



Teaching, Learning & Curriculum Policy (Upper School)

1. PURPOSE

The purpose of this policy is to establish a shared understanding of the philosophy that underpins teaching, learning and curriculum at Harrow International School Hong Kong. This policy also serves as a means of communicating expectations of practice across the school and is a source of information which teachers and support staff can use to help support their 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 throughout all we do, both inside and outside of the classroom.

We recognise that to facilitate our aims, each pupil is entitled to a curriculum characterised by the qualities listed below in this policy. Our Teaching, Learning & Curriculum Policy takes into account the ages, aptitudes and needs of all pupils, including those with an EHC Plan. It is driven by our 'Excellence in Learning and Teaching document' whose overarching learning and vision statement is that 'Excellent learning and teaching caters to the needs of every child, allowing them to progress and to achieve success, sparking a passion for life-long learning and enabling them to develop the essential skills, values and leadership attributes needed for life beyond Harrow Hong Kong.' The curriculum does not discriminate against pupils or promote partisan political views.

At Harrow International School Hong Kong, we instil in our pupils our values of Courage, Honour, Humility and Fellowship, which permeate throughout our curriculum and inside and outside our classrooms. Our curriculum encourages mutual trust and respect for other people, particularly those with protected characteristics, develops pupils' spiritual and moral knowledge and understanding, and actively promotes the development of pupils' self-knowledge, self-esteem and self-confidence. Through the curriculum, pupils experience human, social and economic education.

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, as well as the outcomes detailed below:*

- University destinations
- Outcomes in public examinations
- The success and achievement of pupils in life beyond Harrow Hong Kong
- *Life and Leadership describes who our pupils become as they develop through their school journey, as a result of a Harrow Hong Kong education.*

A Harrow Hong Kong education equips pupils with the values, knowledge and character that enable them to operate effectively and confidently as learners, with independence, and as members of a community. They will have the ability to effectively manage their own wellbeing. These are the foundations for life beyond school and as successful leaders.

3. PHILOSOPHY

A Harrow Hong Kong Education is holistic in nature. This means it places pupils at the centre of the educational experience and seeks to personalise education and the support provided to pupils, so that academic achievement and personal development are maximised. We provide a curriculum appropriate to the needs of the pupils at the different stages of their learning. We will take into account their age, aptitude and needs, including those with special educational needs and/or disabilities, enabling them to contribute with confidence within both the school community and the outside world.

There are three elements of the 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 pathways
- Assessment of pupils, which is used to support their educational experience during transition into the next phase of the school
- Personalised learning opportunities in the classroom designed to provide appropriate challenge and support
- Tutoring and pastoral structures that provide individual guidance and support
- University guidance designed to prepare each pupil to access their most suitable higher education pathway
- Co-curricular opportunities that assist in the development of talents, passion and individuals

- Super-curricular opportunities that allow pupils to explore beyond curriculum content to inspire passions and interests
- Parental engagement that secures an effective partnership between home and school in helping children to thrive

Curriculum, pedagogy, assessment and opportunities for personal development are intended to inspire and motivate pupils, promote passion, talents and interests beyond any prescribed syllabus. The curriculum is also devised to promote critical and creative engagement with knowledge, collaborative approaches to learning and problem solving along with developing learning and self-management skills essential for pupils to operate independently.

At Harrow Hong Kong we embed the 7 Essential Skills into our curriculum and lesson delivery. These are:

- Collaborative Problem Solving
- Creativity
- Critical Thinking
- Cultural Competency
- Digital Literacy
- Effective Communication
- Leadership

To prepare pupils for a future where human skills are essential in the workplace, we aim for our pupils to understand, develop and be able to identify and intentionally use these transferable skills, ready to support them for life beyond the School.

Cultural Competency is one of the ways the school promotes pupils' understanding and engagement with the international aspect of their education, preparing them to be global citizens and for participation in 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.

The School Values of Honour, Courage, Humility and Fellowship are woven into our curriculum and teaching and learning, along with the Leadership Attributes. Through the curriculum, the pupils develop their knowledge across a range of subjects, and develop understanding and skills across the different areas of learning (linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education and through speaking, listening, literacy and numeracy).

The Harrow Hong Kong educational philosophy is founded on a balance of personalised and challenging opportunities within a planned and purposeful curriculum, alongside support for the personal, social and moral development of pupils. A range of pedagogical approaches are employed by teachers at Harrow Hong Kong, which are evidenced informed, research-based and which have been developed through meaningful CPD opportunities and feedback from Lesson Drop-Ins and Observations.

