



Lüderitz Blue School Teaching and Learning Policy

1. SCHOOL STATEMENT

At Lüderitz Blue School, we are committed to providing a high-quality teaching and learning environment that inspires and challenges our learners to achieve their full potential. Teachers have a secure overview of the starting points, progress and context of each learner they teach at all times. Evidence to support such knowledge takes a number of forms, including but not limited to:

- work done by the learners (including drafts and plans)
- verbal feedback with learners
- observation of the learners' performance in individual and group work
- outcomes of formative and summative assessment

2. AIM OF POLICY

The aim of this policy is to outline Lüderitz Blue School's approach to teaching and learning, including our curriculum, teaching methods, assessment practices, and support for learner learning.

3. SCHOOL CURRICULUM

- i) At Lüderitz Blue School, we follow the UK National Curriculum.
- ii) This is a renowned and respected syllabus which is followed by many schools, both in the UK and internationally.
- iii) Following this curriculum, our learners and families have the security of consistency in educational standards when relocating abroad or elsewhere in Namibia.
- iv) As our school progresses, we aim to achieve 'Cambridge International' accreditation.
- v) For the range of subjects taught, please refer to our school website or get in touch with our School Office.
- vi) Our teachers use Namibian textbooks, as well as material from the UK, ensuring that local geography and history is taught to our learners and that the curriculum is appropriately tailored to local needs.

4. PLANNING

- i) Lesson planning is a process which enables high-quality teaching which meets the needs of all learners.
- ii) The planning process always includes consideration of links to other subjects, learning and contexts. The curriculum at Lüderitz Blue School is designed to maximise opportunities to connect learning as well as to enable learners to see the learning in real-life contexts.
- iii) The planning process is both collaborative and individualised. Consistency across classes and year groups is key, however plans are also tailored to meet the needs of the learners being taught.
- iv) All planned activities are designed to facilitate learning.

5. TEACHING APPROACH

- i) Lüderitz Blue School employs nurturing and professional teachers who deliver lessons with a holistic, child-centred approach. Lessons are well-paced, with all time devoted to activities that directly enhance learning. They promote high levels of engagement and are differentiated to meet the needs of all learners. While both failure and success are essential parts of the learning process, no learner should experience either persistent failure or effortless success.
- ii) All learners are provided with opportunities to learn deeply and engage in activities that enhance their knowledge, understanding, and connections to other learning. It is the teacher's responsibility to ensure that the curriculum is both covered and truly learned and understood.
- iii) The intended learning objectives (L.O.) and key vocabulary are shared and understood in every lesson, ideally at the start of the lesson. The meaning and context of key vocabulary are particularly important for English as an Additional Language or EAL learners. All lessons are adjusted as necessary to support these learners.
- iv) Developing learners' independence, motivation, perseverance, and willingness to take appropriate risks is a fundamental aspect of all teaching.
- v) Our learners are encouraged to think creatively, reflect on their progress, and develop their independence. They are expected to assume responsibility for their own learning.
- vi) Critical thinking and inquiry-based learning are central to our school approach.
- vii) All teachers maintain flexibility in learning: lessons are carefully planned, but inspirational teaching may diverge from the intended path as necessary.

6. PRINCIPLES OF GOOD TEACHING

At Lüderitz Blue School, our principles of excellent teaching are:

- To only spend time on things that facilitate effective learning
- To not do what we have always done without evaluating if it is worthwhile
- To focus on keeping learners learning rather than keeping them busy
- To not label learners by ability.

7. TEACHERS AND TEACHING ASSISTANTS

- i) At Lüderitz Blue School, we believe that all adults in the classroom are facilitators of learning. Teachers and Teaching Assistants work together and actively collaborate to positively impact learner progress. When possible and required, teaching assistants support groups and individuals in Maths and English lessons.
- ii) Lessons are planned collaboratively to involve all facilitators of learning. Expectations of roles, outcomes and indicators of progress are included in all plans and all adults in the classroom are professionally reflective about learners, lessons, teaching and the school.
- iii) All adults model the School Values as well as the behaviour that is expected of the children. This applies for both in and out of the classroom.

8. MARKING OF WORK

- i) All marking is regular, purposeful and consistent.
- ii) Marking may be written or verbal.
- iii) The depth of feedback and its actual effect, are key, rather than the medium itself.
- iv) All feedback to learners is focused on how to make progress, improve or identify targets for improvement.
- v) Teachers' feedback, in any form, informs future planning: performance on tasks by individuals and groups indicates to teachers what actions are needed next to provide the most relevant opportunities for learner progress.
- vi) For further information, please refer to our Marking Policy.

9. THE LEARNING ENVIRONMENT

- i) All learning environments, including shared areas, are set up to be conducive to learning and, consequently, are tidy, safe, well organised.
- ii) All areas of the school are set up and maintained with a view to inspire, encourage and celebrate learning.

10. 'BLUE SCHOOL' APPROACH

- i) At Lüderitz Blue School, we are proud of our 'blue vision'.
- ii) The school passionately embeds ocean education and literacy into our academics, extracurricular program and school ethos.
- iii) Our learners have a deep appreciation and respect for the ocean, experiencing all aspects of it through extra-curricular activities, weekly Ocean Education and Culture Class and more.
- iv) For further information, please contact the Blue School Lead (Marnie Allen).

11. PROFESSIONAL DEVELOPMENT

- i) At Lüderitz Blue School, we prioritise the ongoing professional development of our staff, making engagement in professional learning an expectation.
- ii) The school recognizes that rapid changes in the curriculum, teaching approaches, technology, and society necessitate frequent review and development of teachers' competencies and knowledge.
- iii) Each staff member is assigned a reviewer, facilitating meaningful learning conversations about their current role and future professional development, both in the classroom and in their individual career.
- iv) Professional growth is a continuous, long-term process of support, where training needs are identified and agreed upon in relation to current practice, as well as whole school, departmental, and personal targets.
- v) Effective growth is based on self-evaluation, personal reflection, and recognition of both achievements and areas of challenge.
- vi) The school actively provides opportunities for training, workshops, and collaboration to enhance teaching practice and stay current with educational developments.
- vii) All members of permanent staff have interim and annual Performance Reviews to reflect on progress, celebrate successes and set targets going forward.

Written: May 2024

Written by: Marnie Allen

First Review: Christian Bishop, Marnie Allen, May 2024

Next review due: May 2025