



TEACHING, LEARNING AND CURRICULUM POLICY (EARLY YEARS)

1. PURPOSE

The purpose of this policy is to establish a shared understanding of the philosophy that underpins learning, teaching and curriculum at Harrow Little Lions. This policy serves as a means of communicating expectations for practice across the Early Years Centre and is a source of information which can support teachers, teaching assistants and other members of the team involved in Early Years, with planning and delivery of the curriculum.

Our aim is to deliver a curriculum which enables us to fulfil our commitment to our pupils, ensuring Educational Excellence for Life and Leadership in all that we do, across all learning spaces.

Our Teaching, Learning and Curriculum Policy considers the ages, aptitudes and needs of all pupils, including those with Individual Needs. It does not discriminate against pupils or promote partisan political views. Furthermore, within the context of Hong Kong and an International School, it does not undermine the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Indeed, at Harrow Little Lions, we instil in our pupils the values of Courage, Honour, Humility and Fellowship, which permeate throughout our curriculum both inside and outside of our classrooms.

2. EDUCATIONAL EXCELLENCE FOR LIFE AND LEADERSHIP

The School's vision statement is 'Educational Excellence for Life and Leadership'. This policy defines 'Educational Excellence for Life and Leadership' in the following manner:

- Educational Excellence is defined as progress, attainment and achievement both inside and outside the classroom:
 - Progress made against individual starting points
 - Pupils meeting and / or exceeding relevant developmental milestones
 - Quality of learning opportunities presented to pupils within learning environments
 - The success and achievement of pupils in life at and beyond Harrow Hong Kong
- Life and Leadership is who our pupils are as they develop through their school journey and who they become as a result of a Harrow Hong Kong education:
 - Values, knowledge and personal attributes which enable pupils to be confident, independent learners who have a positive impact on their community
 - The ability to regulate their emotions and support their own positive wellbeing

Within Early Years, excellence can be observed in the following ways:

The teaching team:

- are inspired, creative, caring and motivated to work collaboratively with peers and colleagues
- are well-prepared yet flexible to adapt and respond to the needs of all students
- provide abundant and appropriate choices
- understand the balance between pupil-centred and adult-led approaches to learning
- differentiate learning opportunities according to children's fascinations, needs and interests
- plan to meet the needs of individual pupils
- assess the pupils continuously and plan for individualised next steps
- work collaboratively with parents and families, communicating effectively, respectfully and with clarity

The children:

- are fascinated, inspired, curious, motivated and engaged
- lead their own learning
- have high levels of wellbeing
- have high levels of involvement
- have their individual needs met
- have the freedom and confidence to express themselves
- know they have the right to make their own choices and have the support, encouragement, confidence and independence to do so

Learning opportunities, spaces and the provision:

- All learning spaces and provision stimulate and provoke learning in line with the Little Lions curriculum
- There is an abundance of well-organised and planned opportunities for learning throughout the setting
- Planned learning opportunities reflect the interests, starting points and next steps of the pupils
- Children are willing to take risks and make mistakes knowing that they are safe, encouraged and supported to do so
- There is full use of adapted learning materials, resources and methods
- All spaces and provision provide invitations for learning that are inspiring, engaging, challenging and safe

3. PHILOSOPHY

A Harrow Hong Kong Education is holistic in nature. The vision, mission and passion of Harrow Little Lions is to deliver a high-quality Early Years education providing opportunities for intellectual, linguistic, physical, social, emotional and psychological growth through experiences and collaborative engagements. We provide a robust, relevant, rewarding and innovative curriculum appropriate to the needs of the pupils at different stages of learning. We take into account age, aptitude and needs, including special educational needs and / or disabilities, enabling our pupils to contribute with confidence to both the school community and the wider world.

There are three elements of our educational offer that are fundamental in providing a personalised approach to education:

- (i) the experienced core and extended curriculum
- (ii) experienced approaches to pedagogy and assessment
- (iii) the opportunities for personal development afforded.

In practice this entails:

- Personalised and adapted curriculum planning
- Personalised learning opportunities in the classroom designed to provide appropriate challenge and support
- Class teachers and pastoral structures that provide individual guidance and support for children and their families
- A transition program designed to prepare each pupil to access the next stage of their education
- Parental engagement that secures an effective partnership between home and school in helping children to thrive

The Harrow values of Courage, Honour, Humility and Fellowship sit at the heart of our curriculum and are implicit in everything that we do. We aspire for our youngest pupils to grow and develop into well-rounded adults, not only intellectually capable, but socially adaptable, emotionally secure and most importantly, empathetic to the people around them.

