Teaching and Learning Policy
2025-2027

Policy Information			
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Author of policy's role	Senior Leadership Team		
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School's Philosophy on Teaching Learning

1. **Purpose**

   This policy aims to ensure high-quality teaching and learning at ISCS by setting clear expectations for students, staff, and leadership. It supports creating an inclusive, engaging environment where students achieve academic success, develop lifelong skills, and embody the school's core values.
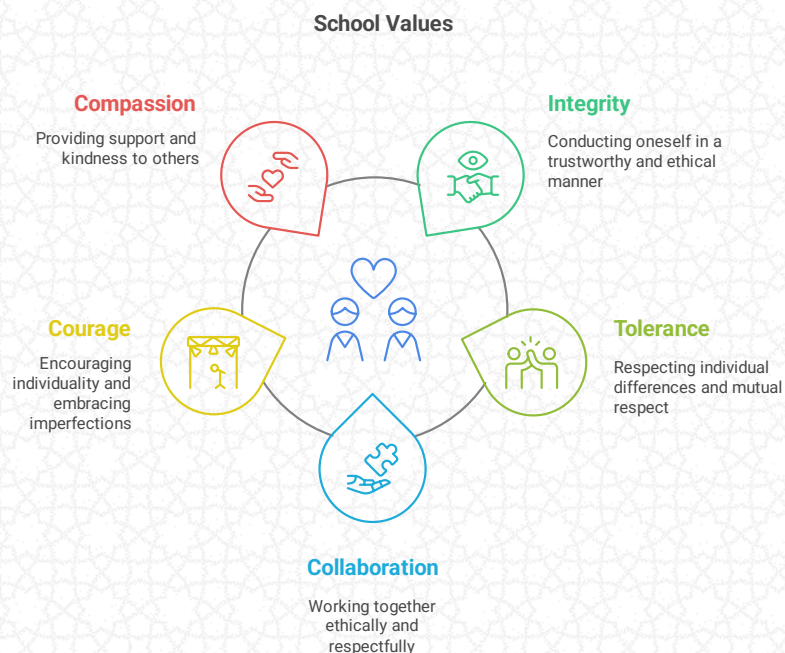
   Mission

   To ignite a passion for learning, by creating an inclusive community which fosters virtues, innovation, and best practice focused on achieving successful outcomes for all our students.

   Vision

   Lighting the way to excellence rooted in faith, cultivating life-long learners and global citizens equipped with a moral compass.

2. **School Core Values**

School Values

Compassion
Providing support and kindness to others

Integrity
Conducting oneself in a trustworthy and ethical manner

Courage
Encouraging individuality and embracing imperfections

Tolerance
Respecting individual differences and mutual respect

Collaboration
Working together ethically and respectfully

Integrity: We will conduct ourselves in a trustworthy, ethical, and reliable manner in everything we do and say.

Tolerance: Every individual must have moral obligation or duty which involves respect for the individual as well as mutual respect and consideration between people.

Collaboration: Leverage collective genius, we respectfully and ethically interact with each other and those around us.

Courage: Give permission for imperfection, every individual to have the courage to be themselves.

Compassion: Lend a helping hand and practice what we preach. We are all individuals who are caring

recognising the unique challenges faced by our community and will provide support with kindness and empathy.

