

TEACHING and LEARNING

1. Policy Statement

Teaching and Learning at Bournemouth Collegiate School (BCS) reflects the school's aims and ethos to give all pupils the intellectual freedom to be creative; the confidence to initiate and the flexibility to respond to challenge, change and adversity. Pupils at BCS will be nurtured, inspired and motivated to realise their unique potential. Our young people progress through their school careers with growing confidence in their ability to meet the challenges of the 21st century.

With this in mind, teachers deliver the curriculum so as to foster in pupils an interest in their work and an ability to think and learn for themselves. In all areas of the curriculum teaching will encourage effort, be that intellectual, physical or creative, and will enable all pupils to increase their understanding and develop skills in the subjects taught.

Therefore, teachers at BCS are required to:

- *Demonstrate appropriate knowledge and understanding of the subject area being taught*
- *Ensure that lesson planning is informed by an understanding of the aptitudes, needs and prior attainment of their pupils*
- *Utilise an adequate range of quality resources*
- *Have due regard for appropriate time management in their lessons*
- *Ensure that marking of pupils' work is both regular and thorough and that full records are kept in line with the Assessment, Recording and Reporting Policy*
- *Ensure that pupil assessment is used to inform lesson planning and evaluate pupil performance both in terms of the school's stated aims and national norms*
- *Be consistent with the Behaviour Policy in managing behaviour and encouraging pupils to behave responsibly*
- *Ensure that a register of attendance in lessons is kept and that appropriate action is taken in cases of pupil absence*

BCS is fully committed to ensuring that the application of this Teaching and Learning policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy is applicable to all pupils in both senior and prep schools, including those in boarding and EYFS and BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents: Assessment, Recording and Reporting; Curriculum; Behaviour; SEN; Staff list; Homework

This document is reviewed annually by Vice Principal, Peter Harris in the Senior School or Head of Prep, Kay Smith as events or legislation change requires. The next scheduled date for review is September 2012.

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3. Key Personnel

Teaching in the Senior school is led by the Vice Principal, Peter Harris

Teaching in the Prep school is led by the Head of Prep, Kay Smith

Teaching in the EYFS is coordinated by the EYFS Coordinator, Charlotte Hayes

4. Procedures

A. Senior and Prep

In Years 1-3 pupils are mainly taught by their class teacher in their own classroom, with specialist teachers for PE and Games, French, ICT, D&T and Music.

In Years 4-6 pupils encounter a range of different specialist teachers and for some subjects they are 'set' according to ability and in other subjects pupils work in mixed ability classes.

From Years 7-13 pupils are taught by subject specialists for all subjects and for some subjects they are 'set' according to ability and in other subjects pupils work in mixed ability classes.

After school Prep is available in both schools to all pupils from Year 3-13. This opportunity to complete homework is considered to be an integral part of the teaching and learning process.

At BCS we believe that excellent teaching and high quality learning experiences lead to consistently high pupil performance and therefore we aim to:

- Combine excellence in teaching with enjoyment of learning
- Balance traditional teaching with innovative and current methods and initiatives with a commitment to E learning
- Teach pupils Responsibility, Resourcefulness and Resilience and encourage them to Reason and be Reflective in their learning – the 5 Rs
- Continually assess, monitor and track pupil progress and achievement
- Focus on the individual pupil and ensure that the curriculum is accessible to everyone
- Nurture pupils' personal, social and emotional development
- Develop in pupils the self esteem, confidence and motivation and the creativity, imagination, interest and enthusiasm to become lifelong learners

We believe that pupils learn most effectively when they:

- Are in a safe and stimulating environment
- Are actively involved in their learning
- Are challenged to think for themselves and to problem solve
- Are encouraged to ask questions and seek answers
- Are encouraged to make cross-curricular links in their learning
- Have fun, feel successful and consider themselves to be an achiever

We believe that effective teaching is achieved when:

- Teachers are a role model for the school's aims and objectives
- Teachers see themselves as being instructors, presenters, and facilitator for pupils' learning.
- Teachers are involved in the development of all policies related to teaching and learning and responsible for their own curriculum planning

- Teachers work within an agreed framework for teaching and learning and the established schemes of work
- Teachers are encouraged to take learning objectives and be creative and innovative as to how they present the content of their lessons
- Teachers plan effectively, informed by the aptitudes, needs and prior attainment of the pupils
- Teachers differentiate effectively to enable all pupils to access learning and to succeed
- Teaching makes use of the learning environment outside of the classroom
- Teachers are encouraged to establish their own classroom procedures and routines to suit the needs of their individual class
- Subject Co-ordinators take responsibility for keeping their subject area up-dated in line with new government initiatives but also with innovative ideas from teachers
- Teachers self evaluate and continually up-date and improve their own skills and expertise
- Teachers work as a team with shared roles and responsibilities
- Parents are involved to support and reinforce the work of the school

Strategies for Teaching and Learning

In order to ensure carefully planned, purposeful and well directed Teaching and Learning, we include the following elements in our provision.

