

Learning and Teaching Policy

Grow. To develop policy that provide guidance for students to be the best they can be

Discover. Clarity, interdependence and alignment in our key learning and teaching policies

Dream. That policy clearly scaffolds achievement of our guiding statements

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1. Purpose Statement

All learning and teaching decisions at Discovery College are expected to be guided explicitly by our Vision, our International Mindedness Statement and the aim that all **learners** can achieve the 5 Outcomes of a DC education. This policy defines the relationship between key Learning and Teaching policies and procedures and the achievement of our Vision and the DC Outcomes. It is framed for our teachers by the Powerful Learning Statement in which they have defined the elements of powerful learning they will strive to achieve in their classrooms to create the ideal conditions for this achievement.

2. Powerful Learning Statement

At Discovery College we believe that powerful learning and teaching occurs when we flourish together with a shared spirit of respect which prizes our diversity, reaches into our traditions and looks to the future, excites a passion for ongoing inquiry, to help all learners strive for success and personal fulfilment.

This statement defines the conditions under which we believe learning should take place. This statement was developed by our teachers as an aspirational statement for learning and teaching practice in their classrooms at the same time when our Vision Statement was originally developed in 2009-10 and updated in 2021

3. Key Policies

The following policies and procedures help define in detail how Discovery College puts into practice our Guiding Statements around learning and teaching.

3.1 [Assessment \(link once ratified\)](#)

Assessment at Discovery College strikes a balance between obtaining information to guide teaching and improve student learning (assessment for learning - formative), involving students in making judgments about their learning (assessment as learning) and judging learners' achievement against a set of specified objectives (assessment of learning - summative). The Assessment Policy outlines in detail specific assessment practices and procedures.

3.2 [Language Policy](#)

At Discovery College we believe that language does not operate in isolation but in the context of human experience and communication. Learning language is integral to the development of personal, cognitive, social and cultural identity as well as to making meaning of the world around us. Discovery College recognises that language is the foundation of all learning. Students learn

language, learn through language, and learn about language. Discovery College's Languages Policy outlines specific practices for supporting the learning of languages.

3.3 Academic Honesty Policy

The Discovery College Academic Honesty policy articulates expectations for the acknowledgement and principled use of the work of others. The policy provides key definitions and outlines the expectations of all students, parents and staff. The policy also describes procedures and specific practices associated with ensuring the highest standards of academic honesty.

3.4 Learning Diversity Policy (update if necessary)

At Discovery College, we recognise that all Learners are individuals in terms of their intellectual and physical abilities and their social and emotional needs. We provide additional support for those learners whose needs are not being fully met for reasons of language, physical disability, or academic characteristics. We embrace inclusive practices where developing the learning of all Learners is the shared responsibility of the classroom teacher and specialist support teachers. In exceptional cases, when Learners would benefit from more intensive learning support, individuals may be withdrawn from class to participate in short-term personalised, targeted learning support programmes. The procedures that support this policy can be found in the Learning Diversity [Primary](#) and [Secondary](#) handbooks that outline specific practices and approaches in relation to inclusion and individual needs.

3.5 Admissions Policy

The Admissions Policy follows ESF guidelines and seeks to provide a fair and equitable way for admission into Discovery College. This policy aims to ensure that students admitted are able to engage with and grow from the learning programme offered.

3.6 Curriculum Design, Articulation & Review Plan

This plan details the process to review and enhance horizontal and vertical articulation and transition between the programmes.

