



TEACHING FOR LEARNING POLICY

1. Introduction

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

In preparing students for the world of the future we believe that a well rounded, well educated individual will acquire the following qualities:

- Be self aware, knowing their own strengths and weaknesses
- Inclusive of others through understanding, empathy and tolerance
- Take an active role in society
- Be open to change
- Be socially intelligent
- Develop a habit for learning
- Be capable of learning from their mistakes
- Be independent yet a good team player
- Be responsible, confident, organised, mature, realistic, reflective and resilient.
- Value all subjects across the curriculum
- Question and take risks
- Have good communication skills
- Solve problems

3. Definition of Learning

At British School of Geneva, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.



TEACHING FOR LEARNING POLICY

3. Principles of Effective Learning

We believe that learners learn best when:

- they feel happy, comfortable and safe; (4.1)
- their confidence and self-esteem are high because their opinions, ideas and contributions are valued and they enjoy positive, trusting relationships with adults and peers; (4.2)
- they feel free to make mistakes and ask for support when needed;
- they are challenged, encouraged and supported by peers and adults, including family; (4.3)
- adults and older learners provide good role models as learners and members of the community; (4.4)
- the learning environment is stimulating and properly resourced; (4.5)
- teaching is authoritative, purposeful, positive, well-paced, varied, stimulating and fun; (4.6)
- they are actively engaged in the learning and assessment process – through a variety and choice of activities and clear and achievable goals; (4.7)
- our teaching takes account of their individual needs and interests. (4.8)

4. Strategies used to Promote Effective Learning

4.1 To help learners to feel happy, comfortable and safe, we will:

- implement appropriate induction and transition arrangements;
- smile at them, greet them and ask about their welfare;
- make time to listen to what they have to say;
- show them that we work closely with their families in support of their welfare and education;
- treat them fairly and consistently;
- rigorously implement equal opportunity, anti-bullying and race equality policies;
- ensure that the school is visually attractive and welcoming;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc;
- provide opportunities for physical movement in learning activities;
- provide opportunities for relaxation/energising in and between activities;



TEACHING FOR LEARNING POLICY

- 4.2 To help build learners' confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:
- make use of peer assessment and collaborative working;
 - use a range of reward systems;
 - display their work and help them to display their own work attractively;
 - look for opportunities to catch them doing well and to celebrate it;
 - ensure that they often and regularly receive praise;
 - give constructive feedback verbally and in writing;
 - use positive language and encourage them to do the same;
 - acknowledge and celebrate their success;
 - talk to them about their own lives, hobbies, interests and cultural background;
 - celebrate variety in culture, religion and language;
 - show respect for them and their contributions.
 - give them opportunities to take part in class assemblies, school council, Duke of Edinburgh, Gazette etc;
- 4.3 To ensure that learners are challenged, encouraged and supported by peers and adults, including family, we will:
- communicate regularly with parents about their progress;
 - communicate to learners' families that we value their contribution;
 - set homework appropriate to their age and ability;
 - involve them in reflection, self-assessment and the identification of appropriate new targets;
 - involve them in collaborative working;
 - involve them in peer assessment;
 - use target setting information and other assessment procedures to track their progress and identify their learning needs;
 - involve them in peer support;
 - enable them to share achievements through displays, class assemblies etc.
 - provide a range of extra-curricular activities;
 - encourage past pupils to maintain contact – Alumni.
 - inform parents about the curriculum they will experience next
- 4.4 To ensure that adults and older learners provide good role models as learners and members of the community, we will:
- encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and learners;
 - have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community;
 - give learners opportunities, motivation and encouragement to act as good role models and supporters of others;
 - invite members of the outside community to share with learners their knowledge and experiences as learners and community members.



TEACHING FOR LEARNING POLICY

- 4.5 To provide a stimulating and properly resourced learning environment, we will:
- ensure that classrooms are tidy and free of clutter;
 - ensure appropriate temperature and levels of oxygen are maintained;
 - ensure that learners and adults have access to water as needed;
 - have appropriate resources according to the varying needs of the learners;
 - ensure that resources are accessible to learners;
 - vary the learning environment, using outdoor spaces and out-of-school visits;
 - set out informative, interactive and celebratory displays.
 - ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- 4.6 To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:
- provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development;
 - take steps to ensure the personal well-being of members of staff;
 - provide a curriculum that covers, and goes beyond, the statutory requirements;
 - plan lessons that are adapted to meet the needs of individual learners;
 - give learners clear goals and time limits.
 - plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning;
 - monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records;
- 4.7 To ensure that learners are actively engaged in the learning process, we will:
- implement the Framework for Effective Teaching and Learning.
- 4.8 To enable our teaching to take account of learners' individual needs and interests, we will:
- implement a range of target setting, assessment and tracking procedures appropriate to their age;
 - involve them in self-assessment and target setting;
 - talk to them about their interests and where possible and appropriate we will incorporate those interests in our teaching;
 - make links to the wider world to recognise the relevance and application of their learning;
 - fully implement the SEN and G&T policies and action plans.
- 5.0 **A Successful Policy?**
- 5.1 When the policy is successful, we will see learners who:
- are confident, well-motivated, independent, yet collaborative learners;
 - enjoy their learning and who maintain good relationships with adults and other learners;
 - have a sense of pride in their work at school;



TEACHING FOR LEARNING POLICY

- make good progress against their targets.
- 5.2 When the policy is successful, we will see teachers and teaching assistants who:
- are knowledgeable, skilled, confident, motivated and happy in their work.
- 5.3 When the policy is successful, we will see parents who:
- are fully engaged in their child's learning;
 - are proud of their child's achievements.

6.0 **Review**

Mrs. Louise Prior Academic Co-ordinator June 2015

To be reviewed: August 2016