

**St. Andrews International School Samakee**

<b>Document Information</b>			
<b>Policy Number:</b>	PO-T&L-1	<b>Created by:</b>	Headteacher
<b>Reviewed by:</b>	All Staff	<b>Responsibility:</b>	All Staff
<b>Last Review:</b>	9/2025	<b>Next Review:</b>	9/2028
<b>Review Cycle:</b>	Triennial	<b>Ratified by:</b>	SLT

**A Baseline for Outstanding Teaching and Learning**

**Equality Statement**

At St Andrews International School Samakee, we are committed to ensuring equality of education and opportunity for all students, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Samakee, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

**We promise: Independent, confident, lifelong learners**

At the heart of our school is a deep commitment to high-quality education and the well-being of every student. Our name, Samakee, means togetherness, and it is a perfect word to describe who we are. It is from this powerful word that our core values are derived, forming the very foundation of our ethos:

## St. Andrews International School Samakee

- **Safe:** We create a secure and nurturing environment where every child feels they belong.
  - **Mindful:** We teach and model reflection, emotional awareness, and thoughtfulness.
  - **Kind:** We celebrate empathy, respect, and caring for one another.
  - **Engaged:** We foster curiosity, participation, and a genuine love for learning.
- 

### 1. Introduction

St. Andrews International School Samakee's policy on teaching and learning lays the foundation for our whole curriculum and is a reference point for several key school policies (including Samakee Development, Appraisal Policy and Curriculum Policy).

### 2. Aims

- To establish an agreed range of practice for teaching and learning at Samakee.
- To improve the quality of learning experiences offered to the children.
- To provide an agreed focus for monitoring the curriculum-in-action.
- To enable staff to identify aspects of practice that they wish to develop and in which they would welcome support.

### 3. Needs

- Our approach is built on child-centred learning, where we focus on each student's individual needs, interests, and strengths.
- To meet the needs of all children effectively by offering high-quality learning experiences which lead to consistently high levels of achievement in terms of cultural awareness and academic, physical and moral development
- To value diversity and actively promote inclusion.
- To create a child-centred programme that incorporates the whole of what children do, what teachers do, the learning environment, how time is managed, and the use of resources with which the individual needs of each child can be met.
- To retain only the very best features of educational practice when implementing Development Matters EYFS and The National Curriculum of England.
- To meet the needs of staff by offering development opportunities aimed at better understanding children's needs and development.

### 4. Key Characteristics of Teaching and Learning at Samakee

Play and happiness are fundamental to young children's learning and development and are the foundation of our curriculum at Samakee.

## St. Andrews International School Samakee

At Samakee, we believe that children learn best when there are strong links between home and school, and parental involvement in their children's learning is recognised, valued and encouraged.

We also believe that a strong parent-school partnership is the foundation of every child's success. By working together, we create a support system that ensures every child can thrive.

Our teachers are reflective practitioners who work together constantly to develop their understanding and improve the quality of our practice.

Our teachers use assessments well to plan lessons and set tasks for children at just the right level so that the work is sufficiently challenging for all abilities.

At Samakee, when referring to topics and agreed schemes of work, we agree to plan our work to maximise the characteristics of teaching and learning that we have agreed upon:

### Key Principle:

We believe that true learning is about nurturing the whole child in an environment where they feel **safe**, supported, and valued.

Effective teaching and learning can only take place in an environment which enables children to develop as independent learners, where the environment is ordered, the atmosphere is purposeful, and they feel **safe** and happy.

