



## **Teaching and Learning Policy**

At Hua Hin International School we promise independent, confident lifelong learners.

### **Mission Statement**

Education at HHIS is structured around our eight key 'I' values. These values form the fundamental core of our existence and are the centre around which subjects, curriculum themes and all daily experience revolve. The expectations implicit in the 'I' values are visible within everyday life for everyone and our consistent promotion of these values, enables all of our students to become confident, life-long learners.

Throughout their time at HHIS, our students are supported and challenged by a highly qualified, committed and internationally recruited teaching staff. Our curriculum is properly broad and balanced so that no single subject or way of thinking is able to dominate the timetable or distort the children's perception of what is important.

The arts feature as prominently as the sciences and a broad and inclusive programme of physical education is a natural part of every child's experience of school. The application of technology is an entirely natural feature of all areas of the children's life at school and all staff model an eagerness for technological solutions.

HHIS is very deliberately an inclusive school where everybody flourishes and where difference and diversity enrich the entire community. While everyone takes great pride in seeing our most able students reach the highest possible standards of attainment, we are equally thrilled to celebrate huge leaps of progress made by all children along their individual learning journeys.

### **Key 'I' Values**

At HHIS we promote 8 key values and they underpin the attitudes and characteristics of effective learning that we cherish and nurture in our children.

Our eight 'I' Values are:

- Inquisitive
- Individual
- International
- Imaginative
- Inspired
- Innovative
- Intrepid
- Inclusive

These goals and beliefs guide the everyday activities and experiences that make our school truly unique.

We promote our 'I' values through:

- Explicit and implicit modelling by staff through:
  - Behaviour within the staff team;
  - Value held for each and every member of staff;
  - Approach to teaching and learning;
  - Explicit praise for demonstration of 'I' Value;
  - The use of Language, with a particular emphasis on 'Growth Mindset' Language;
  - Demonstration of staff's own learning journey towards 'I' values.
  
- Modelling by students through:
  - Presentations in class assemblies;
  - Within the daily life of the school as the ethos becomes embedded;
  - Peer mediation;
  - Sharing of examples of 'I' Values within class and within phase assemblies.
  - Involvement of students in the school through:
    - School council;
    - Accessibility of staff and openness of staff to ideas;

- Explicit promotion through:
  - Staff led assemblies rotating the 'I' value themes;
  - Displays around the school;
  - Newsletters which reiterate the exemplification of our 'I' values;
  - Whole school events, for example 'International Day';
  - Integrated Curriculum design and choice of topics.
  - Rewards of explicit demonstrations of 'I' values in sporting events.
  - Direct reporting on attainment and progress within our 'I' Values in reports to parents;
  - Extra- curricular activities provided;
  - Personal, Social, Health and Emotional Curriculum.

### **Our Expectations for Teaching and Learning**

We expect all our teaching staff to:

- Have high expectations for attainment for all students;
- Have assessed the learning of each student and use this knowledge to plan and enable students to take the next steps in their learning;
- Ensure that students know what they are trying to achieve in the lesson and in the longer term;
- Adjust teaching and learning in response to formative assessment within lessons;
- To challenge students and take them just beyond their comfort zone to enable deep and meaningful learning;
- Involve students in their own learning, so that they know the next steps forward and how to achieve these steps.
- Enable all students to be actively challenged and involved in Class dialogues;
- Use 'growth mindset' language to promote positive attitude to learning and risk taking;

- Use formative assessment to identify students that need additional support or intervention and work with the Learning Support Teacher or EAL teacher or support staff to provide the appropriate way forward.
- Fully involve parents in their children's learning.

### **Curriculum Statement for Primary**

Our curriculum is based on the English National Curriculum and adapted to suit the needs of our learners in an international environment. Children in our Early Years classes follow the Early Years' Foundations Stage framework.

Our school's ethos is deeply rooted in a child-centred approach, based upon a comprehensive understanding of the needs of each child. Our imaginative and innovative curriculum promotes high achievement and captures children's interest and enthusiasm for learning. This is further supported by an extensive extra-curricular programme.

A range of teaching methods are utilised to ensure that every child is given the best opportunity to achieve maximum efficiency in literacy, numeracy, technology, within a wide range of subjects. Subjects are integrated where appropriate and learning is 'blocked' into exciting, relevant topics.

