

Evolution International School

Teaching and Learning Policy February 2018

(This policy should be read in conjunction with the Assessment Policy)

Rationale

The purpose of this policy is to ensure that the expectations for teaching and learning across the school are consistent. Evolution has developed a highly student-centred programme of study and methods of assessment which is cross-curricular and thematic in nature. Learning needs to be done in context and driven by student inquiry and self-reflection. The school has a mission to integrate technology, thinking skills, internationalism and community involvement through everything that it does and this should be reflected in the activities that are going on throughout the school.

Planning

Planning can be broken down into several stages:

1. The curriculum

- Children's House:
Montessori
- Grades 1 to 8:
English from the English National Curriculum
Primary maths from the English National Curriculum taught through the Singapore method
Secondary maths from Singapore
Science from the English National Curriculum
Social Studies from New Zealand
The Arts and PE from Ontario, Canada
Technology & Design from Hong Kong
French from Australia
Character and Citizenship Education (CCE) from Singapore
Cross-curricular from Estonia
- Grades 9 to 10:
IGCSE
- Grades 11 to 12:
IBDP

2. Common Themes (Long Term Plan)

These were created by the SMT and will be reviewed annually by the teaching staff. The curriculum is divided into six units of approximately six weeks each. A common theme is allocated for each set of units and is studied at the same time by all students to create a 'common language'

within the school throughout the period of study. Each common theme is then subdivided into a unit title that has relevance to each age group and allows for progress in the depth of concepts studied. The order of the units and the themes should not be changed unless as part of a whole staff annual review.

3. Unit Planner (Medium Term Plan)

The unit summary encapsulates the broad areas of learning related to the common theme and the unit title. Connections are made between subjects, and ideas are given for cross-curricular areas of study. Objectives are selected from every subject and connect to the common theme and/or the unit title. Connections have been found for all subjects. Where there is doubt about the connections this should be discussed with members of the SMT or in collaborative planning meetings. From the unit summary and the objectives, a summative assessment has been developed which allows for a degree of flexible interpretation by the students as to how they will show their learning (for more information see the assessment policy), this acts as a guide in designing learning activities. Included in the unit planner are suggestions for internationalism, thinking skills, technology integration and community involvement. All these elements must be included in the teaching and learning during the six week unit and should be visited by every subject teacher.

4. Milestone Planner (Short Term Plan)

Collaborative planning sessions are held every week at school where teachers share creative ideas for teaching and learning, cross subject collaboration and assessments. The teacher should prepare the milestone planner and filling in the details at the top of the sheet with the unit summary and the summative assessment from the unit planner. The teacher should then break down the six week unit into separate learning milestones. These milestones are the significant teaching points/objectives/activities that need to be covered so that the student can complete the summative assessment. The number of milestones is at the teacher's discretion but must be accompanied by a checkpoint which is a formative assessment at the end of the milestone. The milestones and the checkpoints can be single subject or multi-disciplinary, again at the discretion of the teacher and after discussions during collaborative planning. The steps on the planner indicate the individual activities that students will engage in to reach each checkpoint. Differentiation should be noted to show how students from different levels can access the curriculum and reach the desired outcome. For each checkpoint, teachers create a checkpoint rubric, this is a self-assessment tool for the student. Each student will then be taught to follow the steps they need to take to reach each checkpoint and break them down into smaller chunks as required, followed by a reflection at the end of each checkpoint (see assessment policy). Teachers are free to make additional notes or plans as they see fit.

Just before the end of the unit, a subject assessment (SA) is conducted which assesses students' application of knowledge and skills covered during the unit. The teacher must complete the criteria of the SA rubric located towards the end of the milestone planner. The result of this assessment will be entered into the teachers' markbook and used for the end of year final report. The milestone planner should be uploaded to the classroom's learning channel. The final piece of the milestone planner is the unit assessment (UA) rubric which the students will use prior to their presentation.

5. The role of the teacher in the classroom and beyond is to:

- Provide a context for learning
- Create engagement
- Develop the conditions for inquiry, collaboration, critical thinking and reflection
- Guide the students in terms of understanding the context of what they are learning and knowing what they should achieve by the end of: six weeks, one week and each lesson or period of learning (this may cover several lessons if the students are engaged in project/research based learning)
- Provide access to a range of high quality learning materials that will assist the students in their inquiry
- Create a positive atmosphere for learning where all people are treated with respect and positive behaviour is reinforced
- Teach students the skills of self and peer assessment and provide the templates necessary for students to evaluate the steps in their own learning
- To monitor students' progress and provide feedback regarding the self-assessments
- Ensure that learning is taking place at each student's own level (differentiation)
- Encourage the students to read their unit novel everyday
- Encourage students to achieve excellence
- Provide a positive role model
- Provide a stimulating learning environment
- Encourage intrinsic motivation for students. This means that rewards of sweets, stickers/stamps, toys, etc. should not be used

6. The role of the student is to:

- Be prepared for learning
- Work collaboratively
- Read everyday
- Complete assigned tasks on time
- Be reflective and target self-improvement
- Show respect to everyone

7. The role of the parent is to:

- Ensure that their child has a minimum of eight hours sleep each night
- Provide their child with breakfast before school
- Encourage their child with his/her daily reading
- Show an interest in their child's school work
- Support school activities wherever possible
- Communicate with the school in accordance with the school communication policy
- Share in their child's learning journey by attending unit presentations whenever possible, completing assessment feedback forms and attending parent meetings as required

8. The role of the school is to:

- Provide the resources needed for learning
- Ensure a safe, comfortable and friendly learning environment
- Recruit the best teachers it can find



- Support the mission of the school