



## TEACHING AND LEARNING POLICY

### Introduction

English international School Moscow is a community of resilient lifelong learners. It offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At EIS Moscow we are committed to providing all students with high quality learning experiences that lead to a consistently high level of student achievement and attitude. This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its vision.

### Aims

At EIS Moscow, students are enabled to gain knowledge and develop their skills, interests and abilities through a variety of relevant learning experiences. We aim to:

- provide a supportive and safe environment, which values all members of the school community;
- promote best practice and establish consistency in expectations and standards across the whole school;
- promote a learning culture so that students engender a love of learning and desire to become lifelong learners;
- provide equal opportunities for all students to advance to the best of their abilities;
- focus on academic as well as moral, social, cultural, physical, and emotional development of the students;
- provide rich and varied contexts and experiences for students to acquire and apply a broad range of knowledge and skills;
- enable our students to be resourceful and responsible learners;
- promote students' self-esteem, self-worth and emotional well-being while encouraging them to show positive attitudes and respect towards the ideas, opinions and feelings of others;
- enable our students to learn to value their achievements and feel proud of them;
- encourage students to become responsible and adaptable individuals who respond positively to the opportunities and challenges of a rapidly changing world;
- celebrate diversity and develop values of respect, honesty and tolerance;
- enable students to grow into proactive, trustworthy and independent-thinking citizens who contribute positively to the community and society.

### Effective Learning- SEE ABOVE

EIS Moscow appreciates the fact that students learn in different ways. Therefore, a multi-sensory, differentiated approach is planned and delivered in order to engage all learners using auditory, kinesthetic and visual stimuli.



We provide a range of opportunities for students to gain, apply and demonstrate their knowledge including:

- speaking, listening, reading and writing activities
- creative activities
- participation in a variety of physical activities
- investigation and problem solving
- making choices and decision-making
- asking and answering questions
- whole-class work, group work, paired work and independent work
- experimentation
- roleplays, presentations and class projects
- use of music, drama, art and ICT
- homework assignments
- school trips and off-site visits
- after school clubs

### **Roles and Responsibilities**

At EIS Moscow all members of the School community play an important part in working towards the School's aims by:

- developing a sense of belonging to the school community;
- providing a disciplined environment in which behavioural expectations are consistent and clearly outlined;
- respecting students' individuality, their rights, beliefs and values;
- providing equal opportunities to all students regardless of their cultural, social or religious background;
- fostering, praising and positively reinforcing good relationships, exemplary behaviour, individual as well as group work;
- working as a team, supporting and encouraging one another.

School Management shall:

- ensure that the School is run effectively and efficiently;
- regularly review and update School policies;
- monitor and appraise the effectiveness of teaching and learning strategies;
- provide and allocate resources effectively;
- ensure that the School building and premises are safe and best used to support good quality teaching and successful learning;
- provide sufficient opportunities for staff professional development.

Teaching staff shall:

- recognise and be aware of the needs of each individual student with regard to their ability and aptitude;
- deliver the curriculum in a challenging and stimulating manner in order to encourage all students to reach their full potential;
- ensure progressive and continuous learning;
- present good role models in terms of punctuality, organisation, diligence and relationship with other members of the School community;
- explain and implement school procedures consistently and successfully;



- monitor and assess student progress objectively and continually;
- have a positive attitude to change and professional development.

Parents are expected to:

- ensure that their child attends school regularly and punctually;
- ensure that their child is well-rested, in good health and prepared to participate in educational activities;
- support the School in the promotion of discipline as well as a positive attitude to learning;
- inform the School if their child has any medical conditions;
- inform the School of reasons for their child's absence or any issues outside of school that may affect the child's performance or behaviour;
- regularly attend parent-teacher meetings;
- participate in constructive discussions concerning their child's progress and attainment;
- ensure early contact with the School to discuss matters which affect their child's happiness, progress and behaviour;
- support the School's homework policy;
- support and, where appropriate, contribute to school events and activities;
- ensure that all contact addresses and telephone numbers are up to date and correct.

