



THE BRITISH SCHOOL OF CATALUNYA

St. George School

Teaching and Learning Policy

St George School, Barcelona

TEACHING AND LEARNING POLICY

St George School has high expectations of both teachers and learners. We want to focus on the learners' needs and the teachers' competences in order to ensure all students fulfill their potential. We want learning to be stimulating, varied, challenging and enjoyable.

Our Aims are:

1. To enable all learners and teachers to achieve their potential;
2. to offer a broad, balanced and accessible curriculum which provides continuity and progression to all students;
3. to develop a positive learning culture in all areas of the school;
4. to ensure that all staff are reflective practitioners and participate fully in self-review;
5. to develop students as independent learners;
6. to ensure students enjoy learning, are motivated and strive for success.

How we will achieve our aims:

1. To enable all learners and teachers to achieve their potential:
 - a. a high quality CPD programme;
 - b. a coherent 'Assessment for Learning' Policy;
 - c. promote self-assessment, target-setting and self-review;
 - d. development of tutor role;
 - e. use ICT as a tool for effective learning;
 - f. Implant a gifted and talented programme.
2. To ensure that our curriculum is broad, balanced and accessible and provides progression for all students:

- a. Yearly SLT review;
 - b. consultation with students and parents;
 - c. continuation of Spanish complementary studies;
 - d. effective coordination between the Spanish and British sections to ensure coverage of curriculum and consistency of practice;
 - e. effective ALN department;
 - f. review of option choices pre- and post- 16.
3. To develop a positive learning culture in all areas of the school:
- a. Teaching and Learning objectives in all departmental development plans;
 - b. training days for Teaching staff and support staff;
 - c. peer observation for all Teaching Staff;
 - d. all staff give Teaching and Learning their highest priority;
 - e. develop role of subject leaders in terms of teaching and learning;
 - f. secondary and primary department meetings all include a focus on learning issues and sharing good practice.
4. To ensure that all staff are reflective practitioners and participate fully in self-review:
- a. Staff meetings dedicated to self-review;
 - b. individual target-setting meetings for staff with headteacher;
 - c. a support and development programme for teachers;
 - d. a 'research/action' culture where learners and teachers are empowered to trial and evaluate new ways of teaching and learning;
 - e. ensuring that all students and staff are aware of preferred learning styles and how best to use them;
 - f. peer observation programme;

- g. promote a mentoring programme.
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5. To develop students as independent learners.
 - a. development of research and investigational skills;
 - b. students involved in school reviews;
 - c. emphasis on paired, group work;
 - d. use of target-setting and self-assessment;
 - e. involve parents in their children's learning via parent-teacher meeting, functions, newsletters, workshops, etc;
 - f. teaching thinking skills.

To enable the above we have identified what we believe constitutes effective Teaching and Learning and have identified what we mean by high expectations.

The Characteristics of Effective Teaching:

- Teaching is purposeful, efficient, clear, structured and adaptive;
- there are appropriately high expectations of all students;
- good teaching involves more than just exposition and arranging activities;
- it is interactive and carefully designed;
- differentiation is matched closely to learners' actual abilities and needs;
- encourages learners to value and draw on their own experience;
- good lessons are carefully planned and involve students' participation as often as possible;
- regularly features a suitable balance between class, group and individual work;
- effective teaching is complemented by fair discipline, positive reinforcement and explicit formative feedback;
- sets high expectations;
- is well planned and sets clear objectives for each lesson;
- employs a variety of methods and strategies throughout the lesson;
- has clear strategies for student management;
- manages time and resources wisely;
- individual targets are set with students and teachers work with them to improve;
- employs a wide range of assessment techniques;
- links homework to work done in the lesson;
- homework is set and marked regularly and rigorously;
- makes pupils aware of learning objectives;

- encourages creative and higher order thinking skills.

The Characteristics of Effective Learning

Learning is effective when it:

- occurs in an orderly, stimulating, attractive, safe and supportive environment;
- allows students to see the purpose of what is to be learned;
- deepens their knowledge and develops new cognitive skills;
- makes clear connections with other subject areas and other learning activities;
- encourages listening to the ideas and views of others;
- provides opportunities to apply any new knowledge and skills;
- stimulates the application of initiative and imagination through solving real-life problems;
- sets time aside for reflection and the establishment of further lines of enquiry;
- develops self-esteem and self-sufficiency;
- is challenging and stretching;
- is varied and flexible;
- is stimulating and enjoyable.

High Expectations

High expectations are demonstrated when:

- teachers begin from a stance that students 'can do' rather than the opposite;
- attention is given to establishing a school culture which 'demands', for example, a determination to secure and sustain orderly and constructive behaviour;
- teachers know students' best standards and look for them;
- every effort is made to reflect high standards in the learning environment and in the use of learning resources;
- tasks are set at a variety of levels, including reasonable 'stretch';
- the promotion of students' self-esteem is seen to be as important as their academic attainment;
- the development of thinking skills is evident in the classroom;
- time is set aside in lessons to allow pupils to think through issues and prepare responses;
- teachers balance praise with constructive criticism;
- teachers use effective questioning techniques.

Monitoring and evaluation

- departmental reviews and walk-throughs;
- line management of departments by senior staff;
- questionnaires and discussion with staff and students;
- integrate our school, section and department development plans with our annual cycle of review;
- ensure that improving teaching & learning is at the heart of all review and planning;
- to seek external validation of our teaching and learning via external awards, prizes and competitions.