

THE BRITISH SCHOOL OF BAHRAIN



Teaching and Learning Policy

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1. Rationale

At The British School of Bahrain We make meaningful connections for all students across all subjects with a cross curricular focus firmly embedded. We pursue excellence, individuality and responsibility, expecting students to develop and show a sense self-discipline whether working independently, or in collaboration with others. In doing so, we actively promote the common good, respect and tolerance of those with different faiths and beliefs to prepare our students for life as global citizens.

- 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. 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.
 - 1.2.1 The curriculum at the British School of Bahrain is designed to provide a broad, balanced, exciting and creative education that meets the needs of all our students.
It is based on the National Curriculum for England (2014) (<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>) inclusive of the Early Years Foundation Stage Curriculum for students in Nursery and Reception which aims to:
 - 1.2.2 Promote the moral, cultural, mental and physical development of our students.
 - 1.2.3 Provide students with an Arabic, Islamic Studies and Citizenship curriculum in line with Ministry of Education guidance and expectations.
 - 1.2.4 Prepare our students for the opportunities, responsibilities and experiences of later life.
 - 1.2.5 Provide opportunities for enrichment activities to support students' progress and attainment.
 - 1.2.6 Provide opportunities for students to learn about other religions
 - 1.2.7 Provide a PSHE Curriculum within the guidance of the Ministry of Education for the Kingdom of Bahrain.
 - 1.2.8 Provide opportunities for students to learn about The Kingdom of Bahrain, its environment, culture and traditions.
- 1.3 Provide students with an introduction to the essential knowledge they need to be educated, global citizens.
 - 1.3.1 Promote an appreciation of human creativity and achievement
 - 1.3.2 Provide exciting and stimulating lessons and activities to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
 - 1.3.4 Set high expectations for every student to achieve.
 - 1.3.5 Our students are offered a wide range of experiences, 'first- hand' where possible, to extend their understanding of themselves, the community they live in and the world in which they live. Knowledge, skills, attitudes and values are developed to prepare our students for the next stage of learning. We believe that effective learning takes place when there is considerable emphasis on active involvement, with opportunities to talk both imaginatively and expressively to explain and clarify thinking.

2. Principles of teaching and learning at the BSB

- 2.1 Teachers should develop the skills, confidence and perseverance of students, allowing them to develop as independent and inquisitive learners;
- 2.2 Teaching and learning should be informed by evidence;
- 2.3 Teachers should actively seek new methods of teaching, motivating, and challenging students;
- 2.4 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;
- 2.5 Teaching is enhanced by the use of technology, but not subservient to it;
- 2.6 All teachers are language teachers and share responsibility for the development of students' grasp of the English language;
- 2.7 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.
- 2.8 Planning for curriculum implementation ensures that the 5 C's are adhered to,
 - 2.8.1 Challenge
 - 2.8.2 Clarity
 - 2.8.3 Consistency (Collaboration)
 - 2.8.4 Creativity
 - 2.8.5 Cross-curricular opportunitiesThe professional relationship between students and teachers enables students to develop holistically and academically. Through regular assessment, learning objectives, and individualised target setting; students and teachers reflect on progression and use formative assessment to assess next steps and summative assessment to inform data points and concrete learning.

2.9 Students

- 2.9.1. Actively participate in their own learning; reflect on it, and share responsibility for their attainment and progress;
- 2.9.2 Behave in a way conducive to their own and others' learning, adhering to the school's Behaviour Policy;
- 2.9.3 Complete all work to the best of their ability, and strive to extend their own learning;
- 2.9.4 Take a proactive approach to keeping up with work and preparing for future assessments;

