

# Eerde Teaching, Learning and Curriculum Policy



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| <b>Coordinator:</b>          | Academic Director - A Ramsey |
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## Introduction:

At Eerde International Boarding School we choose to teach a combination of internationally renowned education programmes, giving our students the best of all worlds. The learning experience at Eerde is international, intercultural and individual.

We design our educational programmes and extra-curricular activities to help students develop into critical and creative thinkers capable of solving complex problems. With our small class sizes and support from our experienced staff, we focus intensively on the development of each child to help them reach their full potential.

We choose to teach a combination of internationally renowned education programmes, giving our students the best of all worlds. Right from day 1 we immerse students in English and teach the syllabus from global perspectives.

Students aged 4-19 gain a solid foundation in Maths and English with the international Cambridge curriculum. Our teaching – based on the International Primary Curriculum (IPC), the International Middle Years Curriculum (IMYC), International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate Diploma Programme (IBDP) – encourages students to develop a 21st-century connected mindset and advanced creative thinking skills.



## Aims:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' personal, emotional and social development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Equip students with the knowledge and cultural capital they need to succeed in life

## Roles and Responsibilities:

### Role of the Supervisory Board

The Supervisory Board, has:

- delegated powers and responsibilities to the School Director to ensure all college personnel and visitors to the school are aware of and comply with this policy;
- nominated the Link Governor to visit the school regularly, to liaise with the School Director and to report back to the Supervisory Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the School Director

The School Director will:

- ensure all personnel, students and parents/parents' representatives are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- annually review the success and development of this policy with the Link Governor, Academic Director and Supervisory Board.



### **Role of the Academic Director**

The Academic Director will:

- lead the development of this policy throughout the school;
- lead the Academic Department, and work towards a high standard of learning and teaching, as set out in this policy;
- review the curriculum with the Coordinators and/or teachers on a regular basis, as set out in this policy;
- ensure continued oversight of all elements of teaching, learning and the curriculum;
- provide opportunities for training and teacher development;
- ensure that student enter the appropriate course and/or level for his/her needs;
- annually review the success and development of this policy with the School Director and Link Governor

### **Role of Course Coordinators**

Course Coordinators will:

- lead the development of this policy in their specific course;
- lead the staff teaching their course towards a high standard of learning and teaching, as set out in this policy;
- review the curriculum with the Academic Director and/or teachers on a regular basis, as set out in this policy;
- ensure continued oversight of all elements of teaching, learning and the curriculum;
- provide opportunities for training and teacher development;
- ensure that student enter the appropriate course and/or level for his/her needs;
- annually review the success and development of this policy with the Academic Director and Link Governor

### **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum and react to and make the most of learning opportunities which will further develop students' experiences;



- be encouraged to develop the curriculum by taking into consideration and using the range of cultures that we have within the school;
- review, evaluate and update their planning, in line with this policy;
- use a range of teaching and learning styles to address the needs of all students;
- ensure regular and appropriate homework is given and independent study is encouraged
- undertake training where relevant to enhance their teaching;
- make every effort to provide a challenging and stimulating class environment to their students, paying attention to the range of students within the classroom and endeavouring to individualise the learning experience for the students where possible
- attend relevant departmental meetings and CPD sessions

### **Role of Students**

Students will:

- bring their own points of view and share experiences in class;
- support their learning with homework and independent study;
- complete the necessary course assignments within requested deadlines;
- participate in the lesson and the course to the best of their ability;
- commit to achieving their learning targets;
- understand they have a proactive role in their own learning;
- be encouraged to have input into the curriculum as appropriate

### **Role of the Data Protection Officer (if necessary)**

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy.



## Procedure:

### Learning at Eerde

At Eerde IBS, personalised learning is key. Different educational programmes have been carefully selected to devise a coherent curriculum that has both cumulative and stand-alone learning objectives.

In primary, students start with the International Primary Curriculum (IPC). Through topic-based learning students' approach and investigate one theme from different perspectives.

To evaluate numeracy and literacy skills, we have added the Cambridge International Assessment & Education programs for our key subjects Mathematics and English. At the end of primary students will sit a checkpoint exam for Math and English.

The same learning curve applies in Lower Secondary. The equivalent for IPC is called International Middle Years Curriculum (IMYC) but falls under the same educational umbrella. IMYC follows a concept-based approach.

Mathematics and English remain part of the Cambridge Exam Board and assessment and reporting principles remain the same.

