



BANGLADESH ENGLISH PRIVATE SCHOOL

المدرسة البنجلاديشية الإنجليزية الخاصة

TEACHING AND LEARNING POLICY



DEVELOPED BY	MIDDLE LEADERSHIP TEAM
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1. INTRODUCTION

At Bangladesh English Private School, high standards of achievement, behaviour and respect for each other, underpin everything we do. We mainly focus on providing a safe and inclusive learning environment that nurtures innovation in learning and our students are driven to make a positive impact on the world thus creating competent global citizens. We provide high quality teaching and learning experiences that enable our students to attain their full potential. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.

This policy refers to the clear, well-structured communication of expectations, processes, and strategies that guide both teaching practices and student learning. It ensures that the goals, methodologies, and outcomes of teaching are transparent, allowing teachers, students, and parents to understand their roles in the learning process.

2. AIM

- To create a learning environment that challenges and supports pupils to achieve high standards in the pursuit of excellence.
- To ensure that all pupils make rapid progress and develop knowledge, understanding and skills across the curriculum.
- To provide pupils with a safe and inclusive learning school environment in which their self-confidence and self-esteem are nurtured and valued.
- To support teachers and colleagues in ensuring the best possible standards of teaching are achieved across the curriculum.
- To ensure that all pupils have access to the same high quality teaching and learning experience.
- To enhance student engagement and learning outcomes by promoting active learning and critical thinking.

3. TEACHING FOR EFFECTIVE LEARNING

We BEPS community, believe that effective teaching and learning are central to achieving our educational goals and is taking utmost effort to execute it. We work together to ensure students reach their individual goals as well as preparing them for success on whichever path they opt for their future.

Many learning opportunities are made available to our student which includes:

- Project based learning and research works.
- Problem solving
- Think, pair and share
- Use of technology

- Field trips and outdoor learning
- Creative works
- Debates, role-play and presentations
- Participation in Physical and Cultural activities.

Effective learning and teaching is characterized by the following features:

1. Quality teaching and learning
2. Goal setting and tracking
3. Assessment
4. Learning environment
5. Curriculum design
6. Professional Development
7. Inclusive Practices

4. QUALITY TEACHING AND LEARNING

This is achieved by:

- **Planning and preparation:** effectively planned lessons with clear objectives aligned to curriculum standards.
- Effective **use of resources and proper time management.**
- Encouraging **maximum student participation** in learning through discussions, group work, and hands-on activities.
- Providing **student centered lessons** and real-life scenarios.
- Promoting collaborative and independent learning,
- **Constructive Feedback:** Compliments and encouragement to motivate students further.
- **Innovation and Problem solving:** Providing students with innovative and problem solving/challenging situations to maximize their progress.
- **Differentiation:** applying differential learning activities to meet individual student's need.

5. GOAL SETTING AND TRACKING

- Individual student's progress is tracked. Strengths and weakness are identified.
- Student progress is monitored through data collection and focused lesson observation.
- Based on the observations, strength and weakness is identified.
- Weak students were given remedial classes according to their subjects.
- Parents/Guardians receive regular updates on their ward's performance. Goals are shared so that parents/guardians can provide additional support at home.

6. ASSESSMENT

Throughout the entire learning process, active assessment is required to ensure that expected progress is made. Both formative and summative assessments are done in the school. A baseline assessment was done for each student during the admission time. Also diagnostic test is held for core subjects at the beginning of each academic year.

Formative Assessment

Student's progress is recorded over a time. Gaps in learning were identified and remedial strategies are implemented. The gap in the curriculum is reviewed to bridge the gap between teaching and learning. We are using the following tools for successful FA:

- Concept map
- Exit cards,
- Think/Pair /Share, informal presentations,
- Home works, and project


A range of AFL strategies are used in the classroom like:

- Self-assessment/peer assessment /teacher assessment (regularly conducted, against set success criteria.
- Effective questioning and more thinking time is allowed for students.
- Provision of Focus question and high order thinking questions.
- Students are engaged in their learning and receive written or oral feedback on their progress.
- Students will respond to feedback from teachers and peers.

Summative Assessment

Summative Assessment is used mainly to measure performance and clearly identifies student attainment against National Curriculum Standard which is carried out by:

- Class tests /unit tests
- internal school examinations
- external examination

 **International Benchmark Assessments:** The students of BEPS are appearing for various International Benchmark tests like ASSET (Science, Math and English), ABT, PISA, CAT 4, and TIMSS.

Use of Data

- **Data-Driven Instruction:** Using assessment data to guide instructional decisions.
- **Progress Monitoring:** Tracking student progress and identifying areas for improvement.

Please refer Assessment policy for more details.

7. LEARNING ENVIRONMENT

a) Safe and Supportive Atmosphere:

- **Respect and Responsibility:** Promoting mutual respect and personal responsibility.
- **Positive Reinforcement:** Encouraging positive behavior through recognition and rewards.

b) **Student Engagement:**

- **Motivation and Enthusiasm:** Creating engaging and stimulating learning experiences.
- **Ownership of Learning:** Encouraging students to take responsibility for their own learning.

8. CURRICULUM DESIGN

Our curriculum is designed by National and Global contexts, the Sustainable development Goals and commitments and the challenges and prospects of 21st century, The unique feature of this framework is that it is based completely on Bangladesh and MOE curriculum. We are following UAE MOE curriculum for subjects like Arabic, Islamic and MSCS from grades 1 to 12. For other subjects CBSE curriculum is followed from Kg1 to grade 2 and NCTB (Dhaka Board) books from grades 3 to 12. Extended curriculum

9. PROFESSIONAL DEVELOPMENT

- **Ongoing Training:** Teachers will have access to ongoing professional development opportunities to enhance their teaching skills.
- **Peer Learning:** Collaboration and sharing of best practices among staff will be encouraged.
- Promote school policies at all times when working with others and representing the school.

10. INCLUSIVE PRACTICES

BEPS is an inclusive school where we recognize and value diverse cultural backgrounds.

Special Educational Needs: we provide appropriate support and resources for students with special needs. Learning practices and activities that match with needs of individual child and groups with differing learning needs and abilities. **Individual education plan (IEP)** is made for those students who have special education needs. Also support is given for students in English subject where they are taking English as an additional Language.

Whereas Gifted and Talented (G&T) students are encouraged to be a part of **Mentorship Program**, by which they can help their peers in learning. More challenging questions and extra task were given for G&T students. They were also encouraged to participate in various cultural and scientific programs occurring in various places.

11. PARENTAL AND COMMUNITY INVOLVEMENT

- The school will engage with parents and the community to support student learning.
- Regular communication with parents regarding student progress and school activities will be maintained.

12. CONCLUSION

Bangladesh English Private School is committed to fostering a culture of excellence in teaching and learning. By adhering to this policy, we aim to provide an outstanding educational experience for all our students.

Approved by,



Principal

