Teaching and Learning Policy
RGSR Senior 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 our senior 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.

1.4. Policy Objectives

- Encourage best practices in the classroom that meets the needs of all learners.
- Define our approach to ensuring high standards based on our six pedagogical approaches.
- Support professional growth and development of educators.
- Establish a clear homework policy.
- Provide resources and support for teachers, students, and the community.

## 1.5. Teaching and Learning Standards [RGSR Senior School]

The six teaching and learning standards are:

For further information, refer to the Senior School T&L Standards, Level Descriptors and Observation Tool.

- Standard 1: Student Learning and Progress – Focus on Student Learning Journey in Real Time.
- Standard 2: Structure of the Lesson – How Does it Impact the Student's Learning in Real-Time?
- Standard 3: Instruction and Communication – How Does it Enhance Student's Performance in Real Time?
- Standard 4: Classroom Management – How Does it Impact the Learning Environment?
- Standard 5: Assessment for Learning and Progress – How are Students Making Progress in Real Time?
- Standard 6: Presentation of Student Work and Evidence of Homework – How is Learning Consolidated?

1.6. The RGSR 6 Pedagogical Approaches

Our pedagogical approaches underpin all our educational programmes, guiding all stages of the learning journey to ensure optimal student outcomes. The model is central to INSET training, new staff induction, and ongoing whole school and departmental professional development.
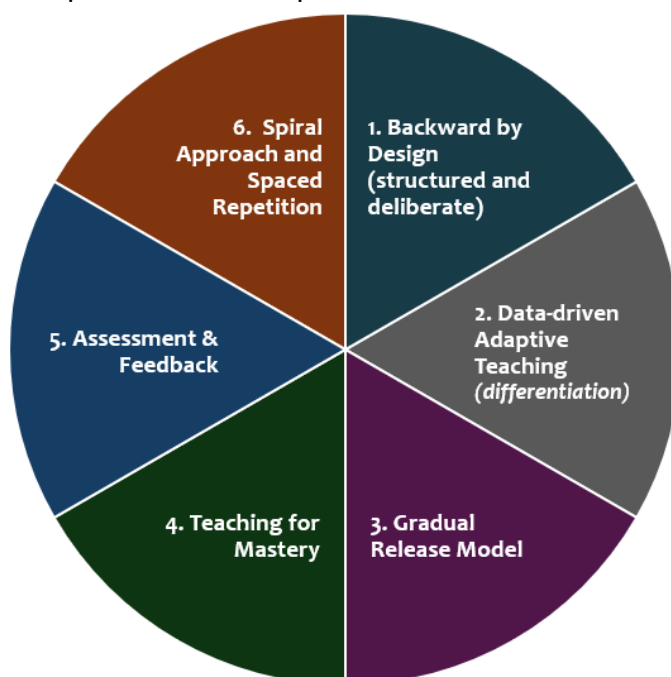
Members of the student leadership council further promote these approaches and have their own student-centred version to guide their learning at all stages of the journey.

For further information, refer to the **2025 INSET training materials**.

2. Best Practices in the Classroom

2.1. Classroom Management

Teachers create a positive, inclusive environment that promotes mutual respect and active student engagement. Clear expectations, positive reinforcement, and proactive behaviour management are key strategies. Building strong teacher-student relationships through empathy and listening is critical to nurturing collaboration. Central to effective classroom management is:

- Clear expectations and its reinforcement,
- Effective lesson planning,
- Meaningful activity choice and sequencing,
- Academic rigour and intellectual rigour,
- Sustained pace of lesson and student engagement,
- Adaptive teaching and learning – needs-based and user-specific,
- Regular questions to check understanding,
- Timely, frequent, effective and clear feedback.

2.2. Student Engagement

Instruction is designed to actively engage all students through a variety of methods, such as group work, hands-on activities, and project-based learning. Teachers ensure differentiated instruction and encourage cooperative learning.

2.3. Assessment and Feedback

Assessments should align with instructional goals, offering students opportunities to demonstrate understanding. Feedback must be timely and constructive to support progress and guide further learning. Self-assessment and reflection will be encouraged to promote metacognition. For further information, refer to the **Assessment and Feedback Policy**.

2.4. Technology Integration

Educators will effectively integrate technology into lessons, promoting digital literacy and collaboration. Tools such as interactive instructional platforms and blended learning approaches will be used to enhance engagement.

2.5. Inclusive Education

Adaptive T&L and differentiated instruction ensures equitable access to learning for all students. Teachers will adopt a range of strategies to meet the needs of all learners, applying culturally responsive teaching practices.

3. Curriculum, Assessment, and Feedback

Our school's teaching practices are guided by the **Curriculum Policy** and **Assessment and Feedback Policy**. Teachers are expected to:

- Implement lessons aligned with our curriculum and the pathways leading to the Cambridge and Edexcel curriculums IGCSEs and A-Level programmes.
- Use diagnostic, formative, and summative assessments to inform planning and adjust teaching strategies.
- Provide clear, actionable feedback that encourages student progress and ownership of learning.
- Follow homework guidelines as set out in this policy, ensuring that tasks reinforce learning and develop independent study skills.

