EL ALTILLO INTERNATIONAL SCHOOL

iSP International Schools Partnership

Teaching and Learning Policy
El Altillo International School

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1. Purpose and Intentions

This policy establishes the principles and practices that underpin teaching and learning at El Altillo International School. Its purpose is to ensure that all members of the school community share a common vision and work cohesively to provide education of the highest quality.

1.1 Vision and Definition of Learning Learning is getting better

Learning is the process through which our students become better by engaging with meaningful challenges and repeated experiences. It does not depend solely on external factors; rather, it takes place in the brain through effort and reflection. At El Altillo, learning becomes visible when students grow in skills, knowledge, values, and competencies, always with the aim of continuous improvement.

Vision: To be leaders in the educational sector in Andalusia and to be recognised as the benchmark school for educational quality, values, and principles.

Mission: To educate citizens who are committed to learning, knowledge, and universal values, enabling their full development in an ever-changing global society.

We promote High Impact Learning, where students feel both challenged and empowered. We aim for all students, upon completing their education, to embody our Student Learning Outcomes (SLOs): **Innovator, Leader, Communicator, Open-minded, Compassionate, Multilingual, and Committed.**

Amazing Learning is learning that exceeds expectations, surprising and inspiring us through its transformative impact.

As part of ISP, we follow the ISP Learning.First™ Framework: Learning First Language.

1.2 Purpose of the Policy

This document aims to encourage teachers to:

- Reflect on and further develop their current practice.
- Ensure that high standards and expectations in teaching and learning are maintained at all times.
- Identify and share areas of strength.

It also aims to encourage students to:

- Take personal responsibility for their learning.
- Lead their own learning and support that of their peers.
- Contribute to a positive climate where all achievements are celebrated.

This policy emphasises the importance of collaboration between students, teachers, parents, and the wider El Altillo International School community.

1.3 Core Principles of Teaching and Learning

We seek to ensure that:

- High-quality and consistent teaching leads to active, independent, and lifelong learning.
- Students learn how to learn.
- All activities are structured to promote excellent progress and positive outcomes for all students.

- Achievement is celebrated and underachievement is challenged.
- Students develop the skills identified in El Altillo's Student Learning Outcomes throughout their educational journey.

1.4 Learning

Our aim is to ensure that students are able to:

- Demonstrate a strong interest in learning and a desire to explore different areas of the curriculum.
- Experience success.
- View challenge as a necessary part of success and learning growth.
- Take responsibility for improving their own learning.
- Feel safe and confident enough to take risks, viewing failure as an opportunity for success.
- Know how to extend and challenge themselves during lessons.
- Self-assess and monitor their learning and progress within each lesson.

1.5 Teaching

We aim to ensure that teaching:

- Promotes effective and positive interactions between teachers and students.
- Encourages high expectations.
- Uses a wide range of teaching approaches, including cooperative learning, problem-based learning, project-based learning, and specific methodologies such as IEYC, IPC, MYP, and the IB Diploma Programme.
- Incorporates a balanced use of explanation, demonstration, discussion, and problem-solving.
- Is planned so that students acquire knowledge and skills progressively and at an appropriate pace.
- Is informed by assessment of student achievement to meet the needs of all learners.
- Enables students to use new technologies to enhance learning across all curriculum areas.
- Develops resilience and independent learning skills.

2. Subject Planning

Every teacher is required to produce a curriculum plan for their subject that is flexible and compliant with current legislation. These plans must be shared with students and families through Moodle or iSAMS to ensure clear curriculum sequencing and timing.

2.1 Lesson Planning

There is no single model for Amazing Learning; however, lessons are expected to be carefully planned within a broader scheme of work. Teachers should:

- Plan structured lessons aligned with the principles of differentiation and ensure that all students experience a **good struggle** in every lesson.
- Maintain high standards of professional conduct, including punctuality and positive professional relationships.

- Use a range of appropriate resources, including differentiated materials and EAL strategies, to engage and motivate students.
- Set homework that reinforces and extends learning where appropriate.
- Assess, monitor, and evaluate student progress to provide clear guidance on next steps.

2.2 Lesson Design

Lesson design should:

- Ensure a clear focus and structure.
- Actively engage all students.
- Meet the needs of all learners through appropriate differentiation.
- Use Assessment for Learning strategies to help students reflect on what they know and identify next steps.
- Ensure learning is stimulating through appropriate pace and variety of activities.

The use of the AI Toolbox is encouraged to create differentiated resources and foster creativity.

2.2.1 Learning Objectives

- Learning objectives should be clearly shared with students at the beginning of every lesson.
- An active plenary should be used to evaluate the extent to which lesson objectives have been achieved.

2.2.2 Use of Starter Activities

Starter activities are used to connect prior knowledge, introduce new topics, create a climate of interaction, and provide an engaging start to learning.

3. Differentiation

3.1 Meeting Individual Student Needs

El Altillo International School is committed to providing the highest quality education for all students. Lesson planning should demonstrate evidence of differentiated learning challenges designed to engage and extend learners of all abilities, including students with Special Educational Needs (SEN) and High Ability Learners.

