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# Whole School Learning Enrichment Policy

Draft June 2012

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## **ISA Mission Statement**

It is our mission to create a welcoming school environment where open-mindedness and respect are fostered. Here learners are challenged and supported to achieve their unique potential and to become confident, caring citizens of the world.

## **International School Augsburg Philosophy**

The International School Augsburg is committed to creating and maintaining a collaborative community in which learners can discover and develop their talents and fulfill their individual potential.

We provide a balanced, intellectually challenging programme which fosters in students the skills, knowledge and attitudes that enable them to be successful in school and in life.

We value the diversity of cultures within our school and our links to the local and global community. We recognize and accept our responsibility to promote intercultural understanding and to contribute to a sustainable, peaceful world.

## **Our Commitment to the International Baccalaureate Organisation**

The International School Augsburg has made a commitment to the philosophy of the IBO and to the IBYP and IB Diploma programmes. In our teaching and learning, in our work and in all our interactions as members of the ISA community, we strive to realise the attributes of the IB the Learner Profile. As ISA teachers we strive to

- be principled and confident, to take risks and meet new challenges
- model inquiry in all aspects of school life in order to promote critical thinking and develop greater knowledge
- respect and appreciate individual and cultural differences with an open mind
- reflect with integrity on their professional roles in order to develop excellent practice
- be effective and receptive communicators
- be caring and empathetic towards ourselves, others and the environment
- be a complementary player in a well balanced team

## **Our Beliefs**

At ISA we believe that:

- Learners are most successful in an environment where they feel safe and valued
- Our school has a responsibility to support each student in reaching his or her potential academically, creatively, socially and emotionally
- Self-esteem is critical to success at school
- Students often need time to adjust to a new school environment and learning difficulties may become more prevalent during transition times
- Students have varying learning styles and develop skills and understandings at varying rates and individuals should be supported in understanding their own personal learning styles
- Successful learning is in part dependent on the nature of the relationships between teachers and students
- Inquiry based teaching enables learners to make connections in authentic contexts and to build on prior knowledge to develop new understandings
- Open-ended tasks provide opportunities for stronger and highly motivated students to explore concepts and stretch their skills beyond their peers
- Teachers must be supported in identifying and dealing with students with different needs
- Small class sizes are conducive to providing individualized support
- In providing additional support it is essential to consider the child as a whole and to recognize strengths as well as weaknesses
- Often a child's strengths will provide a key to supporting learning in areas of weakness
- Reflection is a vital part of the learning process

## **Introduction**

This Learning Enrichment policy describes the philosophy and practice which supports student learning at ISA.

The purpose of the Learning Enrichment policy is to:

- create a shared understanding of the purpose of Learning Enrichment at ISA
  - define the expectations of students
  - assist teachers in planning, implementing and evaluating lessons and student progress
  - support parents of students with Learning Difficulties
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1. 'Learning Enrichment' refers specifically to the adjustments made to support students who struggle to access the curriculum, and those who may need a level of differentiation beyond that which can be easily provided by the homeroom/subject teacher. It also refers to providing extra challenge for strong and highly motivated students to explore concepts and stretch their skills beyond their peers
  2. The admissions process aims to assess student needs prior to admission to ensure that the school has the resources to support these needs and that the student can benefit from the programme.
  3. Teachers need to be supported in developing the skills needed to differentiate learning tasks and outcomes to support individual needs.
  4. Although some children may have language related needs which can sometimes make diagnosis of learning difficult, and Learning Support may include support in language learning, in general it is not to be confused with EAL support.

## **Aim and Objectives**

1. To complement the work of the classroom teacher
2. To provide individualized support on a short-term or long-term basis
3. To ensure that all students have access to the curriculum
4. To build and maintain self-esteem
5. To support students in developing study skills that prepares them for Life-Long Learning.
6. To develop a sense of responsibility for learning
7. To raise staff awareness of Learning Difficulty issues
8. To develop home/school/community links

## **Lower School**

### **Organisation of Teaching Groups.**

Students are supported by the Learning Enrichment Teacher:

1. In the lesson, or the student may be withdrawn to work one-on-one or in a small group.
2. On a short term (several weeks) or longer term (a year or more) basis.

### **Assessment**

Any or all of the following documents may be required in the process of planning to support student needs

- Completed trial day forms
- Reports from previous schools(previous classes)
- Reports from external sources
- Original samples of student work
- Running records
- Student self-reflections
- Parent questionnaires
- ACER test results
- Classroom assessment documentation
- Evidence of student thinking (e.g. through visible thinking routines)
- Anecdotes from parents

### **Teaching Strategies**

- Scaffolding activities to support subject work
- Providing students with more time to complete tasks and tests
- Tasks from classroom teachers worked on as a small group
- Collaborative activities are encouraged in order to support academic language development, risk taking and active participation.