4. CURRICULUM

For Harrow Hong Kong, the curriculum is defined as:

- The progression of knowledge, skills and values which makes up the desired outcome of a Harrow Hong Kong education
- Curriculum content, which outlines what pupils are expected to know and learn and how to apply this knowledge
- The breadth of opportunities afforded to pupils within both the core and extended curriculum
- The experience of engaging with curriculum content in both the core and extended curriculum
- The evaluation of pupil achievement and progress within the core and extended curriculum
- The broader experiences of pupils across the school

This policy outlines expectations for the core and extended curricula.

- *Core Curriculum*

The core curriculum refers to structured programmes designed for pupils to acquire the knowledge and skills defined within a given education system, i.e. that of (i) England, Wales and Northern Ireland, or (ii) Hong Kong. Harrow Hong Kong follows the National Curriculum of the United Kingdom, culminating with pupils in Year 11 taking IGCSE examinations and pupils in Year 13 taking A Level examinations. The core curriculum is sequenced across phases of the school in line with the Key Stages set out in the National Curriculum.

The curriculum includes weekly Games and Physical Education lessons, which are intentionally planned and sequenced to give pupils the best educational experience, making sure our pupils' physical health, mental health and emotional wellbeing is well catered for.

At GCSE, the norm is for pupils to take English Language and English Literature, Mathematics, Biology, Chemistry and Physics (with some pupils taking Double Award Science instead of separate Sciences), along with four further Option subjects.

For A Level, most pupils opt to take three A Levels and the Extended Project Qualification (EPQ), with some pupils taking Further Mathematics as a fourth A Level. In exceptional circumstances, pupils may

take an alternative fourth subject, but this would need to be agreed by the Assistant Head (Sixth Form) and Deputy Head (Academic).

To progress onto A Levels, Harrow Hong Kong pupils must demonstrate a grasp of subject content and evidence of skills throughout the GCSE courses and in their GCSE exam results. A Level entry requirements ensure pupils have the skills and knowledge to succeed in their A Level studies and are detailed below:

- For Arts and Humanities A Level subjects, a Grade 7 in the corresponding GCSE is required, although note:
 - For A Level English Literature, a Grade 7 in English Literature GCSE is required
 - For A level PRS/Religious Studies, a Grade 7 in PRS/Religious Studies is required
 - for A level Chinese, a Grade 8 in Chinese Foreign Language GCSE or a B in Chinese Second Language GCSE is required.
- For Science A Level subjects, a Grade 8 in the corresponding GCSE or a 9-9 In Double Award Science GCSE is required, although note:
 - For A Level Physics, a Grade 8 in Physics GCSE and a Grade 8 in Mathematics GCSE is required.
 - For A Level Psychology, a Grade 7 in Biology GCSE (or 7-7 In Double Award Science GCSE) is required.
- For Mathematics A Level, a Grade 8 in Mathematics GCSE is required.
- For Further Mathematics A Level, a Grade 9 in Mathematics and Grade 9 in Physics GCSE is required.
- *Individual Needs Support*

Harrow International School Hong Kong is an academically selective school, in that pupils at all ages go through an admission process and entrance interview and assessment/tests. Pupils are selected for entry to the school based on several factors, one of these factors is 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 adulthood and the development of the leadership attributes and essential skills outlined in the School's vision statement.

High quality teaching needs to be differentiated and personalised to meet the individual needs of all pupils. However, some pupils may need educational provisions that are additional to or different from mainstream provisions. 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 lessons are 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 but may include:

- a) Learning Support
 - Small group Literacy Support
 - Small group Maths Support
 - Study Skills Support
 - Social Skills Training

- b) Referral to the School Psychologist or other specialist

The purpose of exam access arrangements is to ensure that barriers to assessment are removed for a candidate with a learning difficulty or disability to ensure they are not placed at a substantial disadvantage in comparison to a candidate who does not have a learning difficulty or disability. The Examinations Coordinator and the Head of Individual Needs must process applications for access arrangements in external examinations according to the appropriate JCQ and Examination Board regulations. The school must demonstrate that access arrangements represent a pupil's normal way of working, therefore, internal assessments must also cater for examination access arrangements.

