Mingham Modern Chinese Language School
明翰现代中文学校

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Teaching and Learning Policy

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the governing body.

All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on students' skills, knowledge and understanding. Teachers are managers of the learning environment facilitating all students to reach their full potential. In order to facilitate the learning process for teachers there needs to be opportunities for professional development.

A good learning environment is created when students participate in and are motivated by the lesson content, interact well with both the teacher and other students and improve their skills and confidence in themselves as learners. Students need to feel that they are learning and therefore achieving.

Introduction

At Mingham Modern Chinese Language School we believe in the concept of lifelong learning and the notion that leaning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding of Chinese language, tradition and culture.

Aims and objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Mingham Modern Chinese Language School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster,

 • A high level of literacy and communication skills in Chinese and an enquiring mind which wants to learn more every day;

• Independent young people who are confident, flexible and able to cooperate with others;

• Pride in achievement and a desire to succeed;

• Effective links between the school, the child's home and the community which promote aspiration and high expectation;

• Equality of opportunity for all.

Effective learning

Where learning is effective, students

Are motivated to

• take an active interest in their studies through encouragement and support from their parents/carers;

• improve their performance and be willing to learn from areas for development as well as strength;

• enjoy lessons and readily respond to the challenge of the tasks set;

• demonstrate, in a assessments and test, that they are performing at least as well as can be expected, according to standards for their age and ability;

• care about the presentation of their work and look after resources.

Take responsibility for

• their learning;

• evaluating their achievement of learning objectives/outcomes;

• concentrating on tasks set and listening attentively when appropriate;

• developing the confidence to raise questions, to try to find answers and asking for help when needed;

• helping each other and working collaboratively as well as independently;

• developing over time the ability to work autonomously and to take responsibility for their own learning, increasing taking initiative.

Understand the implications of social learning by

• arriving on time to lessons;

• perceivably gaining in skills, knowledge and understanding, given their age and ability and the time available;

• completing homework and assignments;

• Feeing that they are valued by their teachers and that their achievements are being recognised.

Effective teaching

In order to have the most effective teaching, parents need to support teaching staff at the school by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

All teachers will aim to Make their lessons purposeful

• through carefully planned, well structured and paced lessons;

• by making aims and objectives explicit to students at the beginning of each lesson, task or topic and involving students actively in their evaluation of learning achievement;

• through explicitly checking understanding and reviewing work covered in each task or topic;

• by starting lessons on time and avoiding dead minutes at the end.

Make lessons interesting and stimulating

• by consciously showing enthusiasm and positivity for their subject and learning

• by devising imaginative/creative approaches to the development of knowledge and skills;

• by varying teaching styles, learning activities and the learning environment to maintain students' interest and take account of learning styles;

• by using praise and positive reinforcement to foster self esteem, motivation and confidence.

Create an orderly environment and manage classes efficiently

• by matching teaching style to lesson objectives and group dynamic;

• by being consistent about classroom procedures and the code of conduct which has been agreed by the whole staff;

• by setting and marking homework regularly consistently and usefully;

• by keeping up to date and accurate records in mark book and submitting assessment date for reporting;

• by setting and achieving high standards of behaviour and motivation;

• by regularly reviewing student grouping and seating to promote effective learning.

Match learning activities/opportunities to all abilities and preferences

• by using evidence of prior attainment to gauge students individual capabilities;

• by using information on individual's preferred learning style;

• by testing understanding and acquisition of knowledge through a variety of means;

• by setting high expectations for all students, rewarding achievements with praise.

Develop positive and productive working relationships with students

• through confident and assured command of subject mater, which is regularly updated;

• through appropriate professional development, observations, discussions; by being clear with instruction, questions and explanation;

• by understanding and promoting the value of focused discussion and setting ground rules for speaking and listening;

• by fostering mutual respect, both student to student, teacher to student and teacher to parent;

• through actively promoting equal opportunities through the teaching and learning process; by encouraging parents to support student learning;

• by responding to all potential concerns and making sure that appropriate follow up is maintained.

Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans

• by using a variety of formative in-class assessment, which relates to the subject area;

• by marking consistently and positively;

• by giving regular feedback either through marking of work or verbally to students about their work;

• by encouraging self-assessment and peer assessment in the drive to strive for improvement;

• by statistically analysing individuals and whole class performance in relation to the provided benchmark data.