

THE BRITISH SCHOOL OF BAHRAIN



Teaching and Learning Policy

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1. Rationale

- 1.1. Teaching and learning at the British School of Bahrain should uphold the vision and mission of the school. To that end, this policy outlines the expectations for teaching and learning at the BSB. Ultimately, teaching and learning should be planned, delivered, evaluated and followed up in order that the school vision of 'An outstanding school where students come first' is embedded in everyday classroom practice.
- 1.2. For additional guidance on teaching and learning in the event of virtual schooling, please see the Virtual Learning Environment Teaching & Learning Policy.
- 1.3. This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2. Principles of teaching and learning at the BSB

- 2.1 Teaching and learning is a partnership between teachers and students that is professional, positive and rewarding;
- 2.2 All teaching and learning begins with an end in mind, be it assessments, learning objectives, or individualised targets; students and teachers should regularly reflect on their progress towards such goals
- 2.3 Teachers should develop the skills, confidence and perseverance of students, allowing them to develop as independent and inquisitive learners;
- 2.4 Teaching and learning should be informed by evidence;
- 2.5 Teachers should actively seek new methods of teaching, motivating, and challenging students;
- 2.6 Teaching and learning should be respectful of the abilities and needs of individual students; the customs and culture of Bahrain, and the opinions, beliefs and traditions of all;
- 2.7 Teaching is enhanced by the use of technology, but not subservient to it;
- 2.8 All teachers are language teachers and share responsibility for the development of students' grasp of the English language;
- 2.9 Teachers are encouraged to be reflective practitioners, self- and peer-evaluating their performance and development needs, and sharing best practice to enhance the learning experience for all.

3. Teaching and learning in action at the BSB

3.1. Planning

- 3.1.1 Content and delivery is formally planned, with activities appropriate for every year group, in every subject, with clearly defined assessment and/or learning objectives;
- 3.1.2 Unit plan and scheme of work-level planning is reviewed at least annually, informed and

influenced by departmental evaluation and the knowledge and abilities of teachers; student data; and the latest updates from the Kingdom of Bahrain Ministry of Education;

3.1.3 So long as assessment and/or learning objectives are consistent, teachers are encouraged to adapt lessons to suit their teaching preferences and the abilities and learning preferences of their classes;

3.1.4 Lessons cater for differentiation so that all students are challenged and motivated;

3.1.5 Planning for students identified as having additional educational needs (including more able and talented students) is carried out through testing and in collaboration with the Learning Support Department and MAT Coordinator.

3.2. Delivery

3.2.1 Teachers employ a variety of teaching and learning methods in the classroom;

3.2.2 Activities are differentiated to challenge and motivate all students;

3.2.3 All lessons have learning objectives that are shared with students. Lesson activities support the achievement of these objectives;

3.2.4 Success criteria are explained to students, allowing them to clearly identify what they have to do to meet learning objectives;

3.2.5 Lesson content is reinforced by homework and provision of additional learning resources;

3.2.6 Student progress is monitored through a variety of assessment methods.

3.3. Monitoring, assessment and feedback

3.3.1 Assessment and feedback follows the principles of the relevant Assessment and Feedback Policies for each school (not publicly available);

3.3.2 Teachers regularly assess students' understanding, attainment and progress, both formatively and summatively;

3.3.3 Lessons include opportunities for teacher-, self- and peer-assessment of student work;

3.3.4 Students should receive regular and timely feedback on their work and progress;

3.3.5 Feedback should identify positive elements of work and areas for improvement; Students should know what they need to do next to improve their work as a result of feedback;

3.4. Supporting students

3.4.1 Subject teachers, tutors, Heads of Year, Heads of Department, the School Counsellor and School Leadership Team share and discuss student data and feedback to ensure that timely and relevant support is provided for those students that need it;

