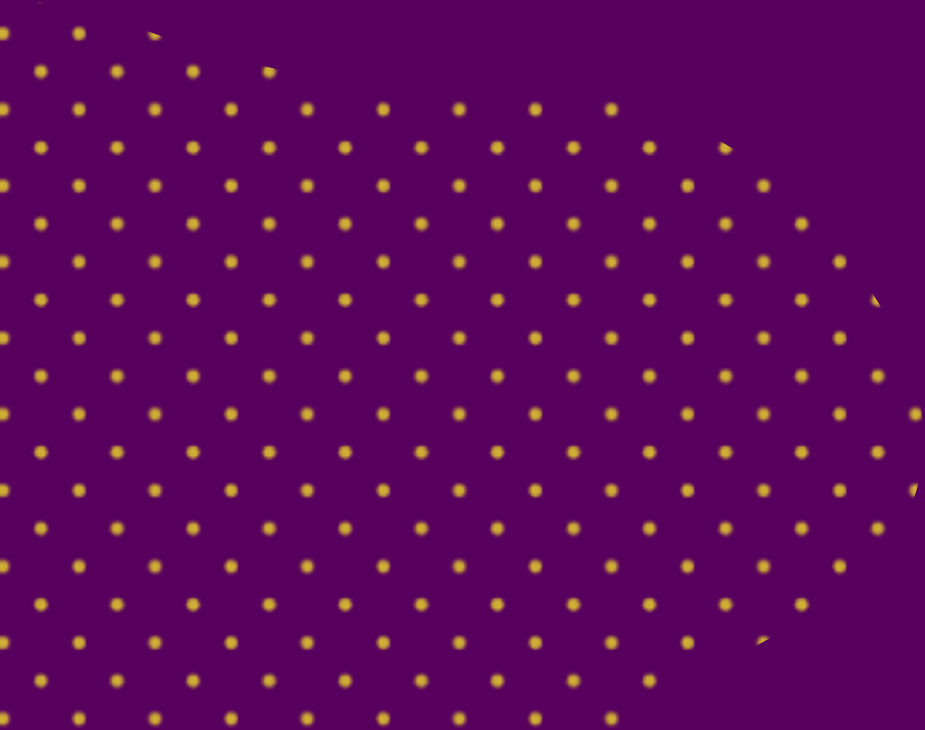


British
Learning
Centre



TEACHER HANDBOOK

Contains fundamental principles and standards expected of all teaching staff at the British Learning Centre.



MESSAGE

FROM THE HEAD OF SCHOOL



At the British Learning Centre, we are committed to providing the highest quality British education to every student entrusted to our care.

We take pride in delivering exceptional teaching and learning opportunities, ensuring that all learners are supported, challenged, and inspired to achieve their very best. Our dedication to excellence is at the heart of everything we do.

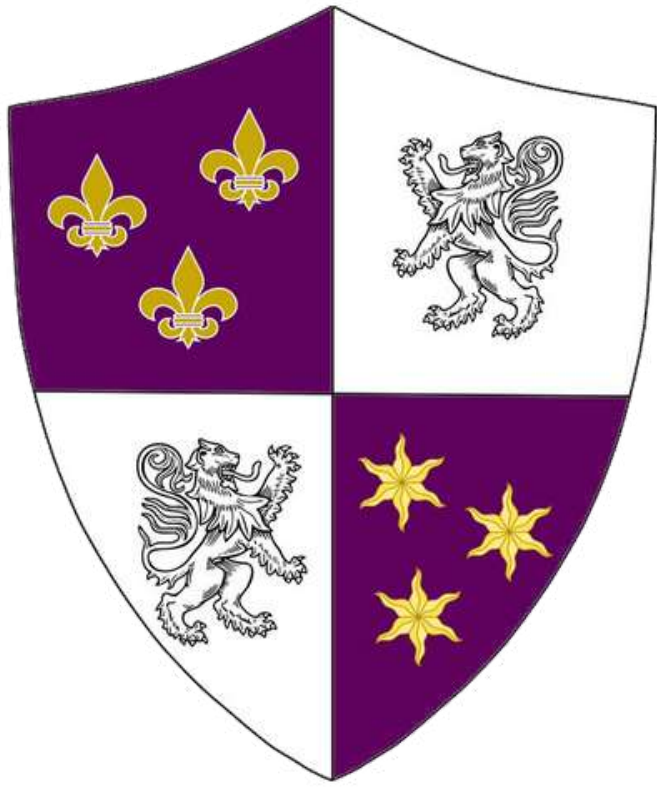
We strive to instill a lifelong love of learning and to nurture intellectual curiosity within a warm, inclusive, and stimulating environment. By upholding the highest professional and academic standards, we ensure that our students are well-prepared for the challenges and opportunities ahead.



This Teacher Handbook draws upon many years of effective tuition experience. It has been carefully compiled to guide our professional practice, ensuring that we continue to grow, innovate, and maintain our reputation as a tuition school that is unmatched in its commitment to raising educational standards.

Mr Ashleigh Bignall
Founder

A handwritten signature in black ink that reads "Bignall".



OUR MISSION STATEMENT

BRITISH LEARNING CENTRE



At the British Learning Centre, we recognise that learning should be personalised, interactive, engaging, and enjoyable. We are committed to continually investing in the highest-quality learning platforms and employing the most up-to-date teaching methods to inspire students and support their success.

We believe that qualified and experienced educators are best placed to provide these opportunities, ensuring that every student in our care receives exceptional teaching and guidance.

We are dedicated to instilling an inspiring and supportive learning environment where students feel motivated to attend, eager to participate, and confident in making measurable progress.

Our aim is to deliver a comprehensive British curriculum that is tailored to meet the needs of each learner, preparing students of all ages for both academic achievement and success in life.

