

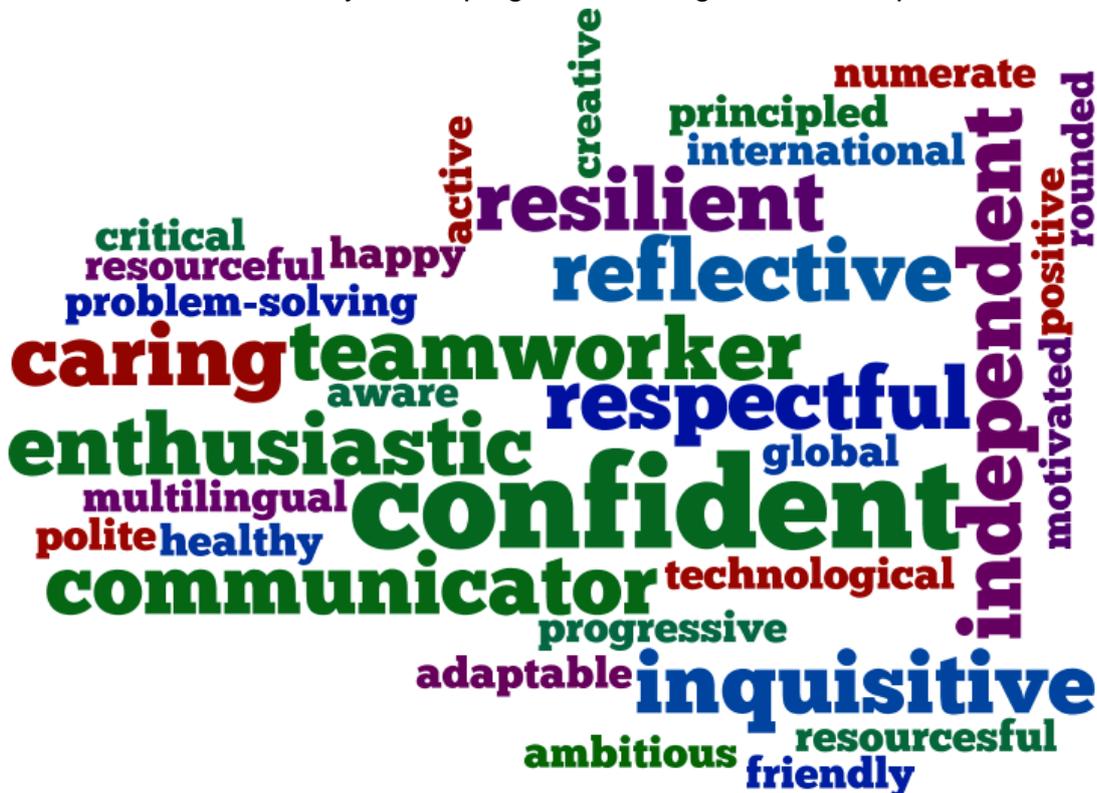


THE BRITISH SCHOOL OF VILA-REAL

Teaching and Learning Policy (2017-2018)

At BSV we recognise that there is no single blueprint for a good lesson, whilst recognising the requirements set out in the UK in the DfE [Teachers' Standards](#). Whilst we expect lessons to be well-planned in the context of a wider scheme of work, we do not expect teachers to adhere to rigid lesson plans where the progress of the lesson makes this inappropriate. For example, if pupils are struggling to grasp a concept then more time may need to be spent on it (possibly incorporating a different approach) before moving on. If pupils demonstrate an interest in a topic that is related to the lesson then the teacher is encouraged to take time out of the lesson plan to allow such an interest to be explored. We also encourage teachers to feel free to experiment with novel approaches to teaching a topic, understanding and accepting that some new ideas will be more successful than others.

We have agreed a shared aim to prepare our learners for the changing demands and opportunities of the future by developing the following skills and capacities..



In order to develop these skills, we have agreed that our teaching should include the following features which sum up our approach to teaching and learning. They describe the way students learn in our lessons. The BSV way...

The B.S.V. way..



**THE BRITISH SCHOOL
OF VILA-REAL**

	Confident Communicators	Creative Thinkers	Happy Learners	Independent Inquirers	Global Participants
OUTSTANDING practice we aspire to	<p>Targeted opportunities to choose level of challenge</p> <p>Extended project and presentation work challenges and supports all abilities</p> <p>Role play, debating and negotiation opportunities used by all</p> <p>A systematic focus on developing target language and new terms in all lessons</p>	<p>Personal thinking and learning skills integrated within class habits</p> <p>Objectives reviewed and extended into new concepts</p> <p>Questions from students are considered as important as good answers</p> <p>Students apply their learning to solve complex problems and through project based work.</p>	<p>An engaging 'hook' to draw all students into learning</p> <p>Positive attitudes to learning evident through challenging activities</p> <p>Learners understand their progress and have a detailed knowledge of how to improve</p> <p>Detailed and systematic feedback on learning helps students see next steps in learning</p>	<p>Establish a risk-taking culture in which errors are encouraged</p> <p>Learning activity is based on learner feedback and interests</p> <p>Systematic use of Assessment for Learning to guide pace and direction of lesson.</p> <p>Regular reflection enables students to understand progress and what they need to do to improve</p>	<p>Digital media is well used to link with other learners</p> <p>International cultures celebrated as a community in distinctive events</p> <p>Clear roles in groups identified and evaluated</p> <p>Learners as teachers enabling evaluation of roles in learning</p>
GOOD practice we assure	<p>Target language highlighted in learning, including specialist terms</p> <p>Opportunities to communicate clearly through group work</p> <p>Regular assessment of confidence in the topic and progress</p> <p>Questioning engages all students and avoids volunteering as sole selector of participation</p>	<p>Range of questions used to target challenge for all students</p> <p>Critical thinking developed through high level questions</p> <p>Develop opportunities to solve problems and link home to school</p> <p>Visual, Auditory and Kinesthetic tasks offer creative challenge</p>	<p>Learners feel valued and safe through strong relationships</p> <p>Learning Objectives shared and understood</p> <p>Engaging starting activity offering variety and challenge</p> <p>Consistent use of expectations and consequences</p> <p>Regular written and verbal feedback on performance</p>	<p>Using opportunities to highlight errors and model good practice as a basis for learning</p> <p>Well targeted activities respond to individual needs and abilities</p> <p>Students are able to demonstrate their progress within and across lessons</p>	<p>Group -work a regular feature of learning</p> <p>Regular opportunities to share</p> <p>Opportunities to collaborate and work in teams are frequent</p> <p>Celebrate difference, challenge racism and ensure active participation of all</p> <p>Equality and respect a key feature for all</p>