



MAGNO
International
School, Alicante
an Orbital Education School

TEACHING AND LEARNING POLICY

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Contents

Introduction	3
Teaching Approach.....	6
Quality First Teaching in a Bilingual School	7
Engagement Strategies	7
Modelling	7
Adaptation/Scaffolding.....	7
Challenge.....	8

Introduction

MAGNO International School is a community of resilient lifelong learners. It offers a safe, supportive, and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At MAGNO International School we are committed to providing all students with high quality learning experiences that lead to a consistently high level of student achievement and attitude. This policy summarises our expectations and common working practices, which reflect the aims and objectives of the school and support its vision.

Aims

At MAGNO International School students are enabled to gain knowledge and develop their skills, interests and abilities through a variety of relevant learning experiences. We aim to:

- provide a supportive and safe environment, which values all members of the school community.
- promote best practice and establish consistency in expectations and standards across the whole school.
- promote a learning culture so that students engender a love of learning and desire to become lifelong learners.
- provide equal opportunities for all students to advance to the best of their abilities.
- focus on academic as well as moral, social, cultural, physical, and emotional development of the students.
- provide rich and varied contexts and experiences for students to acquire and apply a broad range of knowledge and skills.
- enable our students to be resourceful and responsible learners.
- promote students' self-esteem, self-worth and emotional well-being while encouraging them to show positive attitudes and respect towards the ideas, opinions and feelings of others.
- enable our students to learn to value their achievements and feel proud of them.
- encourage students to become responsible and adaptable individuals who respond positively to the opportunities and challenges of a rapidly changing world.
- celebrate diversity and develop values of respect, honesty and tolerance.
- enable students to grow into proactive, trustworthy and independent-thinking citizens who contribute positively to the community and society.

Effective Learning

We provide a range of opportunities for students to gain, apply and demonstrate their knowledge including:

- speaking, listening, reading and writing activities
- creative activities
- participation in a variety of physical activities
- investigation and problem solving
- making choices and decision-making
- asking and answering questions
- whole-class work, group work, paired work and independent work
- Interdisciplinary projects
- Extended essay (Sixth Form)
- roleplays, presentations and participation in projects organized by school and outside school
- use of music, drama, art, chess, and more than one foreign language
- school trips and off-site visits
- after school clubs
- student Leadership opportunities
- working with students across the Orbital Network

Roles and Responsibilities

At MAGNO International School all members of the school community play an important part in working towards the school's aims by:

- developing a sense of belonging to the school community.
- providing a disciplined environment in which behavioural expectations are consistent and clearly outlined.
- respecting students' individuality, their rights, beliefs and values.
- providing equal opportunities to all students regardless of their cultural, social or religious background.
- fostering, praising and positively reinforcing good relationships, exemplary behaviour, individual as well as group work.
- working as a team, supporting and encouraging one another.

School Management shall:

- ensure that the school is run effectively and efficiently.
- regularly review and update School policies.
- monitor and appraise the effectiveness of teaching and learning strategies.
- provide and allocate resources effectively.
- ensure that the school building and premises are safe and best used to support good quality teaching and successful learning;
- provide sufficient opportunities for staff professional development.

Teaching staff shall:

- recognise and be aware of the needs of each individual student with regard to their ability and aptitude.
- deliver the curriculum in a challenging and stimulating manner in order to encourage all students to reach their full potential.
- ensure progressive and continuous learning.
- present good role models in terms of punctuality, organisation, diligence and relationship with other members of the school community.
- explain and implement school procedures consistently and successfully.
- monitor and assess student progress objectively and continually.
- have a positive attitude to change and professional development.

Parents are expected to:

- ensure that their child attends school regularly and punctually.
- ensure that their child is well-rested, in good health and prepared to participate in educational activities.
- support the school in the promotion of discipline as well as a positive attitude to learning.
- inform the school if their child has any medical conditions.
- inform the Sschool of reasons for their child's absence or any issues outside of school that may affect the child's performance or behavior.
- regularly attend parent-teacher meetings.
- participate in constructive discussions concerning their child's progress and attainment.
- ensure early contact with the school to discuss matters which affect their child's happiness, progress and behaviour.
- support the Sschool's homework policy.
- support and, where appropriate, contribute to school events and activities.
- ensure that all contact addresses and telephone numbers are up to date and correct.

Students are encouraged to support the Sschool's aims by:

- attending school regularly and punctually.
- coming correctly uniformed
- being organised and duly performing all their duties (doing homework, bringing necessary equipment, taking letters home promptly etc).
- conducting themselves in an orderly manner in line with the Behaviour Policy.
- developing independence in their work at school and home.

Curriculum and Planning

MAGNO International School is committed to developing a balanced and structured curriculum to provide the highest possible standards of teaching and learning. In the Early

Years and Primary stages, the national curriculum is combined with the Cambridge International Education programme. In Secondary education, the school continues exclusively with the national curriculum. At the Baccalaureate level, the national programme is complemented by the National Extension College platform, offering online A-Levels as an alternative pathway.

Teachers may use curriculum requirements as a starting point but are expected to add their own creative ideas. Lessons are delivered with a cross-curricular approach and links are made to real life experiences wherever possible.