British Learning Centre

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Department
for Education

Teachers' Standards

Guidance for school leaders,
school staff and governing bodies

July 2011 (introduction updated June 2013,
latest terminology update December 2021)

Contents

1. Summary
2. Introduction, legal standing and interpretation
3. Presentation of the standards
4. Progression and professional development
5. Date of introduction of the standards
6. Note on terminology used/glossary
7. Teachers' Standards
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10. Part Two: Personal and professional conduct

Summary

About the standards

At the British Learning Centre, we hold our teachers to the highest professional standards, inspired by the expectations placed upon teachers in the United Kingdom. These standards outline the minimum level of professional practice and conduct we expect from every member of our teaching team.

They serve as a benchmark for high-quality teaching, guiding how lessons are planned, delivered, and evaluated. They also shape how teachers build positive relationships with students, maintain excellent classroom practice, and contribute to the wider life of the school.

These expectations apply to all teachers at the British Learning Centre, regardless of experience. They are designed to ensure that every student benefits from outstanding teaching, a safe and supportive learning environment, and a consistent commitment to professional growth.

By following these standards, we uphold our reputation for delivering exceptional tuition and helping students achieve both academic success and a genuine love of learning.

Who are the standards for?

All teaching staff.

Presentation of the standards

At the British Learning Centre, our teaching standards are organised into three sections: The Preamble, Part One, and Part Two.

The Preamble sets out the values, attitudes, and behaviours expected of every teacher throughout their career with us.

Part One outlines the Standards for Teaching, which focus on planning, delivering, and assessing high-quality lessons that inspire learning and promote progress.

Part Two covers the Standards for Personal and Professional Conduct, which define the ethical, professional, and interpersonal expectations for all staff.

Each standard in Part One is presented as a clear heading, supported by a series of bullet points that explain the scope of the expectation. These bullet points are an integral part of the standard and should be used to guide practice, highlight areas for professional development, and recognise areas of strength.

While the bullet points are not separate standards in themselves, they provide practical detail on how each standard can be demonstrated in everyday teaching. They serve as a useful tool for self-reflection, performance review, and maintaining the highest standards of educational practice at the British Learning Centre.

Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching
- to build on these
- guide pupils to reflect on the progress they have made and their emerging
- needs
- demonstrate knowledge and understanding of how pupils learn and how
- this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their
- own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual
- development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their
- own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

TEACHERS' CODE OF CONDUCT

(Adapted from UK Teachers' Standards & British Learning Centre Teacher Handbook)

1. Introduction & Purpose

This Code of Conduct outlines the professional and personal standards required of all teachers employed at the British Learning Centre. It combines the UK Teachers' Standards with the expectations set out in the British Learning Centre Teacher Handbook, adapted for the British and Thai educational context. All teachers must read, understand, and comply with this document. Breaches may result in disciplinary action, up to and including dismissal.

2. Professional Standards & Conduct

2.1 Make the education of pupils your first concern and be accountable for their progress and outcomes.

2.2 Uphold trust in the profession by acting with honesty, integrity, and professionalism at all times.

2.3 Treat pupils, parents, colleagues, and others with dignity, fairness, and respect.

2.4 Maintain high standards of attendance and punctuality. Teachers must arrive at least 30 minutes before lessons begin.

2.5 Uphold and promote British and Thai values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

2.6 Avoid any action that may bring the school or teaching profession into disrepute, both inside and outside of work, including on social media.

3. Teaching & Learning Standards

3.1 Set high expectations that inspire, motivate, and challenge pupils.

3.2 Promote good progress and outcomes for all pupils, being aware of their prior knowledge and capabilities.

3.3 Demonstrate strong subject knowledge and keep skills and knowledge up to date.

3.4 Plan and deliver well-structured lessons that engage and support pupils of all abilities.

3.5 Adapt teaching to meet the strengths and needs of all pupils, including those with SEN, disabilities, and EAL as well as extending the challenge for high ability learners.

3.6 Make effective use of assessment to inform teaching, providing pupils with regular and constructive feedback to students and parents.

4. Classroom & Behaviour Management

- 4.1 Establish clear rules and routines in line with the school's [Behaviour Management Policy](#).
- 4.2 Use praise, sanctions, and rewards consistently and fairly.
- 4.3 **Never shout** at pupils except in situations where health and safety is at risk.
- 4.4 Maintain positive relationships with pupils, exercising appropriate authority and acting decisively when necessary.

5. Safeguarding & Child Protection

- 5.1 Safeguard the welfare of all pupils in line with the school's [Safeguarding Policy](#).
- 5.2 Maintain an attitude of "it could happen here" in safeguarding matters.
- 5.3 Report all concerns immediately to the Designated Safeguarding Lead (DSL) - Mr Ashleigh Bignall.
- 5.4 Physical contact with pupils must only be used when necessary for safety or to prevent harm, following the "[reasonable force](#)" guidelines.
- 5.5 Do not initiate unnecessary physical contact (e.g., picking up pupils, sitting pupils on laps, unnecessary hugging, arms around the shoulder, pats on the back).
- 5.6 Maintain confidentiality regarding safeguarding matters.

6. Professional Relationships & Communication

- 6.1 Build effective working relationships with colleagues based on respect and collaboration.
- 6.2 Communicate effectively with parents regarding pupils' progress and well-being.
- 6.3 Respond promptly to parental concerns and escalate where necessary.
- 6.4 Use professional language at all times, avoiding inappropriate or offensive terms.
- 6.5 Maintain professionalism on social media — do not share sensitive information or post content that could undermine trust in the school or profession.

