



The American School in England

Curriculum, Teaching and Learning Policy

Document

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This Policy is publicly available on the School website, all who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. Our approach at TASIS England is child-centred and at all times, we will act in the best interests of the child. For purposes of this document, the term “Board of Directors” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably.

The Deputy Head along with the Heads of *Lower (inclusive of the EYFS), Middle and Upper Schools (divisions)* are responsible for the day to day organisation of the curriculum. They monitor and review long-term, medium-term and weekly lesson plans for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.

Introduction: True to our mission statement, TASIS “combines a challenging academic program with opportunities for artistic endeavour, physical activity, and service to others”. While instilling a sense of wonder and intellectual curiosity, the curriculum goes beyond the classroom including a dynamic visual and performing arts department. Students are encouraged to become involved with team sports or fitness options. The number and variety of extra-curricular activities provide a living education, as students are able to exercise leadership skills, develop athletic abilities, serve the surrounding community, and share in achieving common goals with classmates. Our teachers have high expectations, but equally foster a nurturing environment in order to promote students’ academic growth and to provide the support they need in order to make excellent progress in their studies. The educational journey at the School is organised into The Lower School (Kindergarten – Grade 4), The Middle School (Grade 5- 8) and The Upper School.

TASIS aims to be a well-structured learning environment where each student’s individual strengths, talents and aptitudes are nurtured and developed. It is the aim of TASIS England to provide a broadly based academic curriculum. The curriculum must be seen as the major component of a student’s education, which, together with the pastoral care and the extra-curricular activities offered, help students to develop a wide range of key and transferable skills so that they leave the School equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development.

Preparing Students for a Global Future: TASIS England is an independent, co-educational school for day (ages 3-18) and boarding students (ages 14-18). Students from more than 50 countries contribute to a unique and dynamic learning environment, thriving in an atmosphere that encourages character development and academic achievement and celebrates the School’s international population.

In the words of a recent graduate, “One of the things I loved most about being a TASIS England student was its unique community. Having students from literally all over the world, the School allowed me to gain a diverse and international perspective. It gave me a well-rounded educational foundation that I will take with me to university.”

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In addition to a broad-based American curriculum with a global perspective, TASIS England offers the International Baccalaureate (IB) Diploma program to qualified students. This comprehensive two-year program develops critical thinking and research skills. Increasingly popular as an alternative to A-levels, universities around the world recognise its rigor and the level of creative thinking that it fosters. Advanced Placement (AP) classes, which follow American College Board standards, are another curricular option. Many American and Canadian universities will award advance credit for successful completion of AP courses, which earn UCAS Tariff points similar to A-levels.

Values: Our school curriculum is underpinned by the values that we hold dear in our school and the TASIS Mission Statement. TASIS England seeks to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of lifelong learning, an appreciation for beauty, and the development of character. The curriculum seeks to promote the reputation of TASIS England as a school with excellent standards of study, which prepares students for a life-long involvement in learning. Its curriculum prepares students to contribute confidently to an ethnically pluralistic society. Believing in the worth of each individual and the importance of enduring relationships, TASIS England seeks to embody and instil the values of personal responsibility, civility, compassion, justice and truth.

We value the way in which all students are unique, and our curriculum promotes respect for the views of each individual student, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We value the rights enjoyed by each person in our society. We respect each student in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the students in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. In order to achieve these values, the curriculum will seek to reinforce the following features of TASIS England:

- The confidence, talent and high aspirations of its students;
- The enquiring atmosphere and enjoyment of discourse, which are a prominent feature of the School;
- The support given to students in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

Aims and objectives: We believe that our collaborative approach aims to promote and develop best practice for improving the quality of teaching and learning in our school. The curriculum at each stage of a student's education at the School aims to promote effective learning across a broad range of academic subjects. This is supplemented by learning experiences beyond the classroom for students of varying needs and abilities, including those who are more able, those with additional educational needs and those for whom English is an additional language (EAL).

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We aim to develop through the curriculum and wider educational programmes an enthusiasm and love for learning, intellectual curiosity, resilience and creativity, as well as encouraging their well-being and their personal growth and development. By the time they leave the School students will be equipped to deal with the challenges of further and higher education and the demands and responsibilities in their wider adult lives.

