Learning & Teaching Policy – Primary

At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.
We strive to develop a positive sense of self and engage with our world on a local and global scale.

Policy updated: July 2026

REVIEWED AND UPDATED ANNUALLY

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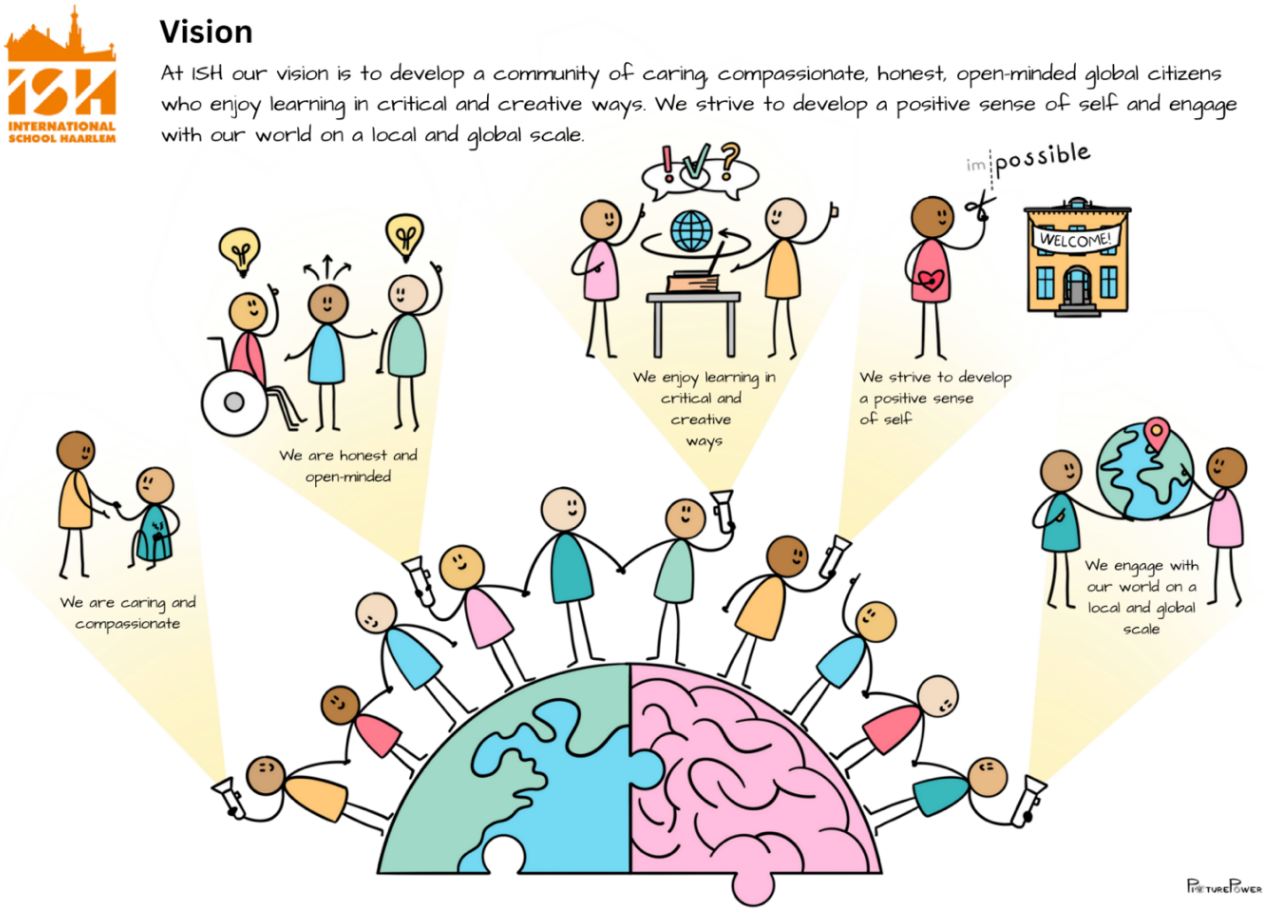
Vision



Mission

At ISH we enable the fulfilment of our vision by

- providing dynamic, world-recognised teaching programmes with inquiry-based learning at the core
- encouraging all members of the school community to engage in matters of worldwide interest and take part in service activities that aim to make a difference in the local and global community or the physical world
- emphasising positive personal and learning values in daily life and learning (thoughtfulness and respect, principles and morality, communication and cooperation, resilience, and adaptability)
- guiding students to reach their full potential as thinkers and lifelong learners by taking risks and reflecting on knowledge and experience
- facilitating an encouraging, positive environment in which students are equally supported and challenged to achieve
- welcoming and respecting all members of our school community

ISH Definition of Learning

Our Definition of Learning was developed during multiple collaborative meetings over a couple of years. As is seen in the clouds, learning here at ISH takes place in three areas: subject, personal and international. The words around the brain are processes through which learning happens. It is at the core of our learning here at ISH and is engaged with by the learners, teachers, leaders, and school community. This definition of learning is to be reflected upon and revised every 3 years.

Subject Learning

Mathematics

Mathematics planning is informed by the National Curriculum for England. The main aims of the mathematics curriculum are to ensure all pupils:

- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions*

(Statutory guidance - National Curriculum in England: mathematics programmes of study, 2021)

In addition, as part of our mathematics curriculum, we teach mathematical skills. The skills remain the same from Group 2 to 7, and each year are applied in an age-appropriate way to age-appropriate questions. By practicing and becoming secure in these mathematical skills, the children are set up for success for future mathematics. The skills are an adaptation from the Common Core Standards.

The curriculum is taught using the Maths Mastery approach which focuses on the development of depth of knowledge, skills, and understanding for all learners. The aim is to ensure full comprehension of the taught content before building upon it.

Teachers at ISH plan and teach a wide range of differentiated mathematics activities to deliver the aims of the curriculum to ensure each child is given opportunities to develop their full potential in the subject. This includes children for whom English is an additional language (EAL), those who require learning support, and those who are working at a higher ability level than their chronological age group.