7. Dress Code & Presentation

- 7.1 Dress professionally at all times to set a positive example.
Men: Shirt and tie, dress trousers (no denim), smart shoes (no trainers or flip flops).
Women: Smart tops or shirts, skirts/dresses no shorter than just above the knee, smart trousers, professional footwear (no flip flops).
- 7.2 Exceptions: Staff may choose not to wear shoes inside the school building.
- 7.3 Jewellery must not pose a safety risk.
- 7.4 No "over the top" jewellery.

8. Use of School Resources

- 8.1 Treat all school property, resources, and facilities with care.
- 8.2 Secure tablets and other school equipment at the end of each day.
- 8.3 Make use of the waste paper box next to the school printer where possible.
- 8.4 Any financial transactions or purchases must be authorised in advance by the Head of School.

9. Professional Development & Wider Responsibilities

- 9.1 Participate fully in staff meetings and all CPD sessions, including those outside contracted hours if pre-arranged.
- 9.2 Engage in self-reflection and seek feedback to improve teaching practice.
- 9.3 Contribute positively to the wider life of the school.

10. Confidentiality & Data Protection

10.1 Respect confidentiality of all pupil, staff, and school matters.

10.2 Do not share sensitive information unless authorised or required by safeguarding procedures.

10.3 Follow all school policies on data protection and record keeping.

Teacher Declaration

I confirm that I have read, understood, and agree to abide by the British Learning Centre Teacher Code of Conduct.

Name:

Signature:

Date:

BEHAVIOUR MANAGEMENT POLICY

Aim

The purpose of this policy is to promote a safe, positive, and productive learning environment within lessons and throughout the school. The British Learning Centre expects all students to demonstrate good behaviour and respect for others while on the premises. This includes treating both staff and fellow students with courtesy and consideration at all times.

Approach

The British Learning Centre adopts a positive reinforcement approach to behaviour management, with the aim of fostering a happy and supportive learning environment. Wherever possible, negative behaviour will be minimised by withholding attention from it, while positive behaviour will be actively recognised and praised.

For example, if a student attempts to distract others during a lesson, the teacher will acknowledge and commend the students who remain focused, rather than emphasising the disruptive behaviour.

If poor behaviour persists, the following staged process will be implemented:

Stage 1 – Verbal Warning

A clear verbal warning will be given, using the following suggested format:

"[Student's name], I have asked that you [specific description of the behaviour to stop or start]. I am now giving you a warning. You must [repeat specific expectation]. If this behaviour continues, you will be given a yellow card."

Stage 2 – Yellow Card

If the behaviour continues, the student will be issued with a yellow card. This should be communicated using the following suggested format:

"[Student's name], I have asked that you [specific description of the behaviour to stop or start]. You have already received a warning and you now have a yellow card. If you continue to [specific description of behaviour], you will be given a red card and your parents will be contacted."

Stage 3 – Red Card

If the behaviour persists, the student will be issued with a red card, using the following suggested format:

"[Student's name], I have asked that you [specific description of the behaviour to stop or start]. You have already had a yellow card and you now have a red card. Please leave the classroom for 5 minutes."

The teacher will request that another member of staff accompany the student to the waiting area or an empty classroom, ensuring they are seated away from other students and parents. A staff member must remain with the student at all times and then be brought back to the classroom again.

In the unlikely event that a student receives a second red card, a meeting with the Head of School will be organised. It will then be at the discretion of the school as to whether the student is permitted to continue their studies with the British Learning Centre. If a decision is reached that the student will not be permitted to continue their studies with the British Learning Centre.

Behaviour that might constitute a verbal warning: low level disruption, refusing to complete tasks, low level name calling, acting in a disrespectful manner towards students, staff or equipment.

Behaviour that might constitute a yellow card: continued low level disruption after a verbal warning, more serious name calling, answering back or arguing with a teacher or fellow student, graffiti, continued refusal to complete tasks.

Behaviour that might constitute a red card: continued low level disruption after a yellow card; repeated serious name calling; name calling or unkind remarks based on another student's gender, ethnicity, religion, sexuality, or referencing a physical disability or learning difficulty; any form of physical assault including spitting, biting, punching, kicking or scratching; acting in an extremely disrespectful/aggressive manner towards staff, fellow students or equipment.

SAFEGUARDING POLICY

British Learning Centre

Policy Consultation & Review

The full safeguarding policy is available on our school website [here](#) and upon request from the Head of School.

We also inform parents and carers about this policy when their children join our school.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2022).

The British Learning Centre operates outside the UK but follows UK safeguarding principles alongside Thai laws.

This policy will be reviewed in full by the Head of School on an annual basis.



Designated Safeguarding Lead (DSL):

Mr Ashleigh Bignall – 095 573 5638

Date : 13.8.25

Deputy DSLs:

Mr Rory Hart – 083 156 7819

Emergency Contacts in Thailand:

- Childline Thailand: 1387
- Thai Police: 191
- Ministry of Social Development & Human Security: 1300

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2. Local & Legal Framework
3. School Ethos
4. Roles & Responsibilities
5. Training & Induction
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8. Working with Parents & Carers
9. Safer Recruitment
10. Specific Safeguarding Risks
11. Record Keeping & Confidentiality
12. Policy Review

Appendices

1. Recording form for reporting concern
2. Child body map
3. Induction checklist for staff & volunteers

1. Purpose & Scope

The British Learning Centre (BLC) is committed to safeguarding and promoting the welfare of all children who attend our tuition programmes. This policy applies to all staff, volunteers, contractors, and visitors.

Our aim is to:

- Protect children from maltreatment.
- Prevent impairment of their mental and physical health or development.
- Ensure safe and effective care.
- Enable every student to achieve the best possible outcomes.

This policy covers all sessions, activities, and trips organised by the British Learning Centre, whether in our centres or off-site.