The teaching is committed to inspiring, motivating and enriching the learning opportunities for its students within both the curriculum and co-curriculum. Teaching styles are adapted to meet the varying needs of our students. Our schemes of work, providing the details of our curriculum for each stage of learning and for each subject taught, are designed to bring the curriculum to life. We believe in creating a purposeful and engaging environment for learning.

Through the curriculum and co-curriculum, we nurture the spiritual, moral, social and cultural development of each student as well as their intellectual and physical growth.

TASIS England ensures that the curriculum within EYFS/Lower School, Middle School and Upper School offers all students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Whilst the following is not intended to be prescriptive in the way TASIS organises its curriculum, it does illustrate the expected experiences provided by our school in the following areas:

Linguistic: Our school is concerned with developing our students' communication skills and increasing their command of language through listening, speaking, reading and writing. We will also teach other languages, and there may be circumstances whereby some may use a language other than English as the main medium of instruction.

Mathematical: We help our students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: Our school is concerned with increasing our students' knowledge and understanding of nature, materials and forces, and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: TASIS recognises that impact of emerging technological skills which includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. Please also refer to our E-Safety (use of electronic devices) policy and its associated documents.

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Human and Social: TASIS is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions; the subjects of history and geography make a strong contribution to TASIS.

Physical: TASIS aims to develop our students' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative: TASIS aims for all students to engage in artistic endeavour to promote their creative functioning and to offer new and alternative routes of enquiry and expression whether this be through dance, visual arts, music, literature, design, photography and more.

Please also refer to the curriculum documents relevant to the Lower School (Kindergarten to Grade 4), Middle School (Grades 5-8) and Upper School.

Curriculum Stages

Lower School (Kindergarten to Grade 4): TASIS Lower School is committed to educating the whole child, and the program focuses not only on the academic, but also on the creative, moral, and physical development of children. The curriculum is both traditional and innovative, and is supplemented by a variety of social and cultural activities. TASIS endorses, through all its programs, an enthusiasm for life, for learning and for individual growth within a purposeful community.

Middle School (Grades 5-8): Middle school students need a structured and caring environment in which to make sense of their "new selves". During the middle school years, children need special guidance in working with peers and adults. Growing more independent of their families, these adolescents also need guidance and understanding in the changing family dynamics. The middle school program here at TASIS England is designed to meet these needs. We have high expectations for students, both academically and personally. We work to provide students a challenging yet supportive environment and strive to offer a variety of educational and social opportunities for their growth.

Middle School includes the following statements, available on our website: Computing, English as an Additional Language, English and A1, Foreign Language, History, Humanities, Mathematics, MS PE, Music, Science, Skills, Theatre, and Visual Arts.

Upper School: While instilling a sense of wonder and intellectual curiosity, the Upper School goes beyond the classroom. Students immerse themselves in a broad and demanding program of study that includes a rigorous "regular" level curriculum, including close to 20 Advanced Placement courses, the opportunity to earn an International Baccalaureate diploma, and an extensive English-as-an-Additional-Language program.

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Upper School includes the following statements, available on our website: *Computing, English as an Additional Language, English and A1, Foreign Language, History, Humanities, Mathematics, Music, Science, Skills, Theatre, US PE and Visual Arts.*

We would also refer you to our website policies with particular reference to:

- International Baccalaureate Diploma,
- University and College Counselling
- TASIS Libraries for Lower, Middle and Upper School
- Information Technology
- The Centre for Innovation

One-to-one university counselling

We assist Upper School students as they research and apply to the institutions that best fit their educational and career aspirations. TASIS graduates gain acceptance to prestigious universities in the UK, the US, and worldwide.

Curriculum, Teaching & Learning: Key Responsibilities: The Head of School, supported by the Deputy Head, is responsible for monitoring the implementation the School curriculum and overseeing the work of the Heads of Lower, Middle and Upper School. Departmental Chairs monitor the way subjects are taught throughout the School. They examine long and medium-term planning to ensure that appropriate teaching strategies are used. They provide strategic lead and direction; support and offer advice to colleagues; monitor student progress in specific subject area or activities; provide efficient resource management; oversee subject- and/or faculty-level data collection and tracking; and source partnerships with outside agencies as appropriate.

