



## **Lüderitz Blue School Teaching and Learning Policy**

### **1. SCHOOL STATEMENT**

At Lüderitz Blue School, we are dedicated to creating a high-quality teaching and learning environment that motivates and challenges our learners to reach their full potential. We expect our teachers to have a thorough understanding of each learner's starting points, progress, and individual context. This knowledge is supported by various forms of evidence, including:

- Learners' work, including drafts and plans
- Verbal feedback provided to learners
- Observation of learners' performance in both individual and group activities
- Results from formative and summative assessments

### **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 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 essential for delivering high-quality teaching that meets the needs of all learners. At Lüderitz Blue School, it ensures that lessons are well-structured and effective.
- ii) The planning process emphasises cross-curricular links and real-life contexts, maximising opportunities for learners to make connections across subjects and apply their learning to real-world situations.
- iii) Planning is both collaborative and individualised, ensuring consistency across classes and year groups while also being tailored to the specific needs of the learners in each class.
- iv) All planned activities are intentionally designed to support and enhance learning.

## 5. TEACHING APPROACH

### i) Holistic and Differentiated Learning Approach

- At Lüderitz Blue School, our teachers adopt a holistic, child-centered approach to learning.
- Lessons are well-paced, fully dedicated to activities that directly enhance learning, and differentiated to meet the needs of all learners.
- Success and failure are both essential to the learning process, but no learner should experience persistent failure or effortless success.
- Teachers provide opportunities for deep engagement, ensuring that learners build their knowledge, understanding, and connections to other learning areas.
- It is the teacher's responsibility to ensure that the curriculum is not only covered but also truly learned and understood.

### ii) Engagement, Flexibility, and Critical Thinking

- Each lesson begins with clear learning objectives (L.O.) and key vocabulary, with particular attention given to supporting English as an Additional Language (EAL) learners.
- Teachers adapt lessons as needed to foster independence, motivation, and a willingness to take risks.
- Learners are encouraged to think creatively, reflect on their progress, and take responsibility for their learning.
- Our approach emphasises critical thinking and inquiry-based learning, with teachers maintaining flexibility to adjust their lessons in response to learners' needs or moments of inspiration, even if it means diverging from the original plan.

## 6. CORE TEACHING PRINCIPLES

At Lüderitz Blue School, our core teaching principles are:

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

- **Facilitating Effective Learning:** we prioritise spending time on activities and practices that directly contribute to effective learning.
- **Evaluating Practice:** we refrain from continuing traditional methods without assessing their value and impact on learning.
- **Focusing on Learning, Not on Keeping Busy:** our emphasis is on ensuring that learners are engaged in meaningful learning experiences rather than merely keeping them occupied.
- **Avoiding Ability Labels:** we do not label learners by their perceived abilities, fostering an inclusive environment that values every learner's potential.

## **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.
- ii) When possible, appropriate and required, teaching assistants support groups and individuals in Maths and English lessons.
- ii) Lessons are planned collaboratively. 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 as well as tidy, safe and well organised.
- ii) All areas of the school are set up and maintained with a view to inspire, encourage and celebrate learning, and to promote progress.

## **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. We recognize that rapid changes in curriculum, teaching approaches, technology, and society require frequent review and enhancement of teachers' competencies and knowledge. Each staff member is assigned a reviewer to facilitate meaningful conversations about their current roles and future professional development, both in the classroom and in their careers.
- ii) Professional growth is a continuous process of support where training needs are identified and agreed upon in relation to current practices, as well as whole school, departmental, and personal targets. Effective growth is rooted in self-evaluation, personal reflection, and the acknowledgment of achievements and challenges. The school actively provides opportunities for training, workshops, and collaboration to enhance teaching practices and stay current with educational developments.
- iii) All permanent staff participate in interim and annual Excellence Reviews to reflect on progress, celebrate successes, and set future targets. For further information, please refer to our Staff Development Policy.

Written/reviewed: Senior Management, May 2024  
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