2. Local & Legal Framework

The British Learning Centre operates in Thailand but aligns with UK Department for Education (DfE) guidance for best practice, including:

- [Keeping Children Safe in Education \(KCSIE\)](#) – July 2025
- [Working Together to Safeguard Children](#) (UK) - December 2023
- [Guidance for Safer Working Practices for Adults in Education Settings](#) (UK) - March 2021

This is combined with Thai laws and child protection procedures, including:

- [The Child Protection Act](#) B.E. 2546 (2003)
- [The Penal Code of Thailand](#) – sections relating to offences against children
- [Ministry of Social Development and Human Security guidelines](#)

Where UK processes refer to services not available in Thailand (e.g., LADO, local authority), the British Learning Centre will instead contact:

- Childline Thailand 1387
- Local Police
- Ministry of Social Development and Human Security
- A student's full time school

3. School Ethos

- The welfare of the child is paramount.
- Students must feel safe, valued, listened to, and able to report concerns without fear.
- We operate on the principle of "It could happen here" — any safeguarding concern is taken seriously.
- Safeguarding is embedded into our curriculum, activities, and culture.

4. Roles & Responsibilities

Designated Safeguarding Lead (DSL)

- Mr Ashleigh Bignall – Head of School & DSL
- Responsible for overall safeguarding and child protection.
- Available in person or by phone during all operating hours.

Deputy DSLs

- Mr Rory Hart - Head of School: British Learning Centre: Paradise Park

All Staff & Volunteers

- Must know the signs of abuse and how to report concerns.
- Must follow this policy and the the British Learning Centre's Code of Conduct.

5. Training & Induction

- All new staff receive safeguarding information within 7 days of starting.
- Safeguarding policy sent out to staff annually as a refresher.
- Online safety, recognising abuse, and reporting procedures are included.
- Visitors and volunteers receive this Safeguarding Summary Sheet.

6. Managing Concerns

- Concerns must be reported immediately to the DSL or Deputy DSL.
- A written record must be completed using the BLC Safeguarding Concern Form (appendix 1).
- If there is immediate danger, contact police/Childline first, then inform the DSL.
- No member of staff should investigate an allegation — the role is to report, not determine truth.

7. Physical Contact

At the British Learning Centre, physical contact between staff and students should be avoided at all costs. Maintaining professional boundaries is essential for safeguarding. Physical contact is never routine practice and should only occur when absolutely necessary to prevent immediate harm or ensure safety.

In such rare cases, physical contact must:

- Be appropriate and proportionate.
- Be limited to the minimum required.
- Take place in an open, visible environment.
- Be reported immediately to the DSL and recorded in writing.

8. Working with Parents & Carers

- Parents are informed about our safeguarding policy when a student joins.
- Concerns are shared unless doing so would put the child at greater risk.
- The British Learning Centre will always act in the best interests of the child, even if this means contacting external agencies without parental consent.

9. Safer Recruitment

- All staff undergo identity, qualification, reference, and criminal background checks (Thai police clearance and, where possible, international checks).
- Interviews include safeguarding questions.
- All staff complete the application form.
- All staff must have a professional reference before being employed by the school.
- A Single Central Record of checks is maintained.

10. Specific Safeguarding Risks

The British Learning Centre recognises the following as specific risks for our setting:

- Online safety and inappropriate digital contact.
- Abuse occurring outside BLC (in main school, home, or online).
- Mental health concerns.
- Bullying, including cyberbullying.
- Sexual harassment or exploitation.

Staff are trained to identify, record, and report these concerns promptly.

11. Record Keeping & Confidentiality

- All safeguarding records are kept securely and separately from academic files.
- Access is restricted to DSL and authorised safeguarding staff.
- Records include a summary of concern, actions taken, and outcomes.

12. Policy Review

- Reviewed annually by the Head of School/DSL.
- Updated immediately if legislation or guidance changes.