In Upper Secondary we complete the shift towards Cambridge programs, but continue to use the concept-based learning to which international students are accustomed. We developed the compulsory subject Global Perspectives for two reasons:

- To offer concept-based learning.
- To bridge the gap between IGCSE (Upper Secondary) and the IB Diploma Program.

In Global Perspectives students focus on themes that are addressed in other subjects. Global Perspectives brings together all the knowledge they are acquiring and functions as a unifying thread that helps students weave together the knowledge acquired in each class. The IGCSE program closes with formal assessment.

In the International Baccalaureate Diploma Program (IBDP), students receive further preparation for the next educational step, which is generally to university. We do this by building on previously acquired skills. The IBDP is distinguished by three core elements:

- Theory of Knowledge (TOK)



- Extended Essay and
- Creativity, Activity and Service (CAS)

Global Perspectives prepares students for the IBDP core. Our IGCSE program provides a foundation for both the skills and content of the IBDP.

For students wishing to join the IBDP, but without the prerequisite English level, the Foundation IB is offered. The programme focuses on improving students' skills in all aspects of the English language as well as improving their proficiency in four main subject areas (mathematics, the sciences, the arts and physical education). The programme also exposes students to inquiry-based learning, practical research methods, and to the benefits of service learning and international mindedness.

### **Specialisation**

As students' education advances, specialisation becomes more important. The first step towards choosing a specialisation is taken in IGCSE, when students may select subjects rather than following a mandatory curriculum. In IGCSE we advise a maximum of 9 subjects. Specialisation continues in the IBDP and students will sit examinations in 6 subjects. They will still have an equal amount of total instruction time, but with more time per subject to achieve a more immersive learning experience and cover more ground with specific disciplines.

## **Eerde's Mission & Values**

At Eerde, our mission is to help students develop into successful, engaged and responsible young adults with strong global connections; in possession of life-long learning skills and friendships forged for life.

We strive to provide our young people with the opportunity to develop academically, athletically, artistically and ethically and to achieve their full potential. Through offering a nurturing environment, in which inquiry based and experiential learning, personal development and diversity are valued, we aim to develop students who have the confidence, ambition and skills they need to make a positive difference.



## Our Guiding Statements - We are.....



### **Confident**

We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations.

We celebrate success and we feel proud of ourselves, each other and our school



### **Caring**

We think of others and care about others' needs. We are friendly, collaborative and build positive relationships

We take care of ourselves and value healthy lifestyles and choices



### **Reflective**

We identify our strengths and our areas for improvement

We reflect on our actions, our behaviour and our treatment of others



### **Balanced**

We value personal and social development, as well as academic development

We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop



### **Critical**

We examine evidence and use reason to arrive at conclusions.

We question assumptions, traditions, and conventional wisdom

We challenge and innovate, always striving to be independent thinkers



### **Responsible**

We are ambassadors for our family, our friends, our school and our community

We consider our impact on the planet and society and strive to be responsible global citizens



### **Cooperative**

We value our community and strive to work together to help each other fulfil our potential as a school and as individuals

We understand that our community extends beyond the walls of our school to the local community and wider world



### **Diverse**

We seek to understand each other, recognising our similarities and celebrating our differences

We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance

## Intercultural Learning at Eerde

Eerde IBS Netherlands believes that International mindedness is at the core of International Education. As an International institution we seek to celebrate cultural diversity and to integrate it into our curriculum so that every student in our community values both their own cultural identity and those of others.

Eerde's definition of international mindedness is that it is the progressive development of:

- A way of being, of thinking and a philosophy;



- Developing a curiosity and interest in the world;
- Developing an increasing sense of self, of others, the community and the world;
- Inspiring and taking positive action and engagement with issues, including health, wellbeing and the environment;
- Understanding of multiple perspectives, including comparisons with other locations; and
- Supporting the development of personal skills and responsibilities to become global citizens.