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

2.9.6 Respect and support others in the classroom.

2.10 Teachers

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

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

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

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

2.10.5 Prepare for and be on time for all lessons;

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

2.10.7 Differentiate work to support all students' learning;

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

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

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

3. Organisation of Curriculum teaching and Learning

3.1 The school is organised into six key stages:

School Phase	Key Stage	Year Groups
Infant School	EYFS Key Stage 1	Nursery & Reception Year 1 & 2
Junior School	Key Stage 2	Years 3, 4, 5 & 6
Senior School	Key Stage 3 Key Stage 4 Key Stage 5	Years 7, 8 & 9, Years 10 & 11 Sixth Form

3.2 The curriculum overview for each year group is set out on their school's website pages. This is highlighted at the beginning of each term when they hold curriculum meetings for parents. The curriculum is successfully implemented to ensure students' progression in knowledge and skills as well as promoting opportunities for students to enjoy the learning experience.

3.3 Planning for Curriculum delivery.

3.3.1 At The British School of Bahrain we believe that planning is an integral part of the teaching and learning process. Planning is aided by previous and on-going assessments of the children. Assessments allow teachers to plan work for classes, groups and individual children enabling their next steps of learning to be catered for.

3.3.2 As a British international school, we primarily use the British National curriculum as a basis for planning, but we encourage the importance of incorporating an international 'flavour' to pupil's learning. Lessons are frequently adapted to show respect and an understanding of the country in which we live and the different cultures/backgrounds of the pupils who attend the school. 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;

3.3.3 English and Maths is delivered through the British National Curriculum.

3.3.3.1 At each Key stage, teachers plan accordingly for the age group. Teachers produce medium and short term plans which are saved on the school network and available for all staff to access. English and Maths short term planning is decided upon by lead teachers and department heads using assessment for learning to inform new plans including Success Criteria statements which are shared with the pupils in an appropriate manner for the age group.

3.3.3.2 Short Term Planning

3.3.3.2.1 Weekly and daily planning is completed as necessary by the individual teacher, Year Group or department, and must take into account the previous learning and achievements of the children, the range of needs and abilities within the class and the different learning styles of the children. The following must be carefully planned:

3.3.3.2.1.1 The aim of the lesson – **the Learning Objective** – which should be specific, achievable, relate to previous teaching and learning, and should provide for the acquisition of knowledge, skills and understanding as appropriate including 21st Century Skills.

3.3.3.2.1.2 The **groupings** of children – as ability groups, friendship groups, mixed ability, but selected by the teacher, pairs or whole class – as appropriate.

3.3.3.2.1.3 The **resources** required – perhaps to create interest, to stimulate (via a display), to aid teacher explanation, to support learning, or to provide extension activities. There is no need to list the resources generally found within a well-resourced primary classroom.

3.3.3.2.1.4 The **activity/ies** – which should aim to address the learning objective, take account of pupils' prior learning and outline the role of the teacher in the context. Activities should also stretch/challenge children working at a higher ability through key higher order questioning and feedback.

3.3.3.2.1.5 The **adult focus** – the focus of all adult support, teacher and support assistant, must be included in short term planning.

3.3.3.3 When planning each lesson teachers should bear in mind the following:

3.3.3.3.1 That learning objectives and success criteria should be shared with the students at the beginning of each lesson and at other important points during the lesson especially during plenary.

3.3.3.3.2 Records of a student's previous learning should inform the planning for new learning.

3.3.3.3.3 The range of needs and abilities within the class should be recognised.

3.3.3.3.4 Consideration should be given to a range of recognised teaching techniques and approaches which reflect differentiation according to student needs.

3.3.3.3.5 Use of technology where appropriate.

3.4 Underpinning the Curriculum at The British School of Bahrain is the important Personal, Social, Health and Economic (PSHE) Education Policy which students of all age groups undertake in a variety of learning experiences.

3.4.1 PSHE Curriculum

3.4.1.1 Personal, Social, Health, Economic (PSHE) education is a subject through which our students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps them to stay healthy and safe, while preparing them to make the most of life and work. 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.

