



EV-S.1724

Learning and Teaching Policy

December 2025

EVEREST SCHOOL



EVEREST
SCHOOL



Learning and Teaching Policy EV-S.1724

Table of contents

1. Introduction
2. Objectives
3. Implementation of the curriculum
4. Teaching methodologies
5. Continuing professional development
6. Teaching Styles
7. Inclusive education
8. Student well-being an
9. Differentiation/Adaptationd support
10. Enrichment and support for learning
11. Planning and preparing lessons
12. Evaluation and Report
13. Review and Continuous Improvement
14. Classroom environment
15. Parent and Community Involvement
16. Monitoring of Teaching and Learning

Appendix : Teacher Standards



EV-S.1724 Learning and Teaching Policy

1. Introduction

In addition to the Curriculum Policy, which establishes the content, objectives, and structure of the subjects taught while ensuring that the curriculum is both adapted and aligned with national and international requirements, the Learning and Teaching Policy focuses on teaching methods and the interaction between teachers and students. It includes a variety of pedagogical approaches, differentiation to meet the individual needs of students, active learning strategies, as well as assessments and support for students with specific needs.

The Learning and Teaching Policy aims to create an inclusive, dynamic, and effective educational environment, emphasizing student engagement and academic success. It is based on several key principles:

- a. **Pedagogical Approaches:** Utilizing diverse methods such as direct instruction, collaborative, and project-based learning tailored to students' needs.
- b. **Differentiation:** Teaching is adjusted according to students' learning styles and levels, allowing each to progress at their own pace.
- c. **Active Learning:** Encouraging interactive strategies like projects and collaborative activities to actively involve students in their learning.
- d. **Assessment:** Continuous and formative assessments to monitor student progress and adapt teaching accordingly.
- e. **Student Support:** Implementing support measures for students with specific needs, ensuring equitable access to quality education.

2. Objectives

This policy aims to create a high-quality educational environment tailored to the needs of each student while upholding core values. It emphasizes inclusion, academic excellence, and the holistic development of students by promoting a personalized approach, pedagogical innovation, and continuous support to ensure the success and well-being of all.

- **Adaptation to All Students:** Teaching and learning are tailored to the ages, abilities, and needs of students, including those with special educational needs.
- **Respect for British Values:** The policy upholds the fundamental values of democracy, rule of law, individual liberty, mutual respect, and tolerance of different beliefs and religions and protected characteristics.
- **High-Quality Teaching:** Providing quality teaching to foster the success of all students, with regular assessments and adjustments based on school and subject development plans.
- **Broad and Differentiated Curriculum:** A balanced, relevant, and differentiated curriculum that supports students' academic, spiritual, moral, social, cultural, and physical development.
- **Personalized Approach:** A pedagogical approach tailored to each student, integrating technology in the classroom and effective teaching strategies.



EV-S.1724 Learning and Teaching Policy

- **Sharing Best Practices:** Encouraging the sharing of best practices through continuous training, the INSET program.
- **Clear and Regular Assessment:** Implementing a transparent assessment system with regular communication with parents.
- **Learning Resources:** Providing high-quality and imaginative resources.
- **Caring and Disciplined Environment:** Creating an environment conducive to effective learning.
- **Pastoral Support and Individual Guidance:** Establishing a pastoral support system and individual guidance to help every student reach their full potential.

3. Implementation of the curriculum

The policy outlines how the curriculum will be implemented in a structured yet flexible manner:

a. Pedagogical Differentiation

Pedagogical differentiation involves tailoring teaching to the individual needs of each student through flexible strategies that take into account different learning styles, abilities, and paces to provide personalized and effective instruction.