We understand the importance of preparing our pupils for the future world within which they will lead with responsibility. The 'Harrow Leadership Attributes' foster some of the skills and personal attributes which will be required. These attributes are again central to and implicit in everything we do:

- Making a positive contribution to the community
- Applying knowledge with compassion
- Solving problems collaboratively
- Solving problems creatively
- Making fair and just choices
- Facing challenges with determination

We recognise the importance of individual cultural identity and heritage, and how the locality of the school itself needs to be reflected within the curriculum that the child experiences. Traditions, festivals and local customs form an integral part of establishing and nurturing a child's identity. Equally as important is an understanding and knowledge

of the diversity of the wider world. Our curriculum and pedagogy promote understanding and engagement with international aspects of education, preparing our pupils to become global citizens who are ready to actively participate within a global society. Our Global Citizenship Statement reads: 'We are global citizens who recognise the diversity of the world and are aware of our place in it. We take leadership roles in our local and global communities, working collaboratively to create a kinder, more peaceful and sustainable world.'

4. CURRICULUM

Harrow Little Lions follows a bespoke curriculum which incorporates key learning areas in line with the UK Early Years Foundation Stage framework. The Little Lions Curriculum not only focuses on the skills and knowledge we want pupils to develop, but also on nurturing personal attributes which will enable the youngest of learners to grow with confidence and independence.

The Little Lions curriculum can be categorised into two main sections:

Learning Disciplines

- The Disciplines are identified as:
 - Emotional Development and Wellbeing
 - Curiosity
 - Motivation
 - Cognitive Development / Thinking
 - Creativity
- They provide content for essential, lifelong learning behaviours which will enable pupils to use and apply knowledge and skills in multiple contexts.
- The Disciplines are aspects of learning, embedded within everyday practice, and are planned for and assessed as such.

Learning Domains

- The Domains are identified as:
 - Communication and Language Development
 - Social Development
 - Physical Development / Health and Hygiene
 - Literacy (supplemented by the Little Wandle Letters and Sounds phonics programme)
 - Maths
 - The World
 - The Arts
 - Sustainability and Environmental Awareness
 - Digital Knowledge and Awareness
 - Culture and Identity

The Domains identify the core content which children require to be appropriately informed, knowledgeable and skilled.

Both the Disciplines and Domains identify aspirational, age-appropriate end of year expectations which are used for planning and assessment purposes. These statements are scaffolded to allow for positive transition between year groups.

The Little Lions curriculum provides our pupils with the foundational skills necessary to access explicit teaching of the 'Essential Skills' in the Lower School.

Individual Needs Support

Harrow International School Hong Kong is an academically selective school, in that pupils of all ages go through an age appropriate admissions process consisting of entrance interview / assessments / tests / observations. Pupils are selected for entry to the School based on several factors, one of these factors being academic potential and the ability to access an ambitious curriculum.

Within this, the school believes in an inclusive philosophy, removing barriers to learning for successful preparation for education and adulthood and the development of the leadership attributes and essential skills outlined in the school's vision statement.

High quality teaching should be differentiated and personalised to meet the individual needs of all pupils. On occasion, some pupils may need academic or pastoral provision which is in addition to, or different from, mainstream provision. Parents, teachers and pupils will be involved in decisions about the nature and scale of Individual Needs support.

Throughout all year groups, SEND (Individual Needs) support is available to meet the needs of individual pupils. The nature of this support is based on the details of specialist reports, such as those produced by Educational Psychologists, and the School's recommendations. The level and extent of this support is determined by the Head of Individual Needs in collaboration with classroom teachers and may include referral to the School Psychologist, Speech and Language Therapist or other (external) specialist.

Speech and Language (S&L) referrals are made to the speech and language therapist by classroom teachers with concerns about the language and / or communication development of individual pupils. A screening is conducted by the therapist and results and recommendations are shared with the parents and the class teacher. With agreement from parents, S&L interventions are carried out (during the school day), with the frequency of sessions agreed between the therapist and the parents. Reports are sent to parents from the therapist informing them of the progress their child is making. A pupil will finish their S&L interventions when the therapist agrees that they have made the expected progress in their language and communication development and are meeting their developmental milestones in this area.

Facing Challenges

Pupils in Early Years use PSHE as an ongoing provision as part of the Disciplines and Domains in the Little Lions Curriculum. 'The Facing Challenges program' is incorporated through small carpet inputs and works in tandem with the curriculum.

