NIS Learning and Teaching Policy

Shared Vision

We have a clear understanding of the qualities and attributes an NIS student will develop. We are preparing students for the workplaces of the future and to be responsible and engaged global citizens. As such, our students will need a range of transferable qualities and attributes.

'NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners'.

In line with this shared vision, our mission is as follows:

'North Zealand International School enables each learner to actively shape their learning and deepen their understanding through developing inquiring minds in an engaging environment. Through making connections to the wider world, we enable responsible global citizens who can take action for a sustainable future.'

At North Zealand International School, everyone is working collaboratively towards this shared vision: the teachers, the leadership team, the other adults in the school (administrative staff and learning assistants), the parents and the learners.

This learning and teaching policy provides a framework for learning at North Zealand International School. It outlines our implementation of key progressive pedagogies to ensure learning is taking place in a way that supports our shared vision. It also outlines what is learned, how it is assessed and how this learning is supported through home learning and intervention practices.

Our policy aims to:

- *ensure consistency and continuity in our approach*
- *ensure learning is rigorous and developed in coordination with current research*
- *ensure development of international mindedness*
- *set out our expectations for good practice*
- *provide a tool for monitoring, evaluation, accountability and school improvement*

At North Zealand International School, we make learning the focus of everything we do. This philosophy extends beyond the classroom. Driven by the belief that everything can be learned, we promote a positive attitude towards learning, challenge and motivate each learner, foster their curiosity and create learning opportunities that support learners in realising their individual potential.

What is learning?

At NIS, we have defined learning as follows:

'Learning is a lifelong process through which individuals develop and extend skills and knowledge, leading to a deeper understanding and personal growth.'

This common definition is shared in classes and is consistently referred to by learners and teachers throughout the process of learning.

Following current research, we believe that facilitating learning must incorporate the progressive pedagogies: **Brain based learning, Constructivism, Experiential and active and Metacognition**. As a result, we enable learners to be co-constructors rather than passive objects of their learning. We know that these four areas are separate but interconnected. As learning can be taught, learned and assessed differently, we incorporate these learning theories in our planning.

We aim to ensure that all learners are developing and improving knowledge, skills and understanding through all **Research, Record & Reflect** tasks. This is made explicit within each lesson.

What is rigour?

To ensure learning is rigorous at NIS, we embed it throughout all teaching and learning, as it underpins all that we do.

We define **Rigour** as: *'pushing ourselves beyond what is easy and having high expectations of our learning'.* This means providing:

- Age-appropriate choice and challenge to promote engagement, interest and curiosity in learning
- differentiated learning experiences within and across year groups and Mileposts
- Opportunities to connect prior learning with new learning
- Time and opportunity for learners to reflect on what has been learned in order to drive it forward and design their next steps.

What do we learn?

As outlined in Foundation 1, Learner-focused Personal, Social and International Goals, learning is broken into 3 categories: **Personal Learning, Subject Learning, International Learning.**

Personal learning is guided by the IPC Personal Goals in Early Years and Primary. Each Milepost has age-appropriate definitions, which develop through and across the Mileposts. This acts as a red thread and ensures consistent understanding and development of the personal goals.

Subject Learning covers the Knowledge, Skills and Understanding that will be learnt. Defining statements can be found in Appendix 1.

International Learning supports learners to develop their International Mindedness/Global Competence in all areas of school life, in and out of the classroom, by considering the needs and perspectives of others in the school, local and wider community. Responsible action within and beyond the school community is actively encouraged throughout the school and aligns with our working definition **of Global Competence**. In line with our vision of Learners becoming respectful, responsible global citizens, **International Mindedness** is also an integral part of teaching and learning at NIS.

At North Zealand International School, we define International Mindedness as *'an awareness of self and others as well as an understanding of the independence and interdependence of people, countries and cultures.'* Being internationally minded is valued at NIS as it enables learners to adapt to other learning contexts and encourages respect for others' perspectives. To develop International Mindedness in Early Years and the Primary school, each IEYC and IPC unit has learning-focused international goals and activities embedded within it that help children gain an increasing sense of themselves, their community and the world around them, whilst developing the capacity to take action and make a difference.

