

Paradis International College	Doc. Ref. :
	Date of Last Review: 2024
	Date of Next Review: 2027
Teaching and Learning Policy	

<p>Disclaimer</p> <p>The information contained in this document has been prepared exclusively for the internal use of Paradis International College. Since this document is confidential and proprietary to Paradis International College, third parties are not entitled to rely on it in any way. The present document has been issued in English.</p>

	AUTHORS	APPROVED BY
Name	Joacă-Bine Dana reviewed by Alina Voicu	ALBU OANA
Title	Teacher	Founder of Paradis International School

The SCHOOL VISION is to raise happy children, future leaders of the world, who are prepared for life!

The school has as its goal the harmonious development of children's personality, acting on all educational levels and taking into account the model of multiple intelligences. The educational project meets the requirements of modern society by creating a stimulating environment for teachers and comply with parents' expectations for academic training and life.

1. Purpose

This policy is intended to guide all staff involved in teaching and learning. It is an ongoing document and can be changed and adapted to suit the demands of the curriculum and the assessment frameworks.

2. Aims

To ensure that all our pupils are provided with rich and varied learning experiences which lead to developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, time management, classroom management and what our school does to create an effective learning environment. The educational standards that support the achievement of a quality educational process are found in this school. Thus, the principle of integrating theory with practice, but also that of systematization and continuity in learning, as well as the active and conscious participation of students in teaching, learning and evaluation are to be found in the educational process and can be observed through class assistance sheets.

3. Quality of Learning

We acknowledge that people learn in differently and we recognize the need to develop strategies that allow all children to learn in a variety of ways. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving;
- Research;
- Group work;
- Pair work;
- Independent work;
- Whole class work;

- Asking and answering questions;
- Use of computer;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Debates, role plays and oral presentations;
- Designing and crafts;
- Participation in athletic or physical activities;
- Digital/media.

4. Our teaching

Through class observation, mentoring activities and meetings, all teaching staff will learn the requirements of good and outstanding lessons. All teachers will work to ensure that our teaching is good and that we are each able to produce examples of outstanding teaching.

We expect all teachers to be attentive to students' needs, to stimulate and challenge them to achieve outstanding results. Thus, Paradis teachers:

I.

- establish a safe and stimulating environment for students, based on mutual respect;
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected from students;
- are measurable for students' attainment, progress and outcomes;
- are aware of students' capabilities and their prior knowledge, and plan teaching according to these, they guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- share knowledge and develop understanding through effective use of time, promote passion for learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding of what students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s);
- know when and how to differentiate appropriately, by using approaches which enable students to be taught effectively;
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure students' progress;

- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to feedback;
- have clear rules and routines for classroom behaviour and take responsibility for promoting it;
- deploy support staff effectively;

II

- good and courteous behaviour, both in classrooms and around the school;
- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;

III.

- communicate effectively with parents regarding students' achievements and well-being;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how to overcome these;
- raise awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including those with special educational needs; those with high abilities;
- teachers do not compare students;
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- encourage students to take a responsible and conscientious attitude to their own work and study;

5. Pupil progress

We monitor students accurately (with moderated judgements) every month as interim and every term as summative and report progress to students and parents and we are careful to ensure that students in PARADIS are making good progress. We monitor and respond to the progress of all groups of students. ***See assessment policy!***

Students realize that progress can be seen if they try to improve every single day. When they compare with others, frustration can appear and it lowers self-esteem and concentration. Also, students notice that we are different and everyone has strengths and weaknesses and teamwork is highly important.

6. Good Teaching Practice

The following are key ingredients for good and outstanding teaching. It is expected that all planning for lessons will include the following ingredients and that they will be made explicit to students.

- Setting of clear objectives and success criteria
- Using resources effectively
- Implementing differentiation
- Variety and challenge of questioning styles
- All children are given opportunities to think, listen and explain
- The student's work is evaluated and graded rhythmically
- The act of teaching is based on prior learning
- The pace of the lesson is appropriate and challenging
- Positive behaviour is encouraged.

7. Good Classroom Practice

Teaching and learning

- Revise prior lesson.
- State the learning objectives for the lesson, tell the class what they are going to do and what they will learn. Tell the class what they will be expected to achieve in the lesson.
- Target your questions. Direct your questions to involve as many students as possible. Sometimes, simply directing a question at a particular student is enough to get them back on task.
- Change the activity or pace of the lesson. Lessons that are too slow or are boring are much more likely to generate misbehavior.
- Revise the lesson. What have they learned today?
- Finish teaching in due time so that you can pack away properly, check for missing items etc.

