



Clarence  
International School

# Teaching and Learning Policy

V2

June 2025

## 1. Policy Statement

Clarence International School (CIS) offers a creative, academically challenging educational programme based on the English Early Years Foundation Stage (EYFS)<sup>1</sup> and the National Curriculum of England, for children aged 18 months to six years old. Our youngest children learn through a play-based approach, which at its core supports the development of physical, emotional and communication skills. We place a strong emphasis on the arts and creativity while also developing strong academic outcomes for children of all ages.

The Early Years are a uniquely important and precious time in a child's life and should be valued as such. These years lay the foundations for all future learning providing the base on which everything else builds. This is a crucial period of time for children who are just beginning their educational life. We recognise that and value the importance of establishing and providing firm foundations for lifelong learning.

## 2. Aims and Objectives

Our Teaching and Learning policy aims to outline how the children at our school are provided with high-quality learning experiences that lead to a consistently high level of pupil achievement.

As our school, we aim to:

- Plan, organise, facilitate and evaluate an outstanding curriculum built specifically for the children in our school. The Arts will be celebrated, while academic rigour in core subjects is maintained.
- Set high, but realistic standards in learning and behaviour.
- Organise teaching in such a way that it supports effective learning; taking into account the full range of needs within our classrooms.
- Use all available information to monitor and evaluate the success of our work.
- Deliver purposeful lessons which are linked to real life situations and prepare children for their futures.
- Establish a lifelong love of learning.

The Senior Leadership Team will ensure:

- A framework of professional support and development for all staff.
- Develop and review curriculum policies and schemes of work in collaboration with colleagues.
- Monitor the implementation of the curriculum and support all relevant staff appropriately in delivering a high quality curriculum for the relevant area of learning.
- Take accountability for the progress of pupils.

We expect all children to:

- Participate fully in all lessons and activities; including using active listening, answering and asking questions and following instructions.
- Take responsibility for their own learning and actions.
- Complete tasks in an appropriate timeframe.
- Feel confident in asking for help when they are unsure.
- Support others in their learning.

At our school, we provide both high quality teaching and a rich and varied creative learning environment which allows children to develop their skills and abilities and to be the best they can be. Our curriculum provides opportunities for children to:

- Become confident, enquiring and independent learners.
- Be creative and enable their artistic talents to flourish.
- Develop their self-esteem and build positive relationships with other people.
- Develop self-respect and an ability to respect the ideas and feelings of others.
- Show respect for all cultures and positive attitudes towards other people.
- Feel valued as part of the CIS community.

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<sup>1</sup>[https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_-\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

- Learn in a safe environment where mistakes can be made and learnt from.
- Learn through play.

### 3. The Learning Environment

At CIS we believe that the surroundings in which children learn can greatly influence their academic performance at school. We aim to ensure that all CIS classrooms and shared spaces are carefully decorated and maintained so that everyone can proudly enjoy them. Learning environments should promote independence and a sense of individuality. Children should be encouraged to take risks and try new things, all whilst applying their knowledge from directed teaching time. For further guidance and information, please consult the *Classroom Environment and Display Policy*.

We ensure all areas are kept tidy and organised, with resources clearly labelled and stored appropriately. Displays of children's work can be found through the school. Classrooms are neutral and not overwhelming, well organised learning spaces. Pupils are encouraged to take on responsibility for ensuring their classroom is a pleasant and safe place to learn. They are taught how to access resources and respect the environment, equipment and resources. Role play, early writing and creative areas are refreshed and renewed regularly.

### 4. Effective Learning

We recognise that young children learn in many different ways. When planning, we ensure that our learning programmes are systematic with plenty of opportunity for play as well as artistic, creative, practical and academic activity. We believe that effective learning results in six key outcomes:

1. Knowing you have succeeded.
2. Feeling you can do more.
3. Explaining what you have learned.
4. Applying it to other situations.
5. Teaching it to someone else.
6. Feeling good about yourself.

Regular trips and excursions allow children to apply real life experiences to their learning and will deepen their understanding.

### 5. Effective Teaching

Teaching is a demanding job which requires clear knowledge and understanding by every member of staff. Meeting the challenge of balancing planning, teaching, assessment, behaviour management, reporting and many other duties requires skilful management of time throughout the year and is one which cannot be accomplished alone. Being a good teacher and staying a good teacher requires staff to be part of and work in a professional framework at all times.