Regular staff/ subject leader meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Short, Medium and Long-Term Plans are based upon previous assessment data, student needs and subject expectations and departmental planning is stored with the Head of Stage

Students are given tasks which are appropriate to their level of ability, including higher attaining students. In order to encourage all students to demonstrate what they can do, understand and achieve, teachers shall differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension
- outcome.

When planning work for students with special educational needs, teachers shall give due regard to information and targets contained within their Planning. Teachers shall modify teaching styles and resources as appropriate for any students with specific learning needs.

Learning & Teaching Approach

At Magno, our learning environment is built upon an Educational Project that integrates the national curriculum with the Cambridge International Education programme in Early Years and Primary, and offers A-Levels in Baccalaureate through the National Extension College platform.

In the classroom, we combine traditional teaching methods with approaches such as project-based and collaborative learning. These strategies are supported through tools like classroom observation, ongoing teacher training, and the use of digital platforms for educational purposes in selected year groups.

Quality First Teaching in our School

At our bilingual school, we implement a whole-school approach to teaching that ensures students develop strong skills in both languages, while also mastering the national curriculum subjects. The key aspects include:

Engagement Strategies

- **Bilingual Immersion:** Active use of both languages throughout the day in various subjects. Immersion Language Programme.
- **Interactive Resources:** Use of bilingual digital tools like quizzes, language-based games, and multimedia resources to engage learners.
- **Collaborative Learning:** Group work that pairs student with different language strengths to enhance both social and academic language development.
- **Learning & Language center** provides targeted support for students to improve their language skills and overall academic performance.
- **Student Well-Being** ensures that students feel safe, supported, and healthy. It focuses on creating a positive school environment where students can thrive emotionally, socially, and academically.

Modelling

- Teachers model language use in both languages, providing explicit examples of how to switch between languages in academic contexts.
- **Bilingual Scaffolding:** Teachers demonstrate problem-solving or writing strategies in one language and offer opportunities to translate or apply the same skill in the other language.

Adaptation/Scaffolding

- Differentiation to support varying levels of language proficiency: native language support for weaker second language learners, and vice versa.
- Teaching strategies to help students connect vocabulary in both languages, using visual aids and cross-language scaffolding.

Challenge

- Students are given opportunities to engage in deeper learning activities in both languages to stretch their cognitive and linguistic abilities.

Responsive Teaching – Use of Data

- Data on student performance in both languages is regularly reviewed to ensure balanced progression in language development and academic achievement.
- VLE is used to gather data on language-specific assignments, tracking student progress in each language and adjusting lesson content accordingly.
- Regular bilingual assessments are administered to monitor students' mastery of the national curriculum and language proficiency levels, using feedback to adapt future lessons.

The Learning Environment

- a. Expectations around positive behaviour management (referring to behaviour policy)
- b. Routines and procedures
- c. The visual learning environment and one to one project from y4 onwards.

Homework

MAGNO International School considers homework a valuable aspect of a successful learning process. The school's agreed practice is that:

- homework is set on a regular basis for all years.
- homework is generally a follow-up of work done in class but may sometimes consist of preparation for work yet to be done.
- students should understand exactly what they are expected to do and how to do it by the set deadline.
- students who have made insufficient effort during class may be asked to finish work at home.

It is our belief that homework should be set for the following reasons:

- to enable children to practise and consolidate their skills and knowledge.
- to help parents keep abreast of their child's strengths and weaknesses.
- to provide students with a context outside school to apply learning.
- to encourage students to view learning as a lifelong process which is not restricted to school hours.

Assessment, Feedback and Reporting

Assessment is an integral part of the learning process. It is a means of monitoring and measuring students' progress. Assessment involves identifying each student's progress in each area of the curriculum, determining what they have learnt and what therefore should be the next stage in their learning.

Assessment includes any of the following tasks:

- teacher questioning
- observations of students
- group discussions.
- short tests on recently completed lessons and topics.
- discussions in which students are encouraged to appraise their own work and progress.
- peer feedback and collaborative groupwork
- end-of-term and end-of-year tests.

Feedback to students regarding their level of effort, attainment as well as their progress is achieved through discussion and marking. An effective marking system:

- helps students to become aware of their strengths and weaknesses.
- encourages improvement through comments that aim to be positive and constructive.
- is used sensitively and with discretion so that an individual student can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

Parents are given feedback on their child's progress through:

- parent-teacher meetings are held twice times per school year.
- written reports issued three times a year.
- insight into their child's performance in written tests.
- Pre-assessment feedback mid in the first and second term.
- External assessment from Cambridge International Education

Records of each student's performance and progress are retained throughout the students' time at the school and appropriate records are passed on to other schools when they leave.

Resources

Each classroom will be equipped with a basic set of resources. Specialist resources shall be stored in the appropriate curriculum resource cupboard/area and shall be regularly audited and replenished.

Students shall be taught how to use all resources appropriately and safely, with care and respect.

Monitoring and Evaluation of Teaching and Learning

At MAGNO International School monitoring and evaluation involves regularly assessing the effectiveness of teaching practices and student learning progress. This is aligned with the **School Assessment Policy**, which outlines how teachers use both formative and summative assessments to track student performance. Each subject area follows specific **assessment criteria** to measure learning outcomes, ensuring consistency across departments. Through classroom observations, student feedback, and data analysis, the school ensures that teaching methods are effective and meet the diverse needs of all students, promoting continuous improvement.