



International School

Teaching and Learning Policy

Secondary School

Reviewed: June 2024

Aim	4
Roles and responsibilities:	4
Teacher Responsibilities:	4
Student responsibilities:	5
A partnership with parents	5
Home Learning	5
Learning design	6
Using different strategies to teach and assess	7
Professional development	7
Pathways	8
Monitoring and Evaluation	9
Aims of Monitoring and Evaluation:	9
Protocols:	10
Practice and supporting documents	10
References	10

Mission Statement

Achieving success by learning well and living well - Our aim is to support our students to become well rounded individuals and citizens of tomorrow, who are well prepared for a complex world. We believe that **academic excellence** is key to this, and that this is supported through a focus on wellbeing, metacognition and the development of skills and dispositions that support great learning. Our approach is built around several core elements:



Developing Character and Values - placing a high importance on character, values, and dispositions

Learning by Creating & Experiencing - founded on the importance of creativity and the opportunity to learn through different experiences.

Thinking Differently - fostering innovative and entrepreneurial thinking, embracing and promoting new ideas and new ways of thinking - recognising that an agile mind/skillset is vital for success in the modern world.

Taking Individual Responsibility & Collective action - encouraging students to take individual and collective responsibility; working in groups to take action, 'make things happen' and create positive change.

Listening, Understanding & Collaborating - developing open mindedness, the ability to think through issues from multiple perspectives, come to reasoned decisions, be able to work with other people even if their thinking is different.

Internationally minded, locally and globally engaged - embracing diversity and intercultural learning, grappling with global issues. Recognising that being 'internationally minded' means engaging with local issues as well.

Aim

The Park Lane Teaching and Learning policy aims to articulate the school's vision as well as the responsibilities of staff, students, and parents that facilitate the creation of a vibrant and successful learning environment.

Roles and responsibilities:

Teacher Responsibilities:

We aspire to the highest standards of teaching and learning and Park Lane teachers will:

- **Demonstrate mastery** of their subject area and challenge students to deepen their understanding of concepts.
- Define and uphold **standards of quality and excellence** appropriate to students' developmental stages.
- **Collaborate and support** their colleagues, the school, and the community.
- Be **reflective and creative** practitioners who engage in ongoing effective professional learning.
- Foster a **positive, inclusive, and nurturing** culture within classrooms and beyond.
- **Cultivate a growth mindset**, encouraging students to believe in their capacity to develop intelligence, knowledge, and skills.
- **Apply diverse learning theories**, as appropriate to enhance student learning.
- Ensure students are **actively engaged** and that knowledge and learning is being **synthesised** by learners.
- Actively support students to become **expert, independent learners** through careful progression, moving from direct instruction to independent practice.
- Communicate a **love of learning** and maintain **high expectations** for every learner's potential.
- **Integrate real-world connections** into learning experiences to enhance learning opportunities and equip students with essential life skills.
- Use feedback from **assessment and student voice** to inform planning and adaptations to teaching.
- **Be adaptable** and interested in developing and implementing **new teaching methods and technologies** that engage students and improve learning outcomes.

In addition to the above, teachers must meet all the expectations set out in the teaching and learning policy, curriculum policy, relationships and behaviour policy, assessment policy and staff handbook.

Student responsibilities:

Our aim is to develop students who take full ownership and responsibility for their learning, and who understand that their success and growth is a direct result of their efforts. Students should:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Build learning goals based on their progress and create actionable steps to meet targets
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in relationships and behaviour policy

A partnership with parents

The parents and guardians in our community play a central role in helping students 'live well and learn well' and the school will continue to forge a close partnership with parents to this end. Parents support the school by:

- Valuing learning
- Encouraging their child as a learner
- Ensuring their child is ready and able to learn every day
- Supporting good attendance
- Participating in discussions about their child's progress and attainment
- Communicating with the school to share information promptly
- Providing resources as required to support learning
- Encouraging their child to take responsibility for their own learning
- Supporting home learning by creating a calm focused space for students to work in without distractions
- Using the [parent coaching questions](#) and other means to encourage a positive and proactive engagement with assessment revision and preparation
- Monitoring the [key stage three assessment schedule](#) to further support a balanced approach to assessment revision and preparation
- Attending parents' evenings and curriculum evenings

