RAFFLES INTERNATIONAL SCHOOL

Teaching and Learning Policy

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world

Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Adopted: June 2016
Last Revised/Amended: August 2026
Next review: August 2027

CEO/Board		**Principal**
Head of Primary School	**Head of Secondary School**	**Other relevant staff**

Teaching and Learning Policy

Introduction

At Raffles International School, we believe in lifelong learning. We want learning to be a rewarding experience for everyone and recognise that the best teaching and learning experiences can help children to lead happy and fulfilling lives. Through our teaching, we aim to equip children with skills, knowledge and understanding to fulfil their intellectual and personal potential so they are enabled to make choices about their career and creative pathways.

This policy outlines our agreed view of children's entitlement and how we intend to support and encourage learning. It provides a framework of expectations to inform and reflect planning, provision and evaluation of teaching and learning at Raffles International School.

At Raffles International School we are committed to promoting an understanding of and respect for fundamental British values along with the values of the UAE and this policy has been carefully developed to support these principles. Our aim is to promote an inclusive and respectful learning environment where all students are encouraged to develop as responsible, active citizens within both the school community and the wider world.

Aims

At our school we will provide rich, relevant and varied learning experiences which allow children to develop their skills, interests and abilities to achieve, be proud and succeed together.

Through our teaching we aim to:

- nurture students who are confident in working with information and ideas – their own and those of others, responsible for themselves, responsible to and respectful of others, reflective as learners, developing their ability to learn, be innovative and equipped for new and future challenges, engaged intellectually and socially, ready to make a difference
- develop children's knowledge, skills and understanding in the core and foundation subjects.
- focus on children's attainment and progress;
- enable children to become confident and independent students;
- develop children as resourceful, resilient learners.
- foster children's self-esteem and help them build positive relationships with others - both peers and adults;
- develop the highest standards of behaviour and conduct;
- develop children's self-respect and self-awareness and encourage them to show positive attitudes and respect towards the ideas and feelings of others regardless of race, culture or religion
- enable children to understand, feel valued within, and make a positive contribution to this community;
- help children grow into reliable, independent-thinking and global citizens;
- help children be proud of their own work and recognise the achievements of others.

Effective learning

We acknowledge that people learn in many ways, and we recognise the need to develop pedagogies and learning skills to enable all children to learn in ways that suit them.

We offer opportunities for children to learn in different ways including:

- investigation, problem solving and critical thinking.
- Through the RAFFLES lesson structure (see more on page 7)
- open-ended tasks.
- research with independent access to relevant resources.
- group work, paired work and independent work.
- effective questioning; presentation and drama; use of ICT.
- fieldwork and off-site visits.
- creative activities, designing and making.
- use of multi-media, visual and aural stimulus; participation in athletic and/or physical activity; homework.
- after school clubs.
- guest visitors and performers.

Early Years

EYFS curriculum is taken from EYFS Statutory Framework and Development Matters. The EYFS curriculum is written to allow play-based learning, creativity, and personal development. This all-encompassing approach to child development goes beyond academics, fostering vital qualities such as empathy and resilience. It's a pathway that nurtures the whole child, setting the stage for a flourishing and well-rounded future.

The EYFS curriculum represents more than a mere educational framework. It offers a rich, multifaceted approach that considers the whole child. Unlike traditional methods that may focus solely on academics, the EYFS curriculum looks beyond and nurtures emotional intelligence. It creates an environment that encourages children to explore, question, and discover the world around them.

The EYFS curriculum upholds the highest British educational standards, offering more than mere guidelines. It's a proven method focused on children's best interests, giving a structured way to teach and assess their progress. This diligent approach supports development, reassuring both parents and educators.

One of the key strengths of the EYFS curriculum is its inherent flexibility. It recognises that every child has unique interests, abilities, and needs. The curriculum allows educators to adapt their approach to suit the individual child, ensuring that learning is engaging, relevant, and meaningful.

EYFS Curriculum Implementation

Implementing the early years curriculum is a multifaceted task that requires careful planning and consideration. EYFS curriculum focuses on the classroom essentials, methods, and practices that make teaching and learning effective.

EYFS Classroom Essentials

A well-designed and engaging environment invites curiosity and exploration. This includes teaching and learning through continuous provision, interactive displays, and accessible resources that match the child's interests and abilities.

Using Appropriate Teaching Materials

Choosing the right teaching materials is essential. The materials must be age-appropriate and aligned with the child's learning objectives, whether tactile resources for hands-on learning or interactive technology for engaging experiences.

Building Strong Relationships

Relationships between educators and children form the foundation of effective learning. Trust, understanding, empathy, and consistent communication are required to foster a positive connection.

Continuous Observation and Assessment

Ongoing assessment helps to identify every child's strength and area for growth. It's not about formal testing but understanding individual progress and adapting strategies to ensure a personalised learning journey.

Our teaching focuses on providing opportunities for students to investigate, critically question and apply their knowledge and understanding using an increasing range of skills. The children develop by building on their skills, knowledge and understanding in each area of the curriculum, so that they can reach the highest level of personal achievement.

