



THE
SEASIDE
SCHOOLS



Association of
International School
Educators of Nigeria

THE SEASIDE SCHOOLS' TEACHING AND LEARNING POLICY

Our Vision

Raising a generation of children who are exemplary in character, distinguished in learning, and becoming role models in their communities and beyond.

Our Mission

We integrate positive values and learning experiences using a relevant curriculum, world-class facilities, and a passionate workforce.

1. Purpose

This policy provides a clear framework for delivering high-quality teaching and learning across the school. It guides daily practice, ensures consistency, and supports sustainable progress for every student. We commit to:

- Delivering consistently high-quality learning experiences.
- Providing a rigorous, engaging learning framework that challenges all students.
- Building confidence, self-motivation, resilience, and a growth mindset in staff and students.
- Ensuring coherence, high expectations, and raised attainment across all year group and promoting independent, reflective, lifelong learning.

2. Scope

This policy outlines the school's expectations for teaching, learning, assessment, classroom practice, and professional responsibilities for all staff.

3. Guiding Principles

- Our approach is built on the belief that every student can make outstanding progress.
- Every teacher deserves ongoing support to excel.
- We aim to provide a rich, stimulating learning environment where students reach their full potential.
- Consistent teaching practices that prioritise purposeful feedback and mastery. A culture of hard work, reflection, high standards, and continuous improvement.

AREA 4, DIYA GATE, OPIC ESTATE, AGBARA INDUSTRIAL ESTATE, AGBARA.

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4. Teaching and Learning Standards

We expect the following outcomes:

1. Lessons are consistently good or outstanding.
2. Students make at least two sub-levels of progress yearly.
3. Underachieving students receive targeted interventions.
4. Students know their current levels, targets, and next steps.
5. Classwork and homework are marked thoroughly and on time.
6. Students take pride in their work and maintain organised resources.
7. Students develop strong independent-learning skills.
8. Staff and students uphold a culture of excellence and continual growth.

5. Teacher Entitlement

Teachers are supported through:

- Clear guidance on outstanding practice.
- Detailed Schemes of Learning with assessment guidance.
- Accurate data to support planning and differentiation.
- Regular observations, coaching, and prompt feedback.
- Access to CPD, professional literature, and peer-learning opportunities.
- Appraisal systems aligned with teaching and learning goals.

6. Roles and Responsibilities

Governors

- Ensure effective implementation and monitoring of this policy.

Senior Executive Team

- Evaluate policy impact and provide resources, training, and support.
- Update the policy based on school needs and emerging best practices.

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Head of Learning & Teaching / Heads of Department

- Lead long, medium, and short-term planning.
- Monitor consistency and quality of delivery.
- Provide coaching and support to staff.

Teaching Staff

- Deliver high-quality learning experiences aligned with Schemes of Learning.
- Plan lessons using up-to-date class data.
- Uphold the principles and expectations of this policy.

Students

- Engage positively in lessons and complete homework.
- Take responsibility for their learning.

Parents / Carers

- Support student learning at home and uphold school expectations.

7. Schemes of Learning

Schemes of Learning provide lesson objectives, outcomes, activities, assessment methods, homework, and required resources. Teachers must adapt these schemes to meet the specific needs of their classes and ensure outstanding progress.

8. Lesson Expectations

Planning

Teachers must:

- Use Schemes of Learning as the foundation for lesson design.
- Set measurable learning objectives that build on prior knowledge.
- Differentiate effectively for all abilities.
- Review student data regularly to inform planning.
- Embed literacy, numeracy, and cross-curricular skills.

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Delivery

Lessons should:

- Follow the school's lesson structure.
- Include engaging, challenging tasks matched to objectives.
- Use effective questioning to deepen understanding.
- Incorporate technology appropriately.
- Promote spiritual, moral, social, and cultural development (SMSC).
- Maintain strong classroom routines and behaviour expectations.

9. Assessment and Feedback

Teachers must:

- Use ongoing formative assessment in every lesson.
- Provide clear, actionable feedback linked to learning objectives.
- Ensure students understand their current level, target grade, and next steps.
- Use student-friendly rubrics and success criteria.
- Maintain target sheets in student books.
- Record assessments promptly.

Students must:

- Review and respond to feedback using red pen.
- Make improvements based on teacher comments.

10. Marking Expectations

Staff must:

- Mark consistently using green pen.
- Provide comments that clarify progress and next steps.
- Check homework is completed and signed.
- Set improvement tasks where needed.
- Maintain high standards of presentation.

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Students must:

- Present work neatly (date, title, underlined).
- Use blue/black pens; pencil for diagrams; red pen for responses.

11. Homework

Homework must be:

- High quality, purposeful, and planned within Schemes of Learning.
- Marked promptly with improvement comments.
- Checked weekly for completion and parent signatures.
- Supported with intervention sessions for students who fall behind.

12. Classroom Procedures

Teachers

At the start of every lesson:

- Arrive on time, prepared, and welcome students.
- Ensure correct uniform and seating plan.
- Display date, title, objectives, and starter.
- Provide necessary materials for a settled start.

At the end of every lesson:

- Dismiss students calmly and on time.

Students

- Arrive punctually and prepared.
- Begin starter work immediately.
- Follow classroom expectations and routines.
- Keep materials organised and adhere to presentation standards.