*We believe that intercultural learning is achieved by*

- Embracing difference and diversity
- Learning from each other and our varied experiences, heritage and cultures
- Seeking opportunities to explore different viewpoints and perspectives
- Feeling part of a global community
- Taking responsibility for our planet and its citizens

## High Quality Learning

At Eerde IBS we believe that high quality learning happens when teachers and students have high expectations and students reach their potential. Students are aware of what they are learning, have a good understanding of the knowledge and skills they are developing. To achieve this, there is a positive attitude in and outside of the classroom to encourage learners who seek out new information to develop, consolidate and deepen their knowledge, understanding and skills. Students thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

### **We think high quality learning...**

- Is inquiry based, experiential and reflective
- Is holistic in nature – fostering both emotional and academic intelligence
- Focuses on global citizenship and ethics
- Develops intrinsic learners who take ownership of their learning
- Encourages individual talents and interests
- Is achieved through honest, non-hierarchical interactions in small groups

### **We think high quality teaching takes place when...**

- Teachers effectively facilitate critical consideration of a range of opinions and perspectives
- Teachers encourage students to see their common humanity



- Teachers adapt instructions, activities and assessments to make materials accessible to students from a variety of cultures
- Teachers confidently and imaginatively execute the syllabus to facilitate meaningful learning
- Teachers adapt instruction, activities and assessments to make materials accessible to students with varying levels of English
- Teachers encourage students to see learning broadly, encompassing ethical, athletic, and/or artistic dimensions
- Teachers plan courses, units, and lessons thoroughly to allow all students to access the course knowledge, skills, and content
- Teachers encourage respect for individual differences
- Teachers are able to reflect upon strengths and areas for improvement in order to enhance student learning
- Teachers effectively facilitate student reflection

### **Expectations of Students :**

- Students are expected to take responsibility for their own learning and strive to become independent, life-long learners
- Students should expect advice and guidance from their teachers
- Students are expected to contribute to activities and learning in lessons with enthusiasm, effort and a positive approach
- Students are expected to be organised and to arrive for lessons on time, with the correct equipment for their learning activities
- Students must conduct themselves in such a way that allows themselves and others to learn, including listening to others and working collaboratively and supportively with their peers
- Students should meet deadlines and hand work in on time. When this is not possible, they should communicate this to the teacher and be prepared to negotiate a deadline which is mutually acceptable, or be aware of the possible consequences of repeated failure to meet deadlines
- Students are encouraged to be polite, open-minded and respectful of others.

## **Learning in the IPC and IMYC**

### **Learning in Primary and Lower Secondary:**

In the primary and lower secondary we aim to ensure that all learners are developing and improving skills, knowledge and understanding across all lessons and activities both socially and academically.



**Different areas of learning:**

We believe that learning can be broken down into three areas: knowledge, skills and understanding.

*Knowledge:*

- knowing 'that'
- continually expanding - there is no end to the amount of new knowledge being discovered
- right or wrong - while our perceptions may change over time, we tend to believe something to be true or false at any given time
- easily assessable - Knowledge is the type of learning we can assess with quizzes and tests.

*Skills:*

- *practical - knowing 'how'*
- the essence of many disciplines
- relatively few in number depending on the subject
- developmental - they need to be evolved over time
- different to assess or evaluate than knowledge; skills have to be observed in context and over time

*Understanding:*

- the steady incorporation of ideas and concepts into our overall scheme of how things are complex, multiple connections of neuronal pathways
- multi-dimensional
- uncertain, fluid
- personal
- developed within the relationship between acquired knowledge, developed skills and time for extended reflection around a theme
- Impossible to assess and difficult to evaluate.

**Different kinds of learning goals in the Primary and Lower secondary:**

There are three main types of learning goals in the IPC and IMYC classes. They are:

- Subject Goals
- Personal Goals or dispositions
- International Goals



*Subject Goals:*

Our subject goals are stated in our programme guides and come from the International Primary Curriculum (IPC) and International Middle Years Curriculum (IMYC) for Math and English we use the Cambridge Primary and CSI learning goals. The learning goals are also visible in student portfolios, on managebac and in teacher planning.

*Personal and international Goals:*

At Eerde IBS we have a learner profile which is closely connected to the personal goals and dispositions of IPC and IMYC we also have a definition for international mindedness.

This learner profile, the personal goals and international learning goals are qualities that we would like to foster within our learners. Efforts to achieve these goals are reflected in our curriculums, student portfolios and all other aspects of school life.

These goals and learning experiences are linked to practices in and out of the classroom so that students can articulate and demonstrate our shared vision. Many also are at the root of our IPC/IMYC trips and Week Without Walls

*Portfolios:*

Portfolios are used to monitor an ongoing learning process in IPC/ IMYC. This is where students can show their understanding of the concepts and their learning. Students are responsible for keeping a portfolio of all learning and work following the criteria provided. They will keep track of the achievement of learning goals and teachers are to make sure a student is maintaining the portfolio to the standards asked.

