



BANANA ISLAND SCHOOL

A Happy School with High Expectations

Accredited Member British Schools Overseas (BSO)

Teaching and Learning Policy

January 2021

First Implementation Date: January 2021

Review period | Annual

Date last reviewed: August 2025

Responsible person: Mr Brad Sailes

Purpose

How do we teach and learn at Banana Island School?

We believe in the concept of lifelong learning for both children and adults. We maintain that learning should be fun, engaging, challenging and start with the child's own experiences. We believe that learning should be personalised to the child's needs and we are committed to improving the quality of learning and be aspirational in our outlook.

We aim to create positive attitudes to learning amongst the whole school community through the following:

- Children will be encouraged and expected to take risks in their learning
- All adults will have positive relationships with the children and each other, supporting each child to reach his/her full potential
- Teaching staff will have knowledge of the children and their particular barriers for learning
- All teaching staff will have an in-depth subject knowledge so as to be able to ask enquiring questions to encourage the children to be high order thinkers thus stretched in their ability
- Teachers will have a good grasp of current pedagogical methods to use in the classroom to help all children regardless of learning style, to progress in the classroom
- All children will receive Quality First teaching with good challenge and motivation, resulting in excellent behaviour for learning for all children
- All children will receive qualitative written and oral feedback in a timely fashion which is impactful and results in better outcomes for children.

What does effective teaching and learning look like at Banana Island School?

- There is no wasted learning time, "Every second counts"
- There are lots of opportunity for talk- peer talk, partner talk, group discussion.
- Talking frames are used for early years oracy and written work
- There are opportunities for collaborative learning
- The Learning objective will be clearly displayed and referred to at various times in the lesson
- Steps to Success are displayed and drawn up by the children being added to if necessary as the lesson progresses- these are referred to for peer and self-assessment
- Clear structures and routines are in the classroom to foster independence
- All learners will display enthusiasm and enjoyment of their learnings as they are active learners not just sedentary listeners or spectators but inquisitive and enquiring, ready and eager for the next step in their learning journey
- The children are in an atmosphere of positive praise where good interaction is valued, failure is not an option, there are no mistakes, just learning opportunities

Teaching styles

A variety of teaching strategies will be used in an appropriate and effective way to ensure different learning styles are catered for:

- Investigative work.
- Research work.
- Group / Pair/ Independent work.

- Educational visits / Outdoor learning.
- Debates / Role play / Oral presentations.

The following strategies are consistently employed throughout the school.

- All staff from Year 1 – Year 8 use consistent planning formats which inform and develop teaching and learning methodology
- Early Years have separate planning formats
- Learning Objectives are shared at the start of every lesson.
- A range of styles are employed during lessons to engage all learners i.e. partner talk / pair work / hot seating.
- The teacher clearly models their expectations and indicates how the pupils can both meet, and exceed, the Learning Objective and Success Criteria.
- Steps to Success are used as part of this process and pupils are involved in setting the “Steps to Success” along with the teacher just before the task is to be completed. These should be referred to in the form of “mini plenaries” during lessons.
- Lessons should be purposeful, well-paced and challenging with high expectations set.
- During lessons, children should have a clear understanding of what they are trying to learn, how they can recognise achievement (learning outcomes), and what “Good” looks like (success criteria).
- Adult support is deployed strategically using information on Intervention maps and ‘In School Reviews’ to support groups of pupils and individuals according to need.
- Questions are chosen carefully to identify levels of understanding, misconceptions and extend children’s learning i.e. Higher order questioning.
- All members of staff are encouraged to make links to other areas of the curriculum to engage pupils in their learning.
- Learning Walls are used in classes to reinforce key vocabulary and support journey of each lesson as an aide memoire for the next lesson
- Computing is integral to learning and is embedded in the learning process.
- Plenary sessions at the conclusion of the lesson are used to clarify the key learning points and make links to future lessons.
- The School Marking Policy is consistently applied.
- Pupils are set appropriately challenging targets that are identified through the schools’ assessment procedures including tracking attainment using the Data and triangulating evidence
- Summative levels of achievement for Reading, Writing and Maths are updated 3 times per year using our internal tracking system
- Data is collated and then unpacked three times per year in Pupil Progress Meetings, attended by key senior staff and presented by the class teacher with their year group partner
- A gap analysis is carried out after all formative testing to identify gaps in learning which are then used to inform future planning and as targets for the children to fulfil which are shared with parents

The Classroom Environment

Classrooms should be stimulating environments, where resources are organised to promote independent learning.

Each classroom in EYFS and Key Stage 1 will have the following:

- An English and Maths learning wall
- A world map with the origins of all children displayed as a celebration of difference
- A vibrant book corner reflecting the Power of Reading book that is being covered at the time
- A copy of the classroom rules positively worded by the children
- A behaviour chart showing rewards
- Consistent behaviour management strategies are applied across the school to develop a positive, purposeful atmosphere (see Behaviour Policy).

Specialist subject classrooms will have learning walls and display walls consistent with the subject they are allocated.

The Role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at Banana Island School.

Governors monitor practice in the following ways:

- Reports and presentations received at the Curriculum Committee, i.e. Book Scrutiny.
- School visits to observe classroom practice.
- Feedback on the Appraisal process at the school
- The H/T's termly report to Governors.

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Every other Friday parents receive a weekly newsletter
- Stars of the Week and Head Teacher's Commendations are chosen and shared with parents
- Medium term plans, Newsletters and Subject overviews are shared on the website
- Hold termly workshops focusing on teaching and learning strategies in each classroom
- Hold meetings to update parents on their child's progress. Twice per year where children's books and their child's targets are shared

Monitoring and Review

This policy is reviewed in the light of internal and external monitoring and consultation that we conduct with all school stakeholders on an annual basis.