Facing Challenges utilises the 'Jigsaw PSHE' program which embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw takes a mindfulness approach with wellbeing at the centre. It includes all the statutory requirements for Relationships and Health Education, and Sex Education (UK). Jigsaw has two main aims for all children: to build their capacity for learning and to equip them for life. Little Lions utilises the themes from the Jigsaw PSHE program to help drive relevant conversations during whole-class inputs.

5. PEDAGOGY

At Harrow Little Lions, we believe that pupils have the right to learn in a safe, nurturing environment within a culture of belonging, acceptance and mutual respect. We seek to create an environment where pupils learn through carefully considered learning opportunities, promoting purposeful play and exploration. Adults consistently model expectations of respectful communication, positive learning behaviours and independence for all pupils in their care.

Teaching at Harrow Hong Kong

We are committed to providing our pupils with the very best teaching across all areas of the curriculum and learning opportunities are expected to be well-planned and effective in ensuring pupil progress and achieve their potential. The school's recruitment policy ensures all requirements of 'Keeping Children Safe in Education' and Safer Recruitment are met for all vacancies. This includes all necessary pre and post-interview compliance checks. Teaching appointments are made after a rigorous interview process (which includes the Head), lesson observation, academic and pastoral panel interviews and consideration of subject qualifications and experience, references, and all associated compliance checks (including online checks, references, qualifications and relevant Police and criminal records checks. For senior roles a pupil panel interview is also included. All interview panels consist of at least one member who is Safer Recruitment trained. During the process, and subsequently as part of the onboarding process, all necessary compliance checks are undertaken in order to ensure the suitability of all staff to work with children. These checks are logged on the School's Single Central Record (SCR) and updated regularly to ensure full compliance with KCSiE at all times. As part of the onboarding process, as well as compliance checks, appropriate safeguarding and child protection training is provided to all new staff, as well as role-specific training.

All teaching staff take part in an annual rolling Professional Performance Review (PPR), involving an observation of their lessons, work evaluations and lesson planning and discussions about pedagogy, as well as an evaluation of any extra roles of responsibility. All teaching staff are expected to commit to continually developing and improving their own practice and attendance to Twilights and CPD days is compulsory, where the School's strategic priorities are addressed. A programme of internal CPD is available, as well as access to a variety of CPD resources and opportunities to allow staff to receive further qualifications. Teachers have an annual PPR process with targets set to address personal progress and school strategic priorities. All Teachers and Teaching Assistants are enrolled as members of the Chartered College of Teaching. In the Lower School there is an Assistant Head (CPD) whose role is to help encourage engagement with individual professional development.

Promoting Positive Behaviour

Harrow Little Lions is an inclusive environment that supports children; guiding them as they grow and develop, taking increasing responsibility for themselves and their actions whilst considering the welfare and wellbeing of others.

All practitioners have a shared responsibility for promoting consistent behavioural expectations, in line with policy. Positive behaviour in Early Years is reinforced through six key phrases, accompanied by a visual:

- Listening ears
- Looking eyes
- Kind words
- Gentle hands

- Walking feet
- Indoor voices

Using these expectations, practitioners can ask for the behaviour that they would like to see from pupils rather than the behaviour that should be avoided.

Specific Pedagogical Approach

Within Early Years we use a book-based approach to learning; a key text (usually fiction) is selected to act as an anchor to which a variety of learning opportunities are linked. Through the key texts selected, all curriculum areas can be promoted, planned for and assessed over the course of the year. The length of time devoted to each of the key texts varies depending on the levels of involvement and engagement of the pupils; the longer pupils are fascinated by and taking part in purposeful learning linked to the text, the longer it will be used. Links to alternative literature e.g. texts with similar ideas, concepts, vocabulary etc. are threaded through provision, adding to our language and print-rich environments.

Planning

In line with our vision for an education which sparks curiosity and promotes a love for learning, our planning process allows for flexibility to follow the interests and needs of the pupils.

- Long-term plans
 - A curriculum map showing yearly events and celebrations that can be integrated using book-based pedagogy.
- Medium-term plans
 - Medium-term plans encompass the chosen text, which drives the learning.
 - Medium-term plans contain themes from the chosen text that have been identified and incorporated into the provision in class.
 - Medium-term plans identify the possibility of hooks for learning that increase pupil interest in a new book.
- Short-term plans
 - Learning opportunities, enhancements and provocations are identified.
 - Learning intentions are listed and drawn from the Domains of Learning.
 - Short-term plans include areas of focus for the pupils and how they will be appropriately challenged and supported.