Full details of the IPC can be found in the **IPC Programme Guide**  
Full details of the IMYC can be found in the **IMYC Programme Guide**

## Learning in the IGCSE

Cambridge IGCSE was created more than 30 years ago. Today, it's the world's most popular international qualification for 14 to 16 year olds. It is a truly international program giving students many options through the extended range of subjects to choose from, through more ways to learn and therefore more ways to succeed.

Obviously Eerde IBS offers a selection of all possible subjects. This selection is based upon historic student preference, our in-house preparation for the IBDP and contemporary movements in society. These three factors taking in account will lead to a subject package that opens doors and creates options.



IGCSE is more than a collection of subjects, IGCSE also appeals to building student identity, a personal identity but also a global team identity. We are aware of the fact that our learners will have to take responsibilities in a global society but their personal identity is based upon national, local and cultural heritage. The latter is equally important. Through the compulsory subject of Global Perspectives we give a concrete meaning to this delicate balance.

We aim our students to be prepared for the next phase in life using the following attributes:

Confident in working with information and ideas.

Responsible for themselves, responsive to and respectful of others.

Reflective as learners, developing their ability to learn.

Innovative and equipped for new and future challenges.

Engaged intellectually, professionally and socially, ready to make a difference.

Full details of the IGCSE can be found in the **IGCSE Programme Guide**

## Learning in the IB

The IB Diploma Programme (IBDP) is a challenging yet rewarding university preparation program. It combines a rigorous academic component encouraging students to develop their knowledge and skills across a range of disciplines with an enriching extracurricular program focusing on the areas of creativity, activity, and service. Students emerge from the program with a variety of skills that will assist them to live fulfilling and meaningful lives.

The IBDP is highly respected and valued by top tier universities around the world, and research shows that students who complete the DP excel in tertiary education settings.

At Eerde International Boarding School, Diploma Programme students engage in enquiry-based, cooperative learning anchored in real world contexts with the aim of sparking and nourishing in them passionate, deep, sincere interest in their subjects and extracurricular pursuits. Small class sizes allow teachers to design courses with the specific aptitudes and passions of their students in mind. The small-scale nature of the school also means that students and teachers get to know one another deeply and honestly, without the artifice that so often impedes genuine learning in traditional educational settings.

Full details of the IB can be found in the **IBDP Programme Guide**



## Extra-Curricular Provision

Here at Eerde IBS we believe that students who are motivated to learn will be covering their learning goals during the school day through a range of engaging and challenging activities.

### **After School Activities**

After school it is important that they have time to socialise, pursue other interests and relax. After School activities are in place for our students to engage with each other after school.

Each afternoon from Monday through Thursday, a program of extracurricular activities is run. These extracurricular activities are varied in nature, but will fit within one or more of the categories Creativity, Activity, and Service.

### **Week Without Walls**

Three times throughout the school year (two times for primary school students), Eerde students undertake a week of outdoor, cultural, or service-based learning. Typically, students are provided with several options (from day outings to lengthy overnight trips), and select the one most appropriate to their age, interests and capabilities.

Full details can be found in the **Eerde IBS Personal Development, Extra-Curricular and Enrichment Policy**

## Personal, Social, Health and Economic Education

For IMYC, IGCSE and IB students a programme of education is delivered through the Tutor Programme which seeks to address personal, social, health and economic education. Additional workshops, visiting speakers and one off events are also organized throughout the year.

For IPC students, personal, social and health education are included in the general curriculum.

Full details can be found in the **Eerde IBS Personal Development, Extra-Curricular and Enrichment Policy**



## Digital Citizenship

In IPC students work on Google Chromebooks and begin learning how to assemble digital portfolios of their work. ICT is taught through the general IPC curriculum.

At IMYC level, all students are required to take ICT and Computing as part of the general curriculum. They also construct a digital portfolio of their work. In IGCSE all students are required to take ICT.

From IMYC upward, all students are required to use a Macbook to complete and submit work. All students are required to engage with the Google Suite, Managebac and a variety of digital learning platforms.

Through the Tutor Programme, all students receive e-safety education.

## Language Support and Development

Language support is offered either to assist with developing English as an additional language or for students' native language learning needs.

EAL support is offered via Learning Support Provision - see **Eerde IBS Learning Support Policy**

Full details of support for native language and second language development can be found in the **Eerde IBS Language Policy**

## Learning Support

see **Eerde IBS Learning Support Policy**

## Assessment and Feedback

see **Eerde IBS Assessment Policy**

## Curriculum Planning and Development

### Planning

Teachers are required to prepare a 2 year plan (3 year plan for IMYC) which outlines how learning objectives will be met, in accordance with the curriculum being covered, over the period of learning on that course.



