



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

TEACHING AND LEARNING POLICY

POLICY INTENDED FOR:	Parents, Students and Staff
CATEGORY:	Teaching and Learning
POLICY IMPLEMENTED BY:	Senior Leadership Team
REVIEWED BY:	Vice Principal Academic
REVIEW DATE:	January 2026
FUTURE REVIEW:	January 2027

The Three Pillars

The three pillars of Oxford International College (OIC) are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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PURPOSE AND SCOPE

This policy defines Oxford International College's shared understanding of high-quality teaching and learning. It sets out the principles, expectations, and professional culture that underpin classroom practice across the College.

The Teaching & Learning Policy establishes what effective learning experiences look like at OIC and the pedagogical standards towards which all teaching should work. It provides a common language for professional reflection, collaboration, and development, and underpins quality assurance processes without duplicating them. Consistency in Teaching and Learning at OIC is ensuring that students experience high-quality learning across subjects, not that lessons look the same in every classroom.

This policy applies to all teaching staff and all taught lessons across the College.

RELATIONSHIP TO OTHER COLLEGE POLICIES

Oxford International College maintains a deliberate and coherent separation between:

- Curriculum Policy: defines what students are entitled to learn, why that curriculum exists, and how it is structured
- Quality Assurance Policy: defines how teaching quality is monitored, evaluated, and supported
- Teaching & Learning Policy (this document): defines what effective teaching and learning mean in practice

This policy does not include:

- curriculum content or programmes of study
- assessment schedules or reporting cycles
- lesson observation protocols or grading criteria
- HR or capability procedures

Those are governed elsewhere. This policy articulates pedagogical intent.

VISION FOR TEACHING AND LEARNING AT OIC

Teaching and learning at Oxford International College exist to serve the College's three pillars:

- Academic Excellence
- Personal Development
- Career and University Pathways

Classroom practice should therefore be:

- intellectually ambitious
- academically rigorous
- coherent, cumulative, and purposeful

Learning at OIC prepares students not only to succeed in high-stakes external examinations, but also to thrive in demanding university environments that expect independence, intellectual maturity, and

disciplinary thinking.

Teachers act as subject experts, curriculum enactors, and academic mentors, enabling students to build secure knowledge, think critically, and develop the habits of highly successful learners.

A SHARED PEDAGOGICAL UNDERSTANDING

Oxford International College does not promote a single teaching style or methodology. Instead, it promotes a shared understanding of the features of effective teaching, grounded in evidence-informed practice and refined through professional dialogue.

High-quality teaching at OIC typically should:

- reflect the high academic potential of the student cohort
- challenge students to think deeply and precisely
- set ambitious standards for both effort and outcome

Lessons should make clear that struggle, effort, and intellectual risk are normal and necessary aspects of genuine learning.

To deliver expert subject knowledge and curriculum thinking, teachers should:

- demonstrate secure and confident subject knowledge
- understand how lessons fit within wider curriculum sequences
- draw explicit links between current material and prior learning

Teaching is not isolated activity, but part of a carefully structured programme of study.

Effective teaching at OIC often involves:

- clear explanation of complex ideas
- structured modelling of processes, methods, or thinking
- explicit articulation of what success looks like

Teachers should guide students through difficult material using clarity, precision, and professional judgement.

TEACHER-LED INSTRUCTION IN A KNOWLEDGE-RICH CURRICULUM

Oxford International College explicitly recognises that:

- its students follow demanding, content-heavy qualifications
- curriculum time is finite and often highly constrained
- teacher expertise is a critical resource

As such, teacher-led instruction, including extended exposition and lecture-style delivery with structured student note-taking, is a valid, appropriate, and often necessary pedagogical approach at OIC.

When used well, such instruction:

- enables efficient transmission of complex subject knowledge
- models expert thinking and disciplinary language

- supports clarity, coherence, and academic precision

However, effective teacher-led instruction should still:

- require active student engagement and recording
- include checks for understanding
- avoid passive supervision or unguided study
- be situated within a wider sequence that includes practice and application

Teacher-led instruction is one component of a varied pedagogical repertoire and should be deployed with professional judgement.

RECOMMENDED TEACHING PRACTICES

Activation of prior knowledge

Lessons should routinely:

- recall relevant prior learning
- strengthen existing cognitive connections
- prepare students to integrate new knowledge effectively

Checks for understanding and responsive teaching

Teachers should:

- check understanding regularly and systematically
- use questioning and formative strategies to surface misconceptions
- adapt teaching in response to what students do and do not understand

Thinking beyond recall

Students should be required to:

- apply knowledge to unfamiliar contexts
- analyse, synthesise, and evaluate ideas
- solve problems using secure conceptual understanding

Feedback that informs improvement

Feedback should:

- help students understand what they have done well
- identify misconceptions or weaknesses
- clearly signal next steps

Feedback may be verbal, written, individual, or whole-class, but it must be purposeful and actionable.

SCHOLARLY HABITS AND INDEPENDENCE

Teaching at OIC promotes:

- effective note-making
- organisation and academic discipline
- reflective learning behaviours

Lessons should develop students as increasingly independent learners, capable of managing the demands of university-style study.

EXPECTATIONS OF TEACHERS

Teachers at Oxford International College are expected to:

- plan purposefully from departmental curricula
- use lesson time efficiently and deliberately
- ensure their presence has a clear and positive impact on learning
- maintain consistently high academic expectations
- support students in developing academic English and subject-specific literacy
- adapt teaching to learner needs while maintaining ambition
- engage constructively in professional dialogue and development

Teaching at OIC is a scholarly profession grounded in expertise, reflection, and responsibility.

EXPECTATIONS OF STUDENTS AS LEARNERS

Students at Oxford International College are expected to:

- attend lessons punctually and prepared
- engage actively and thoughtfully in learning
- take responsibility for acting on feedback
- develop effective independent study habits
- contribute positively to an academic learning environment

Learning is a shared endeavour requiring commitment from both teachers and students.

INCLUSIVE AND ADAPTIVE TEACHING

OIC is committed to enabling all students to access an ambitious curriculum.

Teachers are expected to:

- recognise individual learning needs and profiles
- implement agreed strategies and reasonable adjustments
- support language development across the curriculum
- hold high expectations for all students

Inclusion at OIC is grounded in adaptive teaching, not reduced intellectual demand.

ASSESSMENT AND FEEDBACK: GUIDING PRINCIPLES

Assessment should:

- inform teaching decisions
- support student understanding of progress
- identify misconceptions early

Feedback should be proportionate, manageable, and improvement-focused. The method matters less than the impact.

Detailed assessment procedures are set out in separate policies and departmental guidance.

PROFESSIONAL LEARNING AND COLLABORATION

OIC promotes a culture in which teachers:

- reflect critically on their practice
- engage with evidence-informed pedagogy
- collaborate within and across departments
- see quality assurance and professional development as normal aspects of professional life

Professional growth is understood as a continuous, shared responsibility.

FURTHER INFORMATION

For further information about Curriculum at OIC please speak with Vice Principal Academic.

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