Positive Learning Environments

At NIS, we believe that positive learning environments enable learners to be more engaged in learning, develop a willingness to challenge and to gain greater independence.

Ways in which we promote a positive Learning environment in classrooms:

- Developing a growth mindset with all learners
- Celebrating the Personal Goals
- Using the Learning Pit as a way to celebrate challenge
- A focus on the learning process rather than just the end product
- Building positive relationships between teacher and learners

Subject based learning is organised as follows:

Early Years

The Early Years programme at NIS aims to help children develop skills and acquire knowledge with increasing understanding in the areas of:

1. Independence and Interdependence - focusing on personal, social and emotional development
2. Communicating - focusing on developing a broad range of communication skills and knowledge including language development, early literacy, early mathematics, ICT and computing, expressive arts and creativity
3. Enquiring - focusing on developing the skills of enquiry through exploring people and the world around us
4. Healthy Living and Physical Well-being – focusing on developing a positive attitude to health, self-care and physical activity

Primary

The subject goals cover the knowledge, skills and understanding that children will learn in Science, History, Geography, ICT and Computing, Design Technology & Innovation, Music, Art, PE, Health & Wellbeing and International. These subjects are built into the different thematic units of learning, where they work independently yet interdependently with each other so that children can experience and talk about their learning through multiple perspectives. The learning objectives used for Danish are taken from the DISN Curriculum for Danish as a Foreign Language. Learning objectives for Language Arts are

taken from the National Curriculum for England & Wales and Learning Objectives for Mathematics from White Rose.

Classroom approaches at North Zealand International School are agreed practices that actively promote the qualities and attributes defined in our shared vision. They contribute to improving learning and these strategies are used in planning, teaching and in reflections by both teachers and learners. They support learners within the diverse profile of the school and can be grouped under the **Progressive Pedagogies** listed below.

The progressive pedagogies are overarching learning theories and many classroom practices appear under more than one heading.

These progressive pedagogies support learning and support the school's shared vision of '*learners actively engaging in shaping their own learning'.*

Brain based learning- *Promoting retention of Knowledge in the long-term memory*

- Open-ended questioning
- Returning to the Knowledge Harvest at set points
- Using quizzes in MP2-MP3
- Follow the Process to Facilitate learning and making each transition explicit
- Introducing learning Goals and being explicit with K/S/U
- Using visual stimulation in classrooms: displays, presentations, differentiated resources, help desk
- Using brain breaks and reflections to support retention of knowledge
- Creating positive collaboration opportunities for working individually, in pairs, in groups and with the whole class
- Positive teacher/learner relationships

Constructivism – *connecting new learning to prior learning, learners actively engaged in constructing their own meaning*

- Connecting learning to prior learning e.g. via the Knowledge Harvest, displays, Mind mapping
- Using variety research, record and reflecting tools
- Using the Big Question for learners to construct meaning from what they have learnt
- Giving learners ownership during Exit Points
- Having Choice and challenge activities which are differentiated to learning needs of the class
- Reflection time is built into all learning
- Flipped learning opportunities e.g. Project-based home and class learning challenges
- Learners actively participate in Class discussions, ask questions, opportunities for further research
- Class trips are planned into units

Experiential and active – *the learner is fully engaged in learning activities considered to be repetitive and active, ensuring acquisition of new Knowledge and development of Skills and Understanding*

- Hands on learning via Role play, problem solving challenges, cooperative learning
- Explicit signposting of Knowledge, Skills and Understanding
- Learners have opportunities to suggest and take action

- Learners have the opportunities to ask and answer questions via an 'I Wonder Wall'
- Learning is differentiated clearly for the needs of learners
- Opportunities to take notes in a way which works for them
- Presenting learning
- Opportunities are built into lessons for learners to research/record in a variety of ways

Metacognition- *Learning is improved through learner reflection on what they are learning, how they are learning and how learning might be improved*

- Weekly reflections
- Frequent reflections e.g. What Stuck with You, Midpoint News, end of lesson reflections
- Feedback oral, portfolio, written, report link to the last part of improving learning
- Growth Mindset is used and linked to being resilient and challenging yourself (linked to the definition of rigour)
- Reviewing and reflecting over learning
- Links constantly made back to the Brainwave Metacognition units
- Use of rubrics for self, peer and teacher assessment
- Using Learning Advice to improve learning
- Opportunities to reflect on feedback in learning portfolios or reflecting on oral feedback

Classroom approaches are reviewed annually following pedagogical training throughout the year. Suggestions are kept as a working document in the Appendix. See Appendix 1b.

