

Learning and Teaching Policy

Grow. Be passionate about being the best we can be

Discover. Find wonder in the world around us

Dream. Dare to make a difference for yourself, humanity and our planet

All learning and teaching decisions at Discovery College are expected to be guided explicitly by our Vision and International Mindedness Statements.

Powerful Learning Statement

At Discovery College we believe that powerful learning and teaching occurs under a shared spirit of respect, which dignifies and prizes our diversity of experiences and perspectives, reaches into our traditions as well as into the future, excites a passion for ongoing inquiry, and strives to help all learners reach for enduring excellence.

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 developed.

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

1.1 Assessment

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 Policies and Procedures documents outline in detail specific practices and procedures.

[PYP Assessment Policy](#)

[Secondary Assessment Policy](#)

1.2 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.

1.3 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.

1.4 Learning Diversity

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. Our Learning Diversity Policy outlines specific practices and approaches in relation to inclusion and individual needs.

1.5 Admissions Policy

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

1.6 Curriculum Design, Articulation & Review Plan

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

2. Discovery College strives to embed the following characteristics in learning and teaching

Discovery College believes the three key areas identified below are fundamental to our learning and teaching programme. Full details of how we attend to each of these key areas can be found in the Annual Plan - below is a summary.

2.1 Learners and Learning

We believe that when learners are able to clearly understand and articulate learning intentions and success criteria they will achieve at a higher level. Similarly, teachers collecting evidence to identify progress and incorporating this into developing learning activities has been shown to improve student outcomes. Visible Learning is a key characteristic in learning at Discovery College. It has been developed through extensive internal and external professional learning using the Visible Learning research as a basis.

Discovery College aims to develop a culture where:

Students:

- Can articulate/explain their learning intention/goal (What)
- Understand the progression of learning and where they are in relation to the success criteria (Where)
- Understand how to make further progress, and in which aspects of their learning (Next steps)
- Are part of the process of unit design and reflection (student involvement)

Teachers:

- Support students to understand their
 - Learning Intentions (a statement which creates shared clarity about what students will know, understand, and/or be able to do through the learning activity).
 - Success Criteria (statements which create shared clarity about how students will know if they have been successful in addressing the learning intention).
- Can articulate a year's progress for individuals and cohorts
- Can provide evidence of assessment 'for', 'of' and 'as' learning and resulting in improved student outcomes
- Can provide evidence of where they have used formative data/feedback to inform learning and teaching

2.2 Professional Learning

In order to continue to strengthen teaching and learning practices, and therefore improve student outcomes, Discovery College encourages an approach to professional learning which is authentic, collaborative, autonomous, rigorous, and evidence-based.

At Discovery College, professional learning:

- Focuses on improving student learning and achievement;
- Is evidence-based, to deepen our understanding of learner needs, to guide and inform decisions about practice, and to demonstrate impact and achievements;
- Is collaborative in nature, using professional conversations as a source and stimulus for learning; and
- Strives for and develops deep insights into self as a learner

All Teaching Staff choose a Professional Learning Pathway that suits their personal learning style and needs identified from evidence. Options include:

- Personal/Teacher Inquiry
- Coaching/Mentoring/Instructional Coaching
- Improvement/Learning Sprints

2.3 Wellbeing

We aim to create a flourishing community through positive education in which all members of our community understand the principles of wellbeing and are able to apply these to themselves, whilst positively contributing to the wider DC community. We will be successful when members of our community can articulate:

- What wellbeing is and is not
- How they take personal responsibility for their own wellbeing
- The strategies they can use to support their own wellbeing
- Programmes and strategies used across the school to support wellbeing.