English

The International School Haarlem places great value on the development of language. The ability to communicate in spoken and written word is key to unlocking a child's potential, both as a person and an academic. We use guidance provided in the framework for the teaching of English according to the National Curriculum for England. This covers the following areas of English:

- spoken language
- reading
- writing
- spelling, vocabulary, punctuation, and grammar

Teachers plan a range of differentiated and exciting activities to cater for the needs of each child in their class. This includes children for whom English is an additional language (EAL), those who require learning support and those who are working at a higher ability level than their chronological age group.

Reading

Introducing children to literature or listening to children read is an essential aid to reading development. At ISH, we introduce children to reading through the Oxford Reading Tree scheme and Collins Big Cat readers, supplemented by material from other recognised reading schemes and 'real books'. The schemes provide a variety of reading levels and genres to engage children with learning to read or developing reading skills. Near the end of their primary school education most children will have moved away from the structured concept of a reading scheme and will read within a wide range of literature from their school environment.

In class, the teacher listens to children reading in a variety of ways – individually, through whole class activities, small group work and reading class novels. In the Early Years children begin the formal reading scheme when the teacher identifies signs of reading readiness. In other year groups the teacher will listen to each child read as often as possible in order to assess their ability and areas for challenge or development. As the year progresses, children who are fluent in their reading will be listened to less often by their teacher but will be given time to read quietly and with focus and attention to text comprehension.

Phonics

The development of good phonics skills is crucial in enabling children to access texts and become able and confident readers and writers. At the International School Haarlem, we recognise the value of regular, focused teaching of phonics in helping these skills to develop. For this reason, we use the Letters and Sounds programme (UK) for directed phonics teaching and children take part in frequent phonics learning opportunities.

Language Acquisition - English as an Additional Language (EAL)

The International School Haarlem is a global society. We recognise that languages are central to every individual's identity, and we celebrate this. We also recognise that children may start our school with little or no knowledge of the English language. Teachers are experienced at teaching and guiding these children through carefully planned activities designed to develop confidence with early English acquisition. Children will experience a variety of opportunities, with both the class teacher and specialist EAL support staff, to help them to integrate and enjoy learning at our school. Some children who enter our school with English as an additional language will attend EAL lessons. These are taught by the EAL teacher and are part of the school timetable.

The aims of EAL lessons are:

- To provide students with enough support and relevant material to develop their acquisition of academic English language skills including classroom language and vocabulary to aid in the development of speaking, listening, reading and writing
- To provide support for class teachers by teaching students the basic academic vocabulary and grammatical structures of English
- To develop children's conceptual vocabulary in English so that they may more readily access the teaching in the classroom
- To give students opportunities to use and learn the new classroom language in meaningful contexts
- To give students the confidence and support needed to achieve their full potential in English

Students from Group 2 and above are eligible for English as an Additional Language Support if one or more of the following conditions apply:

- English is not one of languages spoken at home
- This is the first time a student is learning in English
- The student has received less than one year of their education in English

EAL students in Group 1 have the opportunity to access support and extra learning experiences in their classroom. These students do not attend an EAL lesson which is separate to their classroom as, due to their younger age, they can become inhibited when outside of their own class environment.

If children in Groups 2-7 need additional EAL support, they are grouped according to ability.

Beginner Full EAL Support	A New to English	• May use first language for learning and other purposes. • May remain completely silent in the classroom. • May understand some everyday expressions in English but may have minimal or no literacy in English. • Needs a considerable amount of EAL support.
	B Early Acquisition	• May follow day to day social communication in English and participate in learning activities with support. • Beginning to use spoken English for social purposes. • May understand simple instructions and can follow narrative/accounts with visual support. • May have developed some skills in reading and writing. • May have become familiar with some subject specific vocabulary. • Still needs a significant amount of EAL support to access the curriculum.
Intermediate Ongoing EAL support transitioning out of pull-out lessons.	C Developing Competance	• May participate in learning activities with increasing independence. • Able to express self orally in English, but structural inaccuracies are still apparent. • Literacy will require ongoing support, particularly for understanding text and writing. • May be able to follow abstract concepts and more complex written English. • Requires ongoing EAL support to access the curriculum fully. Benefits from pre-teaching sessions for academic language.
Advanced Support through pre-teaching, scaffolding and extra curriculum materials	D Competant	• Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. • Needs in class EAL support/pre-teaching to access complex curriculum material and tasks
Fluent No extra support needed	E Fluent	• Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. • Operates without EAL support across the curriculum.

Language Acquisition - Dutch Language and Culture (DLC)

The aims of DLC lessons are:

- To learn the Dutch language for students to be able to use Dutch in social and formal situations
- To learn about Dutch culture

In DLC the teaching of Dutch is planned according to the level of Dutch demonstrated by the group in the language areas listed below:
1. Listening & Understanding
2. Speaking
3. Reading (most advanced Dutch students start reading in lower primary, students who are new to Dutch will begin reading when their language level is assessed as ready for reading)
4. Grammar and spelling (advanced Dutch)

There are two levels of Dutch in lower primary (beginners and advanced). Upper primary students work with three levels of Dutch (beginners, intermediate and advanced). In the beginners classes the emphasis is on understanding and using the Dutch language in day-to-day settings. E.g. (extension of) vocabulary, understanding, speaking and pronunciation. Intermediate Dutch develops conversational skills and has a focus on reading and using word recognition. Advanced Dutch students also focus on spelling, comprehension, writing and grammar.

The DLC Support lesson hours:

Group	**Beginners**	**Intermediate / Advanced**
Early Years	30 min (whole class)	
Group 2	45 min	90 min advanced
Group 3	45 min	90 min advanced
Group 4	45 min	90 min advanced
Group 5	60 min	60 min intermediate / 120 min advanced
Group 6	60 min	120 min intermediate / 120 min advanced
Group 7	60 min	120 min intermediate / 120 min advanced

Languages - The Language of Instruction

English is the language of instruction for all students, both for those whose home language is English and for others who participate in the English as an Additional Language (EAL) programme. Our students communicate in many different languages at home. It is school policy to respect and encourage students to maintain and use their home language. We aim to provide students with as many opportunities as possible to do this. Please see the Inclusion Policy for further information regarding the support and provision for EAL students.