Students are encouraged to support the School's aims by:

- attending school regularly and punctually;
- being organised and duly performing all their duties (doing homework, bringing necessary equipment, taking letters home promptly etc);
- conducting themselves in an orderly manner in line with the Behaviour Policy;
- developing independence in their work at school and home.

### **Curriculum and Planning**

EIS Moscow is committed to developing a balanced and structured curriculum to provide the highest possible standards of teaching and learning. In the core subjects – English, mathematics and science, students work towards English National Curriculum expectations, while other subjects follow the programmes of study as required by the National Curriculum or the exam boards (Cambridge and Edexcel).

Teachers may use curriculum requirements as a starting point but are expected to add their own creative ideas. Lessons are delivered with a global, cross-curricular approach and links are made to real life experiences wherever possible.

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Short, Medium and Long-Term Plans are based upon previous assessment data, student needs and subject expectations.

Students are given tasks which are appropriate to their level of ability, including higher attaining students. In order to encourage all students to demonstrate what they can do, understand and achieve, teachers shall differentiate the curriculum according to individual needs by:

- pace
- content



- task
- relevance
- resources
- extension
- outcome.

When planning work for students with special educational needs, teachers shall give due regard to information and targets contained within their IEPs/PEPs. Teachers shall modify teaching styles and resources as appropriate for any students with specific learning needs.

### **Homework**

EIS Moscow considers homework a valuable aspect of a successful learning process. The School's good practice is that:

- homework is set on a regular basis for all years;
- homework is generally a follow-up of work done in class but may sometimes consist of preparation for work yet to be done;
- students should understand exactly what they are expected to do and how to do it by the set deadline;
- students who have made insufficient effort during class may be asked to finish work at home.

It is our belief that homework should be set for the following reasons:

- to enable children to practice and consolidate their skills and knowledge;
- to help parents keep abreast of their child's strengths and weaknesses;
- to provide students with a context outside school to apply learning;
- to encourage students to view learning as a lifelong process which is not restricted to school hours.

### **Assessment, Feedback and Reporting**

Assessment is an integral part of the learning process. It is a means of monitoring and measuring students' progress. Assessment involves identifying each student's progress in each area of the curriculum, determining what they have learnt and what therefore should be the next stage in their learning.

Assessment includes any of the following tasks:

- group discussions;
- short tests on recently completed lessons and topics;
- discussions in which students are encouraged to appraise their own work and progress;
- peer feedback;
- In Years 7-10 there are 3 assessment weeks per year where students sit assessments in all subjects.
- In Primary, students are assessed in Maths and English at the end of each unit using Active Learn.
- end-of-term and end-of-year tests, such as Progress Tests in Maths and English, which are externally set and validated by GL Assessment.

Feedback to students regarding their level of effort, attainment as well as their progress is achieved through discussion and marking. An effective marking system:

- helps students to become aware of their strengths and weaknesses;
- encourages improvement through comments that aim to be positive and constructive;
- is used sensitively and with discretion so that an individual student can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

Parents are given feedback on their child's progress through:

- parent-teacher meetings held 2 times per school year;



- written reports issued twice a year;
- insight into their child's performance in written tests.

Records of each student's performance and progress are retained throughout the students' time at the School and appropriate records are passed on to other schools when they leave.

### **Resources**

Each classroom will be equipped with a basic set of resources. Specialist resources shall be stored in the appropriate curriculum resource cupboard/area, and shall be regularly audited and replenished.

Students shall be taught how to use all resources appropriately and safely, with care and respect.

### **Monitoring and Review**

This policy is to be reviewed annually, though any deficiencies or weaknesses in academic arrangements will be remedied without delay.

This policy will be reviewed by Principal.

This policy will be approved by the Board/ Orbital Education.

Date when policy was reviewed: 9<sup>th</sup> July 2021

Date when next review is due: July 2023.