Learning should be a rewarding and enjoyable experience for everyone. Through learning, pupils are equipped with the skills, knowledge and understanding necessary to make informed choices about their lives and the society in which they live.

**Aims**

The British School of Milan (BSM) is committed to the provision of high standards of education for all its pupils. The Principal and the Senior Leadership Team continually review the quality of teaching and learning to ensure that the highest standards are achieved and adhere to the Department for Education Teachers’ Standards. Overall responsibility is taken by the Principal who, with the support of colleagues, undertakes to make learning a stimulating, challenging and rewarding experience for all pupils. The purpose of this policy is to set the school’s expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment at BSM.

Through teaching the School aims to:

* equip students with the necessary knowledge and skills to achieve their potential
* set high expectations, challenging and supporting all
* ensure that students understand how to develop and improve
* ensure that students achieve the best possible outcomes and results
* encourage students to be independent learners
* inspire a love of learning for its own sake
* establish a set of values and a moral framework for pupils
* ensure students are safe, and feel happy and individually valued within the school
* encourage all pupils to be internationally-minded and inclusive
* encourage the values of participation, teamwork, leadership, commitment and initiative
* develop a continuum of learning between the Primary and Senior School

**Implementation**

Knowing that pupils learn in different ways, the School recognises the need to develop strategies that allow all pupils to learn in ways that best suit them.

Pupils are encouraged to take responsibility for their own learning and to be involved in reviewing and reflecting on the ways in which they learn.

Opportunities for children to learn in different ways are offered such as:

* research group work
* paired work
* independent work
* leading own learning
* whole-class work
* asking and answering questions

* use of information technology (ICT)
* visits to places of educational interest
* creative teaching methods
* participation in the co-curricular programme
* participation in school committees and other school / pupil initiatives
* debates, role-plays and oral presentations
* designing and making things
* investigation and problem solving
* PHSE programmes
* outdoors

Teachers are committed to delivering their subject disciplines:

* using longer term schemes of work that are updated and reviewed annually
* using careful short-term planning and lesson preparation, with clear evidence of how the individual needs of all pupils are met through effective differentiation
* using a wide range of appropriate resources, including regular access to ICT
* in a stimulating working environment, by ensuring rooms include relevant up-to-date displays of pupils’ work
* by offering challenging tasks for the pupils to be undertaken both in school and at home. These tasks will include an opportunity for the development of independent study skills throughout the full age range
* by adopting a variety of teaching strategies
* by planning backwards from the end goal
* through commitment to their own professional development, by availing themselves of relevant training both in and out of school
* by regular marking, assessment and recording of pupils’ work in line with the school’s assessment policy
* by providing feedback to pupils i.e. what the next steps are, to create further challenge or to scaffold understanding

Successful outcomes rely upon the establishment of good working relationships with all pupils in a teaching group and the maintenance of an atmosphere of trust and respect for all. Pupils are treated fairly and given equal opportunities to take part in class activities. Good behaviour is insisted upon at all times and to this end the School’s Code of Conduct/Behaviour Policy will be applied in the classroom and all other areas.

Nurturing Ability through Effective Learning and Teaching

Pupils are encouraged to take responsibility for their own learning and to be involved, as far as possible, in reviewing the way they learn and reflecting on how they learn, in other words, what helps them and what makes it difficult for them to learn.

Every child has the right to be included in a broad, balanced and relevant curriculum. Each pupil is entitled to have the opportunity to be involved in appropriate education, which challenges, motivates and rewards them, enabling them to fulfil their individual potential by:

* ensuring pupils access high quality teaching and opportunities to apply what they have learnt
* creating the most appropriate learning environment so that pupils can progress as far and as fast as they individually can
* ensuring the development and implementation of a wide variety of learning opportunities with differentiated activities to suit different interests and abilities, including work at a higher cognitive level
* ensuring that all pupils have the opportunity to experience an enriched curriculum which gives all pupils, regardless of ability, the chance to develop and use their abilities

Curriculum plans and Schemes of Work are used to guide the teaching and learning and set out the aims, objectives and details of what is to be taught to each year group.