3.4.1.2 The British School of Bahrain's PSHE curriculum draws upon good practice and reflects the expectations of the National Curriculum's programme of study which include the core themes of:

3.4.1.2.1 Health & Wellbeing

3.4.1.2.2 Relationships

3.4.1.2.3 Living in the wider world

3.4.2 Health & Wellbeing

3.4.2.1 Students will be taught:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change including growing up and personal hygiene, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

3.5 Relationships

3.5.1 Students will be taught:

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- 3.5.1.1 How to develop and maintain a variety of healthy relationships e.g family and friendship groups, within a range of social/cultural contexts
- 3.5.1.2 How to recognise and manage emotions within a range of relationships
- 3.5.1.3 How to recognise inappropriate and negative relationships including all forms of bullying and abuse
- 3.5.1.4 How to respond to inappropriate and negative relationships and ask for help
- 3.5.1.5 How to respect equality and diversity in relationships.

3.6 Living in the Wider World- Economic Well Being and Being a Responsible Citizen

3.6.1 Students will be taught:

- 3.6.1.1 About respect for self and others and the importance of responsible behaviours and actions
- 3.6.1.2 About rights and responsibilities as members of families, other groups and ultimately as citizens
- 3.6.1.3 About different groups and communities
- 3.6.1.4 To respect equality and to be a productive member of a diverse community
- 3.6.1.5 About the importance of respecting and protecting the environment
- 3.6.1.6 About where money comes from, keeping it safe and the importance of managing it effectively
- 3.6.1.7 How money plays an important part in people's lives
- 3.6.1.8 A basic understanding of enterprise.

3.6.2 The British School of Bahrain offers discrete and cross curricular lessons as PSHE encompasses many areas of study. We have tailored our curriculum programme to reflect the needs of our students within guidance and expectations of The Kingdom of Bahrain's Ministry of Education. The aim of the programme is to equip students with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions.

3.7 Cultural Sensitivity

3.7.1 We are aware that we live in a Muslim country and that there is a need to be sensitive to the culture in which we live. All teaching materials and topics adhere to the guidelines of the Ministry of Education for The Kingdom of Bahrain.

3.8 Review

3.8.1 The curriculum is reviewed at least every two years.

3.9 Our Curriculum Offer;

Subjects / study streams offered:

Subjects/	Number of lessons
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Study Streams	N	R	1	2	3	4	5	6	7	8	9	10	11	12	13
English	6	6	9	8.5	6	6	6	6	4	4	4	6	5	6	6
Arabic	1.5	2	3	3.5	4.5	4.5	3	3	4	4	4	3	3	6	6
Mathematics	5	5	5	5	5	5	5	5	4	4	4	4	4	6	6
Further Maths													3	6	6
Science		1	2	2	2	2	3	3	3	3	3	6	5	6	6
Biology												3	3	6	6
Chemistry												3	3	6	6
Physics												3	3	6	6
Drama		0.5	0.5	0.5	1	1	1	1	1	1	1	3	3	6	6
Physical Education	1	1	1	1	2	2	2	2	2	2	2	1	1		
Humanities	1	1	1.5	1.5	2	2	2	2	3	3	3				
Art & DT	3	3	1	1	2	2	1	1	1	1	1	3	3	6	6
Food Tech									1	1	1				
Personal, Social & Health Ed.	1	1	1	1	1	1	2	2	1	1	1	1			
History												3	3	6	6
Geography												3	3	6	6
Psychology												3		6	
PE Studies												3	3	6	
BTEC Sport														5	
BTEC ICT														10	5
ICT												3	3		

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BTEC Business														15	10
Business Studies												3	3	6	6
Economics												3	3	6	6
Music			0.5	0.5	1	1	1	1	1	1	1	3	3	6	6
BTEC Music													3		
Computing		0.5	1	1.5	1	1	1	1	1	1	1	3	3	6	6
Islam/RE				0.5	1	1	1	1	1	1	1	1	1	1	
French					1	1	1	1	3	3	3	3	3	6	
Spanish									2	2	2	3	3	6	
Assembly	0.5	0.5	0.5	1	0.5	0.5									
Cycle testing							1	1	1	1	1	1	1		
Public Speaking									1	1	1				
Child-initiated Learning	3.5	3.5													
Total minutes per week	1237.5	1375	1650												

Beyond the curriculum.

