



Teaching and Learning Policy

RGSR Prep School

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1. Introduction

1.1. RGSR Teaching and Learning Statement

At RGSR we are committed to delivering high-quality, student-centred education that nurtures curiosity, resilience, and academic rigour, supported by evidence-based practices and continuous professional development, and in which students strive for mastery and love the learning journey.

1.2. Purpose and Scope

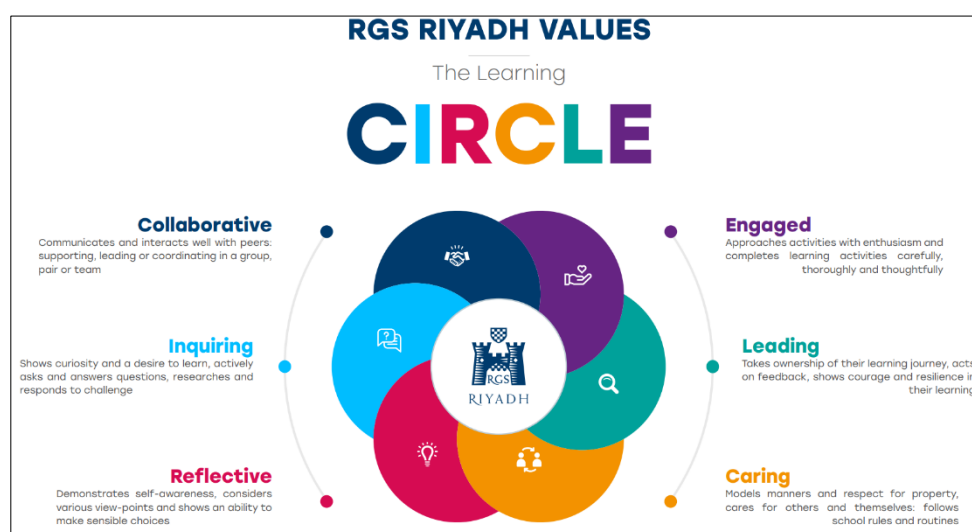
This policy provides a comprehensive framework for best practices in teaching and learning across the Prep school. It serves as a guide for teachers, all levels of leadership, and stakeholders in ensuring quality education and striving for student success.

1.3. Vision

Our vision is to create a dynamic learning environment that nurtures students' intellectual, social, and emotional growth, empowering them to become lifelong learners and responsible global citizens. Our mission is to provide equitable access to high-quality education, developing critical thinking, creativity, and a passion for learning in line with the School's Values (Learning CIRCLE).

1.4. School Values

The school's values are reflected in the Learning CIRCLE – We value How We Learn.



1.5. Policy Objectives

- To support and put into practice the aims and values as expressed in the Aims and Values statements (see Learning CIRCLE).
- Define our approach to ensuring high standards based on best practices in pedagogy that supports the Learning CIRCLE.
- Embrace a culture throughout the school that expects teachers to reflect on their pedagogical practice.
- State the expectations of the school about learning and teaching.
- Ensure all teaching reflects the learning needs of students.
- Ensure that students attain their potential as learners.
- Maintain an environment in which students feel valued, happy and successful.
- Promote a range of teaching and learning experiences that makes effective use of a variety of resources and teaching styles.
- Encourage best practices in the classroom that meet the needs of all learners.
- Support professional growth and development of educators.
- Establish clear expectations towards home learning that support the development of young learners in line with evidence-based research.

1.6. Teaching and Learning [Role of Staff]

School staff will:

- Maintain a whole school focus on teaching and learning as the core purpose of the school.
- Allocate resources effectively.
- Ensure that the school buildings and premises are best used to support successful learning and teaching.
- Identify additional needs of students and provide and monitor an appropriate programme of support.
- Conduct regular reviews of the students' progress.
- Develop close links with the parents and involve them in assessment and review procedures.

1.7. Teaching and Learning [Role of Parents]

Parents will:

- Read, understand and support the aims and values of the school.
- Promote a positive attitude towards school and learning in general.
- Support, encourage and appreciate their child's efforts in school.
- Ensure that their child has the best attendance and punctuality record possible.

1.8. Teaching and Learning [Role of Leaders]

Heads of Subject/ Year Leaders will:

- Plan for the delivery of the programmes of study through schemes of work and lesson plans.
- Ensure appropriate resources are available to deliver these schemes of work.
- Plan for improvement using the development planning process, staff development and performance management, using Curriculum Area and Year Group meeting/development time to improve the quality of teaching and learning.
- Monitor and evaluate the quality of teaching and learning in their subject areas, and/or Year Groups feeding evaluation into a process of continual improvement.

