



# TEACHING & LEARNING POLICY

**Policy Approval Date:** December 2024

**Review Cycle:** Biennial

**Next Review Date:** December 2026

## General Statement

At Saint Andrews' International High School (SAIntS), we are committed to fostering a culture of high-quality teaching and learning. All teachers are expected to deliver lessons that meet the UK Teaching Standards, while continuously improving their practice. Senior Leadership Team (SLT) and Heads of Department (HoDs) will support, monitor, and evaluate teaching quality to ensure that learning is consistently engaging, inclusive, and aligned with the school's vision.

## Rationale

SAIntS is dedicated to creating a learning environment where high-quality teaching is the foundation for student success. We are driven by the belief that everyone at SAIntS – staff and students alike – is on a journey of continuous learning. By providing clear processes and opportunities for professional development, we aim to support staff in achieving excellence in their practice and ensuring that our students are well-prepared for their future. Our teaching should reflect the values and vision of the school, and our practices should be both current and engaging.

## Aims & Objectives

- Ensure all teachers meet the UK QTS standards, focusing on continuous professional growth.
- Provide all students with accessible learning experiences, removing barriers to achievement.
- Foster both academic and personal growth, helping students become well-rounded global citizens and future leaders.
- Develop a culture of evidence-based teaching, drawing on the best research and practice. Establish consistent teaching practices across the school, while respecting departmental autonomy.
- Cultivate an environment where teachers actively seek opportunities to develop their teaching and learning strategies.

**Staff Link(Role):** SLT

## Procedures and Staff Responsibilities

### 1. Learning Walks:

- HOD and SLT will participate in learning walks to observe and provide feedback on T&L practices, focusing on the four refined areas of Rosenshine's Principles (from the T&L strategy).
- HODs to ensure that all team members have regular opportunities to observe and be observed.
- Feedback from learning walks will inform the professional development focus for staff.

## 2. Peer Pop ins:

- Staff will be assigned to observe their peers, specifically in areas related to Rosenshine's Principles, which will be a key focus of the appraisal system.

## 3. Department Meetings:

- Frequency and Focus: Department meetings will be held regularly, with a focus on reviewing T&L progress, sharing best practices, and addressing any issues that may arise related to teaching effectiveness and student outcomes.
- Driving T&L Agenda: Each department meeting is expected to contribute directly to the school's T&L strategy. This includes ensuring the implementation of Rosenshine's Principles of Instruction, with a particular focus on independent practice and active student engagement. Meetings should also provide a forum to discuss how to further embed these principles in daily teaching, as well as reflect on departmental contributions to school-wide T&L objectives.
- Departmental CPD: CPD is a key feature of department meetings. Staff are expected to dedicate time for professional development activities that align with school priorities. This might include:
  - » Collaborative planning and peer observations that focus on refining teaching techniques.
  - » Reviewing recent T&L data (e.g., student performance, pop-in observations) to identify areas for improvement and celebrate successes.
  - » Reflecting on research-based strategies that are being implemented across the department, ensuring that these reflect current best practices.
  - » Departments will also be responsible for contributing to whole-school CPD sessions, especially where there are cross-departmental synergies to explore.
  - » Time should be allocated for team members to share insights from relevant external CPD activities and discuss their implementation within the department.

## 4. Interventions:

- Staff are expected to track interventions for students, ensuring that targeted actions are in place for students identified through for Wave 1 or Wave 2 interventions.
- Action plans for interventions will be developed, with clear goals tied to improving student outcomes in the context of the Quality Assurance Strategy.
- Progress will be monitored through department meetings and reports, ensuring that interventions are both timely and effective.

## 5. CPD opportunities:

- 4 annual INSET days, which include safeguarding training and school priorities.
- Mandatory Educare online units, covering key areas such as safeguarding, child protection, and wellbeing.
- Weekly CPD bulletin (via Padlet) highlighting upcoming CPD sessions, reading, and training options.
- In-house training sessions and peer-led workshops to facilitate internal expertise sharing.
- Staff are encouraged to suggest and lead CPD sessions that will benefit colleagues.
- A CPD application form (available on General Share) must be completed and approved by a line manager before submission to the Head for final approval.
- Teaching staff must complete 35 hours of CPD in the year and Teaching assistants 21 hours. CPD log will be reviewed as part of the appraisal cycle.s

## 6. Termly T&L Reports:

- All HOD's will contribute to termly reports that reflect on the impact of their teaching practices, highlighting areas of growth and any challenges they have faced.
- Reports will include reflections on previous actions, feedback from learning walks and peer observations, the effectiveness of interventions, and evaluation of CPD within departments.

Staff responsibilities related to lesson expectations, marking, and homework will be aligned with the guidelines outlined in the staff handbook. Teachers are expected to consistently implement these guidelines as part of their regular teaching practice.