



**BISC CURRICULUM POLICY**  
**TEACHING & LEARNING POLICY**

## TEACHING AND LEARNING POLICY

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### 1. OVERVIEW

The policy and practice of learning and teaching at BISC is under-pinned by the School's Mission Statement.

#### MISSION STATEMENT

BISC aims to provide a challenging and stimulating environment in which English-speaking pupils from diverse international backgrounds benefit from an education which is British in its principles, practices, curricular structures and assessment, and which encourages pupils' appreciation of the host culture and ensures appropriate competence in the Arabic language. At BISC all are valued equally and encouraged to fulfil their aspirations and potential.

BISC promotes the values of a pluralist society and provides equal opportunities to all pupils to develop their full intellectual, aesthetic, emotional, physical and moral potential. It gives boys and girls a broadly-based, appropriate education in which they strive for excellence and aim for the highest standards in their sporting and extra-curricular activities. BISC provides a structured and challenging academic education within a disciplined and supportive environment which enables pupils to develop into responsible men and women of integrity who can take their place confidently in a rapidly changing world. The school will provide the best possible resources and facilities for teaching and learning.

BISC fosters an atmosphere of mutual respect, tolerance and regard for all members of society. The school teaches essential human values such as honesty, trustworthiness, honour, loyalty, compassion and charity. It reaches out to all of our families, the local community and the wider world and promotes international co-operation and understanding.

At BISC, we promote effective learning and to provide the highest quality of teaching. We believe that every pupil deserves an opportunity to achieve his/her best and that the highest quality of teaching is essential to achieve effective learning. High quality teaching and effective learning occur when teachers focus on key areas:

- Planning and preparation
- Personal relationships
- Appreciation of each pupil's abilities and potential

## 2. CURRICULUM

At BISC, we provide a high quality curriculum, appropriate and relevant to our pupils' needs. The curriculum taught at BISC is based on the UK National Curriculum for England and Wales. The curriculum is adapted, where appropriate, to reflect the particular needs of pupils at BISC.

The result is that the curriculum taught at BISC is balanced, broadly based and promotes the pupils' intellectual, moral, cultural, aesthetic and physical development. It aims to prepare pupils for the opportunities, responsibilities and experiences of adult life. It is organised into Key Stages:

Key Stage	Age	Years
Foundation Stage	3-5	FS1 and FS2
Key Stage 1	5-7	Years 1 and 2
Key Stage 2	7-11	Years 3, 4, 5 and 6
Key Stage 3	11 - 14	Years 7, 8 and 9
Key Stage 4 Studies leading to a General Certificate of Secondary Education (GCSE)	14 - 16	Years 10 and 11
Key Stage 5 (Sixth Form) Studies leading to The International Baccalaureate Diploma*	16 - 18	Years 12 and 13

*\*Some students may pursue IGCSE Arabic and English as a Second Language, as appropriate.*

Communication with parents includes the provision of curriculum documents for the Key Stage relevant to their child or children at the beginning of each school year, or upon enrolment.

## 3. IMPLEMENTING EFFECTIVE TEACHING & LEARNING

## **Planning**

### **i. Schemes of Work (Senior School) & Yearly Overviews (Junior School)**

Schemes of Work/Yearly Overviews are essential to ensure that pupils have consistent, high quality, educational experiences. Subject Co-ordinators (SC) in the Junior School and Heads of Department (HoD) in the Senior School have overall responsibility for schemes/overviews within their subject area, although all staff are expected to contribute to their development.

Schemes of work and Yearly Overviews ensure that there is continuity and progression through each unit of work, which takes account of expected prior knowledge and experience of pupils.

### **ii. Lesson Plans (Senior School) and Weekly Plans (Junior School)**

Teachers are required to plan in detail.

#### **Planning includes:**

- **clear objectives;**
- **differentiation (ESL, SEN, GaT);**
- **assessment for learning opportunities;**
- **resources;**
- **homework;**
- **continuity and progression.**

It is the responsibility of each teacher to use the appropriate scheme of work and their professional knowledge of their class/group to plan lessons that challenge and engage pupils. Teachers match tasks to the pupils' current learning needs. Teachers may be required to produce detailed lesson plans in an agreed format when lessons are to be formally observed.

#### **i. Structure of a lesson**

Lessons are to be well structured, with clear stages, an emphasis on variety, pace and challenge.

#### **ii. Strategies for Teaching**

- Learning objectives should be clearly shared with pupils.
- It is expected that teachers will employ a range of teaching strategies and resources, in order to engage pupils with different learning styles.
- Teachers are encouraged to use ICT where it can improve the learning experience.
- Teachers should have high expectations of their pupils.
- Teachers build pupils' self-esteem and encourage them to make progress.
- All lesson activities, including group work, are focused, purposeful and well paced and structured to ensure accountability.
- Teachers are encouraged to develop their pedagogy, sharing ideas with colleagues.