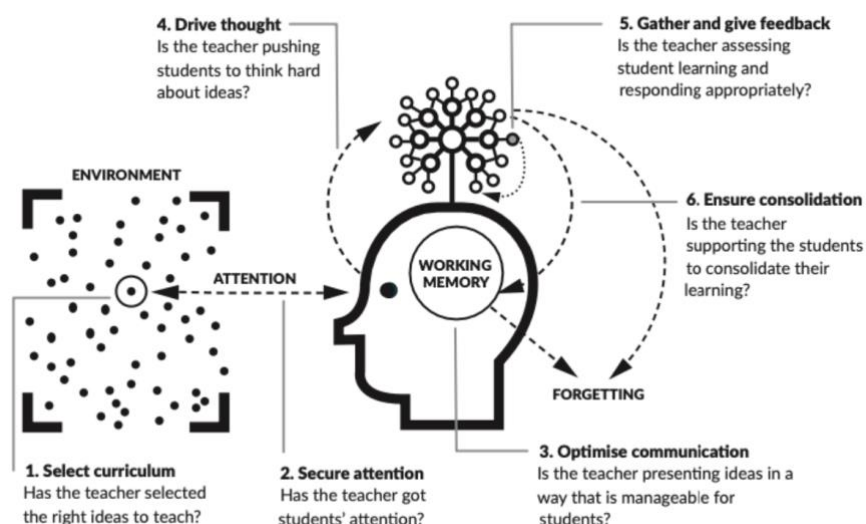
Home Learning

Home learning, or homework, supports students in further developing their learning outside the classroom. It will be planned, and meaningful.

Home learning will be reasonable in both challenge and length, and its purpose will be clearly outlined for each task. At KS3, students will receive a maximum of 20 minutes of home learning per subject, and it will be recorded in their planner. At KS4, homework tasks are posted as an assignment by the teacher on Google Classroom with the word HOMEWORK clearly stated in the title of task. At KS5, homework tasks are posted to ManageBac so students have a clear overview of the deadlines they have. For home learning to be most effective, it should be completed in a supportive, secure environment with focused time set aside.

Learning design

Learning design at Park Lane is responsive (focused on the interactive nature of classroom teaching) and rooted in the science of learning. Teachers should use the Great Park Lane Lesson Framework modelled after Josh Goodrich as a lens through which to plan, self-diagnose or provide feedback on lessons. Over the next year, individual departments, led by the T & L team will work towards building subject-specific strategies that support each of the six sections of the learning model. Consequently, we will develop the Great Park Lane Lesson Toolkit that will enable us to further improve the shared language and consistency of pedagogical approaches.



The key six areas that create a framework for the Great Park Lane lesson are:

1. **Select curriculum** - Has the teacher selected the right ideas to teach?
2. **Secure attention** - Has the teacher got students' attention?
3. **Optimise communication** - Is the teacher presenting ideas in a way that is manageable for students?
4. **Drive thought** - Is the teacher pushing students to think hard about ideas?
5. **Gather and give feedback** - Is the teacher assessing student learning and responding appropriately?
6. **Ensure consolidation** - Is the teacher supporting the students to consolidate their learning?

Using different strategies to teach and assess

Understanding students' prior attainment and specific needs is fundamental to effective planning. Teachers are expected to know their students' profiles by reviewing attainment data, CEM results (including MidYIS and YELLIS), the SEND register, and the C&P spotlight list.

When planning, teachers should consider diverse pedagogical approaches to engage, motivate, and challenge all learners. These activities help build knowledge and skills across different subjects.

Our teachers should have a deep understanding of assessment for different purposes. They will excel in summative assessments and use assessments to support student learning. This involves identifying what the learner has or has not achieved, planning the next steps, and providing the necessary scaffolding to achieve them. Teachers also encourage self-assessment and self-reflection, fostering students' responsibility for their learning and actions.

Good assessment utilises a range of assessment tasks and criteria, testing higher-order thinking skills such as evaluation and analysis, not just knowledge recall. Assessments serve multiple purposes, and their validity is crucial; they must be fit for their intended use.

As Dylan Wiliam (2018) states, "An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence".

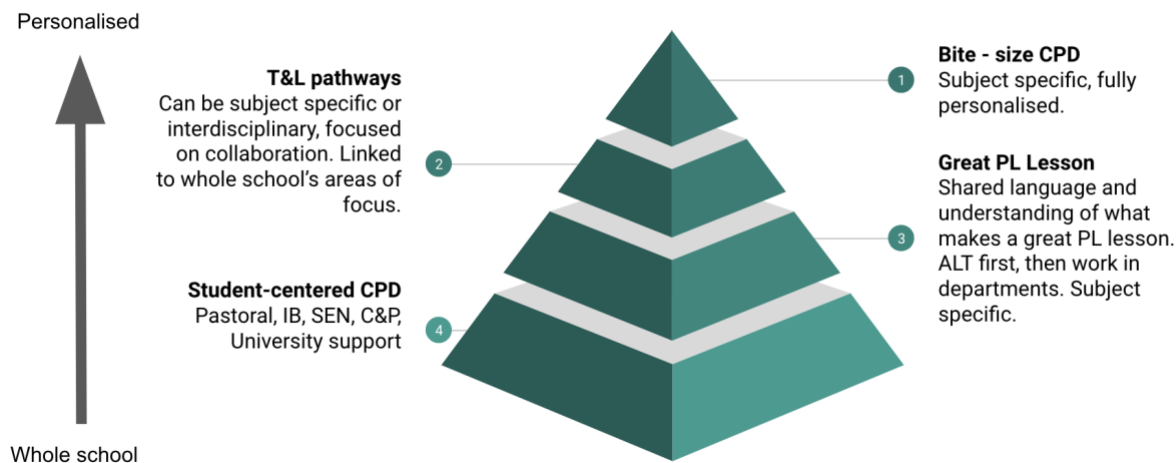
More detail about assessment can be found in the Assessment Policy which aligns to the *'IB Diploma Program: Principles to Practice*.