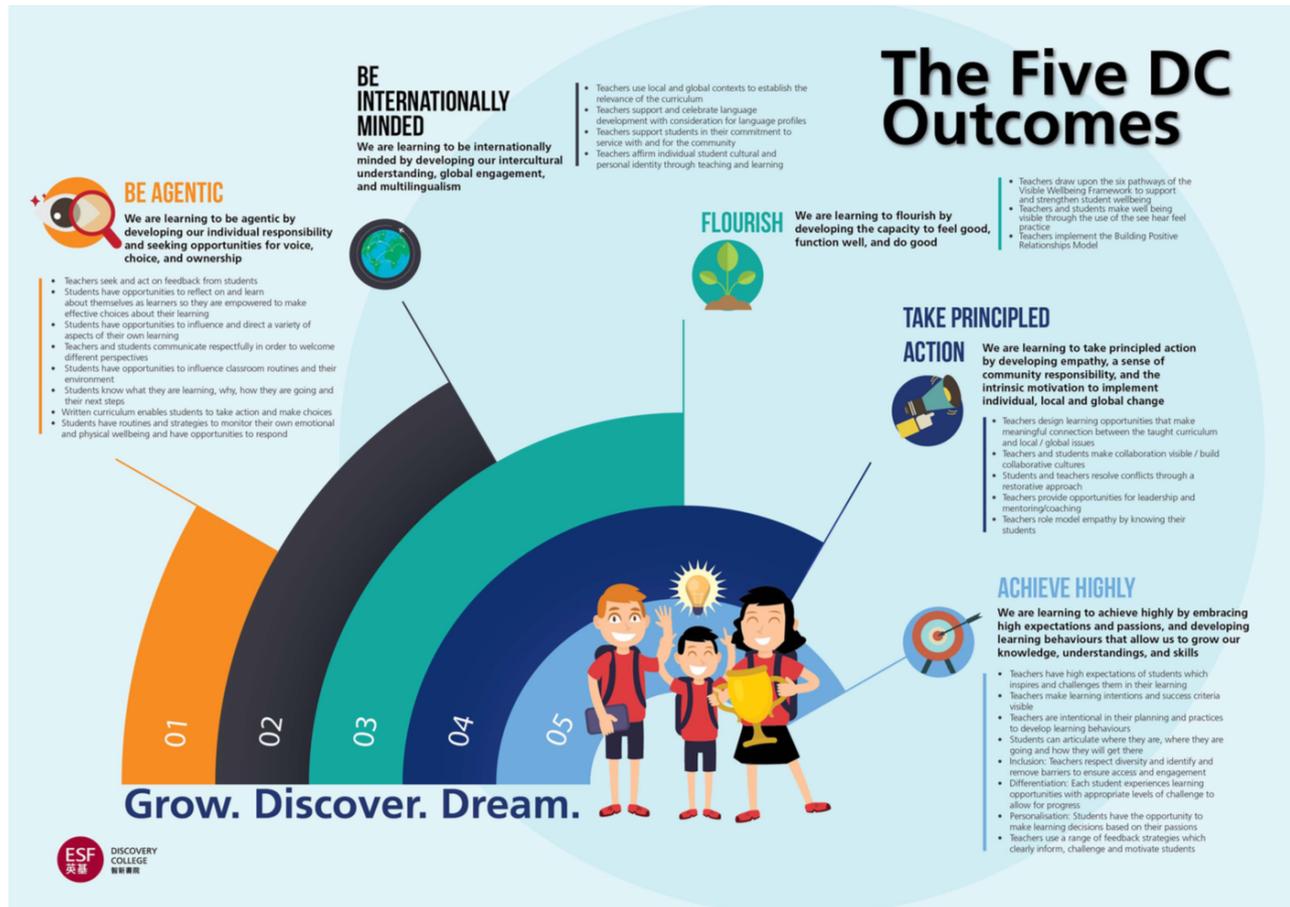
4. The five DC Outcomes

The five DC Outcomes (Appendix 1 below) build a shared understanding of how we are fulfilling our vision by describing the expected outcomes of a DC education. The key policies in section 2 help frame key elements of how we strive to achieve these outcomes.

5. Conclusion

Discovery College understands that there needs to be a strong alignment between guiding statements and the policies that guide the key elements of learning and teaching. We believe these Learning and Teaching policies and guidelines provide a framework for our teachers to support our students to aim to flourish and be the best they can be.

Appendix 1: The Five DC Outcomes



Please note: As at May 2021 this document is in draft and will be refined over the next academic year.