



## EYP / Primary School Teaching and Learning Policy

#108

### 1. Purpose

The purpose of this policy is to promote best practice in teaching and learning and establish consistency in approach. It aims to ensure that all students in the Early Years Programme (EYP) and Primary are provided with high quality experiences that lead to a consistently high level of achievement in a bilingual, dual curriculum setting.

### 2. Scope

The policy applies to the staff, students and parents who make up the Dyatkika Primary learning community.

### 3. Definitions

In the policy, 'Primary' will also incorporate the EYP.

### 4. Policy statement

Teaching and Learning at Dyatkika is informed by international, evidence-based research and global best practice. High quality teaching and learning experiences are designed to enable our students to develop the skills, knowledge and understandings that students will need to be successful in their futures. Teachers are expected to demonstrate deep understanding of how students learn and the impact their teaching has on students' learning.

Teaching and Learning at Dyatkika is underpinned by the Dyatkika Learner Profile which outlines the school community's belief that students should engage in:

- Social and civic learning
- Personal Learning
- Learning for the future
- Learning how to learn

### The Curriculum

Dyatkika combines the Cambridge International curriculum with the Indonesian National Curriculum to create a rich, bilingual learning framework that sets out the skills and knowledge expected at each year level. A strong focus on Literacy (English and Bahasa Indonesia) and Numeracy exists throughout the primary years. There is provision of English language support and Bahasa Indonesia language support to meet the learning needs of bilingual and multilingual students. Students learn about the world around them, including their responsibility to care for the natural environment, through thematic units.

The classroom programme is enriched by a specialist programme consisting of Music, Art and Physical Education.

Students are supported in being active participants in their learning, and develop the language and skills to reflect on their progress and set goals for future learning. Having a Growth Mindset creates thoughtful behaviours demonstrated through the attitudes and dispositions students bring to their learning. These attributes are both explicitly and implicitly referred to throughout the learning process.

## **Assessment**

Assessment is an integral part of the learning process for all students. Teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback is given to learners on a continual and ongoing basis. Feedback is both formal and informal and is used to help students reflect on past performance and to inform next steps in learning. Formal assessments are conducted each semester, providing information about each student's progress as well as cohort level data. This information is used to plan for future learning as well as to reflect on the effectiveness of programmes.

## **Planning**

Teachers are expected to take a rigorous approach to planning for student learning. Long term plans outline the broad objectives that are expected to be covered. Medium term plans consider the scope and sequence of learning events that are planned for each subject area. Medium term plans also outline when assessments will take place. Short term/weekly planning considers the specific learning objectives for the week ahead, taking into account how differentiation will occur. Teachers are expected to collaborate within their class level teams at all stages of the planning process. Teaching timetables allow for teaching teams to collaborate at least once a week.

## **The Learning Environment**

At Dyatmika, we believe students must be provided with a stimulating environment in which to learn. The learning environment must be safe, clean, well organised and resourced appropriately. Protocols for establishing a positive learning environment, that promotes engagement in the learning process by all learners, are agreed upon by each class at the beginning of each year. Displays are an integral part of the learning environment and should be inviting, clearly labeled and exemplary in presentation.

## **Resources**

In order to provide an engaging learning programme for all students, teachers access a wide variety of both print and digital resources. Dyatmika provides many resources to teachers to support their teaching programme and it is the responsibility of teachers to select the most appropriate learning resources to support their teaching objectives. Teachers have access to both National and Cambridge text books to utilise in their programme. These text books can provide learning opportunities for students, however, they are not the primary method used in teaching.

## **Parents**

Parents are encouraged and expected to support the learning process by:

- Attending Information sessions, Workshare and Parent Teacher Conferences
- Accessing and reading written reports
- Helping establish homework routines
- Ensuring punctual and regular attendance at school
- Accessing the Engage student management portal to locate up to date information about their child's learning and progress / providing current contact details

## 5. Change history

<b>Version</b>	<b>Developed by</b>	<b>Date of issue</b>
1	Head of Primary	2017-18