3.4.2 Students are encouraged to ask for support from teachers and other staff, whenever they need it;

3.4.3 Additional lessons and tutorials are provided as and when determined as appropriate by teachers;

3.4.4 Every teacher supports each student's intellectual, social, moral, physical and spiritual development.

3.5. Developing teaching practice

3.5.1 Teachers regularly reflect on their own practice and the lessons that they deliver;

3.5.2 Teachers can request cover in order to observe other lessons as part of their own professional development, as appropriate;

3.5.3 The school provides ample CPD and InSeT opportunities throughout the year: free, funded, part-funded, and covered as appropriate;

3.5.4 The school provides a CPD library for staff to use.

3.5.5 As a Google school, teachers are encouraged to pursue certification to become Google certified.

3.6. Developing learning practice

3.6.1 Unit plans and schemes of work are planned with skills development in mind;

3.6.2 The school's Personal, Social, Health, Economic education programme includes 'study skills' lessons and activities;

3.6.3 In the Junior and Senior schools, access is provided to a Virtual Learning Environment, Google Classroom, giving students access to additional, appropriate resources that they can work on independently;

3.6.4 As the curriculum requires, the school provides training for students on research skills, writing skills, academic honesty, revision planning, revision techniques, time management and keeping up with targets as part of the PSHE programme and in additional sessions where appropriate.

3.7. Reflection and evaluation

3.7.1 All students are encouraged to regularly self-evaluate on their attainment, progress and attitude to learning;

3.7.2; In Seniors, teachers facilitate dedicated sessions for the purpose of self evaluation and reflection through the year;

3.7.3; In Infants and Juniors, the parent teacher conferences are used as opportunities of self evaluation and reflection;

3.7.4 All teachers are expected to regularly self-evaluate on their performance; they formally do so as part of their performance management;

3.7.5 Lesson observations, learning walks, the school's Monitoring and Evaluation System (M&S) and student feedback informs teacher reflection;

3.7.6 Opportunities for improvement, for both students and teachers, are deemed a natural part of the learning process that is healthy and necessary, and not as deficient performance;

3.7.7 Teachers are encouraged to evaluate school policies and practices, and provide feedback to help the school continually improve.

3.8. Formal observations

3.8.1 Formal observations take place for one of three reasons: the probation period (first three months' of employment); performance management, or professional development;

3.8.2 For formally observed lessons, teachers must plan using the official lesson plan document (not publicly available);

3.8.3 For formal observations, reviewers must observe, evaluate and document using the official lesson observation form (not publicly available).

4. Expectations of BSB community members

4.1. To support effective teaching and learning, it is hoped that:

4.1.1. Students

4.1.1.1 Actively participate in their own learning; reflect on it, and share responsibility for their attainment and progress;

4.1.1.2 Behave in a way conducive to their own and others' learning, adhering to the school's Behaviour Policy;

4.1.1.3 Complete all work to the best of their ability, and strive to extend their own learning;

4.1.1.4 Take a proactive approach to keeping up with work and preparing for future assessments;

4.1.1.5 Arrive on time for lessons, prepared, motivated and focused;

4.1.1.6 Respect and support others in the classroom.

4.1.2. Teachers

4.1.2.1 Uphold the vision, mission, and principles of the BSB;

4.1.2.2 Be familiar with school policies and apply them consistently and fairly;

4.1.2.3 Diligently plan, deliver, and reflect upon unit plans, schemes of work, and lessons;

4.1.2.4 Be informed about their students and plan for them accordingly;

4.1.2.5 Prepare for and be on time for all lessons;

4.1.2.6 Clearly communicate learning objectives, success criteria and activity instructions to students;

4.1.2.7 Differentiate work to support all students' learning;

4.1.2.8 Provide assessment opportunities as directed in the BSB Assessment & Reporting Policy;

4.1.2.9 Ensure their subject and curriculum knowledge is up to date; participate in CPD and share best practice with peers;

4.1.2.10 Model the behaviour, attitudes and work ethic that the school hopes all students develop.