1.9. Teaching and Learning [Aims for Students]

All students will be:

- Valued, appreciated and respected.
- Exposed to various teaching styles to cater for different learning needs.
- Involved in a variety of individual, group and whole class activities.
- Encouraged to evaluate their individual and collective progress.
- Immersed in problem solving and creative thinking skills.
- Helped to understand learning objectives and that these are clearly articulated as part of the learning experience.
- Actively involved in decision-making within the classroom.
- Guided through assessment to understand the aim of their learning.
- Supported in their regular setting of achievable targets and their time management skills.
- Lifelong learners.

1.10. Teaching and Learning [Expectation for Best Practice]

Teachers support the learning and teaching policy statement by:

- Delivering an adapted form of the Curriculum as needed to support learners.
- Delivering learning through pedagogy and methodology that supports the School's Values (Learning CIRCLE).
- Promoting a culture in which diversity is appreciated and valued.
- Considering themselves as lifelong learners.
- Encouraging students to become confident, resourceful, enquiring and independent learners.
- Promoting students' self-esteem to help them build positive relationships with others.
- Identifying students with additional needs and supporting those students through an individual education plan (IEP) together with Student Services and effective use of an assigned LSA.
- Nurturing students' emotional, intellectual, spiritual, creative and physical well-being.
- Stimulating students' curiosity and love of learning.
- Giving students the confidence to take risks, to persevere and to learn from mistakes.
- Keeping abreast of contemporary ideas, current educational developments and research to maximise student learning.
- Collaborating with colleagues to design, implement and review a stimulating curriculum ensuring that the teaching styles, resources and tools students encounter are varied and challenging, offering opportunities for the highest standard of personal achievement by students across the ability range.
- Obtaining information about student progress across all subjects by collection and analysis of assessment data and using this to plan effective learning goals.
- Planning lessons that are informed by the way students learn.
- Reviewing and revising the curriculum based upon input from staff, students, and appropriate national and international accrediting bodies.
- Using a variety of assessment for learning (AfL) procedures to inform both students and teacher of what has been achieved and what needs to happen next.
- Giving students opportunities to review and reflect upon their progress and, where possible, involving them in planning the next steps in their learning.
- Providing appropriate differentiation for all ranges of abilities.

- Utilising displays and rewards systems to motivate, reinforce concepts and value students' work.
- Providing time for the students to demonstrate their prior learning.
- Providing lessons which are structured and paced to make effective use of the time available.
- Ensuring, through target setting, assessment and accurate record keeping, that learning is progressive and continuous.
- Ensuring that students have a clear and common understanding of the high expectations held of them individually, according to their ability and aptitude and of the targets to which they are working.
- Being alert to opportunities for learning outside the planned curriculum which benefit both social and intellectual learning.
- Establishing links with the local community and other schools to prepare students for the next steps in their education.
- Providing home learning that reinforces their knowledge and experience at a level where all students can succeed.
- Celebrating excellence and achievement/effort.
- Promoting global citizenship and fostering an appreciation of ethical behaviour.
- Promoting leadership opportunities for students.

1.11. Teaching and Learning Environment [Expectation for Best Practice]

In providing an environment for learning, the school will seek to promote:

- International understanding where good relationships are characterised by mutual respect.
- A safe atmosphere supported by the effective use of strategies to encourage appropriate behaviour.
- High expectations and an ethos of achievement.
- A capacity for self-assessment so that students can become reflective and self-managing.
- Good management of class time.
- Purposeful enjoyment.
- High self-image and self-esteem.
- High challenge.
- A confident and positive atmosphere in which to learn.
- Frequent use of praise.
- A celebration of the host culture.

1.12. Teaching and Learning Structure [Expectation for Best Practice]

Lesson structure should:

- Connect the learning to the students' existing knowledge.
- Link the learning to the students' lives.
- Give the students the 'big picture' of what they will be learning and the opportunity to extend their learning through differentiated home learning activities.
- Ensure that the learning objectives are shared and understood by the students.
- Deliver inputs and provide activities that cater for a variety of learning styles.
- Provide opportunities for students to demonstrate an understanding of the lesson through reflection and evaluation.
- Assess, review and revise learning on a regular basis through methods that include effective higher order questioning techniques.
- Use differentiated resources, tasks, and activities in an imaginative way.
- Provide opportunities for student leadership, independent learning, problem solving and critical thinking.
- Ensure time is used in the most productive way.

1.13. Teaching and Learning Feedback [Expectation for Best Practice]

Feedback to Students should:

- Build every student's self-esteem through sensitive constructive comments.
- Where possible, be immediate.
- Encourage, motivate and reward.
- Support students' development and progress.
- Be explicit.
- Identify misunderstandings or gaps in learning.
- Be relevant to the aims of the lesson.
- Include information on how progress has been made against the learning objective and individual student target.
- Give insight on how to improve further.

