

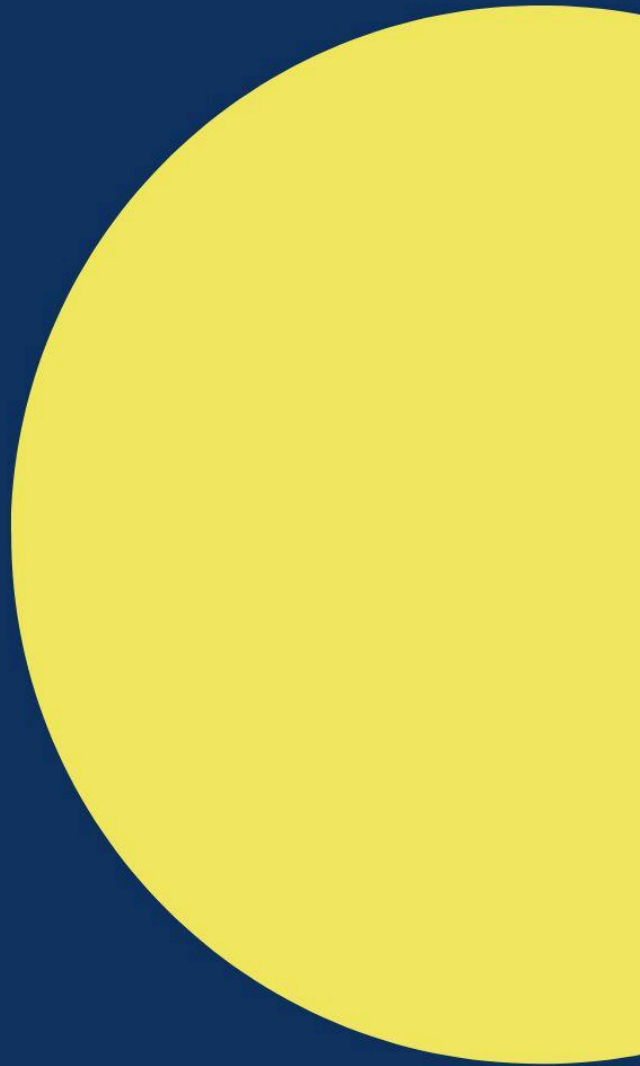
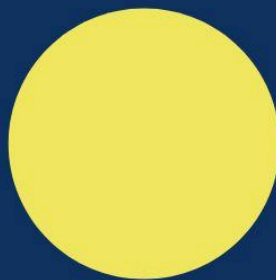


ST. GEORGE
MADRID



International
Schools
Partnership

Teaching and Learning Policy





ST. GEORGE
MADRID

Teaching and Learning Policy

Last update: June 2026

Most recent update by: Paul Crouch
Headteacher

Next review due: June 2028

Policy Aims:

At St George Madrid, our aim is to deliver amazing learning experiences that have a high impact on pupil learning. We strive to create lessons that provide students with a good challenge, ensuring they grow academically, develop critical thinking, and acquire skills, knowledge, and understanding to prepare them for success.

This policy is intended to outline the expectations of staff and students in ensuring high quality learning takes place everyday at St George Madrid, by outlining clear procedures for planning, teaching and feedback. Staff and students should work together to fulfill their roles and responsibilities with the aim to achieve continuous progress in their learning, as per the iSP Learning. First approach.

Roles and Responsibilities:

Teachers:

To ensure high-quality teaching and facilitate impactful learning, teachers at St George Madrid are expected to:

1. Plan an effective curriculum and high impact lessons, including:
 - Develop/Contribute to long-term plans which map out the curriculum vertically and horizontally, to ensure a clear vision for learning over time.
 - Develop/Contribute to Schemes of Work for each unit to ensure a consistent approach to the delivery of knowledge skills and understanding and to plan for appropriate challenge and scaffolding.
 - Use clear learning objectives and learning outcomes to guide student progress, and to provide a clear success criteria for each lesson for students to work towards to ensure success.
2. Deliver high-quality Lessons which ensure all students are experiencing a good challenge throughout the lesson by ensuring appropriate activities are planned to stretch and scaffold learning to ensure students have a personalised learning experience.
3. Create Welcoming Learning Spaces:



- Maintain an environment conducive to focused, purposeful learning.
 - Display resources that celebrate student work and support ongoing 'amazing' learning.
4. Assess and Provide Feedback:
- Use formative and summative assessment strategies to evaluate student progress and adapt lesson planning to ensure student needs are met.
 - Provide specific, actionable, and timely feedback to guide student improvement. Feedback can be individualised, whole class, verbal or written, but should be evident in student workbooks and on online learning platforms where used.
5. Facilitate Student Engagement for all students:
- Use a variety of teaching strategies to support and engage all learners. This includes responding to the needs of ALN and EAL students by using the strategies recommended in the student's Pupil Profile.
6. Incorporate St George Madrid's Lifelong Learning Skills into Long Term Plans, Schemes of Work and Lessons to ensure students develop Collaboration, Communication, Inquiry, Self-Management and Cognition skills.
7. Participate in Continuous Professional Development (CPD) to ensure they are up to date with current teaching practices, supported by relevant academic research.

Students:

To achieve high-impact learning, students at St George Madrid are expected to:

1. Engage Actively in Learning:
- Participate fully in lessons, discussions, and group work.
 - Take responsibility for understanding and applying new skills, knowledge, and concepts.
2. Demonstrate Accountability for Learning:
- Submit work punctually and at the expected standard.
 - Take ownership of their progress by responding to feedback and seeking clarification when needed.
3. Uphold Academic Integrity:
- Ensure all work submitted is their own.

- Follow the school's guidelines for referencing and avoid plagiarism, especially when using AI to support their learning.
4. Foster a Positive Learning Environment by showing respect for their peers, staff and their learning spaces.

Continuous Professional Development (CPD)

St George Madrid offers regular CPD opportunities during Inset Days and on a weekly basis on a Tuesday from 16:45-17:45. CPD opportunities range from developing experience in marking, moderation and feeding, contributing to whole school procedures and attending masterclasses led by internal or external coordinators.

Colleagues also have access to an abundance of professional development on the iSP Learning Hub through their One Login access.

Any requests for external CPD should be submitted to the relevant Deputy Head for approval by the Senior Leadership Team. External CPD will be supported financially if it supports a colleagues in working towards a professional development target or supports St George Madrid in meeting elements of its School Improvement Plan.

It is an expectation that all CPD conducted externally is shared internally to maximise its positive impact on teaching and learning at St George Madrid.

Quality assurance:

Senior and Middle Leaders will work in partnership with teaching staff to regularly review the teaching that occurs within our school and in ensuring that it has a high impact on student progress and learning. This allows us to reflect on and improve our practice. This information will be used to celebrate success, share good practice and target support and staff CPD.

Quality assurance practices include:

- Subject/Department reviews
- Learning Visits and Learning conversations
- Learning Conversations with students
- Book feedback review
- Peer lesson Drop In's
- Student and parent surveys
- ISP school visits and moderations
- CPD and support programs – internal and external
- Other classroom visits (Leading the Learning - Learning Inquiries)
- Teaching and Learning, Self- Evaluation (evaluation, target setting and improvement planning framework)

Curriculum:

We provide a British International education to enable them to have the best opportunities. Our curriculum takes the best of the British and International education systems and adapts it so that students develop as globally-minded, international individuals.

Primary Teaching and Learning:

The Infants stage - Early years foundation stage follows the United Kingdom EYFS statutory framework (standards for the learning, development and care of children from birth to 5). Supported by the Development Matters curriculum guidance

The Primary stage - Upper Primary and Lower Primary – follows the British National Curriculum for English, Maths and Science, with subjects such as history, geography, design, technology and innovation, health and wellbeing, art and International taught through the International Primary Curriculum

Our Early Years Foundation Stage (EYFS) provides a comprehensive framework for the learning, development, and care of children from birth to age 5. During these crucial early years, your child will develop foundational skills, acquire essential knowledge, and demonstrate understanding across seven key areas of learning, which are organised into two categories: the prime areas and the specific areas.

Learning Approach

Children in the EYFS learn by:

1. Playing and exploring
2. Being active
3. Engaging in creative and critical thinking

These activities take place both indoors and outdoors, fostering a dynamic and stimulating learning environment. From the very beginning in Pre-Nursery and Nursery, teachers engage with children in English, creating an immersive language environment. Even if English is not spoken at home, children will quickly begin to understand and use the language with growing confidence.

In Primary, we follow the English National Curriculum for core subjects—English, Mathematics, and Science—ensuring a strong foundation in literacy, numeracy, and scientific inquiry. Additionally, Spanish is offered to both first and second language learners, fostering bilingualism and cultural awareness. The International Primary Curriculum (IPC) takes a thematic, cross-curricular approach, encompassing subjects such as History, Geography, Art, Design and Technology, Health and Wellbeing, and International Understanding. In Year 6, French is introduced, giving students further opportunities to broaden their language skills and global perspective.