#### **Curriculum Map**

In order to ensure a cohesive path through the school our topics are organised into rolling programmes. Skills and national curriculum attainment targets are mapped through the topics to ensure coverage and progression.

Mathematics, English, Computing and Science are considered to be 'core' subjects. The following subjects are denoted in England as foundation subjects: History,

Geography, Design and Technology, Art, Music, Computing, Modern Foreign Languages and Physical Education.

The encompassing of our eight 'I' values within our curriculum leads to the inclusion of global studies and international awareness as well as personal, social and moral development.

### Modern Foreign Languages

Mandarin is offered from Early Years right through the school. Students who enter our school with fluency in Mandarin have a separate programme. From Year 6 students can opt for Spanish.

Thai Language and culture is also a feature of programmes

### Thai Language and Culture as a First Language

Speaking, Listening, Reading and Writing are taught to all students with Thai nationality including those with dual nationality, five times a week.

### English

Explicit English skills are taught and then applied through the the context of the topic in order to make learning purposeful. Writing themes are mapped through the Primary Curriculum and linked to topics.

The development of English skills is seen across the whole curriculum, for example extending subject based vocabulary, research skills and the development of written skills is actively promoted.

### Speaking and Listening

The four strands of 'Speaking and Listening' : speaking, listening, group discussion and interaction and drama permeate the whole curriculum. This focus is given high priority in our school as a foundation for the development of writing and reading skills. Communication skills are promoted as an essential skill for life.

## Reading

The opportunities, organisation and provision for the teaching and learning of reading are as follows:

- Direct teaching;
- Shared reading with the class teacher, other teachers, teaching assistants and parents;
- Guided reading (structured reading supported by the teacher);
- Independent reading;
- Systematic teaching of phonics;
- Access to a wide range of banded books online (Reading Bugs) with accompanied support for comprehension. Teachers set the level of books and support that is accessible to the students for independent reading and also shared reading. This is available for students out of school. The online scheme is monitored by teachers.
- Promoting daily reading at home for enjoyment. This is given a high priority.
- Structured reading tasks. As students move through the school tasks are increasingly set to enable them to apply their reading skills across all genres. This includes accessing texts on the World Wide Web.
- Links with parents. Parents can comment on the online reading scheme. Workshops are held to support parents involvement. Reading diaries are proving to be a very popular support for parents.
- Library books. Students choose books at least once a week to enjoy at home.
- Class books. Stories and all genres of texts are read to students.
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## Writing

Opportunities, organisation and provision for the teaching and learning of writing are as follows:

- In Early Years and Key Stage One children are given daily opportunities to mark make or write freely across all genres and across the curriculum.
- Each writing block begins with a 'cold write'. This is an independent piece of work. This is assessed against task orientated criteria and used to set individual targets, group and class targets. It informs planning of the unit.
- Units start with exemplification of texts through reading and through guided reading.
- Talk for writing activities are carried out whenever appropriate to support the understanding of different genres.
- Shared writing with a particular focus as a class or group activity is also part of the learning sequence.
- Units work towards a particular product . for example an individual book pamphlet or a powerpoint, a recital or a class book.
- 'Hot write' - each block of work has an independent piece of writing at the end to mirror the 'cold' write and this is used to assess progress.
- Writing through the curriculum. Writing skills are applied throughout the curriculum. Writing within the context of the topics promotes meaningful engagement with writing. Independent writing across the curriculum is assessed and moderated against year group expectations.
- Opportunities are given for extended writing and also for students to follow their own interests.
- Developing phonological awareness is part of the daily curriculum of the Early Years.

- Phonics teaching. This is a daily part of the EY3, and Key Stage One curriculum. Group and individual teaching of phonics is also extended into Key Stage Two.
- Spelling, punctuation and grammar. Spelling patterns and rules are directly taught using a range of interactive strategies. Punctuation and grammar are taught explicitly but more importantly they are within the context of reading and writing.
- Handwriting is taught through the 'Letterjoin' scheme. This is practised twice a week in Key Stage One and once a week within Lower Key Stage Two. Additional support for the development of fine motor skills is given through use of the 'Teodorescu scheme'.
- Formative assessment to show visible learning is embedded across the school.
- 'Pupil Asset' as well as our own designed spreadsheet is used to track learning.