It is every teacher and teaching assistant's responsibility at CIS to develop and improve the learning opportunities of each child. Effective learning only arises from effective teaching. Teachers are actively encouraged and supported to develop their practice through skills and knowledge-based training. Teachers engage in regular planning meetings with the Senior Leadership Team to ensure that the curriculum is being delivered to the highest standard. Regular feedback and a professional environment where development is welcome is crucial for success.

For effective teaching to take place, there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons should contain a number of:

- Well prepared plans that link to a learning objective.
- Creative curriculum which allows children develop physically, emotionally and to find links between different subjects.
- Clear links to previous learning.
- A curriculum which is sequential, and gradually increases in challenge.
- Clear Learning Objectives which are shared with the children.
- Appropriate challenge for all children.
- Clear differentiation to enable all pupils to access learning.

- Teacher and teaching assistant modelling.
- High quality questioning.
- Opportunities to inspire awe and wonder in children.
- Positive interactions between teacher and pupil, teaching assistant and pupil, pupil and pupil.
- Regular feedback to enhance learning and address misconceptions.
- Enthusiastic delivery.
- Consistent classroom management following the school behaviour policy.
- Effective use of all adults.
- Peer and independent learning opportunities.

Teachers set targets for the children in each academic year and share these targets with children and their parents. The progress of each child is reviewed termly, and outcomes communicated clearly with parents through meetings and termly reports.

## 6. Evidence

Depending on the level of development and individual class, how teaching and learning is evidenced may look different. In all classes, learning opportunities and progress is shared daily via BrightWheel for parents. Within class, work is evidenced in the following ways:

### 1. Tiny Stars and Little Stars:

Each child has a “Learning Journal” which identifies the learning opportunities within class for that year. Learning Journals showcase pictures of key learning opportunities, quotes from the child, and independent work completed.

Within this class, each child is assigned a “key worker” who has responsibility for that child’s Learning Journal. Key workers change every term so that every member of the class has a chance to build effective relationships with each teacher.

### 2. Blue Sky:

Each child has a “Learning Journal” which identifies the learning opportunities within class for that year. Learning Journals showcase pictures of key learning opportunities, quotes from the child, and independent work completed.

As the year progresses, children may move to more formal writing opportunities in exercise books.

### 3. Rainbow and Sunshine:

Each child will transition to working in formal exercise books. Each child will have three books: Literacy, Maths, Phonics and Topic. Within these, the child will complete at least one adult-led task in each subject which will be evidenced in the book. Evidence may consist of written tasks or photographs with appropriate quotes or annotations.

## 7. Achievement

We have high expectations of all children, and we aim for their work at CIS to be of the highest possible standard. Recognising the importance of celebrating achievement, effort and progress, we ensure that the children:

- Receive verbal or written praise by teachers, peers, Senior Leadership Team and parents.
- See work displayed in class and around school.
- Enjoy opportunities to perform or share.
- Achievements are celebrated through the “Clarence Cape” during weekly Celebration Assemblies.

## 8. Partnership with Parents

Parents are the “second teacher”, and thus establishing positive relationships and links is essential for enabling good progress. At CIS, parents can support learning by ensuring children’s regular and punctual attendance, as well as:

- Participating in discussions concerning their child’s progress, offering encouragement and praise.
- Supporting learning at home, understanding and reflecting with their child the progress which he/she is making.

- Sharing and showing an interest in what their child is learning.
- Attending school workshops and information sessions.
- Helping with home learning, read and learn phonics regularly.
- Supporting the school's Behaviour Policy.

## **9. Monitoring and Review**

We will monitor and measure the success of this policy by:

- Engaging all partners in regular discussion.
- Using questionnaires.
- Formal and informal observations.
- Scrutiny of work, planning scrutiny and analysis of achievement.

## **Appendix A - Our Curriculum Offer**

At Clarence our vision is to shape confident, imaginative and curious learners primed with a foundation of academic excellence. We achieve this through personalised, play-based learning experiences designed with a focus on the arts and grounded in the British EYFS curriculum.