3.2 Challenging Underachievement (Drowning and Treading Water)

Teachers are responsible for identifying and addressing underachievement. This includes recognising students who are experiencing bad struggle (drowning) or are treading water**,** and implementing timely strategies to address these situations. Such interventions should be reviewed regularly.

3.3 Support Programmes

The school offers support programmes in Mathematics, Spanish Language, Spanish for Foreign Students, Mathematics for International Primary Students, and EAL support. The school also runs the TEI (Peer Tutoring Programme) to improve inclusion and foster positive peer relationships.

4. Pedagogy

4.1 Pedagogical Approaches

Our teaching integrates the most effective international methodologies to develop knowledge, understanding, attitudes, and skills.

These include:

- **Stage-Specific Methodologies:** IEYC in Early Years, IPC and ABN Mathematics in Primary, MYP in Secondary, and the IB Diploma Programme in Sixth Form.

4.2 Active Teaching Techniques

Teachers are expected to use a broad repertoire of teaching strategies:

- **Questioning Strategies:** Carefully sequenced questions that guide learners and promote higher-order thinking skills such as analysis, synthesis, and evaluation.
- **Explanation and Modelling:** Helping students connect new information with prior knowledge and making thinking processes explicit.
- **Learning Out Loud:** Encouraging both students and teachers to think and talk about learning aloud, strengthening memory, developing metacognition, and promoting autonomy and continuous improvement.

4.3 Learning Resources

- Innovative resources including the FabLab, iPads, Smart Rooms, Moodle, and Google Classroom.
- In Secondary School, the Bring Your Own Device (BYOD) approach is used.
- Resources should always serve learning objectives rather than becoming objectives in themselves.
- Staff and students have access to Google Workspace and Moodle platforms, which support independent and collaborative learning.

5. Monitoring and Evaluation of Teaching and Learning

Monitoring teaching and learning is an essential part of the continuous process of raising achievement. Its purpose is to identify successful strategies, share best practice, and inform future planning.

5.1 Whole-School Monitoring

- School-wide monitoring of performance and progress is the responsibility of leadership at all levels.
- Monitoring activities include work scrutiny, observations, Learning Visits, and student interviews.
- Analysis of external examination results and internal assessments plays an important role in guiding school improvement.

5.2 Departmental Monitoring

- Heads of Department, together with their line managers, are responsible for ensuring successful teaching and learning.

- Monitoring includes lesson observations, work sampling, discussions with teachers and students, and data analysis.

5.3 Student Involvement in Monitoring Learning

- Students will understand their progress through assessment, target-setting, and feedback processes.
- Students will be encouraged to evaluate their own progress and implement improvement strategies.
- An annual student survey and three family surveys are conducted to gather feedback on the quality of teaching and learning.

5.4 Lesson Observation

Lesson observation provides opportunities for teachers to evaluate their practice and discuss areas for development. Lessons may be observed by any member of the educational community for professional development purposes.

5.5 Environment and Culture

The learning environment is a key external factor influencing learning. We promote a climate of mutual respect where all forms of violence are rejected.

5.6 Order and Safety

Classrooms and shared spaces must be kept clean and orderly. Teachers are responsible for ensuring the appropriate use of facilities and positive student behaviour.

5.7 Celebrating Learning

The school organises events such as the Maker Faire, Science Week, Book and Humanities Week, and Science and Mathematics Day to celebrate knowledge and learning collaboratively.

6. Controlled Assessment and Coursework

- **Ongoing Process:** Assessment is viewed as a continuous process rather than simply a final outcome. It should never be used as a punishment.
- **Criteria and Planning:** Assessments and examinations should be planned carefully to avoid overloading students. Assessment criteria must be communicated clearly.
- **Recovery Opportunities and Adaptations:** Students are given opportunities to recover and achieve learning objectives. Appropriate examination access arrangements are provided for students with SEN.

7. Student Support

- **Safeguarding:** Safeguarding encompasses everything we do to keep children safe, healthy, happy, and therefore able to learn. The school has a Designated Safeguarding Lead (DSL) and a Deputy Designated Safeguarding Lead (DDSL).
- **Safer Recruitment:** The school operates a safer recruitment policy to ensure that qualified and trustworthy staff are employed, always prioritising student safety and wellbeing.

- **Tutoring:** Tutors play a key role in monitoring individual student progress, supporting both academic success and personal wellbeing. Tutors are required to meet with every family at least once per reporting period.
- **Guidance Department:** This department identifies, supports, and monitors students with learning, psychological, or social difficulties in collaboration with tutors and coordinators.
- **Mentoring Programmes:** Programmes such as TEI and Buddies promote inclusion and peer support.

8. Staff Support

- **Continuing Professional Development:** The school promotes ongoing staff development through training opportunities and access to ISP's Learning Hub.
- **Coordination and Collaboration:** Weekly departmental and phase meetings are held to support coordination, pedagogical decision-making, and communication.
- **Resources and Supervision:** Teachers are supported by Heads of Department and Phase Coordinators, who oversee practice and facilitate communication with the Senior Leadership Team.