## Mathematics

The mathematics curriculum is based upon the National Curriculum guidance 2014 and the Foundation Stage is followed to ensure continuity and progression.

Maths is taught in four strands: Data Handling, Shape, Space and Measure, Number and Using and Applying.

We aim to provide all our students with some direct teaching every day. Maths lessons are interactive and stimulating. The students' learning extends beyond the classroom wherever possible. Mental maths is given a high priority. Teaching styles and lesson structure provide opportunities for students to consolidate their previous learning, use and apply their knowledge, understanding and skills within meaningful contexts, pose and ask questions, investigate mathematical ideas, reflect on their own learning and make links with other areas of the curriculum.

Teaching and learning is supported through the use of 'Abacus' text books and activities in Key Stage 2 and by the 'MyMaths' scheme in Key Stage 3.

Online learning activities supplement learning within the classroom and at home.

Our approach to the teaching and learning of mathematics is based on some key principles:

- A dedicated mathematics lesson at least four times a week;
- Direct teaching and interactive oral learning;
- An emphasis on mental calculation;
- Differentiated teaching so that all students are engaged in a common theme at a level that is appropriately challenging for each student.
- Opportunities for investigation and problem solving are a feature of the classroom environment.
- Mathematics is applied and taught throughout the curriculum.
- Real life mathematical problems and situations are made evident.
- Practical opportunities for learning and applying mathematics are part of the classroom environment; for example role play in EY and KS1, running stalls as part of fundraising for older students.
- Use of the outdoor environment.
- The classroom environment prompts students to have an image of number and the number system, helps them to learn key facts and vocabulary and to ask questions.

### Assessment of mathematics

Formative assessment is a central focus to enable visible learning and this is monitored within the students workbooks. Targets are set accordingly. Further assessment is through observation, questioning and talking to students, end of block tests and feedback from online learning. This continuous assessment is recorded by

individual teachers through Tapestry and the use of topic tracking using our own spreadsheet system which shows the level at which students start a maths topic and the level they reach at the end of the unit. This analysis of starting points helps teachers to identify next steps and to differentiate the work accordingly. Teachers' summative assessments are recorded on 'Pupil Asset' at the end of each term and this aids the tracking of progress across the year.

## Planning

The yearly teaching objectives and the termly planning sheets from the National Curriculum Framework are used by teachers to ensure continuity and progression across the school. The Early Years Foundation Stage Framework is utilised for students within the Early years.

## Science

Science stimulates and excites students' curiosity about phenomena and events in the world around them. Science is taught wherever possible within the context of topics. Science enquiry provides a rich context for the application of wider skills associated with, for example mathematics, geography, Design Technology, Computing and English.

Key stage one and two attainment targets are mapped carefully through the rolling programmes to ensure continuity, coverage and progression. Science investigation skills are taught within the practical and enquiry based approach to teaching and learning.

Science teaching and learning in our school is intricately linked with our 'I' values as it:

- engages students with the world around them on a local level and on an International level.
- promotes inquiry and questioning;

- Promotes problem solving and innovative thinking;
- Spurs creative, critical thought and reflection.

Through science students learn how major scientific ideas contribute to technological change and how these changes impact on industry, business, medicine, the environment and cultures worldwide.

### Physical Education

Physical education is taught to all pupils in the school. Children in Early Years 1-3 have 3 sessions per week for PE. This includes swimming. Pupils in Years 1-9 receive 2 hours of physical education per week (divided into two 1-hour sessions) plus a 1-hour of swimming lesson delivered by a qualified instructor. Our physical education curriculum aims to ensure that children develop the fundamental movement skills to excel in a range of activities and lead active, healthy lives.

Students from Year 1 upwards have the opportunity to take part in competitions against other schools. Intra school competitions are a regular event and are well supported.

### Computing

Our students are being taught the skills to use computational thinking and creativity to understand and bring about changes in the world. Computing is taught both explicitly and implicitly across the curriculum. Students are taught to understand how changes in technology affect safety, including ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Our students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Students are taught to become digitally literate, ie. to be able to use information technologies to express themselves for a given audience.

Computing is taught by using Chromebooks. Class sets of chromebooks are used to learn new computing skills as well as to apply information technology skills across the curriculum.

