

# High-Quality Learning

## Our Definition of High-Quality Learning:

We believe that high-quality learning is a **relationship** and **process** that enables our learners to acquire **knowledge, skills and understanding** and to foster the key skills of **collaboration, communication, creativity and critical thinking** to enable them to succeed during their time in St Andrew's College and beyond. This learning occurs within a caring community with a strong mission and shared set of values.

In this context, high-quality learning is closely connected with a high-quality teaching environment and high-quality teaching.

### 1. What does a high-quality teaching environment look like?

#### *Physical Environment:*

- The learning spaces are accessible and reflect the age of the learners and their learning needs.
- The teachers and learners have access to high-quality equipment that is designed for and suitable for the task.
- Working walls and other relevant displays that celebrate students' learning and support the curriculum.
- Classrooms are well-lit and well-maintained.
- The Library supports student learning and the curriculum. It reflects the international character of the school through its provision of multi-cultural, diverse and inclusive material on all levels of ability across a variety of formats, with diversity of appeal, representing many different points of view.
- Learning is enriched with technology and appropriate resources.
- There is space for play and physical activity.

#### *Non-Physical Environment*

- The learning environment is a welcoming, safe, orderly, inclusive, calm, purposeful and supportive environment where learners trust one another, feel respected, learn and can take risks.
- There is respect between learner and teacher and between peers.
- Learners are encouraged to participate in their learning through asking questions, collaborative work, presentations, oral communication etc.
- Class sizes allow for individualized learning, learner discussions, questioning, exploring and taking risks.
- There is a partnership between home and school, and that the learners feels at the centre of a team focused on their achievement and wellbeing.

- There is effective staff collaboration and shared 'best practice' with respect to teaching & learning.
- Staff are supported through effective support networks and have access to relevant continuous professional development.
- There are effective home-school partnerships and communication between all the stakeholders.
- The learner voice is welcomed & encouraged.
- There is attention to learner attendance and punctuality; and appropriate behavioural interventions are taken.
- A growth mindset is encouraged.
- There is an inclusive, internationally minded and progressive teaching environment.
- There are policies & procedures which give a framework to the teaching & learning environment.
- The learners are motivated by their learning and are inquisitive; they can identify what they are learning and why via learning outcomes & feedback.

## 2. **What does high-quality teaching look like?**

### **The Learners**

- are inclusive, make an active contribution to the lesson and are encouraged to ask questions;
- are motivated to work to the best of their ability and to develop an enquiring mind;
- are empowered to be excited by learning;
- are challenged to learn;
- are motivated by their learning and can identify what they are learning and why.

### **The Teachers**

- are inclusive;
- use innovative resources, dynamic pedagogical approaches and a variety of methodologies;
- have a deep understanding of the curriculum, and provide carefully planned lessons with explicit teaching of knowledge and skills;
- are aware of the learners' individual needs & differentiate learning material when required;
- use technology as a tool to support the learner experience;
- use both summative & formative assessment techniques;
- use assessment that is consistent, authentic, transparent, and never punitive;
- share the criteria for success, ensuring it is balanced and transparent;
- work with other departments of the College to ensure the learning & wellbeing needs of the learners are met;
- provide high and clear expectations for all learners;
- put an emphasis on language, literacy and communication.

### **The College:**

- provides access to high-quality continuous professional development for all staff;
- provides time for planning and collaboration;
- sets high standards via the frameworks for teaching & learning:
  - Looking At Our School
  - School Self Evaluation
  - Digital Plan
- supports teachers;
- provides instructional and transformational leadership;
- builds trusting and strong relationships.

3. **We can observe high-quality learning when :**

**The Teachers:**

- differentiate across content, process, product and environment;
- observe learner work and give feedback in a verbal and written format;
- set goals & targets to help them gauge the learner progress;
- use continuous assessment to inform the next learning steps
- reflect on their practice, updating classes and subject plans
- track academic progress of learners
- employ inclusive classroom strategies:
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- Define clear minimum standards for behaviour
- Enforce those standards consistently
- Deal with children wh misbehave in a sensitive way.
- Create opportunities to listen to all children
- Develop a 'scaffold' approach to learning
- Be aware f the specific needs of every child in your class.

**The Learners**

- are armed with choice, autonomy and self-reflection skills;
- engage with both formative & summative assessment practices;
- engage with peer and self-assessment to support learning;
- develop good habits for learning and study;
- are self-motivated;
- engage in well-planned and effective collaborative tasks;
- ask good questions;
- are courageous, step outside their comfort zone and take risks;
- are allowed to explore areas that interest them;
- take responsibility & ownership of their learning;
- develop resilience skills;
- have hands-on, real life learning opportunities.

4. **A measure of our success in providing a high-quality learning is ...**

- having high levels of learner, teacher and parent satisfaction;
- having high rates of punctuality and attendance;
- having high levels of progress and attainment;
- having a strong reputation locally, nationally and internationally;
- having high retention rates and transition to the senior school & colleges of further education.