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# DEFINITION OF HIGH-QUALITY TEACHING & LEARNING POLICY

## I. Purpose

This policy defines the principles and expectations of high-quality teaching and learning to ensure consistency, effectiveness, and student success. It aims to establish a shared understanding among teachers, students, and other stakeholders by outlining key characteristics. Through this policy, the school commits to fostering a learning environment that is aligned with its vision and mission.

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## II. Type & Scope

### Type: External (Publicised)

This policy is applicable to all students and teachers at Anne Hill International School.

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## III. Policy Statement

### 3.1. Vision & Mission Statement

The Mission of Anne Hill International School is to deliver affordable, high-quality international education in a safe and caring environment. We believe in creating a nurturing space for students to grow and express themselves while learning how to collaborate with others in this globalised world.

Our vision is to nurture well-rounded, globally minded, lifelong learners.

- 'Well-rounded' recognises the need for personal learning and international learning, not just subject learning.
- 'Globally minded' recognises the need for students to learn about the wider world and our place in it.
- 'Lifelong learners' recognises that we live in a rapidly changing society and children of today need to acquire the attitudes and skills that are needed to be successful as learners, not simply successful in learning.

### 3.2. Definition of High-Quality Learning

High-quality teaching and learning at Anne Hill International School therefore includes the development of fundamental skills and ways of working not just equipping our students with specific knowledge and skills but enabling them to engage successfully with others as citizens within the global community. We view high-quality learning as a process by which our students learn to become:

- To be adaptable – I am open to new ideas and experiences and manage my feelings during times of change.
- To be a collaborator – I try to help others and work well as part of a team.
- To be a communicator – I listen attentively, ask questions to seek clarification, and express myself clearly and with confidence.
- To be empathetic – I can recognise how others are feeling and treat others with kindness.
- To be ethical – when faced with a difficult choice, I always try to do the right thing.
- To be humble – I am modest about my achievements and recognise all the people and other factors that helped me to be successful.
- To be respectful – I am polite and courteous towards others.
- To be resilient – I keep trying when something is difficult and recover quickly from disappointment.
- To be a thinker – I go beyond my first thoughts.

<b>Adaptable</b>	<ul style="list-style-type: none"> <li>• Able to work independently and as a part of a group or team.</li> <li>• Understands that there are different kinds of intelligence and different metrics for success.</li> <li>• Appreciates the talents of others and is curious to develop their own.</li> </ul>
<b>Reflective Collaborator</b>	<ul style="list-style-type: none"> <li>• Recognises that curiosity is key to understanding.</li> <li>• Seeks connections and sets targets in their learning, and can translate success from one context to another.</li> <li>• Understands the symbiosis between classroom learning, the wider world and overall personal development.</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>• Seeks to make their meaning plain using appropriate verbal and non-verbal communication.</li> <li>• Is able to communicate effectively in one or more languages.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can communicate in a range of different contexts and audiences, including with the use of technology.</li> </ul>
<b>Ethical</b>	<ul style="list-style-type: none"> <li>• Develops their own standpoints and sense of right.</li> <li>• Understands the reasons for choices and acts accordingly.</li> <li>• Are able to explain reasons for their actions.</li> </ul>
<b>Humble</b>	<ul style="list-style-type: none"> <li>• Are able to reflect on their own strengths and weaknesses.</li> <li>• Considers and respects alternative points of view.</li> <li>• Able to reflect on what they have learned and the implications for their own lives and the lives of others.</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Knows about the varying needs of other people, other living things and the environment.</li> <li>• Knows how to show respect for other people and their cultures, other living things and the environment.</li> </ul>
<b>Resilient</b>	<ul style="list-style-type: none"> <li>• Understands that effort is as important as outcome.</li> <li>• Brave, unafraid to ask questions, and able to take calculated risks.</li> <li>• Builds resilience by learning from mistakes and challenges.</li> </ul>
<b>Thinker</b>	<ul style="list-style-type: none"> <li>• Able to consider and appreciate multiple viewpoints simultaneously.</li> <li>• Understands the importance of developing a range of skills and strengths in order to build a rounded character.</li> <li>• Informs their decisions through a range of factors rather than as the result of a single impulse.</li> </ul>

### 3.3. High-Quality Learning for Students

- Students have active roles in their learning.
- Students are enthusiastic about learning.
- Students can work both individually and in cooperation with friends and teachers (groupwork).
- Students can reflect on their learning.
- Students can determine goals and make plans for those goals.