International Primary Curriculum – Subject Learning

ISH uses the International Primary Curriculum (IPC) as a tool to guide learning in the Primary Department. The principle of the IPC is to focus on a combination of subject, personal and international learning for children worldwide, combined with innovative and exciting ways to learn.

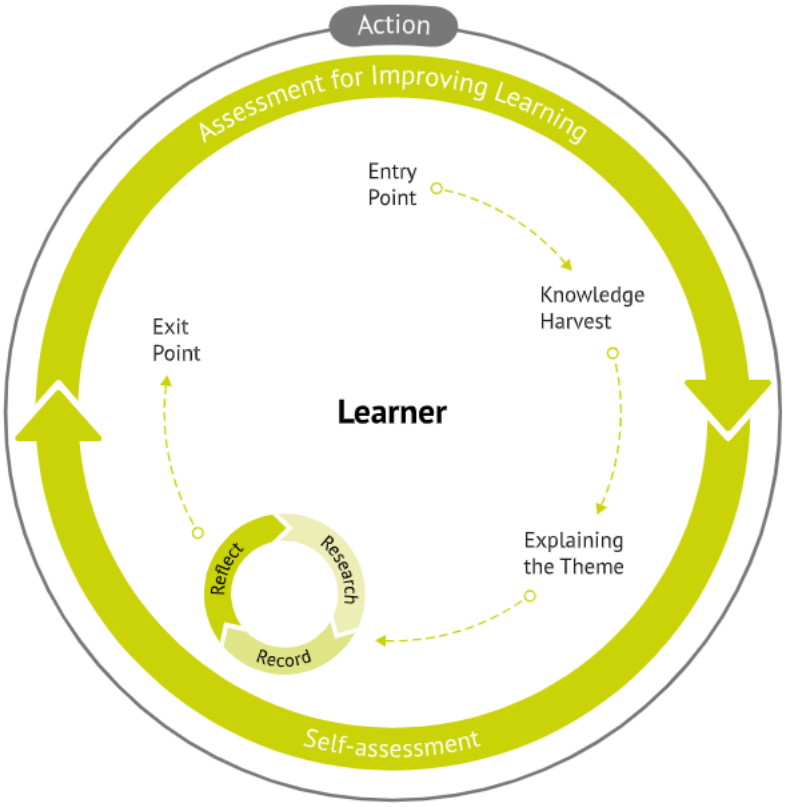
The IPC is designed to help children:

- learn the essential knowledge, skills and understanding of a broad range of curriculum subjects
- engage with their learning so that they remain committed to learning throughout their school careers and their lives.

Key learning goals are identified within the subject areas of:

- Art
- Geography
- History
- ICT and Computing
- Design, Technology and Innovation
- Music
- PE
- Science
- Health and Wellbeing

The IPC as a curriculum as well as each IPC unit of work follows a Process for Facilitating Learning. Teachers clearly signpost to the children where they are in the process and which subject they are learning. The design focusses on learning goals, types of learning and the learning process as in the diagram below:



(Fieldwork Education - IPC Curriculum Guide 2020-2026)

Entry Point

The Entry Point is an exciting springboard into each unit of learning. It is meant to introduce the coming unit in a creative and memorable way.

Knowledge Harvest

The Knowledge Harvest occurs at the beginning of the unit and acts as a preassessment of the children's prior knowledge. This information is used to drive planning and differentiation for the unit. Knowledge Harvests are revisited during the unit to reflect the learning as they are added to, elaborated upon, and challenged.

Explaining the Theme

The children are made aware of the different subjects that will be covered in their current unit of study and which learning goals will be focused on.

Research, Record and Reflect

Each learning task in an IPC unit goes through the cycle of researching, recording and reflecting. This helps children to develop their inquiry skills and to learn in engaging and progressive ways.

- **Research** – The research phase always comes first and is designed to be experiential and exploratory. Children work collaboratively or individually to find out information using a variety of research mediums such as books, people, websites, films, music, art, maps, photos, investigations, etc.

- **Record –** The recording phase allows children to process their research and present their learning. Teachers encourage choice and challenge to allow children to engage in a variety of ways
- **Reflect** – After every task, children are given the opportunity to reflect on their learning and to relate back to the learning goals

The Exit Point

At the end of each unit, learning is synthesized, consolidated, and celebrated in an Exit Point. This often takes the form of an exhibition of learning but can take other forms as well. Parents are invited to attend 2-3 Exit Points a year for each year group.

Outer Circles

The outer circles show that this process of learning is embedded within an ongoing practice of assessment to improve learning and self-assessment (see assessment policy). It also shows that global and local action is ongoing throughout the year as part of our commitment to International Mindedness and Global Competence (see section on International Learning).

Connected Learning

As the brain facilitates learning by making connections, we try to do the same at ISH. Through the Knowledge Harvests, we are able to tap into and connect with the children's prior knowledge, skills and understanding. When possible, we make the links between the subjects and the topic explicit as well as links with within the subjects themselves. Children are encouraged to view the topic from a variety of viewpoints and perspectives.

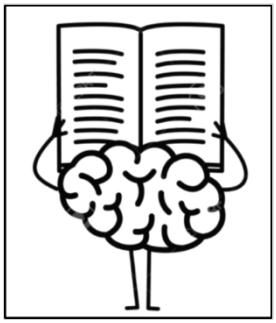
Teachers meet at the end of each year in mileposts to plan their units in a way that takes connected learning into account. English books are chosen for each unit to connect to the topic whenever possible. Home learning, field trips and experts are considered and noted. It is also possible for teachers to see what other year groups are teaching so that connections can be made when possible. In the Medium Term Planning, teachers note opportunities to link to other subjects as well as to international learning.

At ISH we also encourage learning through connecting with others. As a staff, we collaborate within and across our year groups, mileposts, buildings as well as a whole team. The children are grouped in different ways to develop their collaboration skills and to encourage them to learn different perspectives and new ideas from each other. We also connect to learning beyond the classroom (see the section learning beyond the classroom).