3.1. Mock Examinations

Mock examinations for Years 11, 12, and 13 are conducted in January to assess students' progress toward IGCSE, AS-level, and A-level qualifications. These serve as a valuable way to measure attainment, predict grades, and provide guidance on improving performance.

For further information, refer to the **Examinations Policy**.

4. Teaching and Learning Pedagogy

4.1. Research-Based Practices

Teaching at RGSR is guided by best practices and research, including insights from the Education Endowment Foundation (EEF), emphasising clear learning objectives, formative assessment, retrieval practice, and metacognitive strategies. Scaffolding, cooperative learning, and feedback loops are central to ensuring student success.

4.2. Metacognitive Strategies

Students are encouraged to think about their learning, develop self-awareness, and reflect on their strategies for problem-solving and study. Teachers embed metacognitive practices in everyday lessons to nurture independent learners.

4.3. Inclusive Teaching and Adaptive T&L (Differentiation)

At RGSR, we recognise the diverse experiences of both staff and students. We are committed to developing an inclusive environment where differentiation is key. Differentiated instruction ensures that all students, including those with special educational needs and English as an Additional Language (EAL), can access the curriculum at their level.

5. Professional Development, Collaboration and PLCs

5.1. Continuous Learning

All staff engage in continuous learning and reflective practice, collaborating within 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.

5.2. 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.

5.3. PLC and Sharing Good Practice

At RGSR, our Professional Learning Communities (PLCs) serve as collaborative spaces where teachers engage in continuous professional development. The purpose of our PLCs is to promote a culture of shared learning, reflection, and best practice, ensuring that teaching strategies are aligned with school-wide goals. The PLC framework encourages regular meetings (as departments, year teams, focus groups, etc), collaborative lesson planning, and peer feedback, with a focus on improving student outcomes. Teachers participate in PLCs 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.

6. Monitoring and Evaluation of Teaching and Learning

6.1. Teaching and Learning Standards

Refer to the Senior School T&L Standards and Level Descriptors.

6.2. Lesson Observations and Lesson Drop-in Visits

Staff will participate in lesson observations, which are designed to provide constructive feedback, helping teachers improve their practice. These observations are supported by ongoing professional development, coaching, mentoring, modelling, and support plans if needed. Lesson observation and Lesson drop-in tools align to the six T&L standards.

6.3. Book Scrutiny and Data Tracking

Workbooks and data will be regularly reviewed to ensure alignment with the curriculum, consistent assessment and feedback, and the continuous progress of students.

6.4. Student and Parent Feedback

Surveys will gather feedback from students and parents to inform teaching practices and school-wide improvements.

6.5. Collaborative Deep Dive Micro-Inspections

At RGSR, our Micro-Inspections provide a collaborative approach to evaluating and enhancing teaching and learning practices. These inspections may involve some or all of the following: subject teachers, teachers from different departments, middle leaders, senior leaders, executive staff, and members of the Parents' Strategic Governance Group (SGG). The purpose is to gain a comprehensive view of classroom practices, curriculum implementation, student progress, and quality of pedagogical methods. Through this framework, participants observe lessons, review student work, and provide constructive feedback. This process ensures accountability, encourages cross-departmental learning, and supports continuous improvement in teaching and student outcomes.

7. Homework Policy

7.1. Purpose of Homework

Homework is designed to reinforce classroom learning and develop independent study skills. Teachers are expected to:
- Clearly communicate homework expectations and due dates.
- Differentiate tasks based on students' abilities.

- Ensure a manageable workload and provide varied tasks that promote problem-solving and research skills.

7.2. Assessment of Homework

Homework serves as a formative assessment tool. Teachers are expected to provide rubrics and clear criteria for assessing homework, ensuring that feedback is provided in a timely manner. Rubrics, writing frames, formulae sheets, and other study/assessment aids are to be shared with students; mark schemes should also be made available for students, particularly for those in years 10 to 13.

8. Reporting to Parents

Regular reporting is integral to our feedback process. At the end of each term, a formal report summarising each student's attainment, progress, effort, and attitude is provided to both parents and students. These reports are designed to offer insights into student performance and guide future learning. For more detailed information on the reporting process, refer to **the Assessment and Feedback Policy**.

9. External Examinations and Cambridge Standards

RGSR conducts all external examinations in line with the Cambridge International Examinations (CIE) board's standards. For detailed guidance, refer to the **Examinations Policy**. Teachers are expected to ensure that all assessments are conducted with academic integrity and adherence to CIE regulations.

10. Conclusion

At Reigate Grammar School, Riyadh, excellence in teaching leads to excellence in learning. We are dedicated to delivering student-centred education rooted in evidence-based practices, nurturing the academic and personal growth of every student. By working collaboratively, continuing professional development, and consistently evaluating our methods, we aim to create a thriving learning environment.

11. References

- RGSR Curriculum Policy (Senior School)
- RGSR Assessment and Feedback Policy (Senior School)
- RGSR Digital Learning Policy (Senior School)
- RGSR Examinations Policy
- Education Endowment Foundation (EEF) (2023). Teaching and Learning Toolkit.
- Cambridge International Examinations (2023). Curriculum Framework and Assessment Criteria.