



LOWER SCHOOL TEACHING, LEARNING AND CURRICULUM POLICY

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 for practices 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 and 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' which overarching learning and vision statement is '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.' It does not discriminate against pupils or promote partisan political views. Indeed, at Harrow International School Hong Kong, we instill in our pupils our values of Courage, Honour, Humility and Fellowship, which permeate throughout our curriculum and inside and outside 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, as well as the outcomes detailed below:
 - o Academic outcomes
 - o Opportunities within the school provision
 - o 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. 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 global 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
- An assessment of pupils upon entry, which is used to support their educational experience during transition into the school
- Personalised learning opportunities in the classroom designed to provide appropriate challenge and support
- Class teachers and pastoral structures that provide individual guidance and support
- Transition programme designed to prepare each pupil to access the next stage of their education
- 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, 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 and aesthetic and creative education).

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 from a Harrow Hong Kong education
- Curriculum content sets out what pupils are to know and how to apply this knowledge
- The breadth of opportunities afforded to pupils within the core and extended curriculum
- The experience of engaging with curriculum content both in terms of the core curriculum and extended curriculum
- Pupil achievement and progress within the core and extended curriculum is evaluated
- Wider experience 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 GCSE 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.

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:

Lower School

a) Learning Support

- o Small group Literacy Support
- o Small group Maths Support
- o Social Skills Training

b) Referral to the School Psychologist or other specialist

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 3-5 who receive LAL intervention lessons will be removed from their MFL option.

S&L (Speech and Language) referrals are made to the speech and language therapist by teachers with concerns about the language development of the pupils in their class. A screening is conducted by the therapist and results and recommendations are shared with the parents and the class teacher. With the agreement from the parents, S&L interventions are carried out (at the school) a number of times agreed between the therapist and the parents. Reports are sent to parents from the therapist informing them of the progress their children are making. A pupil will finish their S&L interventions when the therapist agrees that they have made the expected progress in their language development.

Learning and Language is available to those pupils in Years 3,4 and 5 that require it by arrangement through the Head of Language and Learning.

Our curriculum is documented in the following ways:

- *Long-term plans*
 - A Curriculum Map which details the content and 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 and assessment methodology are to be identified in medium-term plans
 - Opportunities to embed the Leadership Attributes, Harrow Values and the Seven Essential skills highlighted
- *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.
 - The roles of responsibilities for all adults involved in the delivery of the curriculum are to be included
 - Potential health and safety issues are to be identified and mitigating strategies identified

Curriculum letters which outline the units of study taught for each subject in each year group are sent to parents at the beginning of each half term.

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 in the Lower School regularly conduct a detailed review of the core curriculum. SLT work with the Curriculum Coordinators to do this and there is an annual review of the Lower School curriculum.

Extended Curriculum - Harrow Horizons Programme

The extended curriculum, which we call the Harrow Horizons Programme, comprises of opportunities for learning and development beyond the core curriculum. This incorporates Super-Curricular activities, Co-Curricular Activities, Leadership in Action Week, House Events and other wider events and activities throughout the School. The aim 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
- To instil a sense of belonging and community through the Lower School Houses

Our Super Curricular Activities (SCA) are embedded into our school timetable, with pupils enjoying two SCA periods. 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 try a range of activities throughout the school year, stretching and challenging themselves and finding new passions and interests. Pupils have the opportunity to change their Super Curriculum Activities every term, allowing them to make the most of this diverse and enriching programme.

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. We are fortunate to boast a huge Co-Curricular programme. All

the clubs, ensembles and teams are a major part of School life. We are committed to providing an outstanding all-round education and life beyond the classroom is an essential part of what we offer. We believe that Co-Curricular Activities broaden horizons, and bring a sense of adventure, leadership, teamwork and decision-making, complementing what goes in the curriculum and Super-Curriculum.

Facing Challenges

Pupils in the Lower School (Year 1 to Year 5) receive one period a week focused on PSHE and RSE which is called 'Facing Challenges'.

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 programme aims to develop resilient individuals, who are motivated, show skills and determination to make a difference. All pupils receive relationships and sex education and are taught to be respectful in 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 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.

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, sanctions and academic notifications as deemed appropriate outlined by the school's behaviour policy. 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 achievement and Leadership Points when they exhibit the Leadership Attributes and Harrow Values. Pupils with the most Merits and Leadership Points are celebrated at the end of each term and awarded with a certificate of achievement. Pupils can also be awarded a Head's Send Up for Exceptional Work, where they have an audience with the Head of Lower School and receive a special communicate to parents.

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 for all school types shares the principles that it should:

- Focus on acquisition and utilisation of knowledge and skills, 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

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 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 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 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 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 Lower School there is an Assistant Head (CPD) whose role is to help encourage engagement with teacher's 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 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 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
- Taking into account pupils' interests and passions
- Taking into account pupils' social and emotional status
- Using support staff effectively to provide extra support

The school is committed to ensuring that pupils with Individual Needs or disabilities are not discriminated 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.

Learning environment

Pupils will learn in an inspiring learning environment. These spaces will be kept safe, clean and designed to maximise pupils' learning. The learning environment will be arranged to promote learning through:

- Appropriate furniture that is organised to support learning and collaboration
- 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
- Up to date and relevant displays that celebrate and support pupils' learning

Prep

Prep, or homework, will support pupils to extend and consolidate learning along with making links between what they have learnt in school and the wider world. It is most effective when it provides challenge and choice with an appropriate amount of time for pupils to be able to achieve the engagement and deep learning desired. All Prep will be clearly communicated to pupils, with explicit deadlines. 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. 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.

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 iPad Golden Rules. We also have our Lower School Pupil Digital Code of Conduct which is read by parents and signed by all pupils. 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, 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 the opportunities and challenges digital technologies present (see AI Policy), whether these are using apps, blogs, animation, or editing software. Our Digital Literacy curriculum is embedded throughout the Lower School Computing curriculum and through the PSHE (Facing Challenges) programme. Digital Literacy is also embedded throughout the curricular departments as one of our seven Essential Skills. Each year group 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 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 Drops ins
- Annual Formal Observations
- Lower School Curriculum Team Meetings
- Lower School Pastoral Team Meetings
- Lower School Leadership Council
- 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

All Curriculum Leaders and Year Group Leaders are line-managed by a member of the Senior Leadership Team.

Curriculum 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 the Lower School.
- Set high expectations for learning and teaching and hold staff to account in delivering it
- 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
- Establish broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- 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 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 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, as outlined in the Feedback and Marking Policy.
- 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,
- Clearly communicating the purpose of Prep to the pupils and if required, their parents, setting this on Seesaw 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.

Reviewed: February 2025

Next Review: September 2026

Owner: Lower School Deputy Head (Academic)