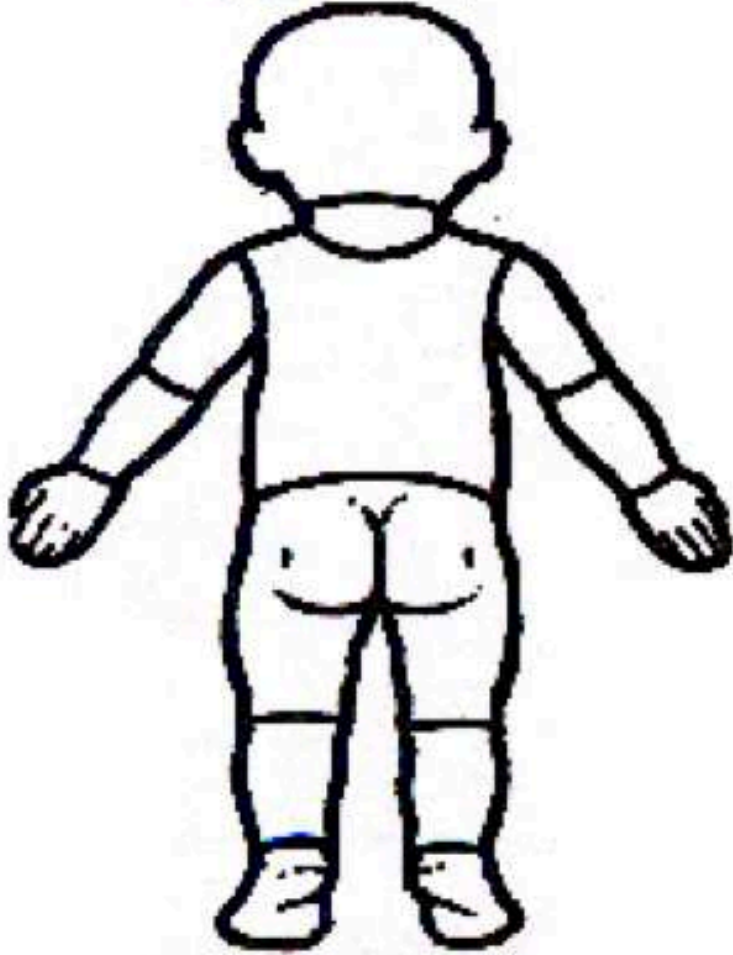
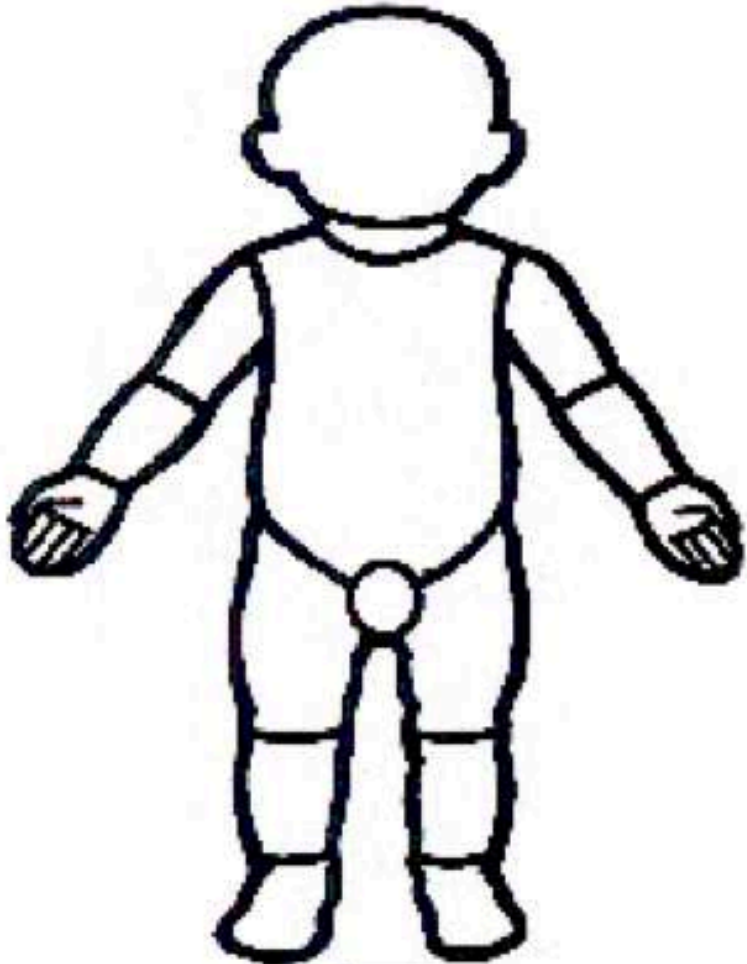
Form for Safeguarding Concerns

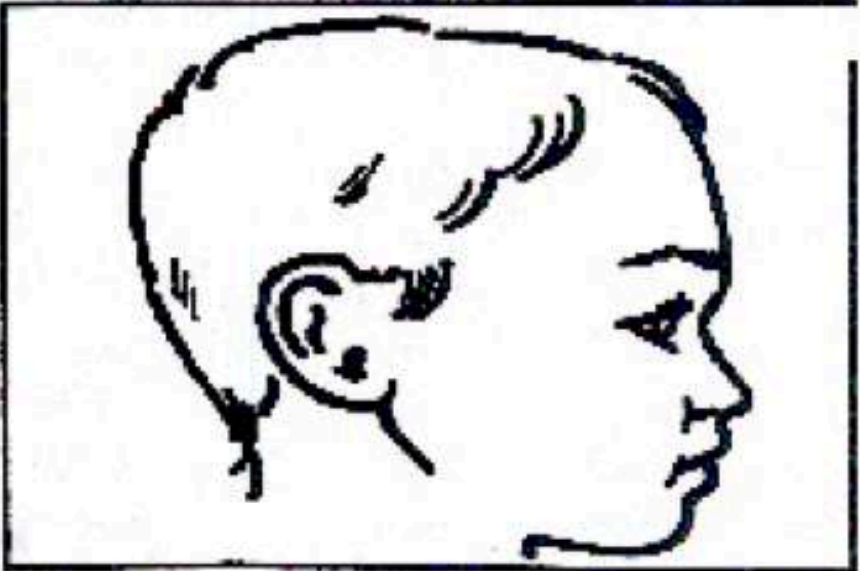

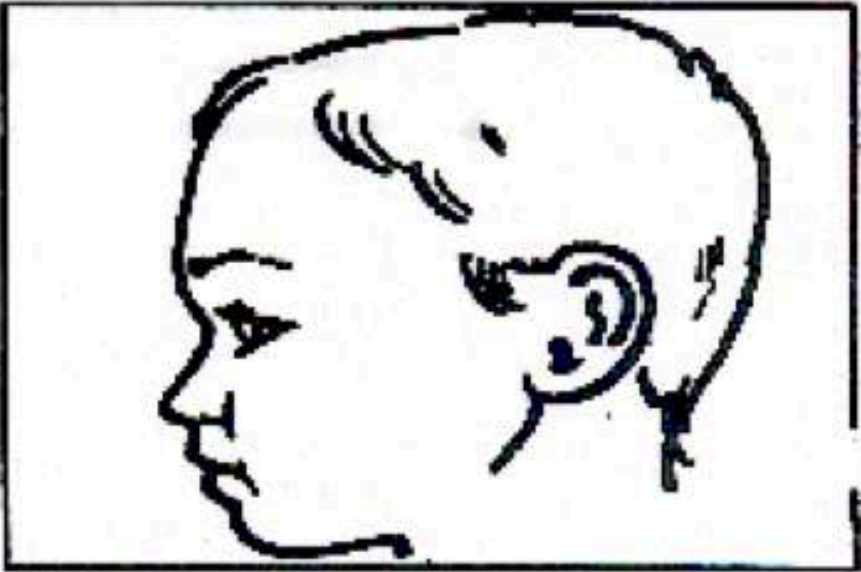
Staff, volunteers and regular visitors are required to complete this form and pass it to Ashleigh Bignall (DSL) if they have a safeguarding concern about a child in our school.