### 4.1 Our learning environment is organised so that:

- It provides a well-planned and organised structure for teaching and learning within which children can develop their ideas through independent enquiry. In our environment, children are actively encouraged to explore, experiment, cooperate, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.
- Children use ICT as a tool for learning.
- Outdoor activities are available to the children throughout their day at school and are an integral part of the provision. The garden features natural habitats, trees, rocks, water, dirt, and opportunities for gardening that foster supportive relationships and feelings of competence.
- The classrooms and outdoor areas are exciting and stimulating so that the children are motivated to actively engage in sensory exploration, learn and develop a healthy, active lifestyle.
- The classrooms, the farm and outdoor areas are divided into learning bays/areas. The bays/areas ensure that a balance of activities is available and that the teaching potential of all activities has been considered, covering all areas of learning and experience.
- The provision in all classes, the farm and outdoors is organised in a way that offers opportunities for working individually, in pairs or groups and with an adult.
- Resources are clearly labelled, tidy, aesthetically pleasing and accessible, and children take increasing responsibility for their organisation and care.
- High-quality display is an integral part of the Samakee environment and makes a positive contribution to the children's development in all areas – please refer to Samakee Display Policy.

## St. Andrews International School Samakee

- An assessment of the **safety** of the school, both indoors and outdoors, is regular, and everything is looked at: resources, equipment, amount of space, positioning and use of equipment.

### 4.2 Our children:

- Are each unique
- Are encouraged to grow in independence and take more responsibility in planning and organising their learning
- Have time to pursue activities with few interruptions, they are motivated to concentrate, persevere and be successful
- Have space and time to move freely and spontaneously, to enjoy physical exercise and learn to control their bodies with confidence
- Are considered as individuals with particular needs and are given ample opportunities to reach their full potential
- Value the work of others
- Are successful learners at a pace appropriate to their abilities and stage of development
- Grow in self-confidence and independence through the provision of a balance of child-initiated and adult-initiated experiences.

### 4.3 We Teachers’:

- **Kind and Safe:** Provide a secure, caring, trusting and happy environment for all children.
- Value diversity and actively ensure inclusion.
- Value and promote partnership between home and school.
- Set appropriate home learning activities that cover a wide range of academic and vocational abilities whilst promoting our school ethos of developing life-long independent learners.
- Recognise and praise achievement and positive behaviour of all types.
- Make explicit school expectations and values through clear demonstration to the children.
- Have high, realistic expectations of children.
- Distribute time between children.
- Are good role models, punctual, well prepared and establish routines in ways meaningful to the children.
- Plan and implement a challenging, stimulating curriculum based on Samakee’s Policies and Schemes of Work and the individual needs of all children.
- Plan lessons with clear learning objectives and differentiated tasks, monitor the effectiveness of the planned activities and maintain effective records of plans and outcomes.
- Teachers will differentiate the curriculum according to individual needs by:
  - pace;
  - content;
  - task;
  - relevance;
  - resources;
  - extension;
  - autonomy;
  - outcome;

## St. Andrews International School Samakee

- o teacher/adult support
- Use a range of teaching methods to ensure that every child is given the best opportunity to achieve maximum efficiency in literacy, numeracy, science and technology, and in a wide range of subjects.
- **Engage** the children in effective, collaborative groups – whole class/individual/ability / mixed ability/friendship, appropriate to the intended learning outcome.
- Are aware of children’s competencies through formal and informal assessment
- Maintain an up to date knowledge of the Development Matters EYFS / National Curriculum and new initiatives.
- Work collaboratively, with a shared philosophy and commonality of practice.

### 4.4 Our curriculum:

Our way of working, the management of our curriculum and the management of our learning environments are affected by our beliefs.

