

RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

Policy title	Teaching and Learning Policy
Policy number	GC_POL_TL_020
Policy Version	1
Effective date	September 2022
Scheduled review date	September 2025

Prepared by	Name
HOS's	HOS's


Approving Committee	Name	Signature
Vice Principal	Carol Michelle Pratt	

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Beliefs/philosophy

RIS believes high-quality teaching and learning takes place when students are equipped to further develop their self-efficacy and are empowered to become agentic learners who are active participants in their own learning journey. High-quality teaching and learning takes place in a safe and engaging environment where a student's prior knowledge is valued and learning through inquiry is fostered so that students are responsive to an ever-changing global context.

At RIS international and intercultural teaching and learning takes place when students explore key concepts to acquire knowledge, attitudes, and skills to deepen their understanding of the global community. International and Intercultural Learning takes place

when inclusion, openness, and respect are valued and nurtured to help students understand, relate to and connect with others to develop cultural meaning.

RIS aligns with the philosophy of the International Baccalaureate academic programmes – the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). Through inquiry-based teaching methods, all students at Raha will be inspired to be compassionate, confident and internationally minded. Our students will be challenged to excel in a safe, happy and nurturing learning community. As a direct result of their learning experiences Raha student will be empowered to take thoughtful action locally and globally.

Principles of Teaching and Learning at Raha:

At Raha, we believe that students learn best when:

- prior knowledge is considered to be important learning
- context is relevant
- learning is collaborative
- the learning environment is conducive to learning
- they get appropriate, formative feedback that supports their learning
- diverse learning styles are understood and accommodated
- they feel secure and their ideas are valued and respected
- values and expectations are explicit
- there is a culture of curiosity at the school
- they understand how learning is judged, and how to provide evidence of their learning
- they become aware of and understand how they learn
- structured inquiry, critical thinking, learning through experience and conceptual development are central to teaching in the school
- learning is engaging, challenging, rigorous, relevant and significant
- they are encouraged in everything they do in school to become responsible for their own learning and lifelong learners.
- the focus is on deep understanding.

Therefore, teachers at Raha recognise that:

- The relationship teachers build with their students profoundly impact on their learning.
- Each learner needs to feel valued for who they are.

- A learning community is more effective when open mindedness and risk taking is encouraged.
- Learners will take risks and embrace challenges in an environment that feels safe, supportive and secure.
- Learners benefit from playing an active role in classroom decision making.
- Clear goals, processes, expectations, rules, routines and a behaviour plan enable students to take more responsibility for their learning.
- Understanding the learning process and personal learner attributes enhance learning.
- All students can benefit from collaborative learning.
- When students can exercise student agency through choice, voice and ownership of their learning they are more likely to engage, accept challenges and stay motivated.
- Individual, constructive and on-going feedback can be a powerful key to engaging the learner.
- The physical environment has a significant impact on the learner's engagement.
- Teacher expectations have a profound impact on the way learners see their own potential.
- Families and communities are important sources of knowledge and skills that can enrich the school curriculum.
- Students benefit from interacting with a range of people as they learn – not just teachers.
- Reflection and metacognition are central to teaching and learning.
- Thinking skills can be taught. This is best done within the context of meaningful content and purposeful activities.
- Assessment strategies should lead to improved student learning.
- Assessment is more authentic and powerful when it is embedded within everyday learning experiences.
- Collaborative planning produces a rich and more coherent curriculum.

Implementation:

All teachers will have a copy of the relevant IB programme publication to guide their planning, teaching & assessing of students.

PYP – *The Enhanced PYP*

MYP – *MYP: Principles into Practice and relevant MYP Subject Guide*

DP – *Diploma Programme: From Principles into Practice and relevant DP Subject Guides*

These documents will guide teachers with regard to the specific implementation of the PYP/MYP/DP

The Learning Environment:

All our classrooms are lively, safe and characterised by purposeful inquiry. They are places in which the pursuit of deep understanding and the construction of meaning is balanced with the acquisition of knowledge and skills.

- Students are empowered to set learning goals focusing on achieving their potential and supported to this end by their teacher and each other.
- Our classrooms encourage the development of international-mindedness when teachers and students show respect, tolerance and empathy towards others of different gender, nationality and levels of academic, linguistic and intellectual development.
- As teachers, we model being life-long learners and see students as critical thinkers with developing ideas of the world.
- The Learner Profile is evident in every classroom and underpins everything we do.
- Displays within the classroom celebrate individual and collaborative achievements, on-going learning and thinking in progress.

Within each school the principles underlying the Learner Profile will guide the establishment of behavioural expectations.

Documentation of Teaching & Learning:

All teachers at Raha are professional accountable to ensure that accurate records are kept of all planning and assessment of learning. Planning and assessment files will be monitored and may be requested at any time by members of the Senior Leadership Team to ensure that planning within and across grade levels shows consistency, progression and academic rigour. All planning and assessment will be stored on the Managebac platform or Sharepoint.

Documentation of planning will include:

- Long Term Planning: Yearly or by Semester overviews of the subject area (e.g. scope & sequence documents, curriculum maps). In DP, the official time guidelines from subject guides are used to plan delivery of content and timing

of the major assessment tasks and final coursework deadlines. DP subject teachers are responsible for mapping out a two-year plan working from the Subject Guides, but also work within the constraints of a collectively agreed and published internal calendar of deadlines

- Medium Term Planning: PYP: Termly/6 weekly/monthly overviews of the subject area and completed PYP Unit Planners. MYP: completed MYP Unit Planners for each unit. DP: Detailed DP Syllabuses used to plan topics.
- Short Term Planning: Weekly or daily breakdown of specific learning objectives with reference to differentiating the learning to meet the needs of all students.

Documentation of assessment records can include (but is not limited to):

- Anecdotal records: brief written records based on observations of students.
- Continuums: visual representations of developmental stages of learning. Students are plotted on continuums based on teacher's assessment data.
- Rubrics: an established set of criteria for assessing students against agreed objectives
- Exemplars: samples of students' work that serve as concrete standards against which other samples are judged.
- Photographs or video with accompanying annotations on Seesaw
- Checklists: lists of information, data, attributes or elements that should be present.
- Formal reports
- Assessment records
- Data tracking

Loss of teaching time

In an event of lost teaching time due to force majeure the school will take all reasonable steps to avoid or minimise the impact of the intervening event. Measures such as rearranging classes and assessments where possible will be implemented, and as part of our Continuous Learning plan the school will offer web-based materials and other virtual means to address lost teaching hours if this extends for a period of time. Expectations for staff are outlined in our RIS Continuous Learning plan.

Accountability:

As a school we believe that teachers are professionals, however, a school also has the responsibility to support and guide teachers in the implementation of the policy. Therefore, teachers will be supported through:

- Appraisal by Leadership
- Professional development
- Grade Level Leaders/ Heads of department structure.

Reference Material:

- IB documentation
- Creating a Learner-Centred Primary Classroom: Learner-centred Strategic Teaching – Kath Murdoch & Jeni Wilson – David Fulton- Oxon.

Revision Log

Date	Changes	Reviewed By
Apr. 2020	Review and rewrite of policy	Heads of School
Sep. 2022	Review and rewrite of policy	SMT
Aug. 2024	Policy Review	Carol Pratt