ISH Definitions of Knowledge, Skills and Understanding

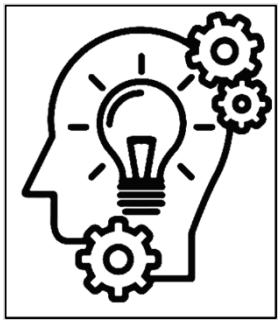
Knowledge, Skills and Understanding are taught learned and assessed differently. We make the learning goals explicit to the children and signpost what type of learning it is. This helps the children to better understand how they learn and empowers them to take responsibility over their learning journey, by signaling to them what they need to do to progress. We have created definitions with child-friendly and accessible sentence starters as well as visuals to aid in their understanding of these concepts. These are displayed below.

Knowledge	*Skills*	*Understanding*



"I know that..."
We recall, connect and learn new facts and concepts.

"I can …"
We can show what we can do, and we get better by practicing.



"I can explain why/ how..."
We can use our knowledge, skills and experience to make meaning.

Assessment in the IPC

Within the IPC, Knowledge, Skills and Understanding are planned for, taught and assessed differently. To assess what the children know we use both informal and formal assessment strategies including observations, assessing their recording tasks, administering quizzes and revisiting the knowledge harvest. We assess their skills by observing their task or their performance of the skill. Assessment of skills can be done through self-assessment, peer assessment and/or teacher assessment, using both teacher's and children's rubrics to assist. Learning advice is given to help children learn how to progress. Understanding is assessed by asking essential questions, engaging in debates and discussions, using visible thinking routines, and through consolidation tasks such as preparation for the Exit Point.

Personal Learning

Aims of teaching PSHE

To provide children with the skills to recognise and notice their emotions and develop healthy coping strategies to deal with these feelings and emotions. To reflect on the impact their actions and behaviour have on others.

Our school delivers PSHE through the Kapow Primary curriculum, which provides a planned, progressive and inclusive programme that supports pupils' personal development, wellbeing and preparation for school life. Across the year, pupils develop knowledge, skills and understanding within the core themes of health and wellbeing, relationships, living in the wider world, and emotional literacy. Relationships Education is taught in an age-appropriate manner and enables children to understand how to build and maintain positive, respectful relationships, the importance of kindness, respect and consent, and how families and friendships can take different forms.

The curriculum also supports pupils to recognise and manage emotions, understand physical and mental health, develop resilience, and know how to keep themselves safe, including online. Learning is revisited and built upon over time, ensuring pupils are well prepared to

make informed choices and grow into confident, responsible and respectful members of society.

To further support the delivery of PSHE and Relationships Education, the school uses The Zones of Regulation as a complementary framework. This approach supports children in developing emotional literacy by helping them identify, understand and manage their feelings, energy levels and responses to different situations. Through the Zones of Regulation, pupils learn strategies for self-regulation, problem-solving and emotional resilience, which directly enhance the aims of the Kapow PSHE curriculum, particularly within the areas of wellbeing, relationships and self-awareness.

In addition, teachers may choose to use Common Sense Media resources to support learning around digital citizenship, online safety, media literacy and responsible technology use. These resources are used flexibly and appropriately to reinforce key messages from the statutory RSE guidance and PSHE curriculum, ensuring pupils are equipped to navigate the online world safely, respectfully and responsibly.

PSHE lessons connect to our IPC subject Health and Wellbeing and also draw on the personal goals promoted by the IPC. These are known to the children as ISH values. They follow the sentence 'To be (insert value here) I aim to…'

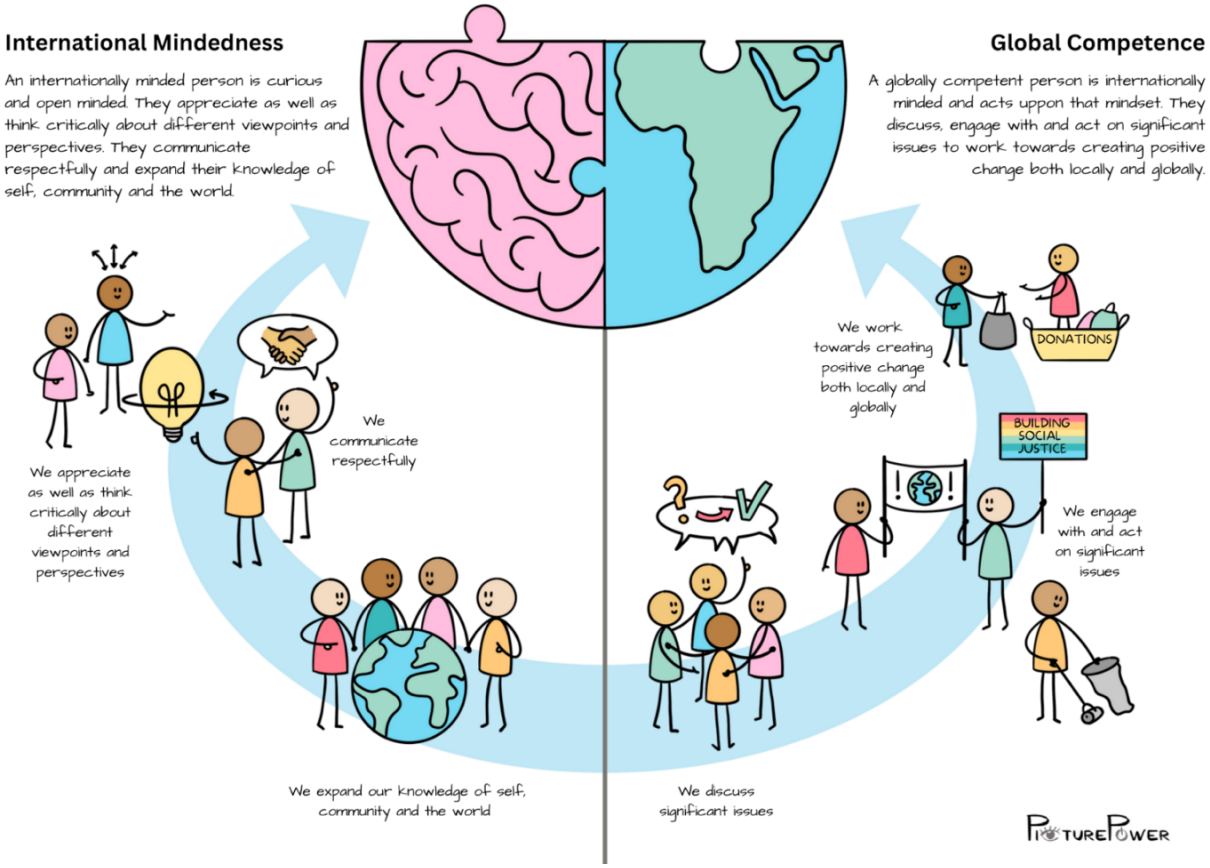
- Adaptable
- (a) Communicator
- (a) Collaborator
- Empathetic
- Ethical
- Resilient
- Respectful
- (a) Thinker