- **Engaged:** Our curriculum is based on Development Matters EYFS and the National Curriculum for Key Stages 1-3 and adapted to the needs of learners in an international environment. It is imaginative, innovative, promotes high achievement and captures children’s interest and enthusiasm for learning.
- It is responsive, up to the minute and relevant and delivered along with child-centred principles.
- It is detailed and robust, and cross-curricular links are woven into a thematic, skill-based curriculum where the aim is to develop the key skills needed to become powerful, successful learners.
- It is based upon a comprehensive understanding of the needs of each individual and designed in such a way that our curriculum enables each child to develop emotionally, socially, physically and intellectually.
- Offers a clear framework for teaching and learning and an explanation of curricular aims.
- Uses learning zones as starting points, both indoors and out, to make sure a broad and balanced curriculum is offered.
- Offers children consistent opportunities for first-hand experiences that are appropriate, supportive and extending, both indoors and outdoors.
- Actively encourages the fundamental features of creativity, and children gain direct experience of art, design, technology, music and movement.
- Encourages children to be independent learners so that they can affect and modify their surroundings.
- Our extensive after-school club programme (ECAs) supports our broad curriculum.
- We believe that homework should only be a part of children’s free time. After school, children should have time to participate in our Extra-Curricular programme, to play, socialise and enjoy family time.

### 4.5 Record-Keeping & Assessment:

All teachers are expected to keep up-to-date, detailed records of their work with their class and of individual children’s activities and progress.

## St. Andrews International School Samakee

Assessment is an integral part of the teaching and learning process at Samakee. Children must all be involved in this process through effective encouragement, self-appraisal and target setting. Teachers are expected to organise time with each child regularly to observe, assess, reflect and review their achievements.

### 4.6 Support in the classroom:

Classroom assistance is available in the form of Teacher Assistants and in EYFS Nannies. Learning Support Assistants are allocated according to children's needs to support children with learning, emotional or behavioural difficulties or specific physical requirements and are either employed by the school or by families. They are valued members of staff.

- The class teacher is responsible for planning the use of teacher assistants and nannies to gain the most effective learning for the children, including administrative tasks.
- TAs / Nannies should have access to weekly planning and should be aware of their role and expected outcomes.
- TAs / Nannies are a school resource and, although usually classroom-based, can be directed by the headteacher or SLT to undertake tasks throughout the school.
- Structured and planned voluntary help in the classroom is welcomed, and specified tasks must be predetermined.
- Phase Leads are responsible for the management of all Learning Support Assistants, and both work in liaison with the class teacher.

### 4.7 Resources:

Resources in all areas must be well organised and attractive, clean, tidy, accessible and well labelled. Wherever possible, resources should be located in the appropriate area. Stocks must be checked and replenished regularly. Shortages must be reported to the subject leader.

**Mindful:** Children are taught and shown by example that resources are precious and that we all have a duty to care for them. Equipment, library books, and other resources represent a considerable financial investment.

The school library has an extensive selection of books for staff and children, and children are encouraged to take home a wide range of books. Children may not borrow books unless they have their Red Book Bag with them.

All books borrowed from the library must be checked out through the library system, returned promptly and in good condition.

The effective implementation of the Samakee Curriculum calls for a wide range of equipment to be used; relevant textbooks are issued to each class teacher as appropriate. Dictionaries and atlases, etc., are available in the school library.

Each classroom has supplies of appropriate equipment. This may include – computers, interactive whiteboards, iPads, headphones, etc. Teachers must be able to account for the use and location of this equipment.

All missing, damaged or dangerous items should be reported to the headteacher.

## St. Andrews International School Samakee

### **4.8 Resource Finance:**

Curriculum areas are allocated money according to the needs identified in the School Improvement Plan and the school budget.

Requests for equipment should be discussed with the subject leader, who will then discuss them with the headteacher.

### **4.9 Continuous Professional Development:**

At Samakee, CPD is an investment that values our staff as leaders of learning, and enriches our children and the very fabric of our school. This investment raises standards in all that we do and is supported in various ways in our school through internal and external training, coaching, modelling and independent learning.

### **4.10 Subject Teams**

Subject teams have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses

### **4.11 Display:**

At Samakee, the display creates an attractive and stimulating environment. Work displayed must be of a high standard, covering different aspects of the curriculum and reflecting individual children's ability and effort. Displays stimulate discussion and can be interactive or use 2D and 3D in various media. They must be changed frequently.