As part of our commitment to fostering digital literacy, all students in Years 1 to 4 have access to iPads to support their learning, while students in Years 5 and 6 are required to have 1:1 Chromebook devices. These devices are integral to enhancing students' technological skills and empowering them to develop essential digital competencies. By using these tools, we ensure that students are well-prepared for future learning and success in an increasingly technology-driven world. The Chromebooks continue to be used throughout Secondary School, providing a seamless

transition and further building on students' digital proficiency as they progress through their education.

Learning Approach

To enable high-impact learning across all subjects, the following elements are present in every lesson:

1. A clear and focused learning objective
2. Defined success criteria
3. Ongoing assessment for learning
4. Differentiation to meet the diverse needs of all students

Secondary Teaching and Learning:

Students in the lower secondary school (Year 7 and Year 8) follow the curriculum developed within each faculty, documented on the Key Stage 3 Long Term Plans. For these subjects, students will be taught elements of the British National Curriculum which have been adapted to ensure an effective transition from the IPC in our Primary school to the relevant iGCSE courses in Key Stage 4.

Students follow an elective process, guided by Heads of Department, the Senior Leadership team and our Future Pathways coordinator. This will enable students to follow one of the following pathways:

Spanish-speaking students will complete iGCSEs in English, Maths, Science and three chosen subjects. Alongside this, students will study Lengua and Sociales to achieve the ESO and also be awarded an iGCSE in Spanish Literature.

Non-Spanish speaking students will complete iGCSEs in English, Maths, Science and four chosen subjects alongside completing an iGCSE in Spanish as an Additional Language.

Students then follow an elective process to select the appropriate IB Diploma Programme pathway.

The St George Madrid Lifelong Learning skills contain elements of the IBDP Learner Profile and thus our teaching and learning is focused around this throughout the whole learning journey.

In lessons, teachers will ensure the '5 Secondary Lesson Essentials' are present:

1. Start with a purposeful 'Do Now' activity.
2. Have a challenging learning objective, supported by a set of learning outcomes
3. Be informed by regular assessment for learning
4. Be chunked to support students in making progress towards the learning objective
5. Offer meaningful feedback to drive progress.

Regular CPD is on offer to ensure that staff are skilled to ensure students have a personalised learning experience which maximises their success.

Learning Improvement Planning (LIP)

At St George Madrid, Learning Improvement Planning (LIP) provides the framework through which we continuously evaluate, strengthen and improve learning across the school. Rooted in the belief that every member of the community can contribute to improving learning, LIP promotes a culture of inquiry, collaboration, reflection and evidence-informed decision-making.

The LIP framework ensures that improvement is systematic, transparent and focused on the impact of teaching and learning on student outcomes. Through ongoing cycles of planning, implementation, evaluation and refinement, leaders, teachers, students, parents and carers work together to create the conditions in which every child can thrive.

Our Learning Improvement Planning is organised around nine interconnected domains that define excellence in learning and teaching at St George Madrid:

1. **Atmosphere** – creating a safe, inclusive, caring and respectful environment where wellbeing and learning flourish.
2. **Shared Ideas** – developing a common understanding of learning, learner development and the values that guide our community.
3. **A Focus on Learners and Learning** – ensuring that decisions, systems and practices are centred on how students learn and make progress.
4. **Learning and Teaching** – designing and facilitating high-quality learning experiences that promote challenge, engagement, reflection and growth.
5. **Evidence of Learning** – using a range of qualitative and quantitative evidence to evaluate learning and inform improvement.
6. **Leadership for Learning** – fostering leadership at all levels that prioritises learning, models continuous improvement and builds collective capacity.
7. **Learning Spaces** – creating physical and virtual environments that support collaboration, inclusion, wellbeing and effective learning.
8. **Partnership with Parents and Carers** – working collaboratively with families to support students' academic, personal and social development.
9. **Learning Improvement Planning** – maintaining a transparent and collaborative process through which improvement priorities are identified, implemented, monitored and evaluated.

Each domain is supported by a set of indicators that enable the school to evaluate current practice, identify priorities for improvement and measure impact over time. Together, these domains provide a shared language for discussing learning, guide professional development, inform strategic planning and ensure that all improvement efforts remain focused on enhancing learning and outcomes for students.