- **Content Adaptation:** Lessons are customized to meet individual needs by employing flexible strategies that address diverse learning styles, abilities, and rhythms.
- **Use of Varied Resources:** Diverse teaching materials, such as videos, educational games, supplementary readings, and digital tools, cater to visual, auditory, and kinesthetic learners.
- **Varied Teaching Approaches:** Depending on students' progress, teachers adapt methods, employing direct instruction, discussion groups, collaborative projects, or inquiry-based learning to promote active exploration and engagement.
- **Flexible Work Groups:** Teachers create tailored work groups aligned with learning objectives, allowing students to progress at a suitable pace and providing extra support where needed.
- **Continuous Assessment and Adjustment:** Differentiation includes ongoing evaluation of students' progress, enabling teachers to refine their approaches and ensure adequate support for every student.

b. Active Learning

Active learning places students at the center of their educational process, encouraging them to think critically, solve problems, and collaborate. Unlike passive teaching methods, it fosters an interactive approach where students actively participate in their learning. Key principles include:

- **Active Student Role:** Students take the lead in their learning, engaging actively instead of remaining passive.
- **Combination of Traditional and Interactive Teaching:** Practical activities such as discussions, debates, role-playing, and interactive technology enhance engagement.
- **Fostering Critical Thinking:** Active learning promotes critical reflection through analytical tasks and synthesis exercises.



EV-S.1724 Learning and Teaching Policy

- **Problem Solving:** Students tackle real or simulated problems, applying theoretical and practical skills to find innovative solutions.
- **Collaboration Among Students:** Collaborative activities, such as group projects and small-group discussions, encourage peer learning and social skill development.
- **Use of Technology:** Interactive tools make learning more dynamic and stimulating.
- **Continuous Monitoring and Feedback:** Teachers regularly assess student progress and provide frequent feedback to refine strategies and ensure success.

c. Integrated Learning

Integrated learning connects different curriculum subjects to help students understand relationships between them and their real-world applications. It encourages the integration of skills and knowledge across disciplines to solve complex problems and accomplish practical tasks.

- **Cross-Subject Connections:** Promotes an interdisciplinary approach where students explore how concepts from different subjects interact, creating cohesive and relevant learning.
- **Real-World Applications:** Enables students to apply their knowledge to practical situations, enhancing their understanding and the utility of subjects in daily life.
- **Interdisciplinary Projects:** Projects involving multiple subjects (e.g., designing a city model that incorporates science, math, art, and communication) address complex tasks.
- **Problem Solving:** Fosters critical thinking by tackling problems requiring creative, multidisciplinary solutions.
- **Transferable Skills:** Develops general skills such as communication, problem-solving, and critical thinking, applicable across fields.
- **Student Motivation and Engagement:** By linking learning to real-life contexts, this approach increases students' interest and engagement, helping them better understand the impact of their knowledge.

d. Inquiry-Based Learning

This approach emphasizes students' curiosity, encouraging them to ask questions, investigate, and explore topics in depth.

- **Definition:** Inquiry-based learning centers on students' curiosity, motivating them to pose questions, delve into topics, and seek answers, with guidance from teachers.
- **Fostering Curiosity:** Students are encouraged to observe their environment and ask open-ended questions, stimulating their interest and active involvement.
- **Inquiry Process:** The process involves three main stages: formulating relevant questions, researching diverse sources, and analyzing data to draw conclusions.
- **In-Depth Exploration:** Students explore topics in detail, following their logic through methods like experiments, interviews, and analysis.
- **Teacher's Role:** Teachers act as guides, directing students to appropriate resources and helping structure their research without directly providing answers.



EV-S.1724 Learning and Teaching Policy

- **Skills Development:** Students build critical thinking, problem-solving, collaboration, and communication skills, essential for academic and professional success.
- **Positive Outcomes:** This method fosters autonomy, motivation, and confidence, preparing students to become lifelong learners.
- **Practical Example:** A project on endangered species could engage students in investigating causes, proposing solutions, and presenting findings, using interdisciplinary skills.

4. Teaching methodologies

Teaching methodologies are a key element of educational success, providing a framework for delivering knowledge and developing students' skills. By incorporating diverse approaches tailored to the individual needs of learners, these methods aim to maximize their engagement, understanding, and progress. They reflect the fundamental principles of differentiation, active learning, subject integration, and inquiry, thereby creating an inclusive, interactive, and stimulating learning environment.