Enrichment, Academic and Social development is spiralsed throughout the school encouraging students and teachers to consider beyond Year 11. This assists in the development of early skills development and enables students to aspire and gain experiences for future careers which is outlined in the below policy.

3.9 Careers Policy

Aims and Purpose

- 3.9.1 Prepare students for transition to life beyond Year 11
- 3.9.2 Support students in making informed decisions
- 3.9.3 Develop characteristics which will support them in their careers
- 3.9.4 Inspire and motivate students to develop their aspirations.

3.9.5 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.

3.10 Guidance

3.10.1 This policy summarises the statutory guidance and recommendations. It outlines the provision of careers education, work experience and provider access. Statutory requirements and recommendations.

3.10.2 The careers provision at The British School of Bahrain is in line with the statutory guidance developed by the Department of Education, which refers to Section 42A of the Education Act 1997.

The recommendations include:

3.10.2.1 To develop better opportunities for students to seed non-stereotypical roles

3.10.2.2 To strengthen the knowledge and understanding of staff about the wide range of progression routes available so that students can make informed choices.

3.10.2.3 To consider how to link the contents of lessons and skills to be developed more frequently to career opportunities.

3.10.3 At The British School of Bahrain, all students have access to the following:

3.10.3.1 Extra-curricular clubs and trips to support students in developing their understanding of a range of different subjects

3.10.3.2 Talks on a range of careers that inspire and motivate the students

3.10.4 Extra-curricular & Enrichment Opportunities to support career choices:

3.10.4.1 Engage in Careers Week

3.10.4.2 Residential trips

3.10.4.3 Duke of Edinburgh Award

3.10.4.4 Independent study projects

3.10.4.5 Career days from Key stage 1 through to Key Stage 5.

3.10.4.6 Guest speakers and visitors from Key stage 1 through to Key stage 5.

3.10.4.7 Beyond BSB programme which features guest lectures, global business etiquettes, professional digital networking and student led forums on super curricular aspirations for course and career studies.

Key Stage 3 /4/5 specific

3.11 The options programme for Year 9 is designed to support them in their GCSE choices.

3.12 The pastoral curriculum in Year 7 to Year 13 covers economic well-being, active citizenship and develops enterprise and entrepreneurship.

3.13 Pupils' views and plans are surveyed during Key Stage 3.

3.14 Teachers link their curriculum to further education or careers options as part of the curricular programme.

3.15 Students from Keystage 3 have access to the Unifrog platform and can pair with advice from the sixth form leadership team and form tutor network.

3.16 Students from Keystage 3 have access to the Unifrog platform and can pair with advice from the sixth form leadership team and form tutor network.

Homework

At The British School of Bahrain, students are encouraged to build early skills for revision study and independent learning consolidation. The table below is a suggested outline which is reviewed and monitored by all Key stage teachers.

Homework Timetables

	Years 3 & 4 Time Expectations	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subject 1	10 mins per day or 40 mins per week	TTRS	TTRS	TTRS	TTRS			
Subject 2	10 mins per day or 40 mins per week	Individual Reading	Guided Reading	Individual Reading	Guided Reading			
Subject 3	10 mins per day or 40 mins per week	Monthly Topic	Arabic	Monthly Topic	Spellings			
BSB Flourish (ECAs) A key part of a BSB education is the engagement with the three pillars, whether this is part of BSB or externally around Bahrain. <ul style="list-style-type: none"> ● Sport ● Drama ● Music ● Art 	15 mins per day or 1 hour per week							
BSB Enrichment Academic or personal enrichment is integral to all students. This may include:	15 mins per day or 1 hour per week							