Primary and Secondary:

The National curriculum of England overview sets out aims and objectives and details what is to be taught to each year group in each curriculum area.

- In Years 1 to 13, students work towards appropriate National Curriculum expectations. Coherent sequences of lessons are planned to address key aspects of learning. Teachers use their assessments of children's progress and attainment to inform lesson planning. They have high expectations and use 'top-down' planning to ensure the highest ability students are challenged during lessons.

- The core elements of Formative Assessment are evident in lessons at Raffles International School, as only through effective formative assessment can the necessary adaptations be made to the ongoing teaching process to ensure optimal learning. These elements are – clearly stated learning objectives; effective peer and self-assessment through the use of well understood success criteria; effective and regular feedback – both verbal and written; and high-level questioning that is planned in advance, targeted to students' ability levels and provides students *time to think*.

  - Lessons have clear learning objectives that are shared with students and regularly referenced

  - Success criteria are clearly shared to support expectations and independence.

  - Tasks are set appropriate to each pupil's level of ability, including higher attaining students. Students are expected to work independently and be productive.

- Learning is reviewed within the lesson or at the end of lessons as appropriate.

- Lessons can be reshaped according to the teacher's assessment of students' needs.

- Students receive prompt and regular developmental feedback which enables them to reflect upon their performance and take actions to improve.

- Teachers respond to students' work with marking which informs students of their successes and indicates clear next steps needed to secure improvement.

- Students are valued as unique individuals, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our students, and to ensure that all statutory requirements related to matters of inclusion are met.

- When planning work for students with special educational needs, due regard is given to information and targets contained within their IEPs/PEPs. Teachers modify learning and teaching as appropriate for any pupil with specific learning needs as well as additional planning for EAL and G+T students.

- In Primary, Classroom Assistants (CRAs) are deployed as effectively as possible to work both inside and outside of the classroom with individual students or small groups, depending upon the nature of the work.

- Classrooms are attractive, safe environments which celebrate and support students' learning. Displays should reflect the core subjects along with topics being studied currently. A stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work.

- Educational off-site visits are planned to support and enrich the curriculum. A strict set of procedures is adhered to when undertaking off-site visits as outlined in our Educational Off-Site Visits policy.

All teachers are required to incorporate the following Brilliant Basics into their teaching:

1. Progress: students are given clear aims at the beginning of the lesson where appropriate expressing objectives related to success criteria. Skills and knowledge are imparted using explanation, modelling and/or demonstration which are incrementally developed over time leading towards mastery.
   • Teachers facilitate groups to drive learning and bridge gaps.
   • Visible methods to check consolidation of skills, understanding or knowledge are integrated at strategic and pertinent intervals throughout the lesson.
   • Students are given prudent opportunities to reflect upon their learning against specific success criteria.

2. Climate & Environment: a safe and supportive learning atmosphere is created in which students feel confident taking risks to challenge themselves and others. The classroom and learning spaces are stimulating and used effectively to support and scaffold learning.
   • The classroom is developed to stimulate learning with students' work on display, regularly updated
   • Positive teacher-student, student-student working relationships are created and fostered.
   • Students are inquisitive, willing to share their ideas and supportive of each other.

3. Planning: planning is clearly focused upon deep learning, closely matched to the needs of students and with high expectations of what they are capable of.
   • Lesson plans contain evidence of personalisation.
   • Clear evidence that expectations are high from the attainment levels that lessons are 'pitched' at.
   • Clear focus upon what students are learning, rather than what they are doing.

4. Learning: students are clear of the intended learning, how it is of benefit to them and what it will look like when they are successful.
   • Every lesson has clear learning aims that are understood by all students and, where possible, tailored to their individual learning needs.
   • Learning outcomes and success criteria are relevant, meaningful and appropriate for each student.
   • Learning makes connections to the 'real world'.
   • Student feedback on their learning informs next steps in teaching and learning.

5. Inclusion: all students are fully integrated into the mainstream of the lesson.
   • Teaching for all – the teacher takes complete responsibility for the learning of every student.
   • Clear evidence that student assessment data (including IEP) is being used to differentiate the learning so that it matches students' needs.
   • All adults are contributing productively to the quality of learning.
   • Lesson activities do not place a ceiling on learning.
   • All adults in the classroom are teachers of English. All teachers must encourage and develop the correct use of English grammar and vocabulary in written and oral contexts.

6. Tasks: are planned to encourage independent work and collaboration, students taking the lead.
   • Learning activity is student-centred rather than teacher-centred.
   • Collaborative work is common, with varied methods of grouping students.
   • When working independently, students are focused and resourceful, supporting each other as appropriate.

7. Technology: including the use of AI and emergent systems, is used to plan and enhance learning.
   • Use of new and emergent technology, including AI, is not restricted to providing a substitute for pen and paper and is frequently used to support planning, personalising lines of enquiry, critical thinking and enriching independent research with greater depth and accessibility.

8. Questioning: is carefully planned and designed to ensure that all students are engaged and challenged to think.
   • Questioning clearly shows evidence of learning and encourages students to think (teacher gives students suitable time for this after each question - at least three seconds).