3. Effective **Teaching at ISCS**
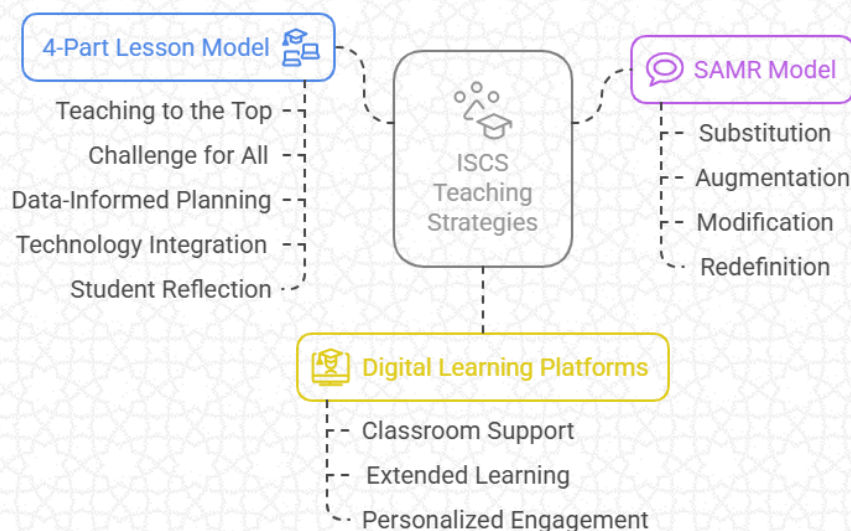
At ISCS, we maintain a consistent teaching approach across the school built around a 4-Part Lesson model. Lessons are carefully structured to focus on teaching to the top, providing appropriate challenge for all students, using data effectively to inform planning, integrating technology meaningfully, and promoting regular student reflection. This structured approach ensures consistency and high expectations across all classrooms.

To further enhance teaching practices, all teachers are trained in and implement the SAMR (Substitution, Augmentation, Modification, Redefinition) model, integrating technology into lessons not just as a tool but as a transformative element to enrich learning experiences. In addition, a variety of digital learning platforms are utilised to support classroom teaching, extend learning beyond the school day, and personalise student engagement. Together, these strategies ensure that teaching at ISCS remains innovative, inclusive, and impact-driven, enabling all learners to reach their full potential.

4. Principal**s of Learning at ISCS**

At ISCS, learning is viewed as a lifelong, dynamic journey where students are encouraged to develop, demonstrate, and independently apply new and transferable knowledge and skills across various settings. We believe that effective learning involves active student engagement, critical thinking, and personal responsibility for growth. Our learners are provided with clear objectives, meaningful feedback, and regular opportunities to celebrate success, fostering resilience, independence, and collaboration.

High expectations and appropriate challenge are embedded into all learning experiences, ensuring that every student is motivated to achieve excellence. Literacy, numeracy, and key life skills are systematically developed to prepare students for future academic and real-world challenges. Technology and innovation are integrated into everyday learning, promoting digital fluency and enhancing the depth and breadth of student understanding. Through continuous formative assessment and reflective practice, students are supported in setting clear goals and taking ownership of their learning journey, ultimately becoming life-long learners and responsible global citizens.

5. Monitoring & evaluating the effectiveness of learning & teaching

- All observations are logged into our internal Lesson Observation Tracker (LOT) system. Each teacher is formally observed twice per year for appraisal purposes and at least once a month through drop-ins or full observations to support ongoing growth.

- LOT data enables monitoring of teaching quality and identifying gaps across subjects and key stages. This is triangulated with student outcome data through Edunation for deeper analysis.

- Observation outcomes are moderated through paired observations, coaching, and standardisation. Senior Leaders conduct audits to ensure consistency and reliability.

- HODs use LOT data to address departmental gaps. Senior Leaders set schoolwide priorities and interventions, with additional support provided based on identified needs.

6. Continuous Professional Development

- All teachers are expected to complete a minimum of 100 CPD hours annually, and leaders are expected to complete 120 CPD hours.

- Targeted CPD programs are designed and delivered based on findings from lesson observations, learning walks, performance reviews and career progression ensuring that professional development is responsive to identified needs.

- The Governing Body provides access to Educap, an exclusive professional development platform, where leaders can assign specific training courses aligned to observed gaps and areas for improvement.

- Dedicated "Tanmeya Weeks" are calendared before the start of each academic term, offering structured CPD sessions to further enhance teaching practice and support continuous improvement in learning outcomes.

- CPD sessions delivered by external bodies such as Pearson, Oxford SEA and BEAM.