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<ul style="list-style-type: none"> ● Beyond BSB ● Lectures / Ted Talks ● Personal investigations ● BSB Big Question ● Creative writing ● Submissions to the Monthly ● Contribution to BSB TV ● Work on Inspired AI ● Entrepreneurship 								
<p>BSB Values All students are encouraged to develop character-forming values through:</p> <ul style="list-style-type: none"> ● Charity work ● Volunteering ● BSB Beach Clean ● Donating time 	15 mins per day or 1 hour per week							

	Years 5 & 6 Time Expectations	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subject 1	10 mins per day or 40 mins per week	TTRS	TTRS	TTRS	Cycle Test Preparation			
Subject 2	10 mins per day or 40 mins per week	Individual Reading	Guided Reading	Individual Reading	Cycle Test Preparation			

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Subject 3	10 mins per day or 40 mins per week	Monthly Topic	Arabic	Monthly Topic	Spellings			
<p>BSB Flourish (ECAs) A key part of a BSB education is the engagement with the three pillars, whether this is part of BSB or externally around Bahrain.</p> <ul style="list-style-type: none"> ● Sport ● Drama ● Music ● Art 	15 mins per day or 1 hour per week							
<p>BSB Enrichment Academic or personal enrichment is integral to all students. This may include:</p> <ul style="list-style-type: none"> ● Beyond BSB ● Lectures / Ted Talks ● Personal investigations ● BSB Big Question ● Creative writing ● Submissions to the Monthly ● Contribution to BSB TV ● Work on Inspired AI ● Entrepreneurship 	15 mins per day or 1 hour per week							
<p>BSB Values All students are encouraged to develop character-forming values through:</p>	15 mins per day or 1 hour per week							

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<ul style="list-style-type: none"> ● Charity work ● Volunteering ● BSB Beach Clean ● Donating time 								
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	Years 7 - 9 Time Expectations	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subject 1	20 mins per day				Cycle Test Preparation			
Subject 2	20 mins per day				Cycle Test Preparation			
Subject 3	20 mins per day				Cycle Test Preparation			
BSB Flourish (ECAs) A key part of a BSB education is the engagement with the three pillars, whether this is part of BSB or externally around Bahrain. <ul style="list-style-type: none"> ● Sport ● Drama ● Music ● Art 	15 mins per day or 1 hour per week							
BSB Enrichment Academic or personal enrichment is integral to all students. This may include: <ul style="list-style-type: none"> ● Beyond BSB ● Lectures / Ted Talks 	15 mins per day or 1 hour per week							

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<ul style="list-style-type: none"> ● Personal investigations ● BSB Big Question ● Creative writing ● Submissions to the Monthly ● Contribution to BSB TV ● Work on Inspired AI ● Entrepreneurship 								
<p>BSB Values All students are encouraged to develop character-forming values through:</p> <ul style="list-style-type: none"> ● Charity work ● Volunteering ● BSB Beach Clean ● Donating time 	15 mins per day or 1 hour per week							

	Years 10&11 Time Expectations	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subject 1	30 mins per day					Cycle Test Preparation		
Subject 2	30 mins per day					Cycle Test Preparation		
Subject 3	30 mins per day					Cycle Test Preparation		

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<p>BSB Flourish (ECAs) A key part of a BSB education is the engagement with the three pillars, whether this is part of BSB or externally around Bahrain.</p> <ul style="list-style-type: none"> ● Sport ● Drama ● Music ● Art 	<p>15 mins per day or 1 hour per week</p>								
<p>BSB Enrichment Academic or personal enrichment is integral to all students. This may include:</p> <ul style="list-style-type: none"> ● Beyond BSB ● Lectures / Ted Talks ● Personal investigations ● BSB Big Question ● Creative writing ● Submissions to the Monthly ● Contribution to BSB TV ● Work on Inspired AI ● Entrepreneurship 	<p>15 mins per day or 1 hour per week</p>								
<p>BSB Values All students are encouraged to develop character-forming values through:</p> <ul style="list-style-type: none"> ● Charity work ● Volunteering 	<p>15 mins per day or 1 hour per week</p>								