Teachers should also complete unit plans, which cover how each unit will be covered in further detail. Unit planners are completed ahead of teaching a unit.

Details of planning requirements can be found in:

**IMYC Planning protocol**

**Planning requirements for 2 year and unit plans - IB & IGCSE**

Daily planning is done on ManageBac. This should include the following:

- The focus and aim of each lesson
- Any special materials students will require for each lesson
- Differentiation for students with learning/behavioural challenges and for students in the different levels
- Homework given , due date homework
- Assessment deadlines
- Dates of tests and other timed assessment items

Every teacher is expected to update this weekly (before the end of the week, thus at the latest by Friday). This information helps students in secondary to plan their study time, and it helps parents in primary to understand the learning connected to the unit.

## Horizontal Alignment

Horizontal alignment is achieved through:

- **Cross curricular linking** - teachers are required to identify cross curricular links in their planning and use this as a starting point for exploring connections with other subjects
- **Horizontal curriculum mapping** - teachers' planning is mapped to identify cross-curricular opportunities on a wider scale and allow for the adjustment of the curriculum to allow for closer alignment and building on knowledge
- **Theme weeks** - such as e-safety week or international week, allow for a whole school focus on a particular topic or area
- **Learner Profiles** - by having a set of Guiding Statements as a school and through these linking with the IB, IGCSE, IMYC and IPC learner profiles we are able to show how we develop our learners cohesively
- **Tutor Programme** - the tutor programme aims to cover topic across the whole school concurrently



## Vertical Alignment

Vertical alignment is achieved in a number of ways:

- **Lesson to lesson alignment** - teachers plan their lessons to build on learning from one lesson to the next in a systematic and progressive way.
- **Unit to unit alignment** - units are covered in an order which builds on previous learning and/ or topics. For example, topics in History may be covered in a chronological order
- **Term to term alignment** - from term to term the syllabus is delivered in line with the needs of students and is aligned to the designated curriculum/ exam board. For example, terms in which exams are taken will have an exam skills focus.
- **Year on year alignment** - it is key to ensure that within a particular course, learning is structured in a way which ensures the full curriculum is covered across the 2 or 3 years in which it is taught.
- **Course to course alignment** - from IPC to IBDP we see the progression of skills and learning styles which enable students to access the curriculum fully throughout their whole journey through the school. By choosing courses which align in learning methodology this is partly achieved, but it is also key to ensure that learning builds from course to course. Particular units or topics are selected to ensure that learning builds progressively. For example, IGCSE students study Global Perspectives in order to prepare for IBDP.

## Monitoring and Evaluation

The Academic Director and Course Coordinators are responsible for the overall monitoring of the effectiveness of the curriculum and its delivery.

See - **Teaching, Learning & Curriculum Policy Appendix 1\_Oversight schedule**

## Checking Planning

Every term, Course Coordinators check that teachers have their planning in place, that it is shared with students and follows the prescribed curriculum.

## Scope and Sequence

Course Coordinators, along with the Academic Director, will also look at how the curriculum is aligned horizontally and vertically in it's scope and sequence, in order to facilitate developments and improvements.



## Meetings and Workshops

Meetings are held on a regular basis to discuss curriculum and planning requirements and to facilitate development in the curriculum.

Workshops are arranged to allow for teacher input and peer-learning and to discuss key areas in the development of teaching and learning.

## Progress Conferences

Progress conferences are held twice a term. The purpose is to bring the teaching team together to discuss individual students and their progress. This may cover academic progress, learning support or welfare needs and enables staff to share strategies for supporting students.

## Termly Review

Once per term, Coordinators are invited to a meeting with the Academic Director and key members of the Management Team and/or the Link Governor. The purpose of these meetings is to discuss all elements of how courses are running including individual student progress, overall course success and progress, analysis of student progress data, school development planning, curriculum review and teaching standards.

## Annual Results Review

Ultimately, the best way of assessing the success of the curriculum and its delivery, is by looking at student outcomes. On an annual basis, during the Termly Review, Coordinators and the Academic Director discuss overall results and analyse successes, weaknesses, trends and insights. This process allows for a comprehensive look back at how effectively the curriculum has been delivered and should form the basis of strategic planning for the coming years. Annual data review, as a minimum, should include:

- Year on year data - to allow for analysis of progression as a school
- Comparison with world averages and trends
- Subject analysis
- Student analysis
- Cohort to cohort analysis - to allow for review of how differing cohorts have achieved across their school careers, transitioning from one course to another

## Reviewing the Curriculum

On an annual basis the Academic Director and Course Coordinators will review the effectiveness of the curriculum, based on the needs of students, student



outcomes and the strategic objectives of the school. It is at this stage that discussions will take place about possible changes to the curriculum for coming years or additions to the curriculum.