### iii. **The Teaching and Learning Environment**

We recognise the importance of the environment in the teaching and learning process. Teaching spaces are designed to be safe and fit for the purpose, with appropriate furniture and layout, to enable high quality teaching and effective learning to take place.

Stimulating displays are used to engage and motivate pupils and include learning objectives. Examples of pupils' work are displayed to showcase good work and as a way of showing that we value the work.

### iv. **Continuity and Progression**

The curriculum is continuous across the Junior and Senior Schools and is monitored, to ensure that there is progression across this continuum. We recognise that, as pupils transfer from one Key Stage to another, there are significant increases in expectations in terms of personal organisation and independent study. Cross phase initiatives are in place to help to smooth the transition.

### v. **Differentiation**

All lessons are differentiated according to the differing learning needs of the pupils. (See 'Lesson Plans and Weekly Plans', 'Strategies for Teaching' and 'Assessment for Learning'). This occurs in a number of ways, including setting and grouping.

### vi. **ICT across the Curriculum**

Pupils have access to appropriate ICT resources in all year groups/subject areas. They develop their skills in the use of ICT, both through the ICT curriculum, and through the appropriate use of ICT in all subjects.

## **4. ASSESSMENT FOR LEARNING**

This school is committed to Assessment for Learning. This is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, what they need to do next and how they are going to achieve it.

Our principles of Assessment for Learning are:

- Pupils, staff and parents are clear about what has been learned, what is to be learned and criteria for success.
- Assessment includes: 'high-quality interactions', both oral and written, which feature thoughtful questioning, careful reading/listening and reflective pupil responses. It is not confined to statements of marks, grades or levels. Time for pupil reflection is built into the curriculum.
- Feedback to pupils includes positive comments and suggestions on how to improve.
- Pupils' and teachers' responses to assessment include decisions concerning their own next steps in the learning process and target/goal-setting. This is a part of

Personalised Learning and requires genuine flexibility in the curriculum to allow for such decisions to be carried through.

- Peer- and self-assessment can help in the learning process and involve skills that need to be learned.
- Assessment information is used effectively within the class, within year groups and for monitoring effectiveness of provision and progress.

#### i. Tracking progress

At BISC, we track pupils' progress in various ways.

In the Junior School, base line assessments for all pupils (baby CATS, CATS) are being introduced. We are recording formal assessment data at regular intervals throughout the year and further developing the use of these data, alongside statutory and optional NCTs.

In the Senior School, we are working towards individual pupil targets, which are set based on prior attainment (NCT or GCSE results) and potential, as indicated by tests developed by the Centre for Educational Management (CEM) in Durham. Teachers record formal assessment data at regular intervals throughout the year and use these assessments to track progress and to compare attainment with baseline data.

#### ii. Reporting to parents

Parents receive detailed reports, which include written comments from teachers and grades (where appropriate) based on teacher assessments. See the Calendar for when assessments, short and full reports take place.

## **5.INCLUSION**

We believe that every pupil is entitled to have the opportunity to achieve his/her best, regardless of gender, race or ethnic background. We recognise and are sensitive to the different customs and beliefs of our pupils. Our teaching, assessment policies and practices are designed to ensure that every pupil is engaged, challenged and fulfilled.

### **Learning Support**

Teacher assessments, referrals and case conferences help us to identify which pupils need support. To support teachers in providing appropriate challenge for all pupils, we have identified the following groups of pupils for particular attention:

#### **i. Special Educational Needs (SEN)**

BISC recognises that every pupil has specific learning needs. The School is developing provision for pupils with specific learning needs. When necessary, an educational psychologist's review is carried out, to determine the nature and extent of the special needs, to inform school practice. A register is kept of pupils who receive SEN support.

## **ii. English as a Second Language (ESL)**

A considerable number of our pupils need support, because they are learning through English, which is not their first language. The class teacher or tutor's role is crucial to decisions concerning a pupil in their care. All teaching and support staff have an important role in meeting pupils' language needs.

## **iii. Gifted and Talented**

BISC is developing a register of Gifted and Talented pupils, which will inform teaching and learning.

## **6. MONITORING AND EVALUATION OF TEACHING AND LEARNING**

Teachers are encouraged to reflect on their own practice and strive for excellence. SMT/Heads of Department/ Heads of Year/Key Stage Co-ordinators carry out lesson observations, which help to improve professional practice. Peer observation of teachers within and between departments and year groups is encouraged, in order to promote professional discussion and the sharing of good practice. The school monitors the use of assessment data by teachers, to track pupil progress and evaluate teaching and learning. Formal assessment data are used to compare BISC attainment with UK national standards. (See Professional Review and Development Policy)

## **7. EXTENSION AND ENRICHMENT**

Educational visits, field trips, co-curricular activities and performance opportunities play an important role in extending and enriching the curriculum and developing our pupils. (See Trips Policy, Activities Programme, Staff Handbook and School Calendar)