



# ST ANDREW'S INTERNATIONAL HIGH SCHOOL



## Teaching & Learning Policy – September 2019

### Aims

- **To embed** a lifelong love of learning
- **To promote:**
  - high expectations for all staff & learners
  - a deep understanding of progress and progression
  - an excitement about learning from each other
  - independent learning and a thirst for understanding and knowledge
- **To provide:**
  - a broad, balanced and relevant curriculum broadly in line with the UK National Curriculum and exam board specifications that will motivate, engage and challenge learners whilst also equipping them with the skills required on leaving school
  - a safe, stimulating learning environment for all learners and teachers
  - opportunities for learners to be successful in the 21<sup>st</sup> century working environment
- **To enable** learners to achieve their full potential by learning in a variety of ways and through challenging learning experiences

### Teaching

#### **a) Planning and Preparation**

Teachers should plan sequences of lessons which conform to the St Andrew's Good Lesson statement (Appendix A) and which therefore:-

- allow learners to make good progress in their learning
- allow learners to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- are differentiated to account for varying needs
- are enjoyable and interesting
- contain explicit objectives that link to learning
- give the opportunity for student activity and independent learning
- plan for progression across key stages
- Provide pace and challenge for all learners
- use effective questioning to direct and challenge learners
- use appropriate Assessment for Learning (A4L) strategies to summarise learning, and help learners to understand how to improve
- use stimulating resources including, where appropriate, the use of ICT and e-learning, which are differentiated as appropriate to the learners

#### **b) Teaching methods**

Teachers should use teaching strategies which:

- Allow learners opportunities to learn in a variety of ways
- Allow learners to learn from each other, working both collaboratively and independently
- Embed high expectations
- Provide opportunities to highlight the context of Malawi and Africa
- Use others to deliver lessons and parts of lessons (e.g. other learners, guest speakers, subject ambassadors)

- use positive behaviour management and encouragement for learners to achieve, including praise and rewards according to school policy
- use topics which are relevant and within learners' experience and beyond

### **c) Assessment, Recording and Reporting**

Teachers should:

- assess learners' progress regularly, allowing learners to show their learning in a variety of ways as directed by the specific Faculty policy/guidelines
- give regular feedback that facilitates progress and allows learners appropriate time to reflect on and respond to this feedback, as directed by the specific Faculty policy
- inform parents and appropriate staff within school of learners' progress or underachievement through the reporting and pastoral systems
- keep a record of issues of attendance, punctuality, uniform and equipment
- use analysis of assessments to inform their teaching, support learners and show progress in learning
- use appropriate data to ensure learners are working at their full potential and set individual targets to achieve this

### **d) Learning Support**

Teachers, Higher Level Teaching Assistants and Teaching Assistants should:

- be aware of the specific learning needs of their learners e.g. literacy, dyslexia, most able; and know how to improve learning for these students
- consult with relevant staff about the needs of individual learners when appropriate
- use Individual Education Plans (IEP) and/or associated documentation written by the Learning Support Department as working documents
- work collaboratively with other adults to ensure learners are best supported in their learning

### **e) Continuous Professional Development**

We aim to encourage our teachers, HLTAs and TAs to:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- Contribute to their own Continuing Professional Development (CPD)
- Discuss teaching and learning at Department and Faculty meetings in order to share good practice
- Learn from each other
- Visit one another's lessons at least once a half term and feed back

Staff are encouraged to take part in the monthly Swap Shop and voluntary CPD opportunities.

### **f) Monitoring and Evaluation of Quality of Teaching and Learning**

- Teachers and others involved in supporting student learning are responsible for the progress of learners in their classes and for evaluating their own professional development; evaluating the quality of teaching and standards of learners' achievements and setting targets for improvement.
- Faculty Reviews lead by SLT and HoF will monitor and evaluate the quality of Teaching and Learning. It is expected that each Faculty will be reviewed bi-annually.
- HoFs are responsible for continuous monitoring through work scrutinies, learning walks and other moderation activities, findings from which are to be summarised through the annual self evaluation process.
- New teachers are observed within their first term, whilst other teachers a minimum of once per year as part of the appraisal process.

## Appendix A

### During a SAIntS 'GOOD' LESSON

- **Learning:**
  - has good pace
  - is differentiated according to students' ability and individual targets
  - is interesting and relevant
  - is part of a clear sequence which has a well understood aim
  - is well structured
  - uses an appropriate and good variety of resources and activities
  - provides evidence of student engagement and progress
- **Students:**
  - are clear about what is expected of them, both in their learning and in B4L
  - are engaged and pro-active about their learning
- **The teacher:**
  - takes into account the expected progress of all students
  - differentiates appropriately to ensure learning is accessible to all students
  - checks student understanding consistently
  - offers relevant feedback to students both oral and written
  - uses questioning good effect to stretch and challenge all students appropriately
  - plans to use teaching assistants appropriately
  - uses the school's agreed behaviour management policy and techniques
  - takes a register at the start of each lesson