this goal by:

- encouraging employees to be active, lifelong learners, who share their interest in learning with colleagues and children/students,
- encouraging parents to be lifelong learners who are actively engaged with their children's learning both in and out of school.

Teachers facilitate this goal by ensuring that they:

- plan lessons that are adapted to meet the needs of individuals,
- give children opportunities to ask questions,
- show respect for students and their contributions, both verbally and through grading their work,
- involve students in self-assessment and the identification of appropriate new targets,
- involve students in collaborative working,
- involve students in peer assessment.

### **Goal 7: High Quality, Well-Paced Lessons**

School will facilitate this goal by:

- providing teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development,
- ensuring full implementation of SEND Policy and action plans,
- monitoring the effectiveness of teaching through line management and subject management arrangements, including lesson observations.

## **Goal 8: Stimulating and Well Resourced Learning Environment**

School and teachers will facilitate this goal by:

- ensuring that classrooms are tidy and free of clutter,
- having appropriate resources according to the varying needs of the children,
- ensuring that resources are accessible to children/students,
- varying the learning environment, using outdoor spaces and educational visits when appropriate and relevant,
- setting out informative, interactive and celebratory displays.

## **8 Effective Lesson Principles**

School staff are committed to ensuring that learning and progress are the priority. Key features of lessons that secure good learning are maintained as effective lesson principles in our School:

1. effective opening,
2. effective teaching,
3. effective independent learning and
4. effective review and reflection.

These principles are not necessarily discrete, they are interwoven and overlapping. They reflect a learning experience that may be completed over a number of lessons.

### **Effective Opening**

At the start of learning experiences, our teaching staff will:

- use an engaging stimulus to capture the attention of the children/students and awaken their curiosity,
- review prior learning and connect it to new learning,
- ensure that the learning is correctly pitched through assessment,
- explain the learning intention and encourage them to identify its relevance to the world and '*What's in it for me?*',
- ensure that the steps needed are discussed / generated and then displayed (success criteria),
- be enthusiastic about the learning experience ahead,
- give children the 'big picture' by:
  - describing what they will be doing,
  - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
  - providing graphic, pictorial previews and overviews of the topic to be studied,
  - showing examples of what other children have produced/achieved.

### **Effective Teaching**

During teaching, our teaching staff will:

- implement the curriculum agreed upon in the Curriculum Policy and schemes of work,
- be clear about the learning intention and success criteria,
- ensure that they are clear about what the outcome will 'look like',

- identify what prior learning is required and what the next steps would be so that they can be flexible and adapt our planned teaching to the needs of the children,
- be secure in their subject knowledge,
- use assessment for learning techniques to ensure children make progress during lessons and over time,
- provide appropriate modelling and demonstrations,
- break the teaching content into logically arranged, manageable chunks,
- provide plenty of opportunities to practise,
- give clear, differentiated explanations and instructions,
- ensure that they draw out children's responses and avoid too much teacher talk,
- be enthusiastic and motivated to deliver the content,
- fully engage classroom support staff (if assigned) in the teaching and assessment process,
- maintain good pace throughout the lesson,
- create a positive and pleasant working atmosphere using praise and positive language,
- use games, play, humour, drama, music, and competition to enliven their lessons when suitable and appropriate,
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating '*what, how, why...*'),
- provide opportunities for children to experience awe, wonder and reflection,
- ensure all children are actively engaged in the learning process,
- input new information using combined visual, auditory and kinaesthetic strategies,
- maintain high expectations throughout,
- encourage and respond positively to children's questions,
- adapt their teaching in the light of continuous assessment of children's progress.

### **Effective Independent Learning**

To promote effective independent learning, our teaching staff will:

- implement the curriculum agreed upon in the Curriculum Policy and schemes of work,
- ensure that children/students use the success criteria to support their learning,
- encourage children/students to be independent and to choose their own strategies for learning,
- encourage children/students to 'take risks' (risk being wrong) in their learning,
- engage children/students in a range of independent and collective/collaborative, group-based learning activities, including peer teaching, peer assessment, talking/work partners, hot seating, role-play etc.,
- ensure learning is appropriately differentiated to the needs of the class,
- use planning frames for children to structure and scaffold their thinking and work,
- provide activities involving problem solving and creative/critical thinking,
- set clear expectations for learning outcomes,
- ensure most tasks have time deadlines,
- provide opportunities for children to use new knowledge and skills in a variety of contexts,
- teach thinking and learning-to-learn skills,
- ensure children are aware of personal targets for learning,
- give opportunities for children/students to learn in a variety of ways, using their multiple intelligences and preferred learning styles,
- provide multi-sensory and 'first hand' learning experiences whenever possible.



## **Effective Review and Reflection**

To enable effective review of learning and children's reflection upon it, our teaching staff will:

- pick up on misconceptions and clarify the learning,
- use self and peer assessment,
- give students positively worded, constructive oral and written feedback on their work and how they can improve,
- employ a range of assessment for learning techniques,
- give feedback related to agreed targets,
- praise, reward and share success,
- provide students with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations,
- enable individuals, pairs and groups to report back to others,
- enable students to share what they have learned and can do,
- enable students to ask questions of others,
- provide opportunities for children/students to consider future learning.

## **9 Interventions**

As a result of regular assessment, we plan interventions that will support students and move them forward in their learning. Every term, our School Pedagogue, teachers and support team identify pupils' that would benefit from additional support in core curriculum areas. They plan interventions to accelerate the achievement of these children/students. Staff involved in interventions know the impact they expect these interventions to have and evaluate them with regard to the difference they have made to students' learning.

## **10 Grading and Feedback**

Our Assessment and Reporting defines our approach to grading students' work and giving feedback: its frequency, content and depth. Our teachers are expected to:

- provide time for students to respond to grading, so that it improves their learning,
- give ongoing oral feedback to individuals and to groups of students throughout lessons,
- give feedback that is more often positive than negative,
- ensure grading and feedback are sharply focused on the learning and aptitudes that they want to improve by identifying a pupil's next steps in their learning journey.

The purpose of all our feedback, in grading, in target-setting and orally, is to give students precise and motivating information about how well they are doing and what they should do next to improve.

## **11 Homework**

School recognises the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families. Teachers are expected to plan regular, appropriate and target-driven homework at each stage of our School and evaluate the effectiveness of given homework by the impact that it is having on pupils' learning.

## **12 Monitoring and Reviewing the Policy**

SLT reviews the information in this policy together with all teaching staff annually and makes adjustments as appropriate.