Feedback to Parents/Guardians:

Parents have a fundamental role to play in helping students to learn. We provide feedback and communicate with parents through:

- Regular reports and Meetings
- Parent Teacher communication via emails.
- School Journals
- Parent Portal
- Newsletters

1.14. Teaching and Learning Achievement/Effort [Expectation for Best Practice]

Excellence in achievement/effort is celebrated by:

- School events such as awards afternoon, assemblies, house points, primary celebrations.
- Student leadership opportunities within the classroom.
- Merit Certificates
- Encouraging students to believe that any work to be displayed should represent the highest standards of their own personal effort and achievement.

2. Best Practices in the Classroom

2.1. Effective Teaching

- Teachers display the traits of the Learning CIRCLE (We Value How We Learn).
- Teachers demonstrate curriculum knowledge, skills and possess an interest in the academic and personal development of learners required for high student engagement. Good teachers inspire learners through their passion for learning and encouragement. They strive to create.
- Teachers recognise and know when to adopt the role of leader or facilitator of learning. Good practice is evident when teacher and learners are “learning together” and when teachers demonstrate on-going reflection of their impact on student learning.
- High expectation of performance and effective behaviour management strategies are employed to maximise progress for all. Positive re-enforcement that all learners have the capacity to improve, drives progress. A consistent and fair approach to working with learners is evident and is based on mutual respect.
- Performance Data (quantitative and qualitative, baseline and teacher assessment) is analysed and used effectively to set challenging targets to sustain progress. Regular review enables the teacher to identify the needs of all learners and action appropriate intervention involving relevant parties and inform future planning.
- Learning is planned: Long, medium and short-term plans are used and adapted according to progress made and opportunities presented for cross curricular links or learning beyond school. Good practice involves collaborative planning and the evaluation of learning amongst teachers.
- Clear, measurable learning objectives are devised and shared which build upon prior learning and allow students to make connections between learning. Plenaries enable the effective review of learning and appropriate next steps. Good practice involves the adjustment of objectives and incorporation of learning skills in conjunction with curriculum content.
- Teachers devise varied, differentiated learning activities for students and choose the most appropriate learning methods, for example, collaborative, independent, learning technology related which considers different ways and rates of learning. Teachers understand how students learn effectively. Homework prepares, consolidates and extends learning. Good practice involves up to date knowledge of research on strategies for improving enhancing learning, for example, the use of the SAMR (Substitution, Augmentation, Modification and Redefinition) model when planning to use technology.
- Teachers devise appropriate assessment of learning and measure success on an on-going basis. Success criteria is shared through effective questioning, by designing appropriate tasks and providing regular feedback on learning (written and verbal) to move learning forwards. Through feedback, targets for improvement are identified and actions are suggested.
- Teachers encourage students to have greater ownership of their learning by developing and using self and peer assessment. Good practice maximises students as a resource for others and provides opportunities for students to choose how to demonstrate their learning.

2.2. Effective Learning

- Learners display the traits of the Learning CIRCLE (We Value How We Learn).
- Learners are interested in learning. They are encouraged to foster a love of learning and explore concepts, ideas and knowledge beyond the classroom setting. Learners see the value of feedback and welcome it.

- Learners make visible progress. They demonstrate their understanding of a skill or concept and can explain what they need to do to make progress. Learners can articulate which level, or description best describes their performance and why.
- Learners take an active role in their own learning and can learn independently. Learners are fully involved and take a proactive role in the learning process. They understand how they learn best and are encouraged to articulate the learning process. Learners can successfully assess their own work and the work of their peers. They take time to think about what they are doing and why they are doing it. Learners know what success looks like in a particular area and can act upon targets.
- Learners show resilience, engagement and enthusiasm. These traits are recognised, encouraged and celebrated. Learners enjoy challenges and appreciate the value of struggling with concepts and ideas.
- Learners can learn in different ways. They understand that there is a range of ways to learn and can identify the most appropriate ways of learning a particular skill or concept.
- Learners can transfer concepts and skills. They recognise that there are links and crossovers between the things they learn. They can apply previous knowledge and understanding to new learning.
- Learners can think for themselves and apply their thinking to a range of tasks. Critical thinking is encouraged and celebrated. Learners are able and willing to question and evaluate learning.
- Learners can take on different roles in the learning process. They know how to work individually, can take on leadership roles, work collaboratively and co-operate with others. Learners appreciate that there are different ways to learn and collaborate.