#### Foundation subjects

The subjects of History, Geography, Design Technology and Art are taught through the context of topics. They may be taught in blocks depending on the focus of the topic. The whole school curriculum map shows how the knowledge, understanding and content of the curriculum is mapped through the school. The skills of each subject area are taught through enquiry and practical application wherever possible. A high priority is given to the use of the outdoor environment to stimulate, engage and enable application of skills and understanding. Annual residential visits for Upper Primary and Key Stage 3 exemplify this priority. Visits within the local areas are also a feature of learning for the whole school.

## **Curriculum Statement for KS3**

During Year 7 to 9, every individual is able to experience a wide range of new challenges both in and out of the classroom, so they can make continued progress and achieve their own personal successes. The school's ethos is maintained throughout KS3 and Secondary. A child-centred approach is taken that is based upon a comprehensive understanding of the needs of each child. Our curriculum promotes high achievement and captures children's interest and enthusiasm for learning.

There is a broad range of subjects and opportunities for all our learners and through their studies, students acquire new skills, build knowledge and develop the understanding detailed in the English National Curriculum. In Key Stage 3 academic subjects begin to evolve into the 'separate subject model' of secondary school, where each subject becomes its own discipline taught by a specialist teacher. The subjects enjoyed by our students include English, Maths, Science, Art, Music, Physical Education, Humanities, Languages and Computing. All subjects are timetabled on the weekly timetable for our students and despite visiting different classrooms, the learning for the subjects is linked through the context of central learning themes. The themes are regularly developed to respond to the changing world and the central ideas tie subjects together and inspire our learners to draw their own meaning from the experiences they gain.

## **Curriculum Statement for KS4 and IGCSE studies**

It is an exciting time for our students as they enter Key Stage 4 and begin studying Cambridge IGCSEs in Year 10 and 11. All our subjects have been designed to suit the needs and interests of our students, so that they can enjoy a broad range of academic challenges and achieve success. To be successful in Year 10 and 11 it requires hard work, a determination to succeed and a willingness to take academic risks. This is promoted through our eight I-Values, which underpin the attitudes and characteristics of effective learning that we cherish and nurture in our students throughout their education.

Our curriculum is properly broad and balanced so that no single subject or way of thinking is able to dominate the timetable or distort the childrens' perception of what is important. The arts feature as prominently as the sciences and a broad and inclusive programme of physical education is a natural part of every child's experience of school. The application of technology is a holistic feature of all areas of the children's life at school and all staff model an eagerness for technological solutions.

HHIS is very deliberately an inclusive school where everybody flourishes and where difference and diversity enrich the entire community. While everyone takes great pride in seeing our most able students reach the highest possible standards of attainment, we are equally thrilled to celebrate huge leaps of progress made by all children along their individual learning journeys. No matter what a student's hopes and ambitions are beyond HHIS, one thing is always the same - success in school leads to future success. Success for one person, however, may be through a different path than one selected by someone else. We always recommend that students should choose an academic program that suits them. We will guide and support students so they are able to identify their strengths and recognise the areas of study that interest them the most.

## **Curriculum Statement for KS5 and the IB Diploma Programme (IBDP)**

The IBDP is an advanced 2-year course of study completed in Year 12 and 13. Studying the IBDP at HHIS is much more than just a curriculum, it truly is an educational experience which supports immediate successes and prepares students for their next steps at university and in working life. Central to enjoying the experience and achieving success, students will need to consistently apply, reflect upon and further develop their use of the 'I' values - these support and promote the IB Learner Profile and provide a platform for approaching learning in all their classes.

The spectrum of IB classes and opportunities are designed to teach and support students to think critically and to appreciate the importance of seeing events and knowledge claims from different perspectives. Students are encouraged to understand strengths and weaknesses of what others claim to "know," to understand and explore ethical controversies inherently relevant to what they learn, and to be able to apply what they learn in meaningful ways to the "real world".

Central to the IBDP, is Creativity, Activity, Service, studies in the Theory of Knowledge and the completion of the Extended Essay. Students also engage in a variety of experiences in Approaches to Learning, where they will further develop an appreciation of international-mindedness, understand their community responsibilities and further enhance their learning skills so they can become creative, independent analytical thinkers who know how to work successfully in a team.

Using all the skills and experiences gained, our students will be able to successfully; design and develop their own ideas and projects, study six subjects and have the opportunity to achieve the IB Diploma.