Management and behavior

- Be on time in the classroom, if possible, before students arrive. Do not leave them standing outside.
- Choose a moment when they are doing well and praise them!
- Three positive comments to every negative one.
- Criticise the behaviour, not the student.
- Try to use hand signals that do not interrupt the flow of the lesson.
- Use private, rather than public, reprimands. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- Use rule statements as reprimands. “We put up our hands before speaking”.
- Emphasize the required behavior, “Look at me. Thank you.” is better than “Stop looking out of the window.”

- Try to find out why a student may not be paying attention or behaving inappropriately
- Walk around the room as much as possible.
- Try speaking from the back or one area of the room.
- Use personal contact to stretch or encourage students
- Scan the classroom. Regularly cast your eyes around the room. Is everybody on task? Simply moving towards a student is sometimes enough to re-direct them toward their work.
- Use proximity. Moving near to students who you suspect of misbehavior or talking will indicate your awareness of the behavior without disrupting the lesson.

8. Literacy across the Curriculum

Language is the prime tool students use to learn and express themselves across the curriculum; therefore, all of us focus on effective literacy. We shall have the highest expectations with regards to developing the literacy skills of our learners in all subjects through Romanian and/or English.

9. Numeracy across the Curriculum

Numeracy is a proficiency which is developed mainly in mathematics, but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts.

10. Homework Learning Guidelines

Home learning will be meaningful and should aim to enhance independent learning skills. It will extend the learning opportunities achieved during classes. In subject areas, homework will be set in accordance with students' needs and be planned as part of the subject curriculum.

Types of Homework:

- Electronic;
- Research;
- Worksheet;
- Booklet;
- Coursework;
- Discussion with Parents;
- Reading;
- Project Based;
- Personal Reflection;
- Revision;
- Revision (using study cards);
- ICT based;

- Written.

The volume of homework for each school subject does not have to exceed, as a rule, 1/3 of the volume of tasks performed in class, during lesson.

Homework, throughout the unit, is focused on application and task analysis. At the end of the learning unit and, before summative assessment tests, homework with integrative and analytic features will be proposed.

During the holiday period, after the summative assessment tests and during transdisciplinary activities, no homework will be given.

It is not allowed to use homework as a tool of punishment: homework with high volume and high degree of complexity, repetitive exercises, unknown homework or not practiced in class.

Homework will be given only on the basis of the contents that have been studied in class and does not involve additional individual study by the student.

It is recommended that the topics should have a practical-applicative approach, related to real life (projects, models), respecting the preferences and interests of students.

Homework should provide the student with opportunities to practice skills and to apply cognitive principles.

A distinction will be made between daily and long-term topics (weekly, bimonthly, monthly, half-yearly).

Homework is adapted not only according to the age characteristics of students, (not only in terms of the assigned time, but also in what concerns the level of understanding, degree of difficulty etc.).

The teacher systematically checks students' homework and encourages them by providing constructive /positive feedback with permanent emphasis on the process, solutions and not on the result and consequences.

11. Data-Led Planning

It is a whole school agreed practice that students will have access to their targets and progress levels to ensure that they are aware of the areas for development and to enhance their performance.

There are several ways of doing this, all being acceptable:

- Targets and current progress are displayed prominently on pupil's workbooks
- Students may be able to articulate progress verbally as it is routine practice in lessons and this will be supported by the breakdown of development areas being displayed in class;
- Targets and progress may be consistently referred to in marking. However, it is expected that students will have engaged with this (please see whole school marking guidelines).

Responsibilities:

All staff of the department responsible for the development of teaching and learning across the school are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all pupils. Meetings take place weekly.

Kindergarten- Monday, 13:30-14:00

Primary school– Tuesday ,14:30-15:00

Secondary school- Monday 14:30-15:00

High school- Tuesday 12:10-12:40

Teachers' role - Head of Learning

- To ensure that the marking guidelines are implemented throughout the whole school.
- To ensure that good practice is passed on through opportunities for professional development
- To ensure that students are aware of their progress and areas for improvement.
- To support Curriculum Leaders, where appropriate, in the implementation of the policy.
- To monitor and evaluate the impact of the marking policy.

