



## SEDBERGH INTERNATIONAL SUMMER SCHOOL

Teaching & Learning Policy	
Extent of policy	Sedbergh International Summer School
Policy owner	Gemma Newton
Frequency	Annual
Publication	Staff Training Website

### 1. Purpose and Scope

This policy combines the former Curriculum Policy with a new Teaching & Learning Policy in one document. It applies to all ISS academic and co-curricular provision, including English curriculum delivery, LIRA, enrichment, community engagement and associated reporting.

The policy sets out how the Summer School plans, teaches, supports and evaluates learning so that all pupils can make progress academically, personally and socially during their time on programme.

### 2. Overarching Philosophy

The Summer School provides a welcoming, challenging and supportive environment where every pupil is known, valued and expected to contribute positively to the life of the school community.

- Developing pupils' English language competence across speaking, listening, reading and writing.
- Promoting creativity, independence, collaboration, resilience and confidence.
- Preparing pupils for future educational pathways and wider life opportunities.
- Upholding British values and promoting moral, social and cultural development.

### 3. Curriculum Principles

The Summer School curriculum content is designed to be suitable for the age, stage, language level and learner profile of attendees. The curriculum is reviewed through leadership meetings and end-of-course evaluation to maintain quality and relevance.

- The Curriculum is communicative, purposeful and project-based.
- Content and materials are culturally responsive and reflect the demographic profile of learners.
- Global issues and diverse perspectives are embedded; content avoids a narrow Anglo-centric focus.
- Topics and examples are chosen sensitively and appropriately for pupil context.
- Programme structure balances academic learning, enrichment, activities and excursions.

## 4. Programme Structure

### 4.1 English Programme

The English curriculum follows current practice in young learner second-language education and is aligned to CEFR descriptors. Teaching develops core language systems and communication skills through authentic use.

- Weekly project or task focus, linked where possible to excursions and community experiences.
- Explicit development of reading, listening, speaking and writing.
- Grammar and lexis selected for immediate communicative application.
- Interactive classroom methods that promote creativity, participation and learner independence.

### 4.2 Future Founders Programme

This is a bespoke leadership and development programme for pupils aged 14-17 that does not include English lessons. It combines coaching, workshops, experiential learning, excursions and reflection. A separate curriculum document is provided for this course.

- Develops self-awareness, initiative, resilience, communication, teamwork and critical thinking.
- Uses one-to-one coaching, group sessions and practical tasks.
- Provides structured opportunities to apply leadership behaviours in real contexts.

### 4.3 Co-curricular and Community Engagement

The wider programme supports language development beyond the classroom through activities, house life and excursions. Community engagement elements connect language learning to local context and purposeful interaction.

## 5. Organisation and Timetabling

Pupils are generally grouped as Juniors (8-11) and Seniors (12-17). Grouping and teaching arrangements are reviewed to ensure suitability for each cohort.

The Summer School typically provides 16 hours of English provision each week, with formal teaching periods distributed across the week and dedicated community engagement/project time.

Pupils attend lessons in assigned groups and may remain in these groups for selected excursions and activities to support continuity, safeguarding and pastoral oversight.

## 6. Placement and Progression

Prior to arrival, pupils complete a two-stage placement process to support accurate classing and progression planning.

1. Stage 1: Online assessment of grammar and vocabulary knowledge.
2. Stage 2: Short oral assessment (a video uploaded).
3. Placement decisions made by DOS with support from ADOS and teaching staff.

Where appropriate and agreed with parents in advance, alternative provision may be arranged (for example, very high/low levels or specific exam preparation), subject to staffing capacity.

## **7. Teaching and Learning Strategies**

Teaching at the Summer School is active, language-rich and inclusive. Staff use varied approaches to maximise participation and progress.

- Clear lesson objectives and success criteria.
- Scaffolded instruction with explicit modelling and guided practice.
- Differentiation by task, support, outcome and pace.
- Flexible and mixed-ability groupings where beneficial to learning.
- Frequent opportunities for speaking, collaboration and purposeful feedback.
- Appropriate use of retrieval, review and reflection strategies.

## **8. Inclusion, EAL and Additional Educational Needs (AEN)**

The Summer School is an English language immersion environment and all pupils are treated as language learners in development. Teams implement EAL-supportive practice consistently across lessons and activities.

The Summer School also plans for pupils with Additional Educational Needs (AEN), drawing on information provided before arrival and, where appropriate, guidance from Sedbergh School SEND specialists.

- Pre-arrival information is reviewed to identify support requirements and reasonable adjustments.
- Teaching plans include practical strategies for identified needs.
- Staff are briefed on relevant pupil profiles and support arrangements.
- Where a previously unknown need emerges, ISS will assess and implement support where feasible.
- In exceptional cases where safe/appropriate support cannot be provided, leaders will review placement with parents.