- Students understand and recognise that learning is a continuum in which knowledge is acquired and skills and knowing where they are in this process.
- Students can make interdisciplinary links.

### 3.4. High-Quality Learning for Teachers

- Teachers plan lessons effectively using different methods according to the different learning styles and needs of their students.
- Teachers know their students in a holistic sense and can tailor learning outcomes to fit the context of broader educational goals.
- Teachers assign students responsibility and guide their learning. They use assignments and projects effectively for reinforcement or preparation to challenge and interest the students.
- Teachers create positive and enjoyable learning environments and encourage and motivate their students.
- Working closely with their students, teachers ensure that they are set purposeful and understandable goals.
- Teachers assess the learning of students systematically. They give effective feedback and support students to develop in the best ways to realise their potential.
- Teachers provide informative feedback to parents. They cooperate with them and guide them to support their child.

### 3.5. High-Quality Teaching and Learning

Teachers provide:

#### Positive Classroom Environment

- Positive reinforcement celebrating learning.
- Clear communication and safety—students feel comfortable making mistakes.

#### Knowledge of a Sequenced Curriculum

- Understanding the end goals and how to guide students to achieve them.

#### Adaptive Strategies for All Students

- Use appropriate resources, active learning, technology, and questioning techniques.

#### Reflection

- Evaluate what went well and what didn't in any lesson or curriculum topic, informing improvement in teaching practices.

#### Multiple Means of Assessment and Feedback

- Utilise questioning, peer assessment, self-assessment, and observations to ensure progress.

#### Collaboration and Consistency

- Sharing of ideas, resources, and experiences among colleagues.

### Student Engagement

- Encouragement for students to ask questions and engage with peers.
- Experiences to work independently and in groups.
- Understanding of cross-curricular connections.

### Qualified Educational Practitioners

- Continuously improving based on new research and practices.
- Meaningful connections with students for both academic and social-emotional growth.

### Availability of Support

- Physical, resource, and emotional support for both staff, colleagues and students.

### Child-Centered Approach

- Lesson planning and curriculum that prioritise the needs of students.
- Empower teachers and supporting staff for professional growth.

### High Expectations for All Students

- Opportunity to ensure that all students are engaged in the learning process.
- Clearly defined learning goals in each lesson.

### Evidence-Based Teaching Strategies

- Implementation of retrieval practice and mastery learning techniques.
- Consistent behavior management with positive reinforcement.

### Inclusive Learning Environment

- Differentiation based on needs, abilities, and interests
- Hands-on learning activities that are relevant to students' lives

### Clear Learning Goals and Effective Feedback

- Constructive feedback and reflection time
- Planning to ensure lessons are enjoyable and engaging, not overwhelming

### Variety of Learning Experiences

- Balance between personal relevance and exposure to new ideas
- Mix of individual, partner, group, and whole-class activities

### Well-Being Focus

- Positive classroom relationships contributing to a supportive learning environment

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## **IV. Roles & Responsibilities**

The roles and responsibilities are clearly stated in the policy statement section.

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## V. Review Cycle and Updates

This policy will be reviewed according to the school's review schedule or when the need arises by relevant staff, the Head of School and the Management Team, taking account of students' opinions and concerns and parental views, where appropriate.

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## VI. Related Documents, Policies & SOPs

- Global Citizenship Policy
- Definition of Intercultural Learning Policy

<b>Previous Update(s)</b>	N/A	<b>Revision Date:</b>	N/A
<b>Current Update</b>	Version 1	<b>Revision Date:</b>	15/03/2025
<b>Next Update</b>		<b>Revision Date:</b>	