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<ul style="list-style-type: none"> ● BSB Beach Clean ● Donating time 								
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	6th Form Time Expectations	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subject 1	30 mins per day or 2 hours per week					Cycle Test Preparation		
Subject 2	30 mins per day or 2 hours per week					Cycle Test Preparation		
Subject 3	30 mins per day or 2 hours per week					Cycle Test Preparation		
BSB Flourish (ECAs) A key part of a BSB education is the engagement with the three pillars, whether this is part of BSB or externally around Bahrain. <ul style="list-style-type: none"> ● Sport ● Drama ● Music ● Art 	15 mins per day or 1 hour per week							
BSB Enrichment Academic or personal enrichment is integral to all students. This may include: <ul style="list-style-type: none"> ● Beyond BSB ● Lectures / Ted Talks ● Personal investigations 	30 mins per day or 2.5 hours per week							

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<ul style="list-style-type: none"> ● BSB Big Question ● Creative writing ● Submissions to the Monthly ● Contribution to BSB TV ● Work on Inspired AI ● Entrepreneurship 								
<p>BSB Values All students are encouraged to develop character-forming values through:</p> <ul style="list-style-type: none"> ● Charity work ● Volunteering ● BSB Beach Clean ● Donating time 	<p>15 mins per day or 1 hour per week</p>							

Monitoring, assessment and feedback

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

3.17.1 Teachers regularly assess students’ understanding, attainment and progress, both formatively and summatively inclusive of cycle testing against the curriculum standards.

3.17.2 Lessons include opportunities for teacher-, self- and peer-assessment of student work.

3.17.3 Students should receive regular and timely feedback on their work by a variety of methods verbal and written. This should inform them of next steps to improve and/or progress.

3.17.4 Feedback should identify positive elements of work and areas for improvement.

3.17.5 Infant, Junior and Senior school have their own clear and concise Marking Policy that sets out a structure that informs our assessment practices, and allows students to be fully informed and be able to contribute to raising their level of achievement.

3.17.6 Termly assessment data is collected, analysed and utilised for providing interventions, support and used for a review of planning. In addition to this; teachers meet with members of the leadership team to discuss students' progress and to track their current levels of attainment; putting in support as necessary to help their future development.

3.17.7 Some feedback is made public through our comprehensive reward system using house points, certificates and well done postcards in addition to regular celebration of achievement in the weekly blogs.

4. Supporting Teaching and learning at the BSB

Supporting students

4.4.1 Subject teachers, tutors, Heads of Year, Heads of Department, Directors of whole school subject areas, 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;

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

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

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

Developing teaching practice

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

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

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

4.4.8 The school provides a CPD library, website for regional, International and local CPD opportunities, a bespoke structured CPD programme for staff to engage with.

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

4.5 Reflection and evaluation

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

4.5.2 Parent teacher conferences are used as opportunities of self evaluation and reflection;

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

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

4.5.6 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;

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

Formal observations

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

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

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

5. Expectations of BSB community members

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

5.1 Students

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

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

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

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

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

5.1.6 Respect and support others in the classroom.

5.2 Teachers

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

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

BSB Policy - Teaching and Learning Policy

- 5.2.3 Diligently plan, deliver, and reflect upon unit plans, schemes of work, and lessons;
- 5.2.4 Be informed about their students and plan for them accordingly;
- 5.2.5 Prepare for and be on time for all lessons;
- 5.2.6 Clearly communicate learning objectives, success criteria and activity instructions to students;
- 5.2.7 Differentiate work to support all students' learning;
- 5.2.8 Provide assessment opportunities as directed in the BSB Assessment & Reporting Policy;
- 5.2.9 Ensure their subject and curriculum knowledge is up to date; participate in CPD and share best practice with peers;
- 5.2.10 Model the behaviour, attitudes and work ethic that the school hopes all students develop.