Name of Child	Child's Date of Birth	Your Name

Nature of concern/disclosure
<p>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</p> <p>Time & date of incident:</p> <p>Who are you passing this information to? Name:</p> <p>Position:</p> <p>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed] [Make it clear if you have a raised a concern about a similar issue previously]</p> <p>Signature:</p> <p>Date:</p> <p>Time:</p>

Child's body map:





Indicate clearly where the injury was seen and attach this to the Recording Form.



Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern which will be supplied with this sheet.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation or low-level concern about a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head of School. If an allegation is made about the Head of School you should pass this information to the authorities.

The people you should talk to in school are:
Designated Safeguarding Lead (DSL): Mr Ashleigh Bignall
Contact Number: 0955735638

At the British Learning Centre we strive to safeguard and promote the welfare of all of our children.

LESSON EXPECTATIONS

Lesson expectation guidelines at the British Learning Centre are designed to ensure that every student receives high-quality instruction and consistent support in all classes.

These guidelines outline clear expectations for teacher conduct, preparation, and professional performance. Their purpose is to foster a positive and purposeful learning environment in which students feel supported, challenged, and inspired to reach their full potential.

Areas covered by the guidelines include:

- Lesson planning
- Lesson flow and structure
- Effective teaching strategies
- Feedback and assessment
- Communication with students, parents, and colleagues
- Ongoing professional development

By following these expectations, teachers create a strong foundation for student learning and progress. Consistency in applying these standards across the curriculum ensures high-quality teaching, which in turn enhances student motivation, engagement, and achievement.

Furthermore, these guidelines provide a framework for continued professional growth, enabling teachers to refine their practice and remain informed about the latest developments and best practice in education.

Lesson Planning:

When planning lessons at the British Learning Centre, teachers should follow a structured approach by following the template slides that are prepared and that takes into account the individual needs and goals of their students.

1. Lesson plans are not necessary and teachers should follow the long term plan for each class whether it be English or White Rose maths. Lesson planning is primarily the preparation of slides before each class is delivered to students. Lesson slides will follow the lesson flow which is outlined on the next few pages.
2. Understand the students' needs and goals: Teachers should have a good understanding of their students' abilities as this will allow them to tailor their lessons to meet the individual needs of each student.
3. Set clear learning objectives: Teachers should set clear learning objectives for each lesson that align with the objectives of the English National Curriculum.
4. Plan engaging and interactive activities: Teachers should plan activities that are engaging, interactive, and relevant to the students' interests and experiences. This can help to maintain student motivation and foster a positive learning environment.
5. Incorporate assessment and feedback: Teachers should incorporate regular assessment and feedback into their lessons to help students monitor their progress and identify areas for improvement. As a minimum, this would include 99 Club for maths and weekly spellings for English.
6. Differentiate instruction: Teachers should differentiate instruction to meet the needs of students with different learning styles, abilities, and interests. This might include adjusting the pace of instruction, providing additional support or challenges.
7. Continuously evaluate and adjust: Teachers should continuously evaluate the effectiveness of their lessons and adjust their teaching strategies as needed to ensure that students are making progress toward their learning goals.

English Planning

This document will help teachers stay on track with their planning and preparation for English lessons at the British Learning Centre.

Lesson Structure

Every lesson should follow this sequence:

Learning Objective Shared

Learning Journey Overview (what we've learned / where we're going)

[Spellings](#) (10 words from last lesson's spelling focus)

New Phonics Focus (linked to [Twinkl Phonics](#) or [RWI Set/Phase](#))

Grammar Focus (simple concept aligned to [Twinkl SPaG](#) or [National Curriculum](#))

Speaking & Listening Task (practise key structures or vocab)

Main Learning Task ([Reading](#)/[Writing](#) based on [Twinkl PlanIt](#))

Homework (linked to the day's learning)

Planning Integration

Use Twinkl PlanIt for KS1 onwards or plan by using the ChatGPT links to help with ideas for planning and learning journeys:

[Early English Planner \(ChatGPT\)](#)

[KS1 English Planner \(ChatGPT\)](#)

General learning resources can be used but make sure that you know they're the right level. If you wanted to do a standalone lesson with a reading comprehension and you're teaching LKS2 it would be important it was a Year 3 or 4 reading comprehension so make sure you write that when searching.

Reading Integration:

Use matching genre texts from [Twinkl Guided Reading](#), [Rhino Readers \(Twinkl\)](#) or [RWI](#).

Spelling Integration:

Use the [Spelling Google Drive folder](#) (termly word banks by year group).

Pick 10 spellings per week with a spelling pattern focus.

Grammar (SPaG) Integration:

Align with [Twinkl SPaG mini-lessons](#) or [PowerPoints](#).

Focus on one grammar item per week (e.g., using -ing, capital letters, conjunctions).

Resources & Templates

Class Slides Template: [Google Drive – Templates](#)

Spellings: [Spelling Folders](#)

Reading: [RWI & Reading Folder](#)

Assessments: [Assessment Folder](#)

Chat GPT Planner: [Early English Planner](#)

Chat GPT Planner: [KS1 English Planner](#)

Chat GPT Planner: [LKS2 English Planner](#)

Chat GPT Planner: [UKS2 English Planner](#)

Chat GPT Planner: [KS3 English Planner](#)

Lesson Feedback

These GPTs extract key lesson details from uploaded PDFs (lesson slides) and formats them into structured lesson feedback for students and parents.