Opportunities to experience and practise these personal goals are built into the learning tasks for each IPC unit, are celebrated in class and during our weekly Achievement Assembly. They link directly to the IB Learner Profile traits of the MYP and DP curriculum taught in our Secondary department.

International Learning

At ISH, we strive to help our children develop into global citizens. Along with the support of the IPC we hope to help them develop a sense of their own nationality and culture and at the same time develop a profound respect for the nationalities and cultures of others. We strive to facilitate their development of both International Mindedness and Global Competence.

You can see our school wide definitions of these terms below and how we facilitate them.



At ISH we encourage learners to understand and express different perspectives and ideas to promote acceptance and inclusion. We do this by celebrating our diversity and our shared humanity. We infuse our curriculum with international learning and provide opportunities for learners to take meaningful action with positive impact.

The IPC uses the following framework for conceptualizing global competence:

Figure 5: Framework for global competence (Boix Mansilla and Jackson, 2013)

The following are some of the ways we embed international learning into our school culture:

- Teaching of international tasks connected to each IPC unit
- International celebrations
- International actions
- Local actions
- Building Social Justice Days
- Language Lunches

EYFS

'Play contributes to the development of children's academic outcomes as well as essential skills including collaboration, communication, confidence, content, creative innovation and creative thinking.' (Developing Life Skills Through Play - Cambridge University Press 2019, p6).

Play is the most effective way for our children to learn in a meaningful and purposeful context. In Group 1, children spend a large portion of their day learning through play. Play allows children to: take ownership of their learning and follow their curiosities, develop their communication skills, build relationships, problem solve and experience joy in their achievements!

The EYFS framework is the curriculum used in our Group 1 classes at ISH. This encompasses seven areas of learning: three prime areas and four specific areas. Whilst all are important and inter-connected, the three prime areas are seen as particularly crucial towards children's development in the EYFS. These areas are prioritised to help children build strong foundations in their development and learning.

Prime areas of Learning and Development

- Personal, social, and emotional development
- Communication and language
- Physical development

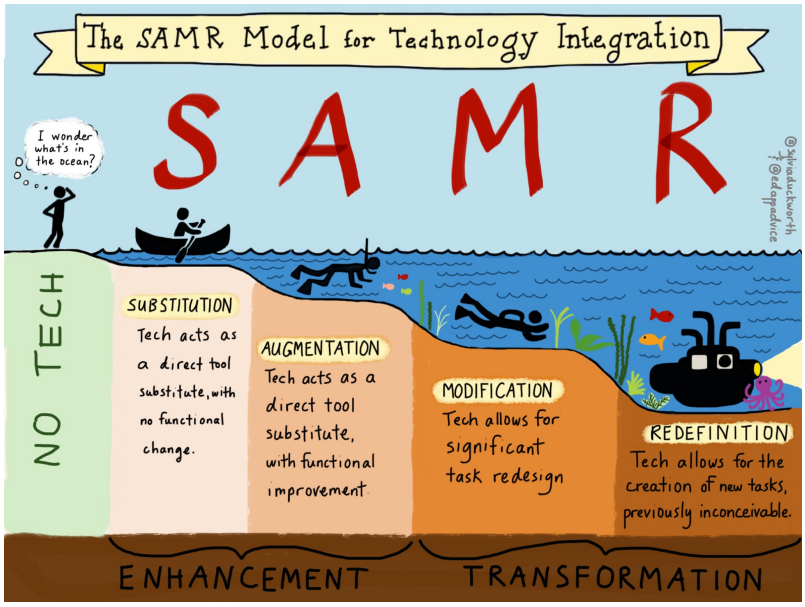
Specific areas of Learning and Development

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts & Design

This framework guides the planning of exciting and motivating learning opportunities that further child development across all seven areas of learning. We recognise that all children are unique, that they learn in different ways and that each child is on their own individual learning journey. Teachers create rich learning environments that consider the needs, interests and developmental stage of each child. Teacher led moments take place in Mathematics, Literacy and Phonics sessions. Children can then explore and practice these skills further in their play.

Classroom Approaches

At ISH we follow a progressive pedagogy that encourages the engagement of all learners. The pedagogy we use is brain based, constructivist, experiential and active and incorporates metacognitive practices. This is evident in how we integrate ICT, utilise our learning environment and teach our lessons, with inclusion at its core. At ISH, we use the SAMR Model, created by Ruben Puentedura, to guide and reflect upon our technology integration.



ICT Integration

ISH staff and students have access to a broad range of ICT tools and resources. Teachers routinely and thoughtfully integrate ICT into lessons to enhance and support classroom instruction. Students develop their ICT skills through content-focused activities.