The classroom – a stimulating environment that is well organised, challenges pupils’ learning; celebrates their achievements and an environment where they feel safe and secure.

Planning and preparation – well planned lessons that are part of an overall long term scheme to ensure coverage and progression throughout the school.

Learning Resources – classrooms resourced with sufficient quality, quantity and variety of resources, including E learning, in order to give maximum support to the teaching programme.

The teacher as leader, presenter or facilitator - teachers who demonstrate personal attributes, technical competencies and subject knowledge to make learning enjoyable and challenging, matching teaching techniques to learning styles, within an atmosphere of respect and confidence.

The pupils as active and independent learners – learning that is vivid and real, building on what pupils know and making them partners in their learning.

Classroom Management – opportunities for pupils to work as members of a whole class, small group, in pairs or individually, within an environment of trust and mutual support and respect.

The Intellectual climate – an atmosphere of high challenge and high success, where the teacher encourages higher level thinking and promotes self- confidence and self expression, discussion and respect for others.

The Interpersonal climate – where pupils and teachers enjoy each other’s company, are mutually supportive, and treat each other with courtesy and respect.

Management and Control –teachers who operate an efficient system of management and control that involves behaviour management, classroom organisation, monitoring, assessment and celebration of achievement.

The Management of Time – where the teacher and the pupils get the most out of the time available through a well developed sense of priorities and well paced lessons.

Establishing the Learning Context

Staff are expected to plan all lessons thoroughly within the context of the appropriate scheme of work and, where applicable, examination specification. Lessons need to be planned having been informed by an understanding of the aptitudes, needs and prior attainment of the pupils by using prior attainment data taking into account the individual needs of the pupils (LDD, Highly Able, EAL) pupils' personal targets and different learning styles so as to secure progression in learning. Lessons need to contain engaging tasks with the right level of challenge for individuals and groups, using a variety of teaching methods and activities utilising sufficient quality, quantity and range of resources to allow pupils to progress in their learning.

In order to create a learning environment that promotes a settled and purposeful atmosphere, staff teaching pupils from Year 4 upwards are encouraged to ensure the following:

- Pupils are welcomed at the door and entry into the classroom is positively managed
- Pupils take out all necessary equipment at the onset
- Teachers deal assertively with latecomers
- At the end of the lesson, pupils tidy furniture and stand behind the desk waiting to be dismissed
- Staff supervise corridor movement in the vicinity of their classroom
- Staff consistently communicate high expectations of pupil behaviour, effort and attainment

Stages of the Lesson

Time management in class is crucial to allow the delivery of pacey, on task activities to ensure that pupils are actively engaged in their learning. Lessons are mainly sixty minutes in duration, with a few lessons being thirty minutes in duration. The three-part lesson (starter, development and processing of learning and plenary) is the norm and staff should start all lessons promptly, purposefully and enthusiastically. The lesson objective (Learning Intention) must be displayed and clearly explained, usually at the start of the lesson, so that pupils are clear about intended learning outcomes and how they fit in with what they already know.

The Starter/Energiser

Aim to incorporate a contextualised and brisk starter activity during the first five to ten minutes of each lesson. The starter may recap on learning from the previous lesson and / or introduce an aspect of learning to be developed in the lesson.

Development

The development phase of the lesson should follow these guidelines:

- Provide a very clear exposition of what is required in the lesson, explaining how pupils will meet the challenging lesson objective and the success criteria
- Use praise, encouragement and reward appropriately and at every available opportunity, using House Points as necessary
- Continually assess pupils' progress against intended objective and outcomes through questioning and the monitoring of work around the class
- Provide meaningful feedback to pupils to support their learning and raise attainment
- Use a variety of effective questioning techniques - probing, open questions, close questions, extended wait times, enquiry questions, have pupils set the question – all designed to challenge the pupils and ensure they understand the learning objective
- Demonstrate enthusiasm for the subject being taught
- Give pupils opportunities to make connections with previous learning
- Use a variety of resources including IWB, active expression kits, VLE, whiteboards, practical demonstrations, to actively promote understanding
- Maximise pupil participation in lessons and provide opportunities for independent, collaborative and group work and peer and self-assessment
- Meet the needs of all pupils through appropriate differentiation that includes real challenge for gifted pupils and employs strategies to enable the progression of EAL and LDD pupils (see EAL policy and LDD policy for further advice)
- Maintain a brisk pace by using a variety of challenging activities
- Develop the skills of independent learning in pupils through appropriate homework and other independent activities outside the direct supervision of the class teacher
- Set homework, in accordance to the homework timetable that serves to reinforce and extend learning. Pupil planners are regularly and habitually used to record homework, to record praise and to communicate with parents

Plenary

Each lesson should conclude with a planned plenary session lasting five to ten minutes, ideally that reinforces the intended learning intentions (outcomes) assesses the progress and attainment of the pupils during the lesson and helps pupils to understand what they have learnt and how they have learnt (meta-cognition). Some lessons may include a number of mini-plenaries to reinforce learning at stages throughout the lesson (scaffolding). Aim to link judgments about achievement, to evidence from the pupils' learning.

