



The
British School
of Monaco

POLICY SECTION: Section 4 - TEACHING AND LEARNING

POLICY NUMBER: 4.01

TEACHING AND LEARNING POLICY

EFFECTIVE FROM: 13/VII/22

REVIEW DATE: Summer 2023

The British School of Monaco

Teaching and Learning Policy

The Mission of The British School of Monaco is to provide Monaco families with a British curriculum school that offers a nurturing community and an innovative learning environment, enabling students to evolve into their best authentic selves.

The Vision of The British School of Monaco is to create an exceptional educational environment in which students are nurtured to become authentic individuals, and reflective, resilient and adaptive learners. Our teachers are dedicated to the pursuit of excellence, innovative teaching, and helping students reach their full potential.

1. The British School of Monaco Approach

The British School of Monaco approach to learning synthesises traditional, well-honed principles and best practice with ground-breaking pedagogical approaches. Built into the curriculum delivery is an understanding of how children learn and factors affecting their neurological development. This is underpinned by a recognition that the 21st century child is required to be a reflective, resilient and adaptive individual who continually strives to understand more about how they learn, and to learn more deeply, thereby maximising their broader growth and development.

The British School of Monaco is a safe and creative environment where students are supported, stimulated and challenged. We celebrate our students' success and help them to overcome challenges with courage, resilience and curiosity. The British School of Monaco recognises that the ability to endure and overcome sustained challenges is an essential part of the path to success and helps develop character and spirit.

Our curriculum is designed on the National Curriculum for England Wales but tempered to our specific location and to the founding principles of the school. It focuses on investigating concepts in greater depth and the development of mastery. Explicit teaching and exploration of reasoning and problem solving, along with cross-curricular learning, is a critical differentiator in our curriculum.

The importance of language and culture is at the heart of learning at the British School of Monaco. There is a strong focus on developing our students' love for and exposure to literature, and the notion of how to articulate thoughts and ideas with appropriate and challenging vocabulary is of central importance in all subjects. Detailed long-term, medium term and short-term planning facilitate curriculum delivery for each subject's specific scheme of work. See the Curriculum Policy, 4.02 and separate subject policies, 4.04 - 4.12.

2. Guiding Principles

We provide a learning environment where students:

- feel secure, safe and valued;
- feel a sense of belonging;
- are engaged and motivated;
- understand the relevance of what they are learning;
- know what outcome is intended;
- understand the task;
- have the resources needed;
- are not disrupted or distracted by others;
- can work independently, depending on the task;
- are taught, guided or helped in appropriate ways at appropriate times
- can practise what they are learning;
- can persevere when learning is hard;
- can manage their emotions;
- recognise that all learners make mistakes and mistakes can help us learn.

3. Roles and Responsibilities

Teaching and learning at The British School of Monaco is a shared responsibility, and everyone in our school community has a vital part to play.

The Board of Governors

Our governors:

- monitor resources and funding so that they are allocated effectively to support the school's approach to teaching and learning;

- monitor the impact of teaching and learning strategies on students' progress and attainment;
- monitor the effectiveness of this policy and hold the Principal to account for its implementation;
- make sure other school policies promote high-quality teaching, and that these are being implemented.

Senior Leaders

Our senior leaders:

- have a clear and ambitious vision for providing high-quality, inclusive education to all;
- celebrate achievement and have high expectations for everyone;
- hold staff and pupils to account for their teaching and learning;
- plan and evaluate strategies to secure high-quality teaching and learning across the school;
- manage resources to support high-quality teaching and learning;
- provide support and guidance to other staff through coaching and mentoring;
- monitor the impact of continuing professional development (CPD) opportunities to improve the practice and knowledge of staff;
- promote team working at all levels;
- address underachievement and intervene promptly;
- meet the expectations set out in relevant policies, including the curriculum policy, marking policy, positive behaviour policy and Code of Conduct;
- evaluate the impact of teaching and learning, and student progress through regular consultation and evaluation with the Director of Quality and Standards.

Teachers

Our teachers:

- set the highest standards in their teaching and professional conduct as laid out in the teacher's job description and the school's policies and procedures;
- differentiate learning in varied ways that effectively meet the needs of all their students;
- take every opportunity to celebrate achievement;
- use effective marking and feedback, as described in the marking policy, that explains to students how well they are doing and what steps can be taken to improve their work;
- create safe, welcoming and attractive school environments in which students can learn effectively;

- track students, using formative and summative assessment, setting regular targets to maximise progress;
- actively engage with parents through regular and effective communication with parents, for example, through newsletters, website, letters, parent/teacher meeting and end of term reports
- meet the expectations set out in the policies and procedures of The British School of Monaco, including the curriculum policy, positive behaviour policy and Code of Conduct.

Teaching Assistants

Our teaching assistants:

- set the highest standards in their professional conduct as laid out in the teaching assistant's job description and the school's policies and procedures;
- know their students well and support their individual needs;
- support teaching and learning with resourcefulness and flexibility;
- demonstrate and model themselves as learners;
- take every opportunity to celebrate achievement;
- identify and use resources to support teaching;
- provide feedback observations of pupils to teachers;
- meet the expectations set out in the policies and procedures of The British School of Monaco, including the curriculum policy, marking policy, behaviour policy and Code of Conduct.

Students

Our students will:

- learn to take responsibility for their own learning, and support the learning of others;
- aspire to meet expectations for good behaviour for learning at all times, respecting the rights of others to learn;
- attend all lessons on time and be ready to learn, with any necessary equipment for the lesson;
- be curious, ambitious, engaged and confident learners;
- know their learning targets and how to improve;
- put maximum effort and focus into their work;
- complete homework activities as required;
- meet the expectations set out in the school's Positive Behaviour Policy and the Code of Conduct.

Parents

Our parents:

- value learning;
- encourage their child as a learner;
- make sure their child is ready and able to learn every day;
- support good attendance;
- participate in discussions about their child's progress and attainment;
- communicate with the school to share information promptly;
- provide resources as required to support learning;
- encourage their child to take responsibility for their own learning
- encourage reading for pleasure, with the support of the school's procedures;
- support and give importance to homework.

4. Learning Environment

Our school offers a range of appropriate spaces for children to learn and work. These spaces will be kept safe, clean and ready for students to use them.

They will be arranged to promote learning through:

- clearly labelled, comfortable and attractive zones, such as reading corners and quiet areas;
- displays of material to stimulate interest and of subjects students have previously learned about and can identify;
- displays that celebrate and support pupils' learning;
- accessible resources for learning including a wide range of books and other equipment;
- seating arrangements that allow everyone to participate actively in learning.

5. Monitoring the Effectiveness of the Policy

The Principal will oversee the effectiveness of teaching and learning in The British School to ensure that all students make the best possible progress from their starting points. This will be done through a variety of methods, including scrutinies of planning and students' books, learning walks, reviews of marking and feedback, progress meetings, and assessment results. The Director of Quality and Standards will act as an

external moderator to review the effective implementation of teaching and learning strategies, and their impact across the school.

This policy will be reviewed according to the school's policy review schedule or when the need arises by relevant staff, the Principal and the Governing Body, taking account of students' opinions and concerns, and parental views, where appropriate.

SCB 29/VI/22