- *Language and Learning*

EAL support (Language and Learning) is determined through admissions testing and teacher referral and is managed by the Head of Language and Learning. Pupils in Years 6-9 who receive Language and Learning intervention lessons will be removed from their MFL option. In Years 10-11, Language and Learning support is provided as an alternative to one Option subject. Years 7-11 pupils are assessed using the Cambridge Suite of assessments including B1 Preliminary for Schools, B2 First for Schools and C1 Advanced, these qualifications are facilitated by the British Council in Hong Kong.

In Years 12-13, Language and Learning support is focused on preparation for IELTS qualification.

Our curriculum is documented in the following ways:

- *Long-term plans*
 - A Curriculum Map which details the sequence of the curriculum, giving a structure to the progression of knowledge and skills in each subject
 - Additional aspects of learning, such as the Harrow values and Leadership Attributes, will be included that deliver on the vision of a Harrow Hong Kong education

- *Medium-term plans*
 - Medium-term plans comprise units of study that collectively deliver long-term plans for each phase and year group.
 - Medium-term plans comprise detailed Learning Intentions for a specific unit of study
 - Medium-term plans identify the approaches to maximise learning and list the resource required
 - Opportunities for assessment and agreed methodologies are identified in medium-term plans
 - Medium-term plans identify the Essential Skills which are embedded through the topic.

- *Short-term plans*
 - Detailed Learning Intentions for a single lesson and short period of learning are listed and success criteria outlined
 - Articulation of specific activities and approaches to maximise pupils learning and development for defined segments of the lesson or period of study
 - Assessment opportunities and approaches will be clearly articulated
 - Short-term plans include specific focus on the pupils in a class and how they will be appropriately challenged and supported

Curriculum booklets which outline the topics taught for each subject in each year group are sent to parents at the beginning of the school year and are available on our website.

There is to be coherence between long, medium and short-term core curriculum plans to ensure continuity and progression in learning and development within and across phases of the school.

The Senior Leadership team regularly conduct a detailed review of the core curriculum, working with the Heads of Departments and Heads of Faculties.

- *Extended Curriculum - Harrow Horizons Programme*

The extended curriculum, which we call the Harrow Horizons Programme, comprises opportunities for learning and development beyond the core curriculum. This incorporates Super-Curricular

activities, Co-Curricular Activities, Societies, Leadership in Action Week and other wider events and activities throughout the School. The aims of these experiences are:

- To extend pupils' learning in areas of interest beyond the core curriculum
- To provide opportunities for strengthening existing talents, promoting passion in academics, the arts and sport or allowing pupils to find new interests
- To provide structured opportunities for pupil development in terms of imbuing the Harrow Values and acquiring the Leadership attributes and Essential Skills
- To enable pupils to engage in leadership and service opportunities that contribute to their personal development

At Harrow Hong Kong, Super Curricular Activities (SCAs) are embedded into pupils' timetables for two periods a week. On a termly basis, pupils are able to select from a wide range of activities, which are allocated on a preference basis. Pupils are encouraged to choose a broad and balanced range of activities, which are categorised into five components: Academic, Active, Altruistic, Artistic and Leadership. Many activities may fall into multiple components, such as the Duke of Edinburgh Awards. Pupils may consider mastery of a particular area or attempt to choose a balanced mix of categories. Some aspects of the SCA Programme are compulsory. Year 6, 7, and 8 pupils must participate for one term in our STEAM carousel, which is a spiral curriculum focusing on Science, Technology, Engineering, Art and Maths. Our pupils in Year 8 and 12 commit to a term where they work towards their LAMDA Speaking exam (Year 8 work towards their Grade 5 exam and Year 12 work towards their Grade 8).

Pupils also have the opportunity to take part in our Co-Curricular Activities (CCA) programme which takes place outside the timetable: before school, at lunchtime and after school. These are also categorised into the five components: Academic, Active, Altruistic, Artistic and Leadership. CCAs are often the vehicle where team training may occur, ensembles may rehearse or academic consolidation or stretch and challenge may be offered. After School an opportunity for prep supervision is provided as a CCA, as well as additional support for pupils with Individual Needs. CCAs are usually non-compulsory activities; however, for Prep boarders, it is compulsory to attend three After School CCAs per week. Some pupils may also be asked to attend CCAs for academic consolidation to support their progress in certain subjects.