Learning Spaces

All pupils should be able to identify with their learning environments and feel a strong sense of security and belonging within all spaces. Indoor and outdoor areas are designed to promote learning and development in all Disciplines and Domains. The environments, coupled with strong, positive relationships between pupils, parents and practitioners, are the key to a successful early years experience at Harrow Little Lions. All learning spaces will:

- provide a wide range of open-ended learning opportunities which allow for extended periods of independent, purposeful play
- be designed and 'set up' for learning, with carefully considered, well planned provocations, enhancements and/or invitations which have clear purpose and

are not limited to the promotion of a single learning Discipline or Domain. Such opportunities will allow pupils to initiate play that builds on their individual interests, curiosities, previous learning and current levels of development

- allow for independent access to a range of resources, including well labelled boxes, shelves etc. to support pupils in taking ownership of arranging their space and choosing what they wish to take part in
- be print-rich and include relevant pictures, symbols and words
- encourage pupils to try new things and take calculated risks
- include a calm, secure space within each classroom which pupils may choose if they wish to take part in some quieter episodes of learning. The placement of this space should be carefully considered, along with the resources it contains, to promote a sense of calm

Whilst the learning spaces are used to support pedagogical approaches, pupil voice is reflected in the design of all spaces:

- Displays promote, support and reflect learning and current interests. There is a balance between child and adult initiated learning on display, with clear annotations and narratives describing the learning process.
- Pupils are actively involved in reviewing and reflecting on what they have experienced through carefully constructed adult interactions and planned opportunities for scaffolded reflection.
- Self-expression is encouraged through opportunities to make marks and create images, sounds, movements, structures and stories.
- The core provision of learning spaces remains constant whilst enhancements are adapted frequently to support pedagogy and reflect pupils' interests and needs.

Continuous and Enhanced Provision

Continuous provision is always available to pupils and made up of a carefully considered selection and arrangement of resources which children can access independently to follow their own interests and apply their skills and knowledge. Selected resources promote areas of learning within the curriculum and support children in line with their levels of development.

Enhancements are made to encourage curiosity, investigation, exploration and deep level thinking using resources linked to pupils' interests and the key text. Elements of support and challenge are provided in all areas, whether implicitly (through availability of differentiated resources) or explicitly (through carefully timed interactions or tasks to complete during play).

Classroom teams will observe how pupils interact with provision and use these observations to ascertain current levels of development and attainment across multiple areas of the curriculum and plan for individualised next steps.

Continuous and enhanced provision will:

- reflect the interests of pupils and provide opportunities for development and application of knowledge and skills across the Disciplines and Domains
- make use of cultural materials that are familiar to the children
- consist of open-ended materials which can support and develop multiple skills at

the same time

- be accessible to all pupils at all times and allow for sufficient choice
- encourage independent learning and ownership of the space

Adult Interactions

High quality interactions between practitioners and pupils are fundamental to the learning process, during both adult-led and child-initiated periods. Through impactful interactions, we:

- build relationships and learn about pupils as individuals
- find out what pupils know and how they know it
- get to know their preferred ways of learning
- identify their next steps
- identify in which areas they require support
- support periods of sustained shared thinking to scaffold future learning
- extend learning beyond its current level

To ensure maximum progress for all pupils against starting points in their communication and language development, adult interactions should be of the highest quality. Self-evaluation within teaching teams and training on the key components of effective interactions help to identify successful interventions in adult led and child led times of the day. Impactful interactions may take the form of:

- Modelling language
- Showing
- Explaining
- Demonstrating
- Exploring ideas
- Encouraging
- Questioning
- Recalling
- Providing a narrative for what they are doing
- Facilitating reviewing and reflection
- Setting challenges

Differentiation and Personalisation

At Harrow Little Lions, approaches to learning and teaching take into account the backgrounds, needs and starting points of all pupils. Learning opportunities and interactions will be differentiated and personalised to maximise the learning and development of all pupils, including:

- Pupils with Individual Needs and/or disabilities (IN)
- Pupils with identified speech and language needs (S&L)
- Pupils that are identified as working above age related expectations
- Taking into account pupils' interests and passions
- Taking into account pupils' social and emotional status
- Using support staff effectively to provide extra support

We are committed to ensuring that pupils with Individual Needs or disabilities are not discriminated against in any way.

Pupils with SEND

Pupils who are on the Individual Needs register will have a Summary and Strategy sheet based on either specialist documentation and recommendations, or, from school-based observation and feedback. These Summary and Strategy sheets are reviewed annually in consultation with all stakeholders. Pupils of the highest need will have individual IEPs that are reviewed annually. This IEP targets and implements the provision discussed in consultation with all relevant stakeholders. The IEP is published on the iSAMS database and updated as required. These are accessible to all staff.