The Summer School EAL practice may be supported by a dedicated appendix and/or linked procedures aligned with wider whole-school guidance.

## **9. EYFS Principles (where applicable)**

For younger learners, teaching reflects age-appropriate principles of safety, routine, wellbeing, play-informed learning and developmentally suitable challenge. Planning recognises communication and language development as central.

## **10. Culturally Responsive Practice**

The Summer School is committed to culturally responsive curriculum design, teaching and pastoral care.

- Learning content represents diverse cultures, voices and contexts.
- Teachers adapt examples, texts and discussion topics for cultural appropriateness.
- Staff are expected to demonstrate cultural awareness in classroom and residential settings. The course is set up for welcoming students from a variety of backgrounds (e.g. providing prayer spaces or appropriate food) and this is continued in the classrooms, where teachers will avoid promote tolerance, avoid discussing world conflicts, and so on.
- Practical arrangements (for example dietary provision) reflect pupil backgrounds and needs.
- Learning promotes tolerance, empathy and respectful dialogue.

## **11. Technology for Learning**

Technology is used to enhance teaching, access, engagement and communication.

- The Summer School identifies approved teaching platforms and classroom technologies for staff use.
- Teachers use technology for instruction, formative assessment and feedback where it adds value.
- Use of technology devices includes IWBs and projectors for teaching, use of chromebooks for planning, IT suites for students.
- Pupils are guided in safe, purposeful and appropriate technology use. See also E-Safety Policy.
- Digital tools are selected with regard to safeguarding, accessibility and data protection.

## **12. Assessment and Reporting**

Assessment is used to inform planning, monitor progress and communicate outcomes clearly.

- Placement assessment informs starting points and grouping.
- Ongoing formative assessment informs daily teaching decisions.
- Teacher and pastoral observations contribute to a rounded learner profile.
- End-of-course reporting summarises attainment, progress, effort and attitude.
- Reporting includes key language skill areas: listening, reading, writing and speaking.

## **13. Resources**

The Summer School provides core learning resources required for lessons (for example pens, paper and notebooks) – see also Resources Policy.

Academic leaders ensure resources are suitable, inclusive, culturally responsive and aligned to curriculum intent.

## **14. Student Voice and Quality Improvement**

Student voice is gathered through class feedback, focus groups and end-of-course evaluation.

Leadership teams use feedback, lesson observations, assessment outcomes and staff review to refine curriculum and teaching practice.

## **15. Attendance and Participation Expectations**

Unless a pupil is ill or has an approved arrangement confirmed in advance, pupils must attend all meals, lessons, activities and excursions as set out in the Pupil Handbook. See also Pupil Supervision Policy.

### **15.1 Illness**

- Pupils who feel unwell must inform their House Parent or teacher.
- Staff monitor symptoms and consult the Welfare Manager where needed.
- When illness is confirmed, pupils remain in house under supervision with staff informed for registration.
- Teachers record illness-related absence in lesson registers.

## **15.2 Medication**

- Pre-authorised medication is administered by the Welfare Manager unless delegated appropriately.
- Medication records must include time and dosage, including self-medication where relevant.

## **15.3 Medical Appointments**

Where medical or dental appointments are required, the Welfare Manager accompanies the pupil (or arranges appropriate supervision) and relevant staff are updated on progress and outcome.

## **15.4 Authorised Absence**

Pre-arranged absences require written agreement in advance of the course. Relevant staff must be informed before the absence occurs.

## **15.5 Unauthorised Absence**

If a pupil is missing from a meal, lesson, activity or excursion, staff follow the Missing Child Policy immediately.

## **15.6 Repeated Lateness or Absence**

Repeated lateness or absence is addressed with DOS and/or Operations Director. Appropriate sanctions may be applied in line with the Behaviour, Rewards and Sanctions Policy, with records kept and parents informed.

## **16. Roles and Responsibilities**

- DOS/Academic Leaders: oversee curriculum quality, placement, staffing and quality assurance.
- Teachers: plan and deliver inclusive lessons, assess progress and maintain accurate records.
- House Parents/Pastoral Staff: support attendance, wellbeing and communication with academic teams.
- Welfare Manager: leads medical and medication processes and related communication.
- Operations and Senior Leaders: ensure policy implementation, safeguarding and strategic review.

## **17. Other Relevant Policies**

- Safeguarding Policy
- Behaviour, Rewards and Sanctions Policy
- Missing Child Policy
- Excursions Policy
- Major Contingency Plan

## **18. Monitoring and Review**

This policy is reviewed annually, and sooner if required by regulatory change, operational learning or programme development.