Each year, pupils apply to run, or continue, societies which usually take place at lunchtime or after school. As pupil-led activities, Societies give pupils an opportunity for leadership and ownership. They are often interest-based and encourage pupils to pursue passions. Some Societies may produce School Publications, work on wider projects as part of Ambassador roles, have a career/professional focus, or simply meet to discuss shared interests. Each Society is required to have a President (pupil in charge) and a teacher supervisor, who has oversight of Society activities and attendance. Presidents of Societies are usually Sixth Form pupils, but pupils in Years 10 or 11 may be allowed on

a case-by-case basis. Societies may stipulate what Year groups their activities are suitable for and any pupils can sign up for these in the same way as they can for CCAs.

- *Facing Challenges & Beyond Harrow*

All Upper School pupils (Year 6 through Year 13) have one lesson of 55 minutes per week of PSHE and RSE which is timetabled as 'Facing Challenges' in Years 6 to Year 11 and as 'Beyond Harrow' in the Sixth Form (Year 12 and Year 13).

It is through the Facing Challenges curriculum that we instil our mission statement 'Educational Excellence for Life and Leadership' and promote our vision of 'A caring respectful community in which everyone thrives'.

The Facing Challenges and Beyond Harrow courses are designed to ensure that all pupils receive relationships and sex education and to encourage all pupils to promote respect and a culture of tolerance, awareness and diversity, as well as to prepare pupils for coping with the dangers and stresses of adolescent and adult life.

Facing Challenges utilises the 'Jigsaw PSHE' programme 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 is a comprehensive PSHE Education programme (providing pre-prepared lesson plans and teaching resources). 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.

In the Sixth Form, a bespoke programme has been designed to prepare our pupils for all aspects of life in the Sixth Form, and for the transition to university and into the wider world. The course encourages discussions about challenging and difficult topics that are happening in the world and builds upon the content covered in Years 6 through Years 11. A selection of inspiring external speakers is used to encourage pupils to think further about the subject matter covered in the Senior School and to hear more about real-life experiences.

- *Behaviour for Learning*

[Classroom routines and expectations](#) are followed by pupils and teachers, as well as the [rules set out for technology](#) use in the classroom. Teachers adhere to our behaviour policy and give out rewards and sanctions as deemed appropriate outlined by the School's behaviour policy, as well as ensuring that HMs are informed of any academic concerns and barriers to academic achievement. Pupils are encouraged:

- To care for our community
- Always strive to thrive
- To treat our community with respect

Pupils are awarded with Merits for Academic Effort and Send Ups for Academic Attainment. Pupils with the most Merits and Send Ups are announced in assembly at the end of each term and awarded with a certificate of achievement. Pupils are also awarded a Head's Send Up for Exceptional Work, where they have an audience with the Head and receive a special certificate of achievement.

Spots and Demerits are awarded for work or behaviour which does not fulfil the School's expectations, as outlined in the School's Behaviour Policy.

- *Careers and Higher Education Guidance*

Harrow Hong Kong's vision statement is Educational Excellence for Life and Leadership. The Careers programme supports this vision and the preparation of our pupils for life beyond the school. The programme is reviewed and developed annually through discussions with pupils, teachers, parents and Friends of Harrow, and alumni. It is guided by the Gatsby Benchmarks to ensure best practice.

Careers guidance at Harrow Hong Kong:

- Is presented in an impartial manner;
- Includes information on the full range of options, enabling pupils to make informed choices about a broad range of careers;
- Promotes the best interests of the pupils to whom it is given, encouraging them to fulfil their potential;
- Is not stereotyped; and
- Is effective in preparing pupils for the opportunities, responsibilities and experiences of life, including in British society

The aim of the Careers programme is to provide impartial and current career and labour market information to all pupils to allow them to make informed decisions about their future.

The careers programme is audited against the Gatsby Benchmarks, with a view to meeting all benchmarks as the programme develops.

- *Study Skills*

Study skills are delivered explicitly through discrete sessions focusing on academic wellbeing and using high-impact strategies to achieve success. Pupils are taught about the importance of

maintaining healthy habits and given strategies for avoiding distractions in addition to being taught effective study techniques, with a focus on building independence. The sessions focus on learning how to use study strategies backed by up-to-date research, building pupils' confidence in understanding how to use effective strategies, actively transforming information and absorbing it. Individual subjects are responsible for teaching and modelling study skills in class, signposting and sharing revision tips in the run-up to exams and assessments.