▪ Direct Instruction

This method relies on a structured delivery of concepts and essential content. The teacher plays a central role, clearly explaining topics to ensure a quick and effective understanding of the foundational knowledge necessary for students' learning.

▪ Collaborative Learning

In this approach, students work in groups, allowing them to exchange ideas, solve problems together, and develop social skills such as communication and cooperation. Each student learns not only the content but also from interactions with their peers.

▪ Project-Based and Inquiry-Based Learning

This methodology engages students in projects that require in-depth research, critical analysis, and the resolution of real-world problems. It fosters their natural curiosity, creativity, and ability to apply knowledge in practical contexts.

▪ Technology Integration

The use of digital tools, such as interactive whiteboards, tablets, and educational applications, makes teaching more interactive and engaging. It also broadens learning opportunities through simplified access to diverse resources and online information.

5. Continuing professional development

Continuous professional development for teachers is essential to ensure quality education and meet the demands of an ever-evolving educational environment. By providing regular opportunities for training, reflection, and sharing best practices, this process aims to enhance pedagogical skills, introduce innovative approaches, and foster teachers' professional growth. It helps create a dynamic and engaged educational community that is always ready to meet students' needs.

a. Everest School (EV-S) schedules INSET days for the professional development of teachers and school staff, aimed at improving the quality of teaching and learning. These sessions allow:

- **Adoption of New Strategies:** Discovering and implementing innovative teaching methods to meet students' needs.



EV-S.1724 Learning and Teaching Policy

- **Peer Exchange:** Sharing experiences, collaborating, and collectively reflecting on school objectives and challenges.
- **Sharing Best Practices:** Disseminating proven ideas to align practices and maintain high-quality standards.

b. Similarly, to strengthen the pedagogical and professional skills of teachers, **Everest School (EV-S)** organizes **Continuing Professional Development (CPD)** sessions through regular staff meetings throughout the school year, addressing the following:

1. **Adapting to Teachers' Needs:**
Topics are selected in consultation with teachers or from lesson observation feedback, to directly address their needs, concerns, and aspirations.
2. **Priority Themes for Teachers' Professional Development:**
 - ✓ Classroom management.
 - ✓ Differentiated teaching.
 - ✓ Integration of educational technologies.
 - ✓ Strategies to support students with special needs.
 - ✓ Formative assessment and progress monitoring.
 - ✓ Inquiry based learning.

c. Promoting Collaboration and Exchange Among Teachers

The administration encourages teacher collaboration through key initiatives:

1. **Peer Observation:** Organizing sessions to analyze teaching practices, followed by constructive discussions to share feedback and improvements.
2. **Working Groups:** Setting up regular workshops and team projects to develop shared teaching strategies.
3. **Recognition:** Valuing and acknowledging collaborative initiatives, supported by incentives such as training opportunities or leadership roles.
4. **Mentorship:** Developing a program where experienced teachers mentor their colleagues, fostering inter-level collaboration.

These initiatives establish a culture of exchange and collective learning, enhancing teaching practices and supporting professional development.

6. Teaching Styles

Teachers must adapt their teaching strategies to meet the diverse needs of students and promote an inclusive, dynamic, and effective learning environment. The key elements to consider are:

a. Promote Independent and Collaborative Learning

- **Independent Learning:**
Encourage students to think critically, manage their work, and solve problems independently.



EV-S.1724 Learning and Teaching Policy

- **Collaborative Work:**

Organize group activities, such as projects and discussions, to foster the exchange of ideas and develop social skills.

- **Knowledge Sharing:**

Provide opportunities for students to actively share their discoveries and assist their peers in their learning.

b. Positive Behavior Management

- **Motivating Approach:**

Use verbal encouragement, specific praise, and rewards to value students' efforts and achievements, according to the school's policy.

- **Use of Kinderpedia:**

Track and communicate positive behaviors using Kinderpedia, ensuring immediate and transparent recognition of students' efforts.

- **Positive Climate:**

Maintain a supportive atmosphere, encouraging students to give their best.

c. Relevant and Meaningful Themes

- **Link Subjects to Students' Experiences:**

Select topics that resonate with students' interests, culture, and everyday lives.