ICT supports teaching and learning by:

- Ensuring lessons are varied, interactive and engaging
- Making learning experiences accessible to our diverse learners
- Providing a variety of ways for students to access and interact with curricular content
- Connecting our students to the both the local and global community
- Facilitating collaborative learning and meaningful reflection
- Enabling students to demonstrate their learning and creativity in varied ways
- Enabling teachers to design and implement purposeful and authentic assessments
- Supporting students in developing their online identities (and approach to ICT) with our personal learning values in mind

ICT supports a home-school connection by:

- Facilitating home-school communication
- Providing parents with insight into classroom activities via photos
- Providing students with the opportunity to showcase and share their work through digital portfolios

Classroom Displays / Learning Environment Agreements

English

At ISH, our English Working Walls will have:

- The Power of Reading book referenced (cover or sign)
- The current Learning Goal(s)
- Vocabulary
- Models of work
- Differentiated support (Word Banks, Knowledge Organisers, Story Maps etc)

Maths

At ISH, our Maths Working Walls will have:

- Current taught topic
- The current Learning Goal(s)
- Progression of small steps for the topic or week
- Useful and up to date vocabulary, including sentence stems (with visuals if desired/necessary)

IPC

At ISH, our IPC Working Walls will have:

- Explaining the Theme as learning journey with subject headings – in child friendly language and content edited as needed
- The Learning Goal(s) clear and referred to during the task - signposted as Knowledge, Skills or Understanding
- Key vocabulary/diagrams/timelines
- The unit title visible and known to learners
- The Process to Facilitate Learning of the IPC visible, populated and used by the learners with headings Entry Point, Knowledge Harvest, Subject, Exit Point
- The subject being taught visible and signposted for each task (in Visual Timetable)

- The Knowledge Harvest used interactively as knowledge develops
- Learner questions recorded and referred to during the unit (children can research these as an extension task as well)
- Evidence of learning

General Classroom Display

In our Classrooms we will have:

- School Vision
- ISH Values that are visible and referred to throughout the day
- The school's Definition of Learning visible
- Definitions of Knowledge, Skills and Understanding with sentence stems and icons
- Age-appropriate articulation of International Mindedness and Global Competence displayed
- Greeting with home languages displayed
- Maps with where children are from displayed and accessible, to be used interactively to support learning

Engagement Strategies

We employ a variety of inclusive strategies that are shown to be effective keeping abreast of the latest research.

Some of the classroom approaches we use to engage all learners include:

- Cooperative learning structures (e.g. Think-pair-share, gallery walk, talking chips, give one/get one, conscious alley)
- Strategies to make thinking visible (e.g. See-Think-Wonder, Chalk Talk, Tell Me Grid, Role on the Wall)
- Experiential, hands on learning
- Children are given opportunities to research and record in a variety of ways and are often given challenge and choice
- All voices and contributions are valued (e.g. using post its, chart paper and markers, talking partners, and individual whiteboards to share ideas)
- A mix between independent, paired, and group work
- Quality First teaching strategies of Pre-teaching, Modelling, Scaffolding and Meaningful Talk (refer to Inclusion Policy for definitions)

Metacognitive Practices

- Mileposts 1-3 cover a Brainwave unit where they explore how their brains work and how they learn
- Learning goals are shared with the children as well as what type of learning is taking place
- Success criteria is shared to ensure the children know how to reach the learning goals
- Learning advice is shared so that children know what they need to do to progress in their learning
- Children are encouraged to have a growth mindset and learn from their mistakes
- Reflection is built into all lessons to allow children to evaluate their learning
- Children learn about what helps them learn including working walls, tools and strategies and are encouraged to access these during the day. These can include graphic

organisers, thinking maps, scaffolds to support planning, monitoring, and evaluating and sentence stems

- Children learn that a healthy body and a healthy mind help them to learn and we incorporate healthy practices into our school day e.g. access to water, movement breaks, outside breaks

Challenge and Choice

Children are given the support and freedom to show their ability of the learning goal and extend in their own way.

"How, when, and what I choose, I take ownership – I've got nothing to lose!"

Teachers:

- Trust the children to make their own choices
- Encourage independence and autonomy in the children
- Ensure the classroom environment feels safe for all children
- Encourage children to take risks in their learning
- Facilitate creativity and options for the children
- Allow children to make mistakes in their challenge & choice
- Help children reflect on their challenge & choice
- Give children time to reflect on their learning
- Allow children to choose independent, pair, or supported work
- Support children in their challenges if necessary (for some children completing an activity with support is a challenge).

Classrooms:

- Are organised in a way that children can access everything they may need/want for their learning
- Have a range of different resources
- Allow for different styles of work/learning (such as wobbly chairs or calm working spots)
- Have working walls that support the children's learning to help develop independence.

Children:

- Feel confident and comfortable to take risks in their learning
- Reflect on their own learning and next steps
- Feel a sense of autonomy in their learning
- Be able to independently access the range of resources in the classroom
- Be able to articulate their challenge and choice.

Subject Specific Examples

EYFS

Play is the most meaningful way for Group 1 children to learn. Children become engaged in their learning when they have autonomy and when they are able to choose what to do. Group 1 children can choose: what to play with, where to play, who to play with, what they want to explore in their play and whether to play alone or with friends.

When encouraging challenge in play, we:

- Provide open ended resources that allow children to practice and rehearse skills taught.
- Wonder with the children in their play 'shall we, could we, I wonder'…
- Pose questions with our children to extend learning and deepen understanding.

English – some examples:

- Freedom in how they reach the learning goal. Be explicit in the learning goal, this is what the children need to meet, the activity is up to them. An example: writing a persuasive letter within the PoR sessions may be taught and modelled as if to a character within the book, however children may write a persuasive letter on any topic to whomever they'd like.

- Have a 'never ending' writing checklist so children know where they are in their learning journey and what their next challenge may be to improve their writing.

Maths – some examples:

- Allow access to a range of activities for the children to meet the learning goal (games, WRM sheets, Classroom Secrets sheets, EdShed activity on iPads, NRICH challenges).

- Provide differentiated extensions & challenges.

- Create longer term projects with children based on their interests as an extension activity. For example, create a brochure for a holiday resort, where they need to calculate the distance and time it would take to get to a range of different cities in the area, a menu with the costs for food (and then perhaps fixed menus with combinations from the menu), the number of rooms, and people it'll fit, etcetera.

IPC – some examples:

- Research can be based on children's interest.

- Give children the choice of how to present research (record).

- Constant topic stimulus available for children to engage with throughout the day (MP 1 – starlight room, MP 2 & 3 – books and physical materials such as dinosaur bones).

ICT allows for challenge and choice across all subject areas by providing a wider range of input and output options. Some examples are Toddle, iMovie, Google tools, and the availability of a range of multimedia research options.

Planning

Planning takes place in several ways and is completed collaboratively either in Mileposts and/or Groups during Planning Meetings.