5. PEDAGOGY

In this policy, pedagogy is defined as the methods and approaches used in the act of teaching along with the theoretical basis on which these are selected. Pedagogy extends to the approaches employed to assess what pupils know and can do and to provide effective feedback to them. Pedagogy is a function of the learning intentions listed in curriculum plans and draws on the pedagogical content knowledge of the teacher/teaching team.

The pedagogical guidance set out in our school, laid out in the '[Excellence in Learning and Teaching document](#)' includes the following principles; it should:

- Focus on acquisition and utilisation of knowledge, including in a manner that requires critical and creative thinking
 - Provide challenge and support at a personalised level
 - Promote the acquisition of English language
 - Support the development of pupils as learners and members of the School community
 - Maximise the impact of all adults in the class or supporting learning
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- *Teaching at Harrow Hong Kong*

We are committed to providing our pupils with the very best teaching across all subjects and lessons are expected to be well-planned, effective in ensuring pupil progress and provide a good preparation for external examinations. 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 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 observation of their lessons, work evaluations and lesson planning, and discussions about pedagogy, as well as an evaluation of their tutor commitments and any extra roles of responsibility. All teaching staff expected to commit to continually developing and improving their own practice, and attendance to Twilights and CPD days where the School's strategic priorities are addressed is compulsory. 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 which address personal progress and school strategic priorities. All Teachers and Teaching Assistants are enrolled as members of the Chartered College of Teaching. In the Upper School, there is an Assistant Head (CPD) whose role is to help facilitate the provision of CPD and encourage teachers' engagement with professional development.

Whilst there is no regulation structure for a lesson at Harrow Hong Kong, teachers are expected to demonstrate good knowledge and understanding of the subject matter being taught, design lessons in such a way as to stimulate intellectual excitement, ensure pupil progress, effectively utilise techniques and classroom resources of a good quality, quantity and range, and ensure that the standards of expected behaviour are being adhered to. All teachers are expected to adhere to the school [Feedback, Marking and Stepping Up Policy](#) and to use continual assessment of pupil progress to inform their planning.

- *Differentiation and Personalisation*

At Harrow Hong Kong, approaches to teaching and learning take into account the backgrounds, needs and starting points of all pupils. Teaching and learning will be differentiated, adapted and personalised to maximise the learning and development of all pupils, including:

- Pupils with Individual Needs and/or disabilities (IN)
- Pupils with English as an additional language (EAL)
- Pupils that are identified as working above age-related expectations
- Pupils that are identified as Scholars
- Taking into account pupils' interests and passions
- Taking into account pupils' social and emotional status
- Using support staff effectively to provide extra support as and when required

The School is 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 targets that are reviewed annually and which are discussed in consultation with all relevant stakeholders. The Summary and Strategy sheets and targets are accessible to all staff.

- *Learning environment*

Teachers will create an inspiring learning environment which allows all pupils to learn and to develop their emotional, intellectual, social, creative and physical skills. Teaching spaces will be kept safe, clean and designed to maximise pupils' learning. The learning environment will be arranged to promote learning through:

- Accessible resources for learning such as books, manipulatives, digital devices and other equipment
- A seating layout that allows everyone to access learning and participate fully
- Displays that celebrate and support pupils' learning

- *Prep*

Prep, or homework, will support pupils to extend and consolidate learning and apply the skills they have been taught. All Prep will be clearly communicated to pupils and set on Microsoft Teams, with deadlines explicit. Prep will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. A prep timetable is issued at the beginning of the school year to help the pupils organise their time and to ensure they are spending the desired amount of time, which increases as pupils move through the year groups.

6. ASSESSMENT

Assessment is an integral element of teaching and learning. Effective assessment practices are essential in understanding students as learners and for the provision of learning opportunities that supports educational excellence. The act of collecting evidence of what pupils know and can do is fundamental in enabling planning and feedback to be appropriately personalised and specific to the needs of pupils as learners, allowing for future learning. This is done in a range of ways from daily formative assessment to standardised summative assessments.

It is expected that feedback will be frequent and clearly explain to pupils what they're doing well and what they need to do next to continue to improve learning and development. Expectations for assessment are outlined in our [Assessment Policy](#) and [Feedback, Marking and Stepping Up Policy](#).