Language Learners

Every learner at NIS is considered a language learner and every teacher a language teacher. Teachers will consider each student's proficiency in English during planning and teaching to ensure that all students can access the curriculum. Language learning places importance on home language, host country language and other languages. **See ELL Policy for further details**.

Intervention

As a result of our regular formative assessment, we plan interventions that will support children and move them forward in their learning. The subject teachers identify students that would benefit from additional support in their learning and can make a referral to the Learning Development Team. External agencies – PPR, speech therapist can be brought in as required. The Learning Support Coordinator oversees a team, who plan for and support these learners. **See Inclusion Policy for further details.**

Assessment and feedback

At NIS, we believe assessment is essential in taking learning forward and is related directly to the learning goals. It takes place in order to build up a clear picture of the learner's knowledge, skills and understanding, determine the effectiveness of teaching, extend the learners' experience, monitor the progress of individual learning and achievement, inform curriculum review, provide feedback to relevant stakeholders.

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Assessment of learning is ongoing and is based on specific tasks, using a range of standard and non-standard assessment tasks and tools. It focuses on the learning process as well as the outcome.

Feedback to Learners is ongoing and includes target setting or learning advice. Feedback to parents happens regularly and includes exit points, parent, student, teacher consultations and written reports. **See Assessment/Marking and Feedback policy for further details**.

Home learning

At NIS, we believe that home learning is an essential part of learning journey. We have separate policies that outline expectations for Early Years, Primary home learning. **See Home Learning policy.**

Policy updated Jan 23 in coordination with: Leader of Primary, IPC Coordinator and Teaching team.

Policy review

The school's Learning and Teaching policy will be kept under regular review and updated each year, with ongoing review of Classroom Approaches.

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Appendix 1

Definition of Knowledge, Skills and Understanding

Knowledge:

- Knowing facts. I.e. I know '**that**' Paris is the capital of France, formula for water is H2O etc.
- continually expanding - there is no end to the amount of new knowledge being discovered
- right or wrong - while our perceptions may change over time, we tend to believe something to be true or false at any given time
- easily assessable - Knowledge is the type of learning we can assess with quizzes and tests.

Skills:

- practical - knowing 'how'
- the essence of many disciplines - scientific skills are what make scientists behave as scientists; musical skills are what makes someone recognisably a musician
- developmental rather than right or wrong - the reason concert pianists and golfers keep practising is that there is no finishing point to skills
- different to assess or evaluate than knowledge; skills have to be observed in context

Understanding:

- the steady incorporation of ideas and concepts into our overall scheme of how things are
- complex, multiple connections of neuronal pathways
- multi-dimensional
- fluid
- personal
- developed within the relationship between acquired knowledge, developed skills and time for extended reflection around a theme
- assessment is complex and it is difficult to evaluate

Appendix 1.2

Development of Classroom approaches during 22-23

Brain based learning- Promoting retention of Knowledge in the long term memory

- Positive teacher/learner relationships
- Kegan Cooperative learning
- Returning to the Knowledge Harvest empowers learners- morning message
- Morning message- learning different languages of the learners
- Meditation roller coaster- link to cosmic kids on you tube.

Constructivism – connecting new learning to prior learning, learners actively engaged in constructing their own meaning

- Developing connections for more cross MP presenting teaching

Experiential and Active – the learner is fully engaged in learning activities considered to be repetitive and active, ensuring acquisition of new Knowledge and development of Skills and Understanding

- Brain breaks booklets to be made of learners ideas
- Role playing of ways that they have been learning
- Buzzy Bees
- Vocabulary and numbers outside on the playground.

Metacognition- Learning is improved through learner reflection on what they are learning, how they are learning and how learning might be improved

- Metacognition display is used for the whole school and continued to be added too.
- Freeze Framing
- Stop the timer- alarm goes off how are you feeling about the task links back to the Learning Pit