[A Lesson Feedback Assistant for Teachers \(Maths\)](#)

[A Lesson Feedback Assistant for Teachers \(English\)](#)

<div>01</div> <div>DATE & WALT</div> <div>Date shared in full English with day, date and month.</div> <div>The lesson objective is shared</div> <div>WALT is an acronym for "We are learning to..."</div> <div>W.A.L.T: Find adjectives.</div> <div></div>	<div>02</div> <div>LEARNING JOURNEY</div> <div>Every class is on a learning journey with pre-planned objectives.</div> <div>Objectives of the learning journey should be shared at the start of every lesson with WALTs completed highlighted green, today's WALT highlighted orange and future WALTs left blank.</div> <div>Children should know the direction of learning.</div> <div></div>
<div>03</div> <div>SPEED SOUNDS</div> <div>The children's first activity will be to practise their speed sounds from RWI.</div> <div>Speed sounds are either from set 1, 2 or 3.</div> <div></div>	<div>04</div> <div>SPELLINGS</div> <div>Children may or may not have time actually on spellingframe.co.uk.</div> <div>Time is set aside at the beginning of the lesson for going through the spelling words and assessing students formatively for understanding of vocabulary.</div> <div>Can be used as teaching time if it is a particular spelling rule.</div> <div>This is also the time to complete any spelling tests.</div> <div></div>
<div>05</div> <div>SPAG PROBLEM</div> <div>Children here are given a simple grammar problem to complete in line with the objectives of the English National Curriculum for their year group or level.</div> <div></div>	<div>06</div> <div>SPEAKING AND LISTENING</div> <div>This is the time for a short activity linked to speaking and listening skills.</div> <div>All children should be active in this part of the lesson.</div> <div></div>
<div>05</div> <div>DITTY BOOKS</div> <div>In this part of the lesson, teachers will go through the reading ditty books before continuing with the writing part of the ditty books.</div> <div></div>	<div>06</div> <div>MAIN ACTIVITY</div> <div>This is where you will complete the main activity of the lesson which is linked to the overall objective of the lesson (WALT).</div> <div>This is usually going to be one of the objectives linked to the English National Curriculum.</div> <div></div>

01

DATE & WALT

Date shared in full English with day, date and month.

The lesson objective is shared

WALT is an acronym for "We are learning to..."

W.A.L.T: Find adjectives.



02

LEARNING JOURNEY

Every class is on a learning journey with pre-planned objectives.

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Time is set aside at the beginning of the lesson for going through the spelling words and assessing students formatively for understanding of vocabulary.

Can be used as teaching time if it is a particular spelling rule.

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04

SPAG PROBLEM

Children here are given a simple grammar problem to complete in line with the objectives of the English National Curriculum for their year group or level.



05

SPEAKING AND LISTENING

This is the time for a short activity linked to speaking and listening skills.

All children should be active in this part of the lesson.



06

MAIN ACTIVITY

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03

99 CLUB

Children take 5 minutes to complete their respective 99 Club.

It is initially recorded where the child started, where they are now and their all time high score.

If a child completes a 99 Club, a message is sent to reception so that the admin staff can prepare their certificate.



04

ARITHMETIC PROBLEM

An arithmetic problem linked to an English National Curriculum objective for their age or level is given to the class at this stage of the lesson.



05

REASONING PROBLEM

This is the time for a short activity linked to speaking and listening skills.

All children should be active in this part of the lesson.



06

TRUE OR FALSE?

This is a part of the lesson from White Rose which has a true or false challenge which is linked to the White Rose small step objective for that lesson.



07

MAIN ACTIVITY

This is where you will complete the main activity of the lesson which is linked to the overall objective of the lesson (WALT).

This is usually going to be one of the White Rose maths small steps objectives linked to the English National Curriculum.



01

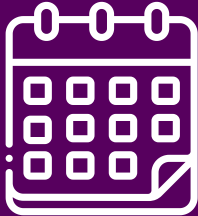
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TEACHING STRATEGIES

Below is a non-exhaustive list of the different strategies that a teacher should use throughout the course of a lesson to promote outstanding teaching and learning opportunities for students.

Remember, that first and foremost, the teacher standards outlined earlier in this handbook which are linked to teaching and learning should be at the forefront of all you do within the classroom:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment

Strategies:

1. Use visual aids: Visual aids such as diagrams, pictures, and videos can help to make the lesson more engaging and easier to understand.
2. Incorporate group work: Group work allows students to work collaboratively and learn from one another. It can also help to develop teamwork and communication skills.
3. Use real-life examples: Using real-life examples can help to make the lesson more relatable and relevant to students' lives.
4. Ask open questions: Asking open questions can encourage student participation and engagement in the lesson. It can also help to assess student understanding.
5. Use technology: Technology can be used to enhance the lesson through multimedia presentations, online resources, and interactive activities.
6. Provide feedback: Providing feedback can help to guide students in their learning and encourage them to reflect on their progress. Teachers should be actively moving around the classroom and checking children's work during activities.
7. Differentiate instruction: Differentiating instruction can help to meet the diverse learning needs of students by adapting the content, process, or product of the lesson.
8. Use active learning strategies: Active learning strategies such as hands-on activities, simulations, role-play and problem-based learning can help to deepen understanding and engagement in the lesson.
9. Make connections: Making connections between different concepts and subject areas can help students to see the bigger picture and understand how everything fits together.

In order to create a positive and effective learning environment, teachers should be active and engaging in all lessons. Active engagement requires teachers to be fully present and attentive to the needs of their students, creating opportunities for interaction, discussion, and participation.

By being active and engaging, teachers can help to promote student learning and retention of material, encourage participation and motivation, and create a sense of community in the classroom. Additionally, an engaged teacher models for students what it means to be a curious and enthusiastic learner, inspiring students to take an active role in their own education.