## **Accommodation**

- Students study in small groups or one-to-one with the Learning Enhancement teacher in the Lower School Principal's office or in the Learning Enrichment classroom
- Support is also provided in classrooms

## **Resources**

- The Learning Enrichment resource library is developing.
- Students have access to reference materials, computers and interactive media, and hands on manipulatives to support learning.
- Teachers are also provided with specific tools required to teach students i.e. microphones for hearing impaired students
- There are also reference materials for teachers and parents.

## **Staff**

Sarah Garland-Zach

## **Upper School**

### **Organisation of Teaching Groups**

Students supported by the Learning Enrichment Teacher:

1. Will be provided with support in Grade 7 and 8, 4 times per week and in Grade 9 and 10 three times per week. Lessons will be held in the Learning Enrichment Classroom.
2. May attend Learning Enrichment on a short term basis (several weeks) or a long term basis (a year or more).

Students who exit the Learning Enrichment Programme will be further supported by homeroom/subject teachers through differentiation of work. The Learning Enrichment Teacher and homeroom/subject teachers will continue to be in regular contact about student progress.

### **Teaching Strategies**

- Introducing study strategies such as Mind Maps, Vocabulary Lists, Partner/Study groups.
- Scaffolding activities to support subject work
- Providing students with more time to complete tasks and tests
- Tasks from subject teachers worked on as a whole class or small groups before students work independently

- Collaborative activities are encouraged in order to support academic language development, risk taking and active participation.

### **Accommodation**

- Students study in the Learning Enrichment Classroom as well as other resource rooms in the school such as the Library or Computer rooms.
- Support is also provided within class time, in specific subjects areas

### **Staff**

Jasmin MacKenzie

### **Resources**

- The Learning Enrichment resource library is developing.
- Students have access to reference materials, computers and interactive media, and hands on manipulatives to support learning.
- The teachers also have access to specific tools required to teach students i.e. microphones for hearing impaired students
- There are also reference materials for teachers and parents.

### **Assessment**

Any or all of the following documents may be required in the process of planning to support student needs

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- Reports from previous schools(previous classes)
- Reports from external sources
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- Student self-reflections
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- Classroom assessment documentation
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## **Distinguishing between Learning Difficulties and Additional Language Acquisition**

The process of acquiring an additional language is complex. Students will acquire language over an extended period of time and at varying rates. This is not to be confused with a Learning Difficulty. If an English language learner is thought to be eligible for Learning Support, then the following factors must be considered:

- Evidence that the delays and difficulties are both in the home language and English and in various contexts i.e. school, home and community
- Formal and informal assessment data indicates that the learning disability is not due to cultural factors or factors related to second language acquisition
- The fact that the problem has persisted over time
- Evidence that the student has not improved although effective strategies have been implemented in both the mainstream classroom and EAL classroom

## **Referral Process**

1. Classroom Teacher to discuss concerns with Learning Enrichment Teacher.
2. All teachers who work with the student are asked to observe the student and provide feedback.
3. Learning Enrichment Teacher to gather information from several sources e.g. teachers, school files, past school reports
4. Parent meeting with Learning Enrichment Teacher and Classroom Teacher. At this point it may already be necessary to suggest an external assessment
5. An ILP is drawn up by the Learning Enrichment Teacher, Classroom Teacher and Parent. There is clear definition of the respective roles of teacher, Learning Enrichment Teacher and Parent. It is also clear how progress will be measured. The ILP is reviewed at the end of each term or as necessary.
6. A second meeting to review the ILP may be necessary once a report from external assessors has been written and appropriate adjustments communicated to all relevant parties.
7. A plan for regular two-way communication between school and home is set up
8. An end of year transition meeting is organised between current Classroom Teacher, Learning Enrichment Teacher and Parents to discuss goals and recommendations for the next year.
9. Next year's Classroom Teacher receives information via the Yellow Flag system.

## **Entering and Exiting Learning Enrichment**

Decisions regarding entering and exiting Learning Enrichment Programme are made as a result of careful observation of student progress and consultation among teachers, parents and student.

## **Staff Development**

- All staff at ISA liase closely to discuss best practice and student progress
- Staff will receive in house training to support students with specific needs e.g. Asperger's Syndrome, ADHD.
- Learning Enrichment Teachers are encouraged to attend Professional Development conferences and workshops