Clarence International School follows the Early Years Foundation Stage, a statutory framework from England which supports children from birth to five in seven areas of learning: Personal, Social, and Emotional Development (PSED), Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

### **The Arts at Clarence**

Our children experience a rich and varied arts programme. In our weekly music lessons, children are supported by specialist music teachers, while visual art lessons introduce children to a range of disciplines including sculpture, printmaking and ceramics.

### **Play-based learning**

The benefits of learning through play have been widely acknowledged. At Clarence, children are given opportunities to explore and play independently, helping them to develop social and communication skills as well as important learning dispositions that will support them throughout their lives.

### **A Love of Language**

Our children learn English through exposure to a rich variety of high quality texts. From traditional tales to Romantic poetry and even a sprinkling of Shakespeare, Clarence children experience the very best that the English language has to offer!

### **Classes**

#### ***Tiny Stars***

It is here in Little Star Class that the smallest members of our family, our Tiny Stars, begin to twinkle! We devote our attention to nurturing their emotional development, honing their motor skills and encouraging them to communicate and work together happily and confidently.

#### ***Little Stars***

For most of the children we welcome into our Little Star class, this is the first time they leave their parents. We aim to make this transition into school life as smooth as possible by ensuring our classes are friendly and fun – full of songs, dance, games, and laughter.

For this age group, we focus on the development of personal, social and emotional skills, physical development, and communication and language abilities – all through a fun and expansive arts-based curriculum.

Each day is an adventure for our Little Star class. The children explore our unique themes, play and interact with their peers and teachers, and learn early life skills.

#### ***Blue Sky***

As children grow and develop confidence and independence, we build upon the skills developed in Little Star by achieving a deeper exploration of language, senses, and appreciation for the world around them.

Our arts-based activities also become more sophisticated, children have opportunities to experience rhythm, colours, textures, construction and imaginative role-play. We also focus on the development of literacy and numeracy both through artistic exploration, and through structured pedagogy, with a focus on developing their understanding of number, shapes, space, and comparison of objects.

#### ***Rainbow***

Our Rainbow class builds upon the foundations of previous learning and encourages children to develop their own passions and interests. Through an academically challenging curriculum, we endeavour to give all pupils the fundamental tools needed to succeed at Key Stage 1 level of the English National Curriculum (or equivalent) at the age of five. Our daily phonics lessons help

children to become masters of the alphabetic code while our Talk-4-Writing programme supports their growing vocabulary and understanding of texts.

We believe in developing well-rounded children. In Rainbow, our pupils are introduced to a deeper exploration of both Physical and Human Geography. Their technological skills are developed in a more structured way, by introducing typing, Lego coding and SCRATCH with increased interaction with purpose-built applications on the iPad, as well as robotics.

Furthermore, to ensure the development of artistic dimensions in both their perspectives and personalities, each child has the opportunity to experiment with new forms of expression through music and visual arts.

This encompasses playing and improvising with the mini-piano, introduction to the recognition and reading of musical notation, as well as developing artistic skills in a range of mediums.

### ***Sunshine***

Sunshine aptly describes this stage of development! In this class our children really are confident learners, sparkle with positivity and throw light upon problems with rays of creativity!

At this age the children have moved on from the Early Years Foundation Stage framework and are following the British Key Stage One curriculum. Learning becomes more abstract and the learning experiences are designed to encourage much more problem solving and exercise critical thinking.

Science and technology plays a larger role in the Sunshine curriculum and children have plenty of opportunities to hone their analytical and evaluation skills. They are encouraged to discuss, try, test, reflect and evaluate.

Complementing the ‘rational’ growth of the child is of course our highly valued arts programme. Children in Sunshine class create exciting, mature artworks employing the large range of skills they acquired through school. As the children embark on their second year of piano tuition they become more adept at playing, get a feel for conducting others and develop their composition skills to create their own pieces.

By the time children come to leave Clarence International School and the sun sets on their days here with us, we feel that they have not only laid a very strong academic foundation but that they have had the bountiful realm of the arts unlocked to them and they have been given the confidence and creativity to explore them on their future journey.

### **Outdoor Learning**

From daily visits to our local parks to exploring the wider Tokyo area, we make sure that our children have plenty of opportunities to explore the natural world. Regular visits to our local “Muddy Parks” are a highlight for our children. Who doesn’t love putting on a pair of wellies and jumping in huge muddy puddles?

Our Physical Education (P.E.) lessons ensure that our children get plenty of exercise to help them to grow-up healthily.