Teachers should be moving around the classroom at key points of learning. This includes good modelling and formative assessment of work by marking throughout the lesson.

Feedback and Assessment:

Offering feedback and conducting assessments at the British Learning Centre are important components of teaching that help to evaluate student learning and provide opportunities for improvement. Here are some strategies that teachers can use to effectively offer feedback and conduct assessments:

1. Provide timely feedback: Timely feedback allows students to quickly learn from their mistakes and make necessary improvements. This should be happening live during lessons where teachers will move around the room and check through the work children are doing.
2. By following the lesson flow, teachers will assess spellings and multiplication & division knowledge in respective English and maths lessons which can be then be used to feedback to parents.
3. Offer both formative and summative assessments: Formative assessments provide ongoing feedback to monitor and adjust teaching, while summative assessments evaluate student learning at the end of a unit or course.
4. Student self-assessment: Encouraging students to reflect on their own learning and self-assess can help to promote metacognitive skills and promote self-directed learning. This will be done in every lesson and will be used to feedback to parents and inform the planning of the next lesson.
5. Use a growth mindset: A growth mindset encourages students to view feedback and assessments as opportunities for improvement, rather than as judgments of their ability. The power of yet.
6. Be positive at every opportunity.
7. Make use of the certificates that we offer to encourage students to meet their goals and continue making progress.

Overall, effective feedback and assessments require clear communication, attention to student needs, and a focus on promoting growth and improvement. By using a variety of assessment methods and providing timely and constructive feedback, teachers can help to create a positive and effective learning environment that promotes student success.

Communication:

Effective communication is essential for successful teaching and learning. Here are some strategies that teachers can use to communicate effectively with students:

1. Use clear and concise language: Teachers should use language that is easy to understand and appropriate for the level of the students. Be particularly mindful of EAL students when giving instructions and teaching.
2. Encourage student participation: Encouraging student participation by asking questions and allowing time for students to ask questions can help to promote engagement and understanding.
3. Be mindful of nonverbal communication: Nonverbal cues such as body language, tone of voice, and facial expressions can convey important messages to students, so it is important for teachers to be aware of their nonverbal communication.
4. Be patient and understanding: Teachers should be patient and understanding when communicating with students, especially if a student is struggling to understand a concept or the language being used. Allow ample processing time.

5. Provide feedback: Providing feedback to students during a lesson can help to guide their learning and promote understanding. See previous section.
6. Use positive reinforcement: Using positive reinforcement, such as praise and encouragement, can help to motivate students and build confidence.
7. Establish a positive classroom culture: Teachers can establish a positive classroom culture by setting clear expectations, fostering a sense of community, and promoting respect and kindness.

Overall, effective communication with students requires a combination of verbal and nonverbal cues, patience, and an understanding of individual learning needs.

Professional Development:

The British Learning Centre will on occasion hold staff meetings where good practice will be shared. These meetings are also opportunities for delivering continued professional development.

Evaluation and Performance:

Monitoring, evaluating, and providing feedback on a teacher's performance is an important aspect of ensuring that a teacher at the British Learning Centre is meeting expectations and providing quality instruction. Here are some strategies that will be used within our school to monitor, evaluate, and provide feedback on a teacher's performance:

1. Classroom observations from leadership and peers: Every classroom at the British Learning Centre is an open door for both the leadership of the school and other teachers to sit in on a lesson and observe what should be excellent practice. Regular classroom observations can help to evaluate a teacher's instructional practices, classroom management techniques, and student engagement strategies. Peer evaluations will take place where a teacher is observed and evaluated by a fellow teacher. This can provide valuable feedback on practices and offer suggestions for improvement.
2. Student evaluations: Student evaluations may be used to provide valuable feedback on a teacher's effectiveness, as well as provide insight into student learning and engagement within a unit of work.
3. Parent evaluations: We may ask parents to complete evaluation forms on their opinion of their child's teacher. This would be directed and not left open.
4. Professional development: Professional development opportunities can help teachers to stay current on best practices in education, and improve their instructional practices. These will happen in the form of weekly staff meetings.
5. Performance reviews: Regular performance reviews can provide an opportunity for teachers to receive formal feedback on their performance and progress.
6. Providing constructive feedback: Providing constructive feedback that is specific, actionable, and focused on improvement can help teachers to make meaningful progress and enhance their instructional practices.

Through evaluation and performance, teachers can continue to grow and develop as effective educators, benefiting both themselves and their students.

Disciplinary Procedures

In the event that there is a disciplinary issue at the British Learning Centre then the following procedures should be followed:

1. Investigation: When an issue arises that may require disciplinary action, the school will conduct an investigation to gather all relevant facts and evidence. This may involve interviewing staff members and reviewing any relevant documents or records.
2. Informal resolution: Depending on the nature and severity of the issue, the school may attempt to resolve the matter informally by having a meeting with the teacher in question to discuss the concerns and possible solutions.
3. Formal disciplinary action: If the issue cannot be resolved informally or if it is a more serious matter, the school will initiate formal disciplinary action. This typically involves providing the teacher with a written outline of the allegations and the proposed disciplinary action, and an opportunity to respond to the allegations.
4. Disciplinary meeting: The teacher will be invited to a disciplinary meeting, where they will have the opportunity to present their case and respond to the allegations. The school may also present any evidence or witnesses they have gathered during the investigation.
5. Disciplinary action: Following the disciplinary meeting, the school will make a decision about whether disciplinary action is necessary and, if so, what form it will take. This may include a warning, suspension, or termination of employment.

The usual approach of disciplinary for breaches of the teacher code of conduct would be:

1. Verbal warning
2. Written warning
3. Termination of employment