- **Real-World Context:**

Use concrete examples, real-life scenarios, or case studies to make learning more tangible and engaging.

- **Personalization:**

Adapt content to meet the specific needs of student groups, considering their cultural diversity and backgrounds.

d. Variety of Teaching Styles and Approaches

- **Diversity of Methods:**

Integrate varied strategies, such as interactive lessons, debates, simulations, and hands-on experiences, to capture the attention of all students.

- **Teaching Resources:**

Use a variety of tools, such as videos, educational games, digital apps, and written materials, to meet the needs of different types of learners (visual, auditory, kinesthetic).

- **Adaptation to Learning Styles:**

Identify each student's learning preferences and adjust activities to maximize engagement and understanding.

These teaching styles aim to make learning more effective, relevant, and inclusive, while also enhancing students' independence and social skills.

7. Inclusive education



EV-S.1724 Learning and Teaching Policy

The goal of this policy is to ensure inclusive education that allows every student to succeed, regardless of their specific needs or abilities. To address the diverse profiles of students, tailored teaching strategies are implemented. These strategies include differentiation in teaching, special support for students with educational needs, as well as assistance for non-native students. These approaches are designed to provide all students with the necessary resources for their development and academic success.

The key points to highlight are:

a. Differentiation in Teaching

Teaching is adjusted to meet the needs, abilities, and learning styles of students:

- **Varied Teaching Methods:** Different pedagogical approaches are used to ensure all students can understand and absorb the content.
- **Adaptation of Educational Goals:** Objectives are adjusted according to students' needs, while maintaining high expectations for everyone.
- **Differentiated Assessment:** Assessments are adapted to students' abilities, allowing them to demonstrate progress at their own pace.

b. Support for Students with Special Educational Needs (SEN)

Specific accommodations are put in place to help students with special needs access the curriculum:

- **Targeted Interventions:** Specialized teachers or teaching assistants provide additional support.
- **Classroom Adjustments:** Classroom spaces and teaching resources are modified to meet the needs of students.
- **Personalized Education Plan:** Individualized support is provided, with strategies tailored to students' needs and pace.

c. Support for Non-Native English Speakers

Non-native English-speaking students receive specific support to develop their language skills in the four key areas:

- **Speaking:** Activities such as group discussions, presentations, and role-playing are organized to improve oral expression.
- **Listening:** Students practice active listening through exercises and educational videos.
- **Reading:** Adapted reading materials and text comprehension strategies are implemented.
- **Writing:** Writing exercises are used to help students structure their ideas in English.

8. Student well-being and support

The policy places a particular emphasis on student well-being to ensure their academic and personal success. Here are the main areas of support and guidance:

a. Social and Emotional Learning

Social and emotional learning programs are designed to help students develop essential skills for their overall well-being. This includes:



EV-S.1724 Learning and Teaching Policy

- **Resilience:** Students will learn how to face challenges and bounce back from failures by developing a growth mindset and overcoming obstacles constructively.
- **Empathy:** The programs aim to strengthen students' ability to understand and share the emotions of others, thus contributing to a more respectful and harmonious school environment.
- **Conflict Management:** Students will be trained in conflict resolution strategies to better manage disagreements and learn how to work together peacefully.

b. Pastoral Support

Pastoral support provides a holistic approach to students' well-being, addressing their emotional and psychological needs. This includes:

- **Emotional Monitoring:** Teachers and educational staff regularly check in with students, offering a space to discuss personal concerns and quickly identifying any emotional or social difficulties.
- **Individualized Support:** Interventions can be put in place for students facing specific challenges, with close monitoring and additional resources to support them in their academic and personal journey.

c. Mentoring

Peer mentoring fosters solidarity and the development of a united school community. This program includes:

- **Guidance from Older Students:** Older students will have the opportunity to guide and support younger ones, offering practical advice on school management, interpersonal relationships, and academic success.
- **Strengthening the Community Bond:** Mentoring encourages the creation of camaraderie and mutual help within the school, contributing to an atmosphere of solidarity, inclusion, and mutual respect.

