



**'Students achieving their full potential as active thinkers
and self-motivated, life-long learners within a supportive environment'**

Teaching and Learning Policy

Prepared by:	Date: 10th November 2025
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Rationale

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Aims

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed. Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

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Appendix

The Supportive Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children.

The essentials of positive self-esteem:

- Belonging: each child has a contribution to make, we value and encourage these
- Aspirations: every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach
- Safety: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded
- Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community
- Challenge: acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes
- Success: teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture

Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area
- Creating a topic focused environment which stimulates interest in the theme of study e.g. wall/door display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays, where applicable, and pegs and lockers
- Teaching, and expecting, students to respect and care for their environment

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- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting book corner (where and when relevant)
- Creating role play areas (where and when relevant)

Displays

We use displays to support, reinforce and celebrate learning. (Displays are the silent teacher.) Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each class across the primary school (other schools to have displays which are relevant to the learning) should have:

- A Writing display featuring the focus text which is annotated with relevant information to support the learning.
- A Maths display mainly promoting conceptual understanding around number and must include concrete, pictorial and abstract.
- Topic displays that are innovative and use captions to effectively generate interest.
- Science display reflecting the topic being taught.
- Visual timetable on display during the day using symbols where appropriate.
- Esteem raising well-presented displays of high-quality children's work that reflects their achievements
- Core values displayed

Curriculum Framework

The curriculum at CES Mangaf is broad, balanced and coherent, and is adapted to meet the needs of our international school community.

EYFS

- Delivered in line with Development Matters (2021)
- Strong focus on the Prime Areas to secure early foundations
- Learning through structured play, exploration and interaction

Primary (KS1 & KS2)

- English National Curriculum objectives underpin planning
- Literacy is central, often driven by high-quality texts
- Cross-curricular links enhance relevance and depth
- Learning is contextualised to pupils' experiences, including life in Kuwait

Secondary

- English National Curriculum objectives inform teaching
- Delivered alongside IGCSE and IAL

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- Emphasis on subject knowledge, examination readiness and independent learning

Theme/Focus weeks/days

Throughout the year we hold a series of themed/focus days or weeks; these range from specific curriculum areas e.g., World book Day or International Week to Healthy Living Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

Pupil Outcomes

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended schools provision we aim to integrate and promote these ideals through the curriculum so that all pupils can:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing.

We provide opportunities for learning in these areas through the PSHE and wider curriculum, through the use of visits and visitors e.g., parents coming in and talking about their profession and through the participation in community or charity-based events.

The Learning Journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class, it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. Recognising and celebrating success through assemblies, displays and performances is very important at Cambridge English School. We ensure that there is a broad range of opportunities for everyone to shine. Activities are differentiated through support to meet learning needs.

Questioning

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The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, think-pair-share, word wave, countdown timer. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

The Assessment Priority is assessment for Learning

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group

A Learning Intention or Learning objective is shared (written or spoken) during each session so children understand the purpose of the lesson, at the end children are guided to assess their progress and discuss how they have achieved through the success criteria (Steps to Success). Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work where possible is marked alongside the child. Marking is a dialogue and teachers often ask a question or give a challenge when marking written work. We also value summative assessments of learning, where the children are assessed against national and international standards.

Results of assessment are used to inform planning, set targets and aid early identification of special needs. Senior leaders discuss with teachers' assessment results on a termly basis during Pupil Progress Meetings. Children that have made limited or no progress are the initial focus, with discussions around reducing, or removing, the barriers to learning that these children face.

Teachers meet with parents individually to discuss progress, at the end of the Autumn term and Spring term.

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Working with others

Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.

- Parents are informed of their children's targets, learning foci and ways to support learning through a termly information sheet written by the class teacher.
- Three official parent/teacher meetings are held across the year but parents are entitled to make an appointment to see the teacher at other times. Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through open days or working together days.

Teaching Assistants (Early Years and KS1)

Lower down the school, each phase team has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning intentions and activities are clear.

Pupil Voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes have time (PSHE/ in-class assembly) to make sure children have opportunities to raise concerns and voice opinions.

Learning Support (in KS1 and KS2)

Additional support is provided to identified pupils so all children can access the curriculum and fulfil their potential. Support may be given to assist pupils who are of concern, to supporting English Language acquisition as a priority but also in mathematics. Learning Support work closely with the year groups they are assigned to and are invited to attend the pupil progress meetings, which take place four times a year.

Homework



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It is vital that a strong partnership is built with parents and homework gives the chance for parents to become involved in their child's learning. Homework gives the opportunity to reinforce what has been covered in lessons, practise a skill or to introduce a new topic. Teachers are responsible for setting and marking this work in line with the school's policy.

Extended Provision

We provide a varied menu of activities to support and enrich learning and to develop the skill base of our students. Some clubs in Secondary happen at the weekend. We also provide a late club to support our families in the EYFS.