

Agreed upon aspects of high quality teaching and learning	Achievement of aspects across the four ISGR programmes The information below shows how ISGR defines and provides high quality teaching and learning by listing aspects that are present in the programmes offered at ISGR. Under some sections are the name of school documents or policies that support each of the areas from our quality definition giving further information as to how we work with each area.	Supporting Document or Policy
<ul style="list-style-type: none"> ● Making connections between subjects within each section of the school 	<p>In grades 1-5 students study units which are transdisciplinary, covering their topic in different subject areas. Additionally, at the National section, the study of CLIL (Content and language integrated learning) has provided a way to learn English through context, content and language across different subject areas. Students study transdisciplinary themes and key concepts and transdisciplinary subject connections. Our teachers regularly meet for planning sessions that specifically focus on collaborative and transdisciplinary teaching. Units that are taught are transdisciplinary in nature and are looked at in terms of different subject areas.</p>	CLIL information, Unit planners
<ul style="list-style-type: none"> ● Engaged in their own learning 	<p>Before developmental talks students are involved in a self evaluation and during the talks new goals are set. Students are involved in self choice of activities as well as a choice of how to best show their learning through formative and summative tasks. Through this approach our students develop the ability to self reflect on their own results in relation to their own abilities. They are also encouraged to select and show pieces of work for the students portfolio in the IB and they help guide the units of Inquiry studied through questioning and research. Student survey results across the sections demonstrate that students feel they are able to be engaged in their own learning and specific areas such as the personal project are examples of student choice and engagement.</p>	Assessment policy, academic honesty policy, student portfolio
<ul style="list-style-type: none"> ● Reflecting - 	<p>Students are encouraged and given opportunities to evaluate their knowledge after each unit compared to the subject aims. Teachers also then evaluate their teaching together with their students in order to know which steps to take next. Other examples are unit reflections, self assessment and peer assessment across the curriculum as well as student portfolio which includes student reflection on pieces of work. Students are evaluating their knowledge after each unit compared to subject aims and as part of the inquiry cycle.</p>	Assessment policy
<ul style="list-style-type: none"> ● Taking action 	<p>There is a large focus on students showing respect for others based on a democratic approach. Students are also expected to demonstrate responsibility for people, solidarity and a working together attitude. The action cycle is displayed in classrooms and planned for in the Managebac unit planners. Parent education is given about action, action is included in the unit planning and parents are encouraged to communicate to school if they see action at home. Pupils are given knowledge of the interaction between people, society and nature, and show this by applying simple and to some extent informed reasoning about the causes and consequences on the distribution of population, migration, climate, vegetation and climate change in different parts of the world. "Action" is a component of unit planning and the personal project and can be displayed in school to serve as qualitative monitoring of student engagement in service.</p>	Unit planners, The Well-Being Plan
<ul style="list-style-type: none"> ● Setting clear expectations 	<p>The curriculum has clear criteria for each Grade level - these include goals and knowledge that the students should achieve. Criteria is given for each subject strand: beginning, consolidating, mastered, extending and benchmarks are given by the scope and sequence documents and national curriculum documents. We also have clear assessment criteria, task-specific clarifications, and summative and formative assessments. Introductions to the assessment policy for new students and parents is given at the start of the year in some sections.</p>	Assessment policy, criteria in report cards, Scope & Sequence documents, national curriculum documents
<ul style="list-style-type: none"> ● Well planned 	<p>Content is planned through units that are conceptual and thematic. They include learning goals, assessment and resources. This is accessed by all teachers on a shared network. Teachers plan on managebac using the unit planners and also the curriculum overviews for each grade. Specialist teachers plan using managebac grade units and in Subject Planners. Our Scope & Sequence documents and national curriculum documentation guide the planning of our learning objectives through the provided benchmarks for all subject areas.</p>	Unit & Subject planners, Scope & Sequence documents, national curriculum documents
<ul style="list-style-type: none"> ● Variety of strategies 	<p>The CLIL (Content and Language Integrated Learning) study has provided teachers with additional teaching strategies allowing students to utilize and access newly learned language. The Lgr 11 specifies that teaching will encompass different teaching approaches. Teachers are given regular professional development as to how to plan and teach using a variety of strategies and techniques. Observation of a variety of teaching strategies is done by school leadership and feedback is given to support development of teaching practices and strategies. Planning shows evidence of a variety of strategies present in "learning process."</p>	Inclusion policy, CLIL information
<ul style="list-style-type: none"> ● Differentiation 	<p>All staff at ISGR have received workshops and training on differentiation in accordance with our school goals. The Swedish section participated in a Mathematics differentiation year long study looking at differentiation in that subject area. Teachers have been access to documents and books that support differentiated learning. Teaching is observed and feedback given. Teachers show differentiated planned work in Unit and Subject planners and study current research and practice through a book study in staff meetings.</p>	School Goals & Focus Areas, Unit & Subject planners, Language policy