



## Raffles World Academy PYP Teaching and Learning Policy

### **Our Guiding Statements**

#### **Our Vision:**

Providing world-class education

#### **Our Mission:**

To empower students with a holistic, rigorous and international education for success in an ever- changing world

#### **Our Philosophy:**

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

#### **Core Values:**

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

#### **Our Motto:**

Towards Excellence

#### **RWA Acronym**

Rise Wonder Achieve

### **Introduction**

This document represents the school's essential agreements on teaching and learning. All members of the academic staff are committed to this policy and responsible for the implementation, reviewing and upgrading of our teaching and learning policy.

### **Raffles World Academy Mission Statement**

We are committed to excellence in education by striving to provide each student with opportunities to reach their full potential as lifelong learners in a holistic, challenging and supportive learning environment that will ultimately prepare them to play an active and responsible role as global citizens in a multicultural world.



**RAFFLES**

WORLD ACADEMY



### **Teaching and Learning Philosophy Statement**

At Raffles World Academy we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. This is within the curriculum, the learning environment and the interactions between all members of our school community. The Learner Profile, together with the five essential elements of the programme (knowledge, concepts, skills, attributes and actions) are integral to teaching and learning, and underpin the building blocks for students to understand and develop international-mindedness, reinforcement of cultural identity, and enhancing their personal growth as key elements of becoming global citizens.

### **Governors at our school will:**

- Ensure that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning approaches on students' attainment and progress
- Collaborate with the school Advisory Council on continuous school improvement in all areas of teaching and learning

### **The school will:**

- Provide opportunities and support for all learners to access their learning experiences
- Provide information to parents, informing them about the curriculum and teaching and learning practices
- Provide opportunities for parents to take an active role in their child's learning journey
- Support teachers, through professional development, to meet the ongoing needs of the students

### **Parents and guardians of students at our school will:**

- Understand the value of learning and encourage their child to progress as a learner
- Support and encourage high attendance
- Encourage their child to develop the IB Learner Profile attributes outside of school in everyday life
- Participate in discussions about their child's progress and attainment throughout their learning journey
- Ensure sure their child is fit and able to learn every day
- Promptly communicate important information about their child
- Accommodate and support the importance of home learning

### **All students:**

- Take responsibility for their own learning, and support the learning of others
- Have access to, and are taught through, a variety of technological and information resources.
- Are encouraged to express themselves in a variety of media and situations
- Are given the opportunity to be curious and follow their learning interests
- Are given time to reflect on their learning and act on their improvements
- Can explain their learning and the links to real life contexts
- Meet and often exceed expectations for behaviour for learning



**RAFFLES**

WORLD ACADEMY



- Are empowered to showcase their learning and skills through various opportunities both inside and outside the classroom
- Are provided with appropriate opportunities for voice, choice and ownership in their learning
- Understand the use of success criteria for independent learning
- Are responsive to constructive and specific feedback from teachers and peers
- Are encouraged to question, inquire and explore throughout their learning journey
- Are provided with opportunities to link and identify the IB Learner Profile to their own and other's learning experiences

**We expect teachers to:**

- Use a wide variety of teaching and assessment strategies
- Structure teaching and learning situations so that students have opportunities for success
- Provide opportunities for all learners to develop peer and self-assessment skills
- Provide the opportunity for all learners to understand the outcomes of learning for success
- Provide opportunities for students to apply skills in varied contexts
- Plan in collaboration with classroom teachers and specialist teachers to maintain consistency
- Provide challenges to students by giving them opportunities to reach their full potential
- Acknowledge differences in developmental stages, learning styles and prior knowledge
- Use questions as a tool to probe, check and extend student understanding
- Use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives
- Give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- Include open-ended problem-solving activities and investigations, hands-on experimentation, analysis and reflection
- Use student performance as a feedback mechanism in moderation meetings and as a guide to modify the curriculum, if necessary
- Build students' confidence and self-esteem and enable them to achieve their full potential
- Share teaching and learning objectives and clarify expected outcomes in a way that students can understand
- Give positive and constructive oral and/or written feedback
- Create a learning environment where all students can make progress at their own pace

**We plan activities where students:**

- integrate prior and new knowledge
- acquire and use a range of learning skills
- solve problems individually and in groups
- reflect on their successes and challenges
- evaluate conflicting evidence and think critically
- accept that learning can involve uncertainty and difficulty



**RAFFLES**  
WORLD ACADEMY



### **Policy Review**

This policy is a working document and as such will be reviewed annually by the middle and senior leadership, and academic.

#### **The following criteria will be used to measure its success:**

1. Has the quality of student learning been enhanced?
2. Has the quality of teaching been improved?
3. Can we identify a range of teaching and learning strategies in each classroom?
4. Are staff and students following procedures?
5. Is there clear evidence of assessment informing teaching and planning?
6. Has any part of the policy been difficult to implement, or been ignored?

*Policy reviewed and updated April 2023*