The habit of acting on feedback (Stepping Up) should enhance pupils' attitude to learning beyond their school years and equip them with the skills they need for life beyond Harrow Hong Kong.

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.

Pupils' purposeful and effective use of technology in class is managed through a consistent set of expectations codified as our [Classroom Technology Rules](#). These are well understood by staff and pupils (and have been shared with parents). They are also visible in every classroom. Where necessary, distractions are further avoided by the use of the classroom management software, Apple Classroom, backed up further by the sanctions policy.

Our Digital Literacy curriculum encompasses more than the functional skills of being able to use a computer. It is about collaborating, staying safe, and communicating effectively, learning to work with machines, artificial intelligence, and how to be cyber resilient. 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 the opportunities and challenges digital technologies present, as outlined in our AI Policy, whether these are Web 2.0 tools or social networking sites, blogs, animation, or editing software. Our Digital Literacy curriculum is embedded throughout the School. Computational thinking and programming are taught through the Computer Science department, and cyber security and digital wellbeing through the PSHE (Facing Challenges) programme. Digital Literacy is also embedded throughout the curricular departments as one of our seven Essential Skills. Each department has defined what digital literacy means in their context and, where relevant, this is highlighted to pupils in lessons and looked for in lesson observations.

- *Development of Staff Digital Technology 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 weekly drops in
 - Peer Drop ins (Excellence in Action)
 - Annual Formal Observations (Upper School)
 - Heads of Department Meetings (Upper School)
 - Department Meetings (Upper School)
 - House Parent Team (HPT) Meetings
 - Line Management Meetings
 - Work Evaluations
 - Termly Pupil Panels
 - Pupil Shadowing
 - Pupil Dialogue Council

- Regular Line Management Meetings
- Regular data analysis meetings using the data from assessment points, and working with Middle Managers and Teachers on appropriate interventions for pupils who need additional support
- Department Exam Analysis
- Boarding House Exam Analysis
- Continuous Professional Development and performance management

All Heads of Faculties and Upper School Heads of Departments are line managed by a member of the Academic Senior Leadership Team.

- *Subject Leaders will:*
 - Have a clear and ambitious vision for teaching and learning that is supported by an effective strategy improving quality and standards
 - Develop an exciting, robust and innovative curriculum which they will review and adapt, through long-term, mid-term and short-term planning in conjunction with members of their team
 - Establish broad and balanced curriculum plans that are well sequenced and that build knowledge and skills in an age-appropriate way
 - Sequence lessons in a way that allows pupils to make good progress from their starting points
 - Set high expectations for learning and teaching and hold staff to account in delivering it
 - Quality assure the learning and teaching across their department or faculty through drops in, observations, work evaluation, regular meetings and by tracking pupil progress
 - Establishing effective methods of assessment of pupils' work and analysing their results
 - Provide support and guidance to staff through professional learning, coaching and mentoring
 - Monitor the impact of continuing professional development (CPD) opportunities to improve staff practice and subject knowledge
 - Utilise budgets effectively to resource their subject, providing teachers with necessary resources for learning
 - Drive improvement in their subject, working with teachers to identify any challenges
 - Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
 - Improve on weaknesses identified in their monitoring activities
 - Create and share clear intentions for their subject/phase
 - Encourage teachers to share ideas, resources and good practice
- *Teachers will:*

- Follow the expectations for teaching and professional conduct as set out in the staff code of conduct
- Contribute to the development of the curriculum and to long -, medium -, and short -term planning and documentation
- 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 and use Stepping Up, to enable pupils to understand where they are in their learning and what they need to do to improve, as outlined in the [Feedback, Marking and Stepping Up Policy](#).
- Actively engage parents/carers in their child's learning,
- Clearly communicating the purpose of Prep to the pupils and if required, their parents, setting this on Teams as dictated by the Prep timetable
- Update parents/carers on pupil progress through Parents' Evening and by producing written reports on their child's attainment and progress in line with our [reporting policy](#)
- Actively seek opportunities to develop professionally including subject-specific knowledge, teaching and learning theory and research, and career-related goals
- Actively participate fully in the annual Professional Performance Review and seek CPD opportunities
- Contribute to the Harrow Horizon's Programme, by participating in the School's Super Curriculum and Co-Curricular programme
- Encouraging a love of learning in the pupils.

Reviewed: February 2025

Next Review: February 2026

Owner: Principal Deputy Head (Curricular)