Co-curricular Activities: The School has an extensive programme of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all students.

The programme of activities is designed to ensure that students of all needs and abilities, will have access to a wide range of co-curricular opportunities.

All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists.

Auditing: We ask ourselves the following questions when auditing our current performance:

- How well are we doing? How do we compare with similar schools?
- What more should we aim to achieve? What must we do to make it happen?

Standards of Attainment: We carry out data analysis each year and use the data provided to find out how well students in our school are achieving, compared with students in similar schools. We analyse the statistics to help answer the following questions:

- Do students perform better in some subjects than others
- Are there significant differences between boys' and girls' performances?

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- How well are the more able students doing, and do enough students achieve the higher levels?
- Can we identify any groups of students who may be underperforming or who are gifted and talented?
- Are able, gifted and talented students performing at or above their expected levels?
- Can we compare expectations and estimates with final results?

In turn, this analysis enables TASIS to identify:

- Ways in which the progress of individual students may be promoted and
- Overall improvements to the strategies for teaching and learning.

Effective Teaching: When we are teaching, we focus on motivating all children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use our curriculum map and class curriculums' to guide our teaching. This sets out the aims, objectives and values of the School, and details what is to be taught to each grade level to ensure full curriculum coverage. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In our school the most important role of teaching is to promote learning in order to raise students' achievements. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of students' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every student by:

- extending the previous knowledge, skills and understanding of all students in a range of lessons and activities over time;
- enabling students to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating students to learn;
- using assessment and feedback to support learning and to help students know how to improve their work;
- differentiating teaching by setting suitably challenging activities and providing support for students of different abilities, including those who may have additional educational needs;
- enabling students to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage students to make good progress;
- managing instances of poor or disruptive behaviour.

In our lessons, we ensure that learning objectives are shared with and understood by the children,

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and, to that end, are expressed in appropriate, child-friendly, age appropriate language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children, to ensure that they have full understanding of them. Learning objectives and success criteria will usually be displayed in lessons. The purpose of the teaching at TASIS England:

- enables students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters, within students, the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject-matter being taught;
- effectively utilises classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress; and
- utilises effective strategies for managing behaviour and encouraging students to act responsibly.

We also ensure that our framework for student performance is evaluated, by reference either to both our own school aims as provided to parents and, where appropriate external assessment inclusive of the International Baccalaureate.

Effective learning: We acknowledge people learn in many different ways, and respond best to different types of input and resources; we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe and feel they belong, they can access appropriate resources, but in which they enjoy learning knowing they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give students the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and share the learning journey;
- the lesson should use a range of appropriate resources so that all students can access the learning;
- it should allow opportunities for the students to build up their own understanding through various activities;
- it should allow opportunities for the students to review what has been learnt;
- it should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies;

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- the teaching should indicate what the next step in the learning will be.

We offer opportunities for students to learn in different ways. These include: Investigation and problem solving; research and finding out; group work; pair work; independent work; whole-class work; asking and answering questions; use of ICT; fieldwork and visits to places of educational interest; watching television programmes and responding to musical or tape-recorded material; debates, role-plays and oral presentations.

We also encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. This includes both formative and summative assessments. We are concerned with learning outcomes and continuous assessment is integral to this process, which comprises of:

- well-understood learning objectives which are shared with the student;
- sharing or creating learning outcomes with the students to make them partners in their learning;
- plenaries being used as assessment opportunities;
- effective teacher questioning; observations of learning; analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to students; individual target setting: SMART (specific, measurable, agreed upon, realistic and time based);
- students understanding how well they are doing against the success criteria and how they can improve.

Effective Planning: When teaching, we focus on motivating the students and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the School curriculum plan to guide our teaching. This sets out the aims, objectives and values of the School and details what is to be taught to each grade level, subject. We base our planning on our knowledge of the students' level of attainment. Teachers make on-going assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our focus is to develop further the knowledge and skills of the students. We strive to ensure that tasks are appropriate to each student's level of ability.

Teachers can make reasonable adjustments in order to modify teaching and learning as appropriate for students with additional learning needs. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We have high expectations of our students, and we believe that their work here at TASIS England is of the highest possible standard. Planning appraisals are carried out by the Heads of Lower, Middle and Upper School who check that planning is up to date and evaluated.