- Critical thinking is highly encouraged.
- Regular plenaries and mini plenaries focused upon learning outcomes.

9. Assessment: a range of assessment methodology is used to provide quality feedback to students that is effective in moving them on to the next steps in their learning.
   - Formative assessment, assessment for learning and marking are used regularly in lessons to ensure students make rapid progress - clear evidence of this in student workbooks.
   - Clear evidence of 'active' student tracking in teacher records/file.
   - Peer and self-assessment are incorporated into the overall approach to assessment in lessons.
   - Student performance data is analysed and used constructively to enhance progress and attainment.

10. Behaviour for Learning: praise and reward are intrinsic features.
    - Praise is frequently used in oral and written feedback to students.
    - Regular rewards encourage positive learning behaviours and achievements

The Raffles Lesson

Teachers in the primary and secondar school follow the RAFFLES lesson, this is explicitly referred to throughout the lesson and is structured through evidence-based pedagogy approaches (Principles of Instruction, Rosenshine, 1982).

R	**Right Now** Do now task
A	**Aims of the Lesson** Clear objectives are shared with the class
F	**Flashback to Prior Learning** Questioning or recap of prior knowledge
F	**Find out New Information** Students are taught new information during this phase of the lesson
L	**Learning Demonstration** Students complete a task or tasks demonstrating their new understanding
E	**Evaluate Student Learning** An activity to assess if students have made progress
S	**Sequential Next Steps** Sharing the next steps in their learning journey

Monitoring and Review

We believe that teaching should be conducted in an atmosphere of trust, respect, and honesty. We link our appraisal process with this policy for teaching and learning in order to provide a clear and consistent expectation of the quality of practice across school. This policy, along with Teachers' Standards, students' standards of progress and attainment linked to the KHDA criteria for teaching and learning provides a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

When evaluating teaching and learning in school, we make use of:

- classroom observation;
- data analysis;
- analysis of students' work, feedback and response;
- moderating and discussing the quality of students' work with colleagues;
- learning walks;
- pupil interviews;
- feedback from parents and wider stakeholder surveys
- student feedback; student survey/meet the principal sessions

All our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. Along with school self-evaluation and appraisal, this informs a programme of CPD to address staff needs, with in-house expertise as well as external providers/Group School improvement partner is deployed to support professional development.

SLMT and middle leadership visit lessons on a weekly basis focusing on our internal judgement and next steps, recommendations from inspections and our school priorities. Feedback is given and areas of development are listed on how to improve. We support our teachers in increasing their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision and overall vision as stated in the UAE National Agenda.

RIS curriculum review

The high level of quality of our curriculum is essential to ensure our students are provided with the learning skills, knowledge and understanding required for success in their future endeavours. At RIS, we review our curriculum on a regular basis.

These reviews ensure our curriculum is suitable, challenging and engaging. Additionally, we review our curriculum on a 'needs' basis. We use results from standardised tests to adapt particular strand delivery in our curriculum.

Role of the Principal/SLMT and CEO Board

Senior leaders and Board are responsible for school effectiveness and efficiency. They should:

- drive improvements to teaching and learning.
- monitor the effectiveness of teaching and learning strategies in raising student attainment.
- ensure that staff development and appraisal policies promote good quality teaching; support the use of appropriate teaching strategies by allocating resources effectively.
- monitor teaching strategies in the light of health and safety regulations.
- ensure that the school buildings and premises are best used to support successful teaching and learning.

Role of Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- being available whenever possible for informal discussions at the beginning and end of the school day.
- holding Parent Teacher Conferences.
- arranging presentations or meetings to explain specific developments.
- publishing documents and updates on the school website.
- inviting parents to classroom, phase or curriculum events and performances.
- implementation of ISAMS and the parent portal
- weekly newsletter in primary
- weekly Head of School Update

We believe that parents have a responsibility to support their children and the school in the implementation of school policies.

We would like parents to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school and prepared to participate in educational activities.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- support school in the promotion of positive and appropriate behaviour; fulfil the requirements set out in the home/school agreement.
- Support the school's drive on Literacy by encouraging reading at home, reading with their child, listening to their child read and being aware of their child's reading age as provided by the school.

Racial Equality and Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated appropriately for all groups and individuals. RIS is committed to creating a positive climate that enables everyone to work free from racial intimidation and harassment and to achieve their full potential.

Accessibility of policy documents

Hard copies of school policies are available for parents from the school office. A copy of each policy can also be accessed online via the school website http://www.rafflesis.com/home

Review

We acknowledge that this policy and our understanding of learning need to be reflective and open to new research in order for our teaching and learning to be successful. In the first instance, the SLMT and the Heads of Faculty will be responsible for the monitoring and review of this Policy on an annual basis, though; any deficiencies or weaknesses in the Teaching and Learning policy will be remedied without delay. They will assess the views of teaching staff and representatives from the Student Council and thereafter provide recommendations to the Principal. Any suggested amendments will be presented to the CEO and Advisory Council.

This policy is to be read in conjunction with:

- Assessment Policy
- Relevant behaviour policies
- Curriculum Policy
- Inclusion Policy