Types of Planning

Long Term Plan (Completed Annually)

- Overview of IPC and English (Power of Reading) with Exit Points
- White Rose Maths Overview

Medium Term Plans (Completed Termly)

- Medium Term Planning document on SharePoint shows cross-curricular overview and pacing

Unit Plans on Toddle

- IPC Unit plans completed at the start of each unit
- Units created for all taught subjects

Daily Plan (Completed Weekly)

- Toddle lesson plans and/or PowerPoint – discussed and agreed upon in year groups

Medium Term Plans (done in collaboration)

IPC

- Tasks
- Assessment opportunities highlighted (can be done here or in the Unit Planners)

English, Maths, and Health & Wellbeing

- Session/Small Step/Learning Goal
- Assessment opportunities highlighted

Inclusion

- Any vocabulary, strategies, pre-teaching that should be done to support children and ensure the whole class can access the learning.

Example Medium Term Plan (also in Team Planning folder)

Autumn: Brainwaves and IPC UNIT
IPC – Big Idea/Essential Question:

Colours and fonts:
Italic = not finished/discussed
Yellow = Special days
Green = Assessment
Blue = Knowledge and Understanding Assessment
Violet = EAL/LFS moments
Grey = Expert/Field Trip/Exit Point
Red = Reminders

	English (Blue Book) *LG: printed and stuck in Long date*	**Phonics & Spelling (Green Book)**	**EAL/Support**	**Maths (Yellow book)** *LG: On sheet or stuck in. Short date*	**IPC (Red book)** *LG: printed and stuck in Short date*	**Health and Wellbeing**	**Notes & Resources**
Week 1 25.8.25 25/26 Study Days		Baseline assessments	LFS: create language profiles Make class map display		**Brainwaves** Unit planning here		
Week 2 1.9.25 MTP & CO Due	POR Brainwaves Grammar Word classes Handwriting 1.puff, miss, buzz, bell	**Graphemes** ff, ll, ss, zz and ck **Year 1 CEW** a (stress emphasis), be (being), he, me, we, she, go, no, so, to, do, today, I, by, my					
Week 3 8.9.25 Big Write #1	**Look Up!** Unit Planning here 1. Response to illustration 2. Role on the Wall 3. Book Talk Grammar Word classes Handwriting 2. back, track, honk, think		Pre-teaching science vocab LFS: create Space word mat in different languages	**Fractions** Entry Point and KH 1.Intro to parts and whole 2.Equal and unequal parts Fluency Bee 1.Counting in 2s Skills & Consolidation Fraction game Fractions Bingo Mathletics	**Seeing The Light** Unit Planning here 1.Entry Point, KH and ETT 2.Art Task 1 3. Art Task 2		

Unit Planning (done in collaboration)

IPC

- All sections in the unit planning template to be completed at the start of each unit, with the exception of the sections Assessment and Action Opportunities and Tasks. These are optional.

English

- Complete at a minimum the sections: Title and Subjects (including the dates) and Learning Goals.
- All other sections are optional.

Maths

- Complete at a minimum the sections: Title and Subjects (including the dates) and Learning Goals.
- All other sections are optional.

Daily Planning

When completing the daily planning, this is the information you need to have either in Toddle or in the slides. Underlined parts need to be in Toddle.

- Learning Goal and Key Vocabulary (Learning Goal can also just be tagged in Toddle)
  LG: To…
  Key vocabulary
  ISH Value (if relevant) – IPC ONLY
  KSU Signposted – IPC ONLY

- Input
  What are you teaching?
  Possible misconceptions
  Questions you plan to ask
  Note and explain process (Research, Record, Reflect, Assess) – IPC ONLY

- Activities/Work
  What are the children going to be doing in the lesson/at the tables?
  Type of work – individual/pairs/group
  Opportunities for challenge and choice
  Note and explain process (Research, Record, Reflect, Assess) – IPC ONLY
- Inclusion
  EAL and LS (differentiation)
  What support/scaffolding will be in place?
  Key vocabulary support strategies and resources

- Resources (links)
  Worksheets
  PPTs/slides

- Teacher Notes (Optional)

Evidence of Learning

At ISH we promote a range of strategies to evidence learning. As mentioned above some learning is displayed on subject working walls, but there are other ways that children and teachers can show the learning taking place in the classrooms. Using a range of strategies facilitates our pedagogy that encourages all learners to engage with their learning.

Exercise Books

At ISH we all take pride in our learning, and this is reflected in our exercise books. Children should be able to explain the learning that is evidenced in their exercise books. This allows both teachers and children to reflect on learning to improve their learning further.

At ISH we have separate exercise books for the following subjects:

- English
- Phonics (Groups 1-3)
- Maths
- IPC

Books should be treated with care and pride; they are not to be drawn on and only contain work from the lessons. Name, Subject and Class (Milepost for IPC) should be written neatly on the front by the student or the teacher.

English

- Date (Monday 17th June 2024) and LG written and underlined with a ruler (Gp 4 – 7)
- Date (Monday 17th June 2024) and LG typed, printed and glued in books (Gp 2 – 3)
- All worksheets to be trimmed or folded before being glued in, sheets not to be sticking out (glued in straight and neat)
- Handwriting needs to be legible

Big Write

- All books to have the Big Write Book Cover on the front (trimmed and glued)
- Date (Monday 17th June 2024) and LG written and underlined with a ruler (Gp 4 – 7)
- Date (Monday 17th June 2024) and LG typed, printed and glued in books (Gp 2 – 3)
- Assessment sheet to be trimmed and glued in book, next to piece of work
- New books to be stapled to old books to show continuation of learning

IPC

- Date (17.06.2024) and subject name underlined with a ruler (Gp 4 – 7)
- Date (17.06.2024) and subject name typed, printed and glued in books (Gp 2 – 3)
- All worksheets to be trimmed or folded before being glued in, sheets not to be sticking out (glued in straight and neat)
- Title Page to show the unit name to start a new unit

All assessment documented in Assessment Books

- Children's self assessments for Key Skills of Focus
- Teacher assessment mark
- Evidence of task – optional but encouraged

Maths

- Short date (17.06.2024) and LG or Topic visible on each page (either written and underlined with a ruler or included on the worksheet)
- All worksheets to be trimmed or folded before being glued in, sheets not to be sticking out (glued in straight and neat)
- When writing straight into books, 1 digit per square

Toddle Learning Platform

Learning is also captured using Toddle. This platform is particularly useful to showcase learning that contains audio and/or visual elements. Toddle enables parents to see some of the learning happening in the classrooms.