We set academic targets for the students in each academic year and we share these targets with students and their parents/guardians. We review the progress of each student at the end of term.

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Our lessons have clear learning objectives and our lesson plans contain information about the tasks to be set, the resources needed, and the success criteria the children should work towards. Children frequently complete self-assessments as part of their plenary and an open dialogue is fostered between class teacher and student with regards to success criteria not met. We monitor teacher planning and how this is evaluated by leadership and management. Teachers reflect weekly on their overall planning and teaching, which forms the basis for strong planning and continuous monitoring of practice.

We plan our lessons with clear learning objectives. These objectives are derived from our well established and proven American curriculum which is a hallmark of our school. Our lesson plans contain information about the learning objectives, the planned learning activities, the resources needed, and the way in which we assess the children's learning. We evaluate all lessons, so that we can modify and improve our future teaching.

- We plan our curriculum in three phases. We agree a long-term plan for each grade level subject. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- With our medium-term plans, we give clear guidance on the objectives we use when teaching each topic.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- In the Early Years and Lower School, we adopt an inter-disciplinary topic approach to much of the curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects and there is planned progression in all curriculum areas.
- The delivery of the academic curriculum in both the Middle School and Upper School is subject based.
- In our curriculum planning we highlight these areas, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The Early Years Foundation Stage (EYFS) Please see our EYFS Policy: The Early Years program, which in our school covers the development of children between the ages of three and five years, is based on the Core Knowledge Curriculum.

Effective Ethos, Classrooms and Learning Environment: Each of our teachers makes a special effort to establish good working relationships with all students in the class. We treat the students with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the School policy with regard to discipline and classroom management. We set and agree with the students the class code of conduct.

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Enrichment opportunities: All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs, enrichment activities and sporting opportunities, which operate after school. These reflect the talents and interests of the staff and students. The extra-curricular clubs range from drama and chess, street dance to Wildlife Club, sports activities and outdoor pursuits.

The Heads of Lower, Middle and Upper School are primarily the leaders of teaching and learning. Their practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the School. This will be achieved through:

- appraisal of teachers, involving lesson observations and looking at students’ progression through work scrutiny;
- team teaching and working alongside teaching colleagues;
- leading lesson study activities, when teachers plan, observe and evaluate their children’s learning together;
- talking to children about their learning in lessons and monitoring student assessment data.

They:

- ensure that staff development and performance management policies promote good quality teaching;
- develop and monitor long and medium term planning;
- monitor the effectiveness of the School’s teaching and learning policies through self evaluation processes;
- promote and develop the process of school development planning, in liaison with the Head of School and the Board of Directors;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that school buildings and premises are best used to support successful teaching and learning.

Lesson Observations: All teachers are formally observed once a year working with children, and newly hired teachers are observed twice a year. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Head of each division uses the information gained from this monitoring process to help identify common development points, which can be addressed in the School’s training programme for continuing professional development. We use lesson observations by colleagues and teacher self-evaluation which takes account of:

- how well tasks are matched to students’ learning needs and successfully engage all students in their learning;
- how well students understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers and peers following assessment of their learning;
- students’ attitudes to learning, behaviour and relationships in the classroom; and
- the promotion of students’ spiritual, moral, social and cultural development.

Spiritual, Moral, Social and Cultural Development (SMSC): In our school we plan and provide effectively in order to develop students’ spiritual, moral, social and cultural awareness. Students of

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all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. For more details on how our school promotes SMSC and prevent extremism, please see our: *'SMSC' and 'Preventing Extremism and Radicalisation'* Policies.

Personal Social, Health and Economic Education (PSHEE) and Citizenship.

Each child's PSHEE informs all aspects of the School day. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain that is appropriate to their age and needs. This programme rests with the Heads of Lower, Middle and Upper School along with the Director of Pastoral Care. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in the modern democratic society. Also please refer to our *PSHEE Policy*.

For our younger children, circle time allows them to explore and express emotions and strategies to cope with emotions as well as promoting an awareness of the emotions of others and how our behaviour affects others. Our structured activity sessions are specifically tailored to the needs of the various groups, from working with a child who is developing coping strategies to facilitating turn taking and initiation.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our students. Our range of artistic, sporting and other cultural opportunities is available to students through the curricular and extra-curricular programme, and their participation in these opportunities. We also provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the School, local and wider communities.