6. ASSESSMENT

The Little Lions curriculum outlines the intended learning for children at each stage of a Harrow early years education. Within each area of learning there are several statements, providing an abundance of learning to be planned for and observed in multiple contexts and ways.

Progress is monitored through ongoing formative assessment and recorded on the Little Lions tracker. Progress and attainment, whilst used consistently to plan for next steps, is formally analysed at least termly.

Class, year group, phase and Group moderation sessions are held at various times throughout the academic year to ensure all practitioners are making consistent judgements on pupil progress and attainment.

7. DIGITAL TECHNOLOGY

The School's Digital technology goals are to make the most of technology to enhance the educational delivery in all subjects and, in line with our aim for Educational Excellence for Life and Leadership, to equip our pupils with the digital skills they will need to flourish beyond Harrow.

The use of digital technology balances the benefits of enhancing learning and the responsibility to develop our pupils' digital literacy skills against the potential negative impacts, such as on focus, attention, and the development of other skills, as well as the safety and wellbeing concerns over access to harmful, misleading, or dangerous content and individuals online. Our approach to pupils' digital safety is robust and in line with best practice. The measures include a combination of education (of pupils, staff, and parents), school rules, and technological safeguards. The full details of our approach are included in the school's Digital Safeguarding Policy, which is reviewed regularly (and at least annually) to ensure it remains up to date with shifts in technology.

Our curriculum domain, Digital Knowledge and Awareness, encompasses more than just

the functional skills of being able to use a computer. It is about developing an awareness of devices and what they are used for in our everyday lives, collaborating, staying safe, and communicating effectively and this is expanded on in our Whole School Digital Strategy Policy. Being digitally literate is about knowing when and why digital technologies are appropriate and helpful to the task at hand and when they are not. It is about thinking critically about all of the opportunities and challenges digital technologies present (see AI Policy), whether these are using apps, blogs, animation, or editing software.

Development of Staff Digital Skills

Development of Staff Digital Skills is essential to ensure that our educators are well-equipped to integrate technology effectively into their teaching practices. We are committed to providing ongoing professional development opportunities that focus on enhancing staff proficiency in using Digital tools and resources. This includes regular training sessions, workshops, and access to online courses that cover a range of topics from basic digital literacy to advanced educational technologies. By fostering a culture of continuous learning, we aim to empower our teachers to confidently utilise Digital technology to support student learning and engagement. Additionally, we encourage collaboration and sharing of best practices among staff to promote innovative uses of technology in the classroom. Our goal is to create a supportive environment where all staff members feel confident and competent in their Digital skills, ultimately enriching the educational experience for our pupils.

8. THE IMPORTANCE OF LEADERS, LEADERSHIP AND STRUCTURES

This section sets out the roles and responsibilities of leaders, at all levels, to secure the quality and standards of teaching and learning described above. Leaders are responsible for creating the conditions for pupils and teachers to thrive whilst their leadership shapes teaching and learning.

The Head and Senior Leaders will:

- Establish effective systems for evaluating the quality of learning and teaching
- Manage resources to support high-quality teaching and learning
- Address underachievement and intervene promptly

The Senior Leadership Team at Harrow Hong Kong, through the Excellence in Learning and Teaching Programme, quality assure and support teaching and pupil progress through the following ways:

- Regular SLT drop ins
- Peer Drop ins
- Annual Formal Observations
- Lower School Curriculum Team Meetings
- Lower School Pastoral Team Meetings
- Termly Wellbeing Surveys
- Regular Line Management Meetings
- Class Attainment and Progress Meetings occur termly with the Assistant Head of Lower School (Pupil Progress). During these meetings, all pupils' progress is monitored and discussed. Target pupils are identified, and appropriate interventions are implemented to either support their learning or provide stretch and challenge opportunities

- Continuous Professional Development

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the staff handbook and staff code of conduct
- Plan lessons which enable rapid progress for all pupils, ensuring lessons are adapted to the needs of the pupils and differentiated as required
- Regularly give quality feedback to pupils to enable pupils to understand where they are in their learning and what they need to do to improve
- Contribute to the development of the curriculum and to long, medium- and short-term planning and documentation
- Actively engage parents/carers in their child's learning
- Update parents/carers on pupil progress, through Parents Evening and by producing written reports on their child's attainment and progress

9. SUPPORTING POLICIES

- Promoting Positive Behaviour at Harrow Little Lions
- Lower School Behaviour Policy
- Lower School Assessment Policy
- Safeguarding Policy
- PSHE Policy
- RSE Policy

Reviewed : February 2025

Next Review : September 2027

Owner : Assistant Head (Early Years)