9. Differentiation/Adaptation

At Everest School (EV-S), we place differentiation and pedagogical adaptation at the heart of our educational approach. Our mission is to offer a well-planned, resource-rich, and structured program to support each student in their learning and development, while valuing their unique talents and cultivating their skills.

a. Fundamental Principle

Differentiation and adaptation aim to ensure that every student, regardless of their abilities or learning pace, benefits from tailored and stimulating teaching. All students have access to an inclusive program that meets their needs, allowing them to progress at their own pace.

This approach is based on collaboration between teachers, Key stage leaders, and SENCO.

- **Internal Resources:** Support from internal experts, such as the Key Stage leaders and SENCO is mobilized for targeted interventions.

b. Objectives of Differentiation

Differentiation and adaptation at EV-S aim to:



EV-S.1724 Learning and Teaching Policy

- Address various learning styles, abilities, and interests of students.
- Plan realistic and challenging goals to maximize progress.
- Optimize academic and personal outcomes by highlighting individual strengths.
- Make teaching, learning, and assessment more dynamic and interactive, with regular and constructive feedback.
- Early identification of specific needs or gaps, and respond with targeted interventions.
- Encourage sustained motivation and promote positive behavior in class.

c. Implementation of Differentiation

Our strategies include:

- **Adapting content and resources:** Programs and teaching materials are adjusted based on students' age, abilities, and specific needs.
- **Flexibility in the learning environment:** Pedagogical contexts alternate between individual work, pair work, small groups, or whole class to maximize engagement.
- **Diversification of approaches:** Teachers use varied techniques, such as differentiated questioning, tailored language, and flexible pacing.
- **Personalization of tasks:** The complexity and relevance of activities are adapted to students' skills and progress level.
- **Sequential planning:** Objectives are broken down into progressive steps, supported by assessment tools.
- **Continuous assessment:** Results are analyzed to refine teaching strategies and ensure measurable progress.

d. Expected Outcomes

Effective differentiation leads to:

- **Relevant and motivating teaching:** Students explore their potential through engaging and tailored learning.
- **Increased motivation:** Adapted challenges stimulate their interest and strengthen their perseverance.
- **Enhanced independence:** Students develop self-reliance and learn to collaborate effectively when needed.
- **Increased self-awareness:** Through self-assessment opportunities, students become more aware of their progress and areas for improvement.
- **High satisfaction:** Students experience a sense of accomplishment and personal gratification from their progress, motivating them to continue striving.

e. Commitment to Inclusion and Success

At EV-S, we firmly believe that every student deserves an environment where they feel valued, supported, and encouraged to do their best. This commitment ensures that our learners become confident, motivated individuals, ready to face the academic and personal challenges of their educational journey and beyond.



EV-S.1724 Learning and Teaching Policy

In summary, differentiation and adaptation at EV-S are not merely pedagogical tools, but a fundamental pillar in shaping independent, fulfilled learners who are ready to excel in a constantly evolving world.

10. Enrichment and support for learning

a. Objectives

- Ensure teaching is tailored to the specific needs of students.
- Optimize each student's potential through a collaborative and proactive approach.

b. Responsibilities of Teachers

1. Identify Specific Needs

- Identify students' specific needs (dyslexia, literacy issues, gifted students, etc.).
- Use assessment tools to track progress and detect difficulties early.

2. Collaborate with the SENCO

- Work together to develop adapted strategies, including Individual Education Plans (IEP).
- Define adjustments or targeted interventions.

3. Work with Teaching Assistants and Other Stakeholders

- Ensure clear task distribution aligned with learning objectives.
- Provide consistent and appropriate support for students.

c. Implementation

- **Varied Approaches:** Adapt methods and materials to different learning styles (visual, auditory, kinesthetic, etc.).
- **Flexible Groups:** Encourage targeted interactions in small groups.
- **Enrichment for Advanced Students:** Offer challenges, research projects, and critical activities.
- **Individualized Support:** Set up booster sessions and regular follow-ups.
- **Continuous Assessment:** Track progress and adjust learning plans.

d. Expected Outcomes

- Balanced, adapted, and motivating teaching for each student.
- Improvement in performance, motivation, and engagement.
- Promotion of an inclusive and empowering environment for all students.