Some examples of when Toddle provides evidence of learning:

- For children that are not yet fluent at reading or writing the recording ability of Toddle allows them to record their voice
- When learning is more immersive (for example when acting a part) it allows the full experience to be captured, including the visual and audio parts
- When learning has been done in a group context Toddle allows multiple learners to be included in one evidence of learning

Learning Walks

At ISH we also use learning walks to obtain evidence of learning. This is part of good practice in education following an AfL (Assessment for Learning) approach. Learning Walks are dual purpose.

- Held by the SL team to focus on school development areas and evidence of learning
- Held by teaching colleagues to inform each other of good practice strategies or to support personal professional development goals and so have a positive impact on learning

They are another way in which the subject leader team may evidence learning, especially learning that cannot be recorded in books or on Toddle.

Feedback and Marking

The method of delivery (written or verbal) is less important than ensuring that the principles of effective teacher feedback are followed.

Effective feedback is built on and continues to develop:
- pupil motivation
- self-confidence
- relationship with the teacher – trust
- ability of learners to receive information

Feedback should:
- be appropriately timed
- focus on moving learning forward
- be specific and target learning gaps
- focus on the task, subject and/or self-regulation strategies including the ISH values
- be accessible to the learners (verbal, written, symbols, etc.)

Teachers should:
- use formative assessment strategies to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)
- carefully plan for how pupils will receive and use feedback
- encourage learners to welcome feedback
- provide opportunities for learners to use feedback
- monitor if learners are using feedback

Learning Beyond the Classroom

Field Trips

The International School Haarlem encourages educationally appropriate field trips which reinforce the learning taking place in school. A number of parents are invited to join to ensure the safety of the children by having a manageable adult to child ratio.

Community Experts

At ISH we value our wider community and the skills, knowledge and interests they have. We tap into the expertise of our parents and community and invite them in as experts on a topic of learning. We have an active Parent Committee who we can approach to source experts amongst our parent community.

Home Learning

At International School Haarlem we believe in providing children with a balanced childhood. In line with research, we suggest the following home learning opportunities to help children regularly practise key foundational skills, while preserving time for the free play that supports healthy growth and development.

	Home Learning	Timings (min.)
Group 1 **Milepost 1 (Groups 2 and 3)** *50 minutes a week*	• Practise independently putting on jackets and shoes • Regular reading • Daily reading (and keeping track in provided reading record)	Reading: 10 per day (appr. 5 days a week)
Milepost 2 (Groups 4 and 5) *65 minutes a week*	• Daily reading (and keeping track in provided reading record) • Maths (fluency) • Optional: topic related project	Reading: 10 per day Maths: 5 per day (appr. 5 days a week)
Milepost 3 (Groups 6 and 7) *90 minutes a week*	• Reading Comprehension • Maths: Fluency and or Problem Solving • Weekly topic/ H&WB related activity (this could be single activities or long term projects)	Reading: 30 a week Maths: 30 a week Topic: 15-20 a week

EAL learners

We adapt home learning to the needs of our EAL learners (those new to English) and understand that their needs differ from the rest of the class. For example, new to English learners may not receive home learning activities at first, as not to overwhelm them. EAL learners also have the opportunity to complete tasks in their home language.

Timeline

Home learning is communicated with families via Toddle every Friday and is due the next week. Due dates are made clear in the Friday message.

Technology use

At ISH we try to keep a balance of online and offline learning. We respect that many families want to limit the screen time of their children so provide opportunities for practice both on and offline. All online practise is optional.

We provide access to the following platforms for optional extra practise:

- Numbots (Maths – Number Fluency)
- TTRS (Maths – Times Tables Fluency)
- Mathletics (Maths – Topic Related Exercises)
- EdShed (English – Spelling / Grammar)
- Read Theory (English – Reading)
- Taalblob (Dutch)
- Flash Academy (EAL)

Celebrations

We take pride in our international community and enjoy a diverse variety of cultures and perspectives. Whilst we would like to acknowledge the widest range of holiday dates and celebratory events, this is not always possible in school. We have identified whole school moments of celebration, days recognised by our host country and a weekly celebration of ISH values. Children are always encouraged to share days which are special to them in their classes.

Whole School Celebration Days

As a whole school, we celebrate days which are special to our host country. These celebrations also fall in line with our school calendar. Examples of these include Sinterklaas and King's Day. We also acknowledge the range of celebrations of our international community by having a day dedicated to winter celebrations and another dedicated to spring celebrations.

The Primary department joins the Secondary department to share Building Social Justice days. Whilst these days are not seen as celebratory in the fullest sense, they do aim to raise awareness of a matter of social justice and strive for personal empowerment and engagement.

Achievement Assemblies

The IPC Personal Goals are termed ISH values at our school. As a community they underpin our personal growth. At the end of every week, we celebrate a child from each class who has consistently demonstrated commitment to the identified ISH value. Children gather as a Lower or Upper Primary group in achievement assemblies to share the value and listen to teachers explain reasons for their choice of recipient. The child who is 'Star of the Week' receives a certificate highlighting the value and their teacher's reasons for celebrating. They also place a leaf on the ISH value tree. Our ISH value trees are a permanent display of how we live, grow and celebrate values in our community.

Parent Communication

At ISH, we value working in partnership with parents. We cultivate these partnerships by maintaining open and ongoing communication with families. We use ManageBac, Toddle and e-mail to facilitate communication between home and school.

We have active communication with parents for compliance reasons, e.g. attendance, absence and reporting. Additionally, we highly value communication about learning and proactively facilitate this at ISH.

Learning is shared in the following ways

- Sharing of curriculum overviews every 6-8 weeks
- Toddle messages highlighting class learning from the week
- Toddle posts sharing a child's learning with their parents
- Parent Newsletters
- Exit Points celebrating learning from each unit