
THE RIVERBANK SCHOOL



Teaching and Learning Policy



INTRODUCTION

At RiverBank School we believe in life-long learning and the notion that learning should be challenging, engaging, rewarding and enjoyable for everyone.

Our school's mission statement '**To raise God fearing leaders - together we will learn how to meet the challenges of tomorrow**' is at the forefront of children's learning.

Through our teaching, the school environment and partnerships, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices; preparing them for the future. We provide high quality teaching and learning experiences that enable all children to reach their full potential.

AIMS

Through our teaching we ensure that:

- We develop creative, courageous and critical thinkers. We expect our children to be cooperative and caring with excellent communication skills
- We develop independent, confident learners who take increasing responsibility for their own learning
- Our children are reflective, effective participators
- Our children acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work cooperatively
- Our children access a rich and balanced curriculum in a variety of ways that encourage creativity and self-expression
- We recognise and develop pupils' personal skills and interests
- We meet the needs and aspirations of all our learners
- All students are provided with equal access to our curriculum, in accordance with our Equal Opportunities Policy
- We promote positive attitudes, good behaviour, moral understanding and a knowledge of the wider community, both within Nigeria and internationally.
- We develop the leadership skills and qualities of all our students.
- We enable students to use technology to enhance their learning

EFFECTIVE TEACHING AND LEARNING

At RiverBank School we believe that personalised learning is at the heart of effective teaching and learning and we recognise the need to develop strategies that will allow all children to learn in ways that best suit them so that they will fulfil their potential. Many learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.



These learning opportunities will regularly include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT throughout all areas of the curriculum
- a range of experiences including visits and visitors
- creative activities
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- outdoor learning

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, including what helps them learn and what makes it difficult for them to learn.

Curriculum Organisation

The principles embodied in this policy are consistently implemented across the full age range from Early Years through to Key Stage 4, though we also recognise that the emphasis placed on different aspects of learning needs to change as students grow and develop.

Early Years and Foundation Stage

We follow the practice guidance for the Early Years Foundation Stage, which has three prime and four specific areas of learning

The Prime areas of learning

- Communication and language
- Physical development
- Personal, social and emotional development

The specific area of learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our curriculum is a fusion of the Early Years Foundation Stage and the Montessori Method, tailored to meeting the specific needs of the children and ensuring the continuity and



progression of a creative pattern that is flexible, active, fun, exciting and at the same time supports children's individual needs and interests.

We use knowledge, skills and learning from what the children already know and what they can already do to build towards identified outcomes. Our curriculum is planned for both indoors and outdoors to provide rich learning experiences that allow children to explore, investigate and learn through play. Learning is child centered, materials are child-sized, activities are age appropriate and our environment is prepared to enable children learn to uninterruptedly, moving one step to the next, from known to unknown, simple to complex and concrete to abstract.

In planning and guiding what children learn at the RiverBank Nursery School, we reflect on the different rates at which children are developing and adjust our practice appropriately.

Good Teaching in EYFS at RiverBank

Lesson delivery is routinely monitored through lesson observation and scrutiny of teacher records. In the delivery of the EYFS curriculum teachers will be expected to:

- Provide activities and play opportunities which are age-appropriate and allow children to meet their various milestones.
- Follow clearly structured lesson plans which are differentiated to meet individual learners' needs and provide learning opportunities that take account of visual, auditory and kinesthetic learning styles.
- Ensure our children are actively engaged in interesting, stimulating and hands on learning activities.
- Share learning objectives are shared on the screen with children at the beginning of the lessons accompanied by adequate explanations on what we are learning about (WALA) and what we are learning to do (WALT).
- Involve the use of technology as a tool to enhance learning.
- Use appropriate resources and classroom displays to promote understanding of the subject matter.
- Make regular use of assessment for learning as a tool to inform planning and promote learning.
- Ensure key information or vocabulary for the lesson is explained to the children.
- Provide children with clear links between previous learning to the current topic taught.
- Maintain a well-managed classroom environment equipped with Montessori didactic materials in which opportunities for learning are maximized.
- Conduct summative assessments as appropriate.



Key Stages 1 and 2

The RiverBank Primary curriculum is adapted from the National Curriculum of England and Wales and the Cambridge Primary Curriculum. Schemes of work are based on the programmes of study which are arranged into relevant topics based on the curriculum requirements and available teaching time. The curriculum is then broken down into progressive steps and specific learning objectives extending from Year 1 to Year 6.

Good Teaching at RiverBank Primary School

In the delivery of the Primary curriculum teachers are expected to:

- Teach well-planned lessons, based on a weekly plan prepared by the class and subject teachers.
- Provide pupils with clear learning objectives and ensure that every aspect of the lesson is linked to these learning objectives.
- Display the date, topic (WALA), learning objectives (WALT), success criteria (WILF) and key vocabulary for each lesson.
- Provide learning objectives and success criteria that are differentiated to meet the needs of high achievers, mid-level achievers and lower achievers.
- Ensure that most lessons include:
 1. A brief recap of prior learning
 2. A starter (Hook) which captures the pupils' attention and introduces them to the topic.
 3. A main section of the lesson which should include high order questioning, group or peer activities, and the use of ICT devices such as the interactive white board and the pupils' tablets.
- Use relevant resources that cater to needs of the different types of learners in the classroom, such as visual, auditory, kinaesthetic and musical).
- Use open-ended questions and encourage pupils to ask questions, allowing adequate thinking time for them to respond to questions.
- Address the learning needs of EAL and SEN pupils.
- Include biblical references in teaching material where appropriate, in keeping with the Christian ethos of the school.
- Conduct regular summative assessment in keeping with a predetermined schedule



Key Stages 3 and 4

Students begin secondary school in Year 7. The organization of the curriculum in secondary is based around subjects, In Year 10 all students continue to study the core subjects of maths, English and ICT, and also choose six further optional subjects. Students sit Cambridge IGCSE examinations at the end of Year 11.

Good Teaching at RiverBank Secondary School

The majority of lessons at RiverBank School will:

- Be well-planned, with planning decisions based on information about the needs, aptitudes and targets of individual pupils.
- Be clearly structured, with most lessons including a starter, main body and plenary.
- Have clear learning objectives which are explained to the class and are accessible to students throughout the lesson.
- Use appropriate resources and classroom displays to promote understanding of the subject matter.
- Make regular use of assessment for learning as a tool to inform planning and promote learning.
- Involve pupils receiving verbal and written feedback on their work.
- Provide a varied and balanced range of experiences and activities to accommodate different learning styles.
- Take place in a well-managed classroom environment in which opportunities for learning are maximised.
- Make use of technology as a tool to promote learning.
- Involve pupils keeping an appropriately presented written record of work done, but not involving extensive copying of notes from board or textbook.
- Use appropriate and relevant examples and case studies to support learning, but not overly rely on textbook material.
- Have a positive culture of achievement, in which success is celebrated and criticism is given in a manner that is constructive, formative and non-discouraging.
- Involve effective questioning of pupils, including the use of open-ended questions.
- Make full use of opportunities to establish cross-curricular links.
- Conduct regular summative assessment in keeping with a predetermined schedule