11. Planning and preparing lessons

Teachers must structure their lessons thoughtfully and in an organized manner to ensure effective and targeted learning while addressing the varied needs of students.

1. Identification and Communication of Learning Objectives



EV-S.1724 Learning and Teaching Policy

- **Beginning of the Lesson:** Teachers must clearly explain the learning objectives to the students at the start of each lesson. This helps them understand what they will learn and why.
- **End of the Lesson:** A review of the objectives reinforces what has been learned and assesses whether the objectives have been met.

2. Identification and Communication of Success Criteria

- Teachers must share the success criteria at the beginning of each task or activity.
- These criteria serve as a guide for students to understand what is expected of them and to self-assess or ask for help if necessary.

3. Progression in Learning

- Lessons should be designed to allow each student to progress according to their needs and abilities.
- Differentiated activities, varied resources, and pedagogical adjustments should support this progression.

4. Clarity and Evaluation of Learning

- Each part of the lesson should have a clear objective and be followed by an assessment to check students' understanding.
- This may include questions, discussions, mini-tests, or observations during activities.

5. Clear Structure in Four or Five Parts

Lessons should follow a logical structure that guides students in their learning:

- **Learning Objectives:** Present the objectives at the beginning and revisit them at the end of the lesson to reinforce learning.
- **Starter Activity:** Begin the lesson with an engaging activity that captures students' attention, recalling prior knowledge or setting the context for the topic.
- **Modeling Activity:** The teacher clearly explains or demonstrates a skill, strategy, or concept while students observe, ask questions, and prepare to practice it.
- **Main Activity:** Students engage in a practical or collaborative activity where they apply what they learned during the modeling.
- **Closing Activity:** The lesson concludes with a summary or recap discussion, including a return to the learning objectives, a review of key concepts, and a quick assessment to check understanding.

6. Expected Impacts

- Students clearly understand the objectives of each lesson and the expectations.
- They progress effectively through planning tailored to their needs.
- Learning is structured, engaging, and assessable at each step.
- The clarity of the success criteria motivates students to actively engage in their learning.



EV-S.1724 Learning and Teaching Policy

- The closing activity reinforces understanding.

12. Evaluation and Report

Teachers must implement regular and systematic assessments of students, in accordance with the school's assessment policy. This assessment helps identify progress, support development, and adjust teaching according to the students' needs.

1. Regular Assessment of Student Work:

Teachers frequently assess student work using the tools and methods defined in the school's assessment policy. This regular assessment includes both formative assessments (quizzes, discussions, group work, etc.) and summative assessments (end-of-term or end-of-year exams).

2. Analysis of Assessments:

The analysis of results guides teaching, identifies students' strengths and weaknesses, and allows for necessary actions to support their progression. Teachers use this information to adjust their teaching methods and ensure that each student progresses at their own pace.

3. Learning Objectives and Progress Monitoring:

Based on school-wide baseline tests, teachers ensure that students are working to their full potential by setting clear goals for each of them and regularly monitoring their progress. Students' progress is closely tracked and communicated to parents either during progress evaluations or in detailed written reports.

4. Communication of Results:

Teachers regularly inform parents and relevant staff about students' progress or gaps. Each student is individually assessed at mid-term, and their progress is reported in detail. This allows parents to closely monitor their child's progress.

5. Student Performance Database:

Teachers contribute to a central database that compiles the performance of students across all grades and subjects. This enables tracking of overall trends and identifies areas that require special attention.

6. Assessment for Learning:

Assessment is an ongoing, formative process designed to support student learning rather than merely measure it. It includes several types of assessments:

- **Regular Formative Assessments:** Teachers will use quizzes, class discussions, group work, and homework to assess students' understanding and adjust their teaching accordingly.
- **Summative Assessments:** End-of-term or end-of-year assessments serve to evaluate students' overall progress.
- **Feedback:** Constructive feedback will be provided to help students understand their strengths and areas for improvement.
- **Self-Assessment:** Students will be encouraged to reflect on their progress and set personal learning goals.



