International School of London

Teaching and Learning Policy

Date reviewed:
August 2025

To be reviewed:
August 2026

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

Teaching and Learning Philosophy Statement

At ISL, we believe that each child has their own unique identity and understanding of the world. Our aim is to build on their unique experiences through dialogue and questioning to foster curiosity and deeper thinking. At ISL, excellence in teaching and learning is defined by the degree to which we nurture student passion and encourage active engagement with real world problems through thinking, reflection and social and environmental activism. We believe purposeful play fosters curiosity, and curiosity fosters creative thinking. We believe the young are as capable of bringing about meaningful change as adults. We ensure that our teaching is of a consistent quality by ensuring all teachers plan and deliver their lessons according to our teaching and learning framework.

Principles of Teaching and Learning

1. We promote intercultural thinking, which we understand as the deep appreciation of the voice and experiences of others.

1.1 ISL promotes an appreciation of and respect for students, their communities, and the diverse cultures and values of others

1.2 Teachers build positive relationships through knowing and valuing each student and their unique background and thinking processes

1.3 Teachers, parents and students work together as part of a supportive community

1.4 Learning happens in many environments in and beyond the classroom

1.5 A supportive and intellectually challenging environment promotes both students' self-confidence and willingness to explore new possibilities

1.6 Learning is more effective when contextualised in the real world.

2. Effective teachers see students as individuals and personalise learning (see appendix)

2.1 Teachers adapt and personalise their approach to meet the needs of all students

2.2 Teachers scaffold learning so students can develop varied perspectives and different ways of thinking

2.3 Teachers utilise a range of teaching strategies that support students to think and learn in different ways

2.4 Teachers build on students' prior knowledge, experiences, and skills and interests

2.5 Teachers use opportunities to integrate a range of appropriate technologies to enable personalised learning

2.6 Teachers encourage students to take responsibility for their learning, their actions, and their interactions with others

2.7 Teachers collaborate with one another to ensure excellence in teaching and learning

2.8 Teachers advocate on behalf of their students to help them meet their social, emotional, and educational needs

2.9 Teachers continue to grow professionally in both their discipline and general pedagogy so they can better support student learning

2.10 Students provide opportunities to cultivate different strategies to meet their learning needs

2.11 Teachers encourage students to take an active lead in their own learning

3. At ISL we foster curiosity through inquiry

3.1 Teachers emphasise meaning and understanding by encouraging students to explore ideas and concepts

3.2 Teachers encourage students to ask questions and follow their own lines of inquiry

3.3 Teachers use a range of questioning techniques and encourage problem solving

3.4 Students are given extended and flexible periods of time to follow meaningful lines of inquiry

3.5 Students explore different perspectives and develop new ways of thinking

3.6 Students question and reflect

3.7 Students utilise all the resources available within the learning community in and beyond the classroom

3.8 Students apply concepts and skills in and beyond the classroom

3.9 Students are provided with the opportunities to cultivate strategies for learning across the disciplines

3.10 Opportunities are provided for purposeful play where appropriate

3.11 Students are given space and time to explore ideas and think creatively

4. Effective learners are empowered both academically and personally

4.1 Emotional well-being and confidence underpin good learning

4.2 ISL builds and sustains a nurturing culture for students as individuals and members of groups

4.3 Personal development is supported through the IB's Approaches to Learning and the Learner Profile.

4.4 At ISL, we develop resilience by recognising that a growth mindset is more important than success or failure in a particular sphere

5. Effective assessment is an integral part of teaching and learning. It is ongoing and used as a tool for students to reflect on and develop their thinking

5.1 Assessment supports a personalised approach to teaching and learning, which involves listening to student feedback and adapting to that feedback

5.2 Assessment enables teachers and students to monitor current learning and plan for the future

5.3 Teachers use appropriate and varied assessment tasks

5.4 Assessment is used as a tool to enter into a dialogue with a student, group of students, teachers and carers to enable students to take their learning further

5.5 Assessment provides explicit feedback to the student so they can monitor progress

5.6 Self-assessment and reflection are essential to further learning

5.7 Students work with peers to review and reflect on their learning

6.Students engage with real world problems. Social and environmental activism are central to their learning

6.1 The community recognises our responsibility and accountability to the world at large by encouraging students to think and act ethically

6.2 The community nurtures responsibility, creativity, cooperation, respect, independence, and an international perspective in students

6.3 Students are expected to take an active role in the school and community-at-large

6.4 We build local and international partnerships to develop student thinking and support curriculum understanding

6.5 Students recognise the value of and engage in community, social and environmental activism

7. Blended learning through effective use of technology prepares students for the future.

We offer a high-quality programme that blends aspects of face-to-face and online learning. Our blended learning programme allows students to work as independently as possible (minimising the aid of parents) with the support of teachers, teaching assistants, ELL, SEN, and Specialists.

7.1 Digital learning platforms are utilised to make learning accessible in school and at home.

7.2 Blended learning supports personalised learning and the assessment cycle.

7.3 Digital learning platforms better enable students to curate their learning journey in the form of a portfolio.

7.4 Blended learning promotes and prepares students with the skills, awareness and agency to be responsible digital citizens.

Monitor and Review:

This policy will be reviewed every two years in order to take into account new initiatives, changes in curriculum, and developments in technology or other changes that impact teaching and learning at ISL.

Appendix a
ISL definition of personalised learning:

Our culture of personalised learning expects teaching staff to know our learners as people, not just as students. Teachers build individual profiles, observing behaviours and listening to the learner's voice, so they know how he/she best adapts to challenge. Teachers adapt opportunities and the environment to meet the needs of all learners. They understand each learner, and this goes beyond knowing and tracking academic achievement. Students' passions and interests shape learning and approaches to learning.

Appendix b

Definition of high quality learning

Appendix c

Teaching & Learning framework

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.