Students are supported in their preparation for formal examinations at various stages of their education. They receive specific support in Study Skills that includes guidance on revision technique, making notes, examination technique and management of stress. Students are encouraged to learn about their own academic strengths and weaknesses and effective ways of approaching learning, so that they themselves become able to identify and deploy suitable methods across different tasks

Children with additional educational needs: Here at TASIS, the term "additional educational needs" is inclusive of students who experience special educational needs, such as a specific learning difficulty, and also those students who require instruction in English as an additional language (EAL). We are committed to providing students who require additional support, due to specific learning difficulties and other impairments to learning such as ADHD, with resources and teaching. For students with specific educational needs, there are learning resource facilities with dedicated learning support teachers for Lower, Middle and Upper School.

English as an Additional Language (EAL): We are committed to providing students with support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented.

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Auditing our curriculum: teaching and learning: When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on students' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the School's particular ethos and aims and the impact on students' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon students' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior students;
- the views of our students, parents and staff;

Expectations of Staff: Staff are expected to actively promote the curriculum aims by:

- having high expectation of students;
- employing a variety of learning and teaching methods;
- ensuring that students are enabled to access the curriculum and given opportunities to be successful;
- delivering lessons which build upon previous experience, providing continuity and progression;
- providing learning opportunities which offer depth and challenge and motivate and inspire children;
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements;
- developing students' skills to become independent learners;
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- working in partnership with children, staff and parents to achieve shared goal;
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parent conferences.

Relationships and Sex Education: The School provides Relationships and Sex education in the basic curriculum in which students are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Relationships and Sex Education is available to parents. It forms a key part of the Personal, Social, Health and Economic Education (PSHEE) course and has regard for the government's guidance. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political education: The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

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Educational visits: The curriculum offers a series of educational visits that deepen the students' understanding of the world around them. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. These include both day and residential visits which tie to our curriculum. When we plan to take students out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians are informed, and their permission is obtained before the visit takes place.

Homework: We recognise the importance and value of homework as an extension and consolidation of classwork. Homework assignments can be varied in line with the competency of the student. However, scope for this is limited by the nature of the courses in which outcomes are similar for all members of a class. The School sets prep/homework as appropriate.

Transition Support: We ensure all children are prepared for their transition into both the next academic year and from Lower School to Middle School and from Middle School to Upper School. They receive specific lessons in Study Skills, which include guidance on revision techniques, making notes, examination techniques and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses, and the type of learning method that best suits them as an individual.

Concerns and complaints - Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Class Teacher. If the issue is not resolved parents should contact the Head of the appropriate division. The School has a Complaints Procedure in place, which is available to parents and students, there is an additional complaints procedure for boarding students.

Communication with Parents and Guardians: Parents and guardians have a fundamental role to play in helping children to learn. Teachers and Administrators provide advice to parents about the progress of children in their studies at school and choices made for the next school, if that is applicable. We do all we can to inform parents and guardians about what and how their children are learning by:

- holding parents' evenings to explain our school strategies;
- holding parent conferences to review the progress of each child;
- sending information to parents and guardians at the start of each term in which we outline the topics that the students will be studying during that term at school;
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents and guardians how they can support their students with homework;
- posting information on the parent and public pages of the School website;
- being available - we have an open door policy;
- strong lines of communication with parents living overseas;
- regular, available email correspondence and telephone communication.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

We believe that parents and guardians have the responsibility to support their children and the School in implementing school policies. We expect parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- 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, staff and learning in general;
- fulfil the requirements set out in the homework agreement.

TASIS England is a school characterised by academic excellence, broad and inclusive pastoral care and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment, which celebrates individual strengths and talents and allow students to develop the confidence, motivation and ambition that are the hallmarks of our school.

Legal Status:

Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations currently in force.

Related Documents:

- English as an Additional Language Policy
- Educational Visits and Off-Site Activities Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policies
- Social, Moral, Spiritual and Cultural Development
- Preventing Extremism and Tackling Radicalisation Policy
- PHSEE

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