Differentiation

For the curriculum to be accessible to all pupils differentiation when planning is essential. Differentiation can be achieved effectively in different ways, at different times and for different purposes. The following table illustrates the different types of differentiation teachers may use.

Type	Description
Content	Content of the lesson may have a variety of parts
Dialogue	Levels of linguistic complexity used with different children
Outcome	Varied expectation and explanation of the outcome or the children being responsible for their own outcome according to an agreed set of criteria
Pace	The amount covered in a specific time frame
Resource	Texts, resources matched to the requirements and levels of ability
Responsibility	A child's involvement in the learning process.
Support	Level of adult or peer support
Task	Variety of tasks set. This is often linked to responsibility.

Behaviour

To ensure the smooth delivery of teaching and learning, staff are required to apply BCS's *Behaviour Policy* in terms of utilising effective strategies for managing behaviour and encouraging, through positive language and actions, the responsible behaviour of all pupils.

Assessment

In the delivery of teaching and learning at BCS, all teaching staff are required to apply the BCS *Assessment, Recording and Reporting Policy* by ensuring that all pupils' work is assessed regularly and thoroughly and that pupil assessments are used to inform planning. Additionally, staff are required to evaluate pupil performance in terms of the school's aims and national norms and to support dialogues with pupils and parents, to agree targets.

Monitoring, Review and Evaluation of Practice

Under the direction of UCST, the Principal and other members of SLT will monitor the implementation of this policy on an on-going basis. Ongoing lesson observations will provide evidence in order to make accurate judgments on the quality of Teaching and Learning taking place at BCS. Lesson observations will take place to focus on specific areas (e.g. how effective are questioning techniques?) to then support where a need for development has been identified, to identify and share good practice: all with an over-arching aim to improve the quality of teaching and learning being delivered and received at BCS.

Work will be monitored and evaluated by:

- Formal observations and structured feedback, looking at lesson plans and the analysis of examination results
- Scrutiny of pupils' workbooks and interviews with pupils across the age range
- Checking that schemes of work are providing for progression (especially Years 5 / 6 – 7 KS2 – KS3; the transition from Prep to Senior School) also the necessary continuity and depth
- Training and support to facilitate high quality teaching and learning is provided to staff, for example, through UCST training programmes and school INSET and staff meetings. Access to Learning Objects, contact with other colleagues across the Group (both ULT and UCST) and participation in conferences provides a wealth of opportunity for the sharing and exchange of resources and ideas

Cross Curricular Links

Throughout the school pupils learn, practise, combine, develop and refine a wide range of skills in their work and whilst some skills are subject specific, some are common to several subjects (eg enquiry skills in science, geography and history) and some are universal, (eg skills of communication, improving own learning and performance and creative thinking skills). When planning, teachers and subject co-ordinators identify opportunities for cross-curricular links. Pupils are encouraged to reflect on what and how they learn and how these skills can be applied to different subjects, different problems and real life situations.

Six Key skills are identified, that help learners to improve their learning and performance in education, work and life.

- Communication
- Application of Number
- Information Technology
- Working with others
- Improving own learning and performance
- Problem Solving

These skills are embedded in the National Curriculum and central to Teaching and Learning at BCS.

Thinking Skills are also cross curricular and central to Teaching and Learning, focusing pupils on 'knowing how' as well as 'knowing what' – learning how to learn.

The following skills compliment the 6 key skills

- Information processing skills
- Reasoning skills
- Enquiry skill
- Creative thinking skills
- Evaluation skills

Teaching and learning at each stage of the school builds on the skills and knowledge learned in the previous stage, and links are made to ensure continuity and a smooth transition between Key Stages.

Personal, Social, Emotional and Behavioural skills underpin all learning, and development of these skills is central to Teaching and Learning across the curriculum at BCS.

B. EYFS setting

In EYFS practice is informed by the Early Year Foundation Stage Statutory Framework and guided by the four themes and commitments:

- A Unique child
- Positive relationships
- Enabling Environments
- Learning and Development

Pupils are all assigned a key person to meet their needs and respond sensitively to their feelings, ideas and behaviour and to liaise with their parents. At BCS we recognise the importance of involving the parents in their child's learning and development.

Pupils learn through first hand practical experiences and the emphasis is on learning through play. There is a balance of adult-led and pupil - initiated activities, delivered through indoor and outdoor play. Teachers and practitioners plan carefully to ensure that all six areas of learning are covered.

Practitioners make ongoing observational assessments of all pupils in order to plan experiences to meet their individual needs. In Reception these observations are used to inform the EYFS Profile.

Pupils have specialist teachers for music, swimming and dance.