



**September 2013**

# **BST Learning and Teaching Policy**

The British School in Tokyo  
School Policy Document

# BST Learning and Teaching Policy

## Introduction

BST provides a broad and balanced education, underpinned by our *BRITISH* Learner Attributes and in accordance with our stated *Purpose* and *Mission*. The curriculum encompasses carefully planned activities in and beyond the classroom, organised to promote learning, personal growth and character development. It includes timetabled lessons and a broad range of extra-curricular activities which are provided to enrich the experience of the students. It also includes the intuitive learning that students absorb by being members of a values-driven school community.

The quality of teaching enables students to make very good progress and provides the possibility for students to attain high academic standards. Students learn through a broad, exciting and challenging curriculum which enables them to stay safe, be healthy, enjoy and achieve, aspire to achieve economic well-being and to make a positive contribution in their world.

## Aims and objectives:

Through high quality learning and teaching, BST aims to:

- Enable each student to strive for excellence; acquiring skills and developing our *BRITISH*\* attributes to the best of their ability.
- Enable each student to have confidence in their own abilities; appreciating the unique skills and attributes that they have and how these contribute to the overall strength of their groups and community.
- Enable each student to be responsible to themselves and others; making positive independent choices, behaving in a way which supports cooperation and respect, and being aware of how their actions have consequences which impact on others.

\*Balanced, Resilient, Inquisitive, Thoughtful, Independent, Self-assured and Honest.

## Organisation and planning:

The BST curriculum is planned in three phases. There is a long term plan for each year group covering the overview for the academic year. This is planned in more detail in medium term plans covering each subject area. Short term plans are prepared for the each lesson detailing the learning objectives, resources and activities to be used.

## Meeting individual student's needs:

This is an inclusive school and there are students of different abilities in every class. We match the challenge of the task to the ability of the student, to enable them to make progress in their learning. This is achieved in a number of ways:

- Setting common tasks that are open-ended and can have a variety of outcomes
- Setting tasks that are differentiated to meet the students' different ability levels
- Providing resources of different complexity according to the ability of the student
- Using adult support, to support the individual student or groups as appropriate
- Constructing the upper primary and secondary timetable to allow for setting for some subjects

## **Primary School (Nursery to Year 6)**

### The Foundation Stage:

The BST Nursery curriculum meets the requirements of the Early Years Foundation Stage curriculum. Adult and child led activities are planned to enable students to develop skills according to the Early Learning Goals. The students learn through independent engagement in well-planned play based activities. These activities build on those experienced at the Early Years settings attended prior to joining BST.

The BST Reception curriculum forms a smooth transition from the Early Years Foundation Stage in Term 1 to the National Curriculum in Term 3. The activities and lessons are planned to challenge and extend the students, creating opportunities for skills in literacy, numeracy, ICT and personal studies particularly, to progress beyond the Early Learning Goals.

The skills of new students joining Nursery and Reception, are assessed on entry, to provide a baseline for the planning and target setting. Every student's progress is then informed by daily observations, photographs and annotations. Parents contribute to this process and are kept informed of their child's progress throughout the year.

#### Key Stage 1 and 2:

The BST primary curriculum in Year 1 to Year 6 has literacy, numeracy, ICT and personal studies at its core. These subject areas receive more curriculum time and enable the students to develop a sound foundation in these related skills. The other curriculum areas are taught through skill based units of work linked to other subject areas where appropriate. These relate to the following areas of development:

- Music, Dance and Drama
- Science and Technology
- History, Geography and Religious Studies
- Art, Design and Technology
- Physical Health and Well-being
- Languages: Japanese and French

#### Monitoring and Review:

The Principal and Heads of Schools are responsible for the day to day organisation of the curriculum and the regular monitoring of the planning. Year Leaders ensure that each class is taught a broad and balanced curriculum and that all lessons have appropriate learning objectives and outcomes.

### **Secondary School (Year 7 to year 13)**

#### Key Stage 3:

In Year 7, 8 and 9, students follow a common curriculum in which all students have the opportunity to develop linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative skills. Some subjects are taught in ability groups. All students study Japanese and French at appropriate levels. In some subjects, study towards IGCSE examinations begins in Year 9. Students are expected to study for IGCSE Japanese from Year 7 where appropriate.

#### Key Stage 4:

In Years 10 and 11, all students follow a programme of study leading to IGCSE examinations. English (Language and Literature), Mathematics, and up to three Sciences (Physics, Chemistry, Biology) are compulsory, as is the study of Japanese. Students choose four additional options from a list of 13 subject areas. In some cases, IGCSEs may be completed at the end of Year 10. AS or another qualification may be taken in Year 11.

#### Key Stage 5:

All students in BST's Sixth Form study for A levels.

In Year 12, students choose four AS levels as well as studying the AS Critical Thinking course as part of their AQA Bacc qualification.

In Year 13, students may choose to take three of these subjects through to A2 level or elect to create an alternative combination of AS and A2 courses. Many also produce an Extended Project as a further element of AQA Bacc.

A full range of baseline testing is used: midYIS, YELLIS and ALIS, to establish academic targets and monitor progress.

Monitoring and review:

The Secondary Deputy Head is responsible for the day-to-day organisation of the curriculum. Faculty Heads regularly monitor the planning and short-term planning and ensure that all lessons have appropriate learning objectives and outcomes.

**Home learning**

Home learning is an important part of the learning programme of the whole school. It encourages the involvement of adults at home and supports the active partnership of parents in the education of their child. As students progress through the school, there is an increasing emphasis on independent study which requires the structuring and organising of their free time. Details of all home learning tasks are recorded on the task sheets given in the Primary school and in the student's homework diary in the Secondary school. In many cases the home learning task is a review, consolidation or extension of concepts covered in lessons.

The time allocation, frequency and return details are given to parents at the beginning of each academic year. All home learning tasks are marked by the teacher and feedback is available for parents where appropriate.

A handwritten signature in black ink, appearing to read 'JDB Christian MA', with a stylized flourish at the end.

JDB Christian MA

Principal