

EPISKOPI PRIMARY SCHOOL TEACHING AND LEARNING POLICY



A POLICY FOR TEACHING AND LEARNING

Introduction

The school is committed to the education of Service families and is specifically responsible for providing schooling for the children of British Service and MoD personnel working at Episkopi. Within a transient population of pupils and support staff the school seeks to support all pupils to achieve high standards of learning and teaching. We offer our pupils a rich and relevant curriculum in which every subject is well taught and learning is focused on individual pupils' needs and abilities.

Inclusive education is an entitlement for all whatever their age, gender, ethnicity, attainment and background. The school places high value on the contribution made by every pupil and encourages them to take full advantage of the range of opportunities available within the school, in the immediate community and within the host nation environment.

The school subscribes to the principles outlined in the National Primary Strategy and is intent on promoting high standards within a broad and rich curriculum underpinned by the following core principles of learning and teaching that this strategy embraces:

- ensuring that every child succeeds;
- building on what learners already know;
- making learning vivid and real;
- making learning an enjoyable and challenging experience;
- strengthening learning and teaching through a programme of professional development and support;
- promoting assessment for learning.

Climate and Ethos

Our core business as an organisation is learning. We therefore strive to be a caring school that meets the needs and interests of all our learners. This extends beyond the statutory curriculum and recognises the unique opportunities that exist in a variety of locations.

Positive relationships are encouraged between individuals and teams in a climate of openness and honesty. We believe that not only does every individual learner matter but that every lesson and learning opportunity counts. Individuals learn best in a climate of high challenge and high support. The school acknowledges that learners learn best in environments that have high expectations of each individual, which promote creativity, are well organised and have high quality resources. IT is recognised as an important tool to support and advance teaching and learning and there is an on-going commitment to develop the use of up-to-date technology across the curriculum.

Teaching and Learning Aims

The school provides education of the highest quality that will:

- develop effective and enthusiastic learners;
- promote constructive/positive attitudes and values;
- foster caring relationships in a secure environment.

The school combines excellence in teaching and enjoyment of learning in a variety of ways:

- we value the importance that emotions play in shaping how we think, feel and act;
- we acknowledge the need to develop a wide range of thinking skills - speculative, creative, analytical, critical, evaluative and rational;
- we acknowledge that pupils learn in different ways and so provide visual, auditory and kinaesthetic models that best suit the learner;
- we continue to focus on raising standards whilst not being afraid to combine this with making learning fun in many different ways:
- fieldwork and visits to places of educational interest;
- visitors in school sharing their knowledge and expertise;
- using modern technology in a range of ways;
- engaging in host nation and SIS activities;
- broadening the curriculum to ensure an appropriate emphasis on creativity, culture and personal development

Principles for Good Quality Teaching and Learning

Set high expectations and give every learner the confidence that they can succeed

This means:

- demonstrating a commitment to every learner's success, making them feel included, valued and secure;
- raising learners' aspirations and the effort they put into learning, engaging (where appropriate) the active support of parents or carers.

Establish what learners already know and build on it

This means:

- setting clear and appropriate learning goals, explaining them, and making every learning experience count;
- creating secure foundations for subsequent learning.

Make individuals active partners in their learning

This means:

- building effective teacher-learner relationships that take learners' views and experience fully into account, as well as data on their performance;
- using assessment for learning to help learners assess their work, reflect on how they learn, and inform the next steps in learning.

Develop skills and personal qualities

- This means:
- developing the ability to think systematically, manage information, learn from others and help others learn;
- developing confidence, self-discipline and an understanding of the learning process.

Structure and pace the learning experience to make it challenging and enjoyable

This means:

- using teaching methods that reflect the lesson objective, matching the age and aptitude of the learners and their learning preferences, and involving appropriate levels of time on task;

- making creative use of the range of learning opportunities available, within and beyond the classroom, including ICT.

Inspire learning through passion for the subject

This means:

- bringing the subject alive;
- making it relevant to learners' wider goals and aspirations.

Monitoring and Evaluation of Learning and Teaching

All those involved in working with pupils are acknowledged to be active participants in supporting the learning and teaching process.

Monitoring and evaluating is an important on-going activity undertaken systematically by the school to inform its effectiveness as a learning environment. The school is convinced that school improvement begins and is sustained through rigorous self-evaluation.

Monitoring and evaluation activities to validate judgements about the quality of teaching and learning may include:

- analysis of pupil progress through value-added attainment data;
- scrutiny of pupils' work;
- observation of lessons and scrutiny of planning;
- discussions with pupils;
- OFSTED inspection reports;
- reports from MOD Schools Directorate of Education;
- questionnaires for students and parents.

In Conclusion

This policy for teaching and learning is based on sound educational principles and pays due regard to both MOD Schools and national guidance. It confirms our commitment to providing all young people with the essential tools for learning that are matched to individual needs and abilities, together with the highest possible standards of teaching.