2.3. Effective Learning Environment

- The school learning environment maintains an atmosphere and ethos that is safe, positive, nurturing, respectful, celebratory and caring. The impact of the learning environment plays a key role in inspiring learning. Learning can take place anywhere; on campus, at home, through virtual learning on and off site, indoors and outdoors.
- The language of learning and cultural awareness is prevalent throughout the school. The learning environment responds to all the senses allowing for stimulation, consolidation and assimilation. It is up to date and well-resourced and facilitates interactive learning. All stake holders are encouraged to be flexible in their approaches to the learning environment to enable choice. Displays celebrate, direct and inform with a focus on process as well as outcomes of learning.
- Health and Safety is the responsibility of every person on the school site.
 - All staff have responsibility for reporting structural and environmental risks and dangers that are potential or immediate.
 - All staff have responsibility for reporting the Individual risks and dangers that are potential or immediate (See Safeguarding Policies).

3. Professional Development

3.1. Continuous Learning

All staff engage in continuous learning and reflective practice, collaborating within a variety of approaches including Professional Learning Communities (PLCs) and attending regular CPD sessions to stay updated on the latest pedagogical research and trends. Senior and middle leadership provides coaching and mentoring opportunities to support growth at all levels.

3.2. Mentoring and Coaching

New, struggling or underperforming teachers are supported by experienced mentors, ensuring smooth integration and/or development. Coaching sessions aim to improve classroom practices and student outcomes by providing constructive feedback and promoting reflective practice.

3.3. Sharing Good Practice

At RGSR, our training sessions, peer observations, Professional Learning Communities (PLCs) and other opportunities for professional development serve as examples of collaborative approaches where teachers engage in continuous professional development. The purpose is to promote a culture of shared learning, reflection, and best practice, ensuring that teaching strategies are aligned with school-wide goals. RGSR encourages regular meetings (as departments, year teams, etc), collaborative lesson planning, and peer feedback, with a focus on improving student outcomes. Teachers participate as part of their professional growth, and the intended impact is to enhance teaching effectiveness, promote innovative practices, and improve student achievement across all year groups.

4. Monitoring and Evaluation of Teaching and Learning

The school is committed to monitoring, evaluating and improving the quality of teaching and learning and support is offered to secure the mission to 'nurture for excellence'.

- Teachers reflect on their own practice and the progress of learners routinely, providing opportunities for learner feedback on both learning and teaching.
- The experience of learners is gauged by school leaders through vehicles such as Student Councils and opinion surveys.
- The experience of parents is gauged by school leaders through vehicles such as parent liaisons/representatives and groups as well as opinion surveys.
- Lesson planning (Unit Plans, Schemes of Learning) is readily available.
- Feedback on student progress and the quality of learning is gained through the sampling of student learning during the academic year (including data review, work scrutiny and mini visits to year groups by middle leaders).
- Teachers engage in collaborative planning, peer lesson observations and sharing good practice through professional learning which facilitates dialogue and the on-going and constructive evaluation of learning. The evaluation of teaching and learning is a core component of the performance management process.
- Formal lesson observations carried out by members of the leadership teams and line managers identify areas of teaching strength and areas for improvement. Informal observations such as Learning Walks and focused lesson 'drop-ins' all allow for on-going evaluation and improvement.
- Performance management objectives are set by teachers with the intention of raising achievement and the further improvement of learning. Performance data, both quantitative and qualitative, provides an indication of the impact of teaching and learning on student outcomes.
- School self-evaluation and review by external bodies such as British Schools Overseas provide feedback on the quality of teaching and learning to enable further improvement.

5. Home Learning

Home learning is designed to align with evidence informed practice and focuses on the activities at home that are proven to have the greatest impact on learning for young learners. As such the primary focus for Home Learning at RGS Prep School is:

- Speaking and Listening activities
- Regular, varied and repeated Reading
- Discussion and suggested activities that can deepen the understanding of texts
- Regular, repeated and targeted work on factual recall of key areas of Mathematics
- Regular, repeated and targeted work on phonics and spelling

Parents are also supported with ideas for additional voluntary tasks that will deepen learning and projects linked to half termly thematic topics.

6. Reporting to Parents

Regular reporting is integral to our feedback process. Reporting to parents takes many forms and there is an expectation for timely feedback to parents formally and informally to ensure that parents are informed of any concerns in advance to support the school.

Reporting and feedback on learning takes a number of forms such as:

- Formal written reports each semester
- Formal Parent Teacher Student Conferences each semester
- Expositions/parent events to celebrate learning
- Informal meetings as needed to discuss learning needs

For more detailed information on the reporting process, refer to **the Assessment and Feedback Policy**.

7. Links to other School Policies

The following policies and documents should be consulted in conjunction with this policy:

- The Learner CIRCLE
- Assessment and Feedback (Reporting)
- Curriculum
- Positive Behaviour Management
- Safeguarding