Role of Curriculum Leaders

- To ensure that the marking guidelines are implemented by all teachers and students in the department.
- To monitor the quality and regularity of marking. It is entirely appropriate for Curriculum Leaders to use their own pro forma document to carry out marking checks.

Appendix 1: Guidance for Effective Differentiation

Ensuring an adequate educational process that meets the potential and the needs of all students represents a main priority for Paradis International College. In this regard, curricular differentiation and adaptation is conducted for satisfying the educational and development needs of our students.

❖ Principles

At Paradis International College, the differentiated curriculum takes into account the following principles:

- it allows the development and application of creative and productive thinking skills;
- it provides equal opportunities through teaching-learning-assessment approaches;
- it makes students able to constantly explore new knowledge and information, to develop an attitude of valuing the study;
- it encourages openness to the use of specialized and adapted resources;

- it promotes self-initiative, as well as self-directed learning and development;
- it supports the development of the capacity for self-knowledge and understanding of relationships with others, with social institutions, with nature and culture;
- curricular assessments are conducted in accordance with established priority principles, with an emphasis on thinking skills, creativity;
- it provides feedback on students' work.

At Paradis International College, differentiation is central to teaching and learning and ensures that all learners can access the learning provided.

A curriculum that is differentiated for every student will:

- build on past achievements;
- present challenges for further achievements;
- provide opportunities for success;
- remove barriers to participation

Students learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all students in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that all students will be at the same level in all parts of a study program.

❖ **Actions**

In the development process of the differentiated curriculum for different special educational needs of the integrated students in the general schooling process, Paradis International College:

- conducts an analysis of needs for the students enrolled in the school;
- assesses the availability of human and material resources in the educational unit;
- conducts an analysis of the needs and opportunities specific to the local, cultural, social and economic context.

The differentiation is made at many levels, including the educational contents, the teaching-learning-assessment methods, the physical and psycho-social environment of the classroom and school, the performance standards defined according to the registered potential of the student and the educational prognosis.

❖ **Differentiation at Paradis International College takes five distinct forms:**

- *By task* – where students of differing abilities and/or learning styles are given tailored activities to enable them to achieve the Learning Objective to the best of their abilities. This may involve, for example, provision of differentiated worksheets or giving a text to read to a typical student or a text to listen to a visually impaired student.

- *By outcome* – where all students are given the same, open-ended tasks to complete allowing for student response at different levels, this being recognised in the assessment process. This can be demonstrated through the use of ‘All, Most, Some’ structure for Learning Outcomes, within an all-encompassing Objective. This should not be relied on regularly as the sole means of differentiation, however, since it can inhibit the attainment of students at the lower-performing end of the class.

- *By support* – where more support is given to some students than others. It should not be assumed that more support will necessarily be given to one particular student, since it may vary by task – in some situations, for example, those students with SEND may need personalised support, individual help given by teacher, stimulus questions etc.

- *By choice* – Where more than one method or strategy may be deployed in order to achieve the same Learning Outcome, students are allowed to select the style/method that will work for them, and that they enjoy. This is most effectively used when accompanied by student metacognitive reflection upon how each child learns best.

- *By resource* – Where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable depending upon literacy, speed of working, need for challenge, etc. A truly effective lesson makes use of multiple types of differentiation.

Differentiation is also done by using Individual Educational Plans that include all the five forms. Also, for the students who make more rapid progress, extra work is offered.

❖ **Learning Styles**

Teachers should be aware that whilst ‘learning styles’ are not fixed, and should not be seen as a restriction on students’ ability to learn in different ways, nonetheless students have ‘habitual’ or ‘preferred’ learning styles. The differences in learning styles are often linked with personality and emotional factors. Teachers should be aware of this wealth of individual differences within their teaching groups, and maintain a flexible approach to teaching methods. A wide range of audio, kinesthetic and visual resources is encouraged in order to create a greater variety within each lesson.

In the case of students whose achievements are significantly below the levels set for a specific stage, a much higher degree of differentiation will be required. In these situations, teachers can use the content of curricula as a resource or to provide a context - in planning and learning- appropriate to their students' needs.

In the case of students whose achievements significantly exceed the expected levels, teachers will plan appropriate activities with a higher degree of difficulty. Based on the subject from the later stages, teachers can plan an additional differentiation by increasing the complexity and depth of the study.

Teachers need to be aware that students bring to school different experiences, interests and qualities that will influence the way they learn. Teachers need to plan approaches to teaching and learning so that students can take part in effective and efficient lessons.