Teaching is based on the knowledge of the pupils’ level of attainment, the prime focus being to develop further the knowledge and skills of the pupils. Teachers strive to ensure that all tasks set are challenging and appropriate to each pupil’s level of ability; that academic targets are set for the pupils and are shared with the pupils and their parents; that the progress of each pupil is reviewed regularly. When planning work for pupils who require Learning Support or EAL provision, due regard is given to information, targets and advice provided by specialist SEN and EAL teachers.

Lessons are planned with clear learning objectives. Evaluation takes place so that the teaching can be modified and improved for the future.

Each member of staff strives to establish a positive working relationship with all children in the class. Pupils are treated fairly and given equal opportunity to take part in class activities. All teachers apply the Behaviour Policy and all pupils are expected to comply with the Code of Conduct. Children are praised for their efforts and this helps to build positive attitudes towards school and learning in general. The School maintains high expectations of all pupils.

Classrooms are attractive learning environments, which reflect the topics studied by the pupils. It is understood that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

The approach to teaching aims to maximise learning through an enquiry-based approach – i.e. it is progressive and not didactic.

**Resources**

The School is committed to providing a wide and high quality range of resources to support teaching and learning. The Principal, along with the CFO, accepts the responsibility on behalf of the Board of Governors for ensuring the annual budget provides appropriate finances for:

* staffing the curriculum
* departmental and other educational equipment including books and reprographics
* provision of clean and well maintained classrooms and laboratories

Further, the Principal will continue to seek capital investment to provide improved overall accommodation and resources on site. These are identified in the Senior School Departmental Development Plans, Senior School Pastoral Development Plan and Primary School Development Plans.

**The Role of Parents**

Parents play a fundamental role in helping children to learn. It is important that they support the School and to this end are informed about what and how their children are learning through:

* appropriate information meetings
* the newsletter, website, social media and other school communications
* curriculum and other booklets
* medium term thematic plans PS
* pupil-parent-teacher evenings PS, student-parent-teacher evenings SS, review days/meetings SS
* regular reporting on progress and indications for improvement
* sending an annual report to parents in which the progress made by each pupil is explained
* parent forums

Parents have the responsibility to support their children and the School in fulfilling its mission and by supporting fully the implementation of school policies. To this end, parents should:

* promote a positive attitude towards school and learning in general
* ensure that their child is punctual for school and in uniform
* ensure that their child has the best attendance record possible
* ensure that their child is equipped for school
* provide their child with a quiet place for homework
* do their best to keep their child healthy and fit to attend school
* inform the School if there are matters outside of school that are likely to affect a child’s performance or behaviour at school
* fulfil the requirements set out in the home/school agreement and the Parental Home-School Agreement

**The Role of Governors**

Governors support and review the School policies on teaching and learning. In particular they:

* support the use of appropriate teaching strategies by allocating resources effectively
* ensure that the School buildings and premises are best used to support successful teaching and learning
* ensure that the School has in place a professional appraisal policy for staff to promote good quality teaching

**Monitoring and Review**

The Principal is responsible to the Board of Governors for promoting, monitoring and maintaining the implementation of this policy. Other members of the School Leadership Team will be responsible to the Principal for promoting, monitoring and maintaining this policy within their own areas of responsibility/link departments. Primary School Senior leadership team (SLT) and Subject Leaders, Heads of Key Stage (HKS), Heads of Faculty (HOF) and Heads of Department (HOD) will be responsible through their line managers to the Principal for promoting, monitoring and maintaining the implementation of this policy within their own curriculum areas.

**Evaluation**

Together with on-going evaluation, there will be an annual school-based evaluation of the effective implementation of the policy. This will normally take place in the summer term.

**Related Policies**

* Academic
* Assessment
* Behaviour
* Curriculum
* Special Educational Needs & Learning Support
* English as an Additional Language
* Parental Code of Conduct/Home School Agreement