



Learning and Teaching Framework

Rationale

At St Constantine International School, we understand the importance of placing the learner and their progress at the centre of all that we do and delivering high quality lessons to all students, every day. In this way, each student achieves the highest possible standard they can.

This document formalises the above strategies so that:

- *Learning and teaching are effective, enjoyable, engaging and inspiring.*
- *All students feel valued and that their achievements are recognised (by teachers and parents).*

Teachers lead their students in developing a range of learning behaviours in addition to ensuring knowledge acquisition, deep understanding and examination success. The school and parents can work in partnership to ensure expectations of students are high and support is targeted.

St Constantine International School is committed to providing personalised support for all students, including those with a special educational need (SEN), those who are very able and those who are gifted in a particular area. We ensure that they are well supported, encouraged and rewarded, and that their achievements are celebrated.

What guides and underpins our learning and teaching?

For each of their subjects, every student has the right to:

- Know their end of Key Stage benchmarks.
- Know their current level of attainment.
- Be actively involved in setting short term targets for their learning journey from current attainment through to the benchmark.
- Understand how to achieve each target: what the examination/level/grade criteria are.
- Have access to a variety of appropriate learning activities and resources.

Effective Teaching

Teachers use both *Assessment for Learning* and *Assessment of Learning* to evaluate students' progress and to inform future teaching plans

- They use a variety of formative in-class assessment, which relates to the subject area.
- They make learning aims and objectives explicit to students at the beginning of each lesson, task or topic and involve students actively in their evaluation of learning achievement.
- They explicitly check understanding and review work covered in each task or topic.
- They have a range of questioning strategies which push students to think, develop answers and explanations and given students the confidence to challenge others' responses also.
- Their assessments are accurate and timely and inform the planning of learning, as well as how the delivery of lessons themselves may need to be altered to secure progress for all.
- They mark consistently and positively in line with whole school policy
- They give regular feedback** either through marking of work or verbally to students about their work and set them achievable "SMART" targets or follow-up actions.
- They encourage self- and peer assessment to inform improvement.
- They check progress against potential by critically using benchmark data to analyze progress and attainment.
- They never set a ceiling to a student's or group's potential.

Teachers make their lessons purposeful, interesting and stimulating

- They carefully plan well-structured and paced lessons.
- They deliver schemes of work or specifications to Department deadlines.
- They start lessons promptly and avoid dead minutes at the end, using effective Starters and Plenaries.
- They consciously show enthusiasm and positivity for and about their subject and learning.
- They devise imaginative/creative approaches to the development of knowledge and skills.
- They vary teaching styles, learning activities and the learning environment to maintain students' interest and take account of learning styles.
- They use praise and positive reinforcement to foster self-esteem, motivation and confidence.

- They regularly display examples of students' work and other relevant stimuli.
- They encourage students to demonstrate their skills through formal presentations, drama, debate and role play.
- They use IT interactively, but appropriately and where relevant, to enhance the learning experience and outcome.
- They set and mark homework in line with the school's homework policy.
- They reward and praise far more than they sanction or scold.
- They communicate clearly with students about expectations and deadlines.

Teachers create an orderly environment and manage classes efficiently

- They set and achieve high standards of behaviour and motivation.
- They match teaching style to lesson objectives and group dynamic.
- They organise physical resources in to promote orderly classroom management.
- They are consistent about classroom procedures and our Behaviour 4 Learning Code of Conduct.
- They keep up to date and accurate records in a mark book and submit assessment data for reporting in line with the published deadlines.
- They are flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group.
- They regularly review student grouping and seating to promote effective learning.

Teachers personalise learning

- Teachers know their students.
- They have high expectations of all students, and understand that any child can be challenged in their learning.
- They use evidence of prior attainment to gauge students' individual capabilities.
- They liaise with the school's SENCO's and use information on individual student's Individual Education Plan (IEP) to inform the planning and resourcing of lessons.
- They test understanding and acquisition of knowledge through a variety of means
- They use appropriate differentiated materials and tasks which ensure all students' active participation in lessons; they promote LEARNER AS EXPLORER.

In Primary school particularly, they work proactively with appointed Teaching Assistants.

Teachers work with the parents as well as the child

They foster mutual respect: student to student, teacher to student and teacher to parent.

They encourage parents to support student learning.

They respond to all potential concerns within 48 hours, making sure that appropriate follow up is maintained. Liaison with the relevant Assistant Head Teacher is also 'a must'.

Teachers are part of a school wide professional development policy (Teacher Learning Communities (TLCs) but also take responsibility for their own professional development so:

They have confident and assured command of subject matter, which is regularly updated.

They undertake appropriate professional development, observations, discussions, and reading.

They understand and promote the value of focused discussion and setting ground rules for speaking and listening.

Teachers create further opportunities for learning

Extracurricular activity should be open to everyone from target groups and encourage all students who wish to attend.

Extracurricular activities should provide opportunities for extending learning beyond the classroom.

Extracurricular activities encourage and support students to develop an interest in the subject outside of the classroom.

The school's values and Round Square attributes should be promoted wherever possible: in lessons and around the school and when students are representing the school on trips and visits.

Effective Learning

As a result of excellent teaching:

Students adopt the correct behaviour for learning

They make the most of every lesson so that they consolidate skills, deepen understanding and make demonstrable progress.

- They evaluate their own work and progress and make realistic judgements about it.
- They act readily on recommendations and advice from teachers.
- They concentrate on tasks set and listen attentively when appropriate.
- They have the confidence to find answers FOR THEMSELVES, to work with a partner, but also to ask questions, and to ask for help when needed.
- They show they can work independently but also contribute constructively to group, partner and whole class work.
- They can decide the best learning methods to adopt and the resources they should have.
- They respect the learning environment and resources.
- They arrive on time to lessons, are appropriately equipped and meet deadlines.
- They work with their teachers and fellow students to further the learning of all.
- They value their own achievements and the achievements of others.
- They care about the presentation of their work and look after resources.
- They can modify and redraft work.
- They retain knowledge, apply it in unfamiliar contexts, make connections with other work.

Students are motivated

- They take an active interest in their studies inside and outside school.
- They improve their own performance by working on areas for development as well as strengths.
- They enjoy learning and readily respond to the challenge of the tasks set.
- They are prepared to take risks and tackle problems, individually and collaboratively.
- They understand that making mistakes is part of the learning process.
- They persevere with tasks they find difficult without losing heart.**
- They respond positively to opportunities given to extend their learning.

T. Macfadyen, Head of School.
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