## Teaching

### Teaching Standards

As a means of benchmarking the standards that Eerde strives to achieve in teaching, a set of teaching standards are in place which outline 8 different bands of achievement covering:

- Feedback
- Challenge and Differentiation
- Classroom Talk
- Skills Development
- Expectations and Relationships

The bands are grouped into 4 categories which allow teachers to understand where their classroom practice fits with expectations:

- Excellent - worth Sharing
- Fine tune to achieve excellence
- Needs support to improve
- Cause for concern

### Classroom Observations

Classroom observations take place, at least, once per year. They are conducted by the Academic Director and Course Coordinators. The purpose of classroom observations is to observe the quality of teaching and learning taking place, in line with the teacher standards.

As a result of observations, targeted CPD can be offered and support can be given to teachers and students who particularly require it.

From time to time across the year, learning walks may also take place. These are intended to be shorter, more impromptu, observations of a particular area. These may be as a result of a school wide improvement focus, or after some specific training, for example.

### Appraisals

Appraisals take place, at least, once per year and for teaching staff, are linked to their classroom observations. Appraisals give staff the opportunity to discuss



their professional progress and areas for improvement. The school may then support them in developing as professionals on an ongoing basis.

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## Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Academic Director)
- An appointment system and means of contact with the Academic Director and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or social issues)
- Open Class discussion (on a variety of matters relating to the school and/or social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.



## Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

| This policy affects or is likely to affect the following members of the school community (✓) |   | Students   | School Personnel | Parent s/ carers | Board                  | School Visitors | Wider School Community |                    |   |           |
|--|---|------------|------------------|------------------|------------------------|-----------------|------------------------|--------------------|---|-----------|
|  |   | ✓          | ✓                | ✓                |                        |                 |                        |                    |   |           |
| Question   | Protected Characteristics   |            |                  |                  |                        |                 |                        | Conclusion         |   |           |
| Does or could this policy have a negative impact on any of the following?                    | Age   | Disability | Gender           | Gender identity  | Pregnancy or maternity | Race            | Religion or belief     | Sexual orientation | Undertake a full EIA if the answer is 'yes' or 'not sure' |           |
| <b>YES</b>   |   |            |                  |                  |                        |                 |                        |                    | <b>Yes</b>  | <b>No</b> |
| <b>NO</b>  | ✓   | ✓          | ✓                | ✓                | ✓                      | ✓               | ✓                      | ✓                  |   | ✓         |
| <b>UNSURE</b>  |   |            |                  |                  |                        |                 |                        |                    |   |           |
| Does or could this policy help promote equality for any of the following?                    | Age   | Disability | Gender           | Gender identity  | Pregnancy or maternity | Race            | Religion or belief     | Sexual orientation | Undertake a full EIA if the answer is 'no' or 'not sure'  |           |
| <b>YES</b>   | ✓   | ✓          | ✓                | ✓                | ✓                      | ✓               | ✓                      | ✓                  | <b>Yes</b>  | <b>No</b> |
| <b>NO</b>  |   |            |                  |                  |                        |                 |                        |                    |   |           |
| <b>UNSURE</b>  |   |            |                  |                  |                        |                 |                        |                    | ✓   |           |
| <b>Conclusion</b>  | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |            |                  |                  |                        |                 |                        |                    |   |           |

## Policy Review

Annual Policy Review Sheet - Appendix A:

| Review Date | Primary Reviewer Name (Policy Coordinator) |
|-------------|--|
|             |  |

This Appendix A should be completed **annually** by the Policy Coordinator.

|   |        |
|---|--------|
| <b>Date of Last Review:</b>   |        |
| <b>Date of Next Review:</b>   |        |
| <b>Is this policy being implemented fully, with all outlined procedures followed as prescribed?</b>   | YES/NO |
| <b>If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...</b> |        |
|   |        |
| <b>How are staff made aware of this policy?</b>   |        |
|   |        |
| <b>Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?</b>                 |        |
|   |        |
| <b>Monitoring the Effectiveness of the Policy</b>   |        |
| <b>Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...</b>                            |        |
|   |        |

