



WHAT DO WE DO WHEN STUDENTS ARE NOT LEARNING?

Question One asks what we want students to know, understand and be able to do. Question Two defines how we are going to know students are learning.

Question Three is: What are we going to do when a student is not learning?

There is an implication in this question which suggests it is our collective responsibility to ensure all students are learning. We know every child is unique. Children learn in different ways and at different speeds.

Respecting these differences, teachers collaborate to examine evidence of learning gathered through student assessment and identify elements of a lesson that students did not understand. Then we ask ourselves, “What are we going to do about it?”

At ICS, teachers take action to identify and resolve these issues, because we believe it is our responsibility to ensure students receive the personalized and collective support they need to learn effectively.

ICS teacher teams design interventions. These may be as simple as reteaching a particular concept or skill, or it may involve creating tailored levels of guidance with specialized support teachers. ICS employs tiers of intervention which are implemented when we have evidence that a student is not learning.

It is the job of the student to learn. It is the job of our teachers to teach in a way that each student is able to learn.