Professional development

"Every teacher needs to improve, not because they are not good enough, but because they can get even better." Professor Dylan Wiliam

Teaching and Learning at Park Lane is informed and supported by ongoing professional development. Professional development is an opportunity for every teacher to improve and develop their practice, with the ultimate goal of improving student outcomes. It is an ongoing process which is driven by an individual teacher's needs and pedagogical interests and aligned to whole school priorities. The timely and purposeful meetings with the line manager (and coach if applicable) and lesson observation(s) are an integral part of this process.

The CPD provision at Park Lane is responsive and adapts to our teachers' and students' needs. We offer a four-layered PD provision that ranges from whole school to fully individual.



Pathways

- Bite - size CPD** - following evaluation of our CPD programme, we recognised the need for the subject specific professional development. As a result, all members of staff pick one Bite-size CPD per term. The Bite - size plan needs to be approved by the line manager. The options are:

 - Observe a colleague with a pre-planned area of focus.
 - Professional training (IB, IGCSE, National College or any other webinar or training).
 - Professional reading.
 - Record your lesson and reflect on it.
 - Visit another school with a pre-planned area of focus. (Needs to be agreed with a line manager.)
 - Work with a coach for a term. (Email MZ or reserve your spot through the school hub.)
- T&L Pathways** - each teacher picks one of the CPD pathways that creates a professional focus for the year. The pathways not only allow for teachers' agency but they also help to create a culture of collaboration across departments and sites. (This has been an important area of focus for us as a school.) The pathways are:

 - PLC (Professional Learning Communities)
 - LINK - UP (Cross curricular project)
 - SKILL - UP Science of Learning
 - SKILL - UP Coaching (Core coaching skills pathway or Academic coaching pathway)

The PLC and LINK - UP in particular are excellent vehicles for initiatives that aim to translate whole-school focus areas into practice, such as embedding Core IB principles from KS3 onwards. The coaching pathway has two strands: 'Core coaching skills' that aims to support tutors, students' mentors and pastoral leaders while the 'Academic coaching' focuses on instructional coaching.

3. **Great PL lesson** - we recognise the need to establish a shared language to talk about teaching and learning at Park Lane. To do so, we are using Daniel Willingham's model of learning as adapted by Josh Goodrich in his book 'Responsive Coaching'. [We received Josh's permission to use his model for CPD purposes.]
4. **Student- centred CPD** - Park Lane staff regularly attends whole school sessions delivered by University advisor, IB - coordinator, SENco or pastoral team.

Monitoring and Evaluation

Teaching and Learning is monitored and evaluated at Park Lane in order to ensure that all students make the best possible progress from their starting points.

Aims of Monitoring and Evaluation:

- To increase awareness of practices occurring within the school.
- To identify training needs across teaching and support staff and drive the CPD program.
- To enable the identification of strengths and aspirations of our educators.
- To monitor and evaluate the progress of students during lessons and over time.

Teachers will monitor and self-evaluate (also possible with the support of a coach) their own performance and professional development. This can be achieved by:

- Self-evaluating their subject knowledge and understanding of changing educational initiatives.
- Self-evaluating the quality and effectiveness of their teaching and classroom management.
- Taking an active part in sourcing and completing relevant CPD opportunities.

School leaders will monitor and evaluate the impact of teaching on students' learning through:

- Conducting learning walks.
- Gathering input from student voice and teacher questionnaires.
- Performing lesson observations.
- Holding line manager meetings.
- Conducting department reviews.

Protocols:

At Park Lane, we have an agreed format for monitoring and evaluating teaching and learning over time. This will consist of a mixture of intentional lesson observations and learning walks conducted over the course of an academic year. Teachers and leaders conducting observations and learning walks are to be familiar with and follow accepted protocols.

Practice and supporting documents

Practice is guided by the principles outlined above, in conjunction with those other guiding statements related to teaching and learning that can be found in the following policies:

- Curriculum policy
- Assessment policy
- Academic integrity policy
- Challenge & Potential policy
- EAL policy
- Subject Schemes of Work
- Languages policy
- Careers Guidance policy
- Learning Support policy

References

Many of the central ideas informing practice in the Secondary School have been guided by key publications from both Cambridge and IB - such as **'Implementing the curriculum with Cambridge – A guide for school leaders'** (CAIE, 2021), **'IB Principles to Practice'** (2020), **'What is an IB Education'** (IB, 2017). Diagrams used come from: Education Endowment Foundation. (2022), *Seven-step model for metacognition*. Josh Goodrich, *Responsive Coaching* (Melton: John Catt, 2024)

Appendix

Figure 1 *Seven-step model for metacognition*, (Education Endowment Foundation, 2022).

