



**Cleve House
International School
Teaching and Learning
Policy**
October 2023

For information and guidance and incorporating the school's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: TBC

CHIS Teaching and Learning Policy

Policy Title	Teaching and Learning Policy
Function	For information and guidance and incorporating the School's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status	TBC

Audience	Students, Parents/ Carers, Headteacher, Teachers, Support Staff, Independent Schools Association etc.
Ownership / Implementation	The Headteacher has overall responsibility for ensuring that this policy is implemented.
Implementation Date	

Review period	Annually
Last Reviewed	

History of Most Recent Policy Changes

Date	Page	Change	Origin of Change e.g. Change in legislation

Introduction and Purpose

Effective teaching reflects the commitment and determination of all staff to ensure that every student succeeds. It requires methods that engage students in productive learning and the imagination to make learning vivid and relevant. It requires the skill to build on what students know and to evaluate how well they are achieving.

The purpose is to maximise the learning potential of every student through the highest quality of teaching.

Cleve House International School Teaching & Learning: Statement of Intent

- Teachers demonstrate deep knowledge and understanding of the curriculum they teach. They use questioning to give an opportunity for students to demonstrate their comprehension and effectively address learner misconceptions.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage students' behaviour primarily through the cultivation of a classroom culture that values mutual respect.
- Teachers provide time for practice to embed the students' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students.
- Teachers identify and support any student who is falling behind and enable almost all to catch up.
- Teachers check students' understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide students with feedback about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively.
- Teachers embed reading, writing and oracy and, where appropriate, mathematics exceptionally well across the whole curriculum, equipping all students with the necessary skills to make progress.
- Teachers are determined that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of their students.
- Students love the challenge of learning and are resilient when they make mistakes. Teachers enable them to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Teachers are quick to challenge stereotypes. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Scope

This policy applies to all teachers, qualified and unqualified, those in their NQT and RQTs years, student teachers, including Teach First and teaching assistants.

Legislation and regulation

Teachers' Standards were introduced on 1 September 2012 to set a clear baseline of expectations for the professional practice and conduct of teachers. This policy builds on these expectations.

Cleve House International School has identified some key strands of teaching and learning. The strands are:

- climate for learning
- precision planning
- learning and teaching
- assessing and re-teaching
- pride and professionalism.

Responsibilities

In the first instance it is the class teacher's responsibility to monitor and evaluate the quality of learning and teaching in the classroom.

The Curriculum Lead is responsible for monitoring all learning and teaching within the whole school curriculum, whilst the Headteacher will have the overall responsibility for the quality assurance system of learning and teaching across the school.

Subject Leaders/ Coordinators

In order to ensure breadth and balance within the school curriculum, Subject Leaders/ Coordinators undertake a variety of roles.

These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Learning Processes and Learning Styles

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles.

These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At Cleve House International School opportunities are organised so children can be active in their learning, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning skills. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Lessons will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Monitoring, Evaluation & Appraisal

This policy will be monitored by:

- Headteacher
- Curriculum Lead
- Teacher self-monitoring

Monitoring will be by lesson observation, sampling of students' work, reviews of Medium Term Planning and talking to students and talking to staff. The Curriculum Lead and Headteacher will monitor according to an annual programme.

All teachers will receive observations which is input on a standardised form with feedback standardised through the use of targets.

The targets link to key school points of foci (included on our SEF).