EV-S.1724 Learning and Teaching Policy

13. Review and Continuous Improvement

The policies and teaching practices at Everest School will be subject to regular review to ensure their effectiveness and adaptation to the needs of students and the evolving educational sector. This review process involves feedback loops, continuous curriculum evaluation, and constant adaptation to the changing needs of teaching and learning.

1. Feedback Loops:

To assess the effectiveness of teaching practices, feedback mechanisms will be implemented. These mechanisms include:

- **Student Surveys:** Regular surveys will be conducted with students to gather their opinions on teaching methods, course content, and their overall experience. The results of these surveys will help better understand the needs and expectations of the students.
- **Parent Feedback:** Questionnaires or interviews will be organized with parents to gather their perspectives on the quality of teaching and the educational resources provided. This will involve parents in the continuous improvement process.
- **Teacher Feedback:** Teachers will have the opportunity to share their experiences and express their training or support needs, based on their classroom teaching experience.

2. Curriculum Review:

The curriculum will be regularly reevaluated to ensure it remains relevant and aligned with best educational practices. This review will focus on several aspects:

- **Updating Content:** Teachers and educational leaders will review the content being taught to ensure it aligns with the latest discoveries in the relevant fields of study and academic requirements.
- **Alignment with Learning Objectives:** The curriculum will be compared to the learning objectives of each subject to ensure it allows students to achieve the targeted skills and knowledge for each grade level.
- **Evolution with International Standards:** The curriculum will also be adjusted according to international teaching standards and best practices, as well as the requirements of external exams such as those from Cambridge.

3. Adaptation to Changing Needs:

The pedagogical approach will be adjusted based on several factors:

- **Recent Educational Research:** The educational team will keep up with advancements in pedagogy to integrate innovative, evidence-based teaching methods to best meet the students' needs.
- **Technological Innovations:** The use of new technologies will be strategically integrated to enhance learning. This includes the integration of interactive digital tools, educational platforms, and online resources.
- **Feedback from Stakeholders:** Information gathered from students, parents, and teachers will serve as a basis for adjusting teaching practices, considering changes in students' expectations, society, and the job market.



EV-S.1724 Learning and Teaching Policy

14. Classroom environment

Everest School (EV-S) ensures that creating a positive and conducive learning environment is a priority:

- **Safe and Supportive Atmosphere:** Teachers will foster an environment where students feel free to express their ideas, ask questions, and make mistakes without fear.
- **Respect and Discipline:** Mutual respect and adherence to school rules will be encouraged to maintain a harmonious atmosphere in the classroom.
- **Interactive Learning Spaces:** Classrooms will be designed to promote active student engagement with resources, interactive tools, and flexible arrangements to cater to different learning styles.

15. Parent and Community Involvement

Collaboration between the school, parents, and the community is essential for student success.

Together, they create a supportive and enriching learning environment, which enhances the quality of education and the well-being of students.

1. **Parental Involvement:** The school encourages regular communication with parents to keep them informed about their children's progress and involve them in their educational journey.
 - ✓ **Regular Reports:** Parents receive information about their children's performance, progress, and areas for improvement.
 - ✓ **Parent-Teacher Meetings:** These meetings provide an opportunity to discuss progress and strategies for supporting learning at home.
 - ✓ **Online Platforms:** Parents can track assignments, assessments, and school activities in real-time, ask questions, and provide feedback.
2. **Community Partnerships:** The local community contributes to enriching the students' experience by offering opportunities for practical and cultural learning.
 - ✓ **Collaborations with Local Businesses:** Businesses can participate in educational projects, organize visits to help students explore the professional world.
 - ✓ **Cultural Organizations:** Partnerships with museums and theatres help broaden students' cultural and creative horizons.
 - ✓ **Public Institutions:** These partnerships enhance learning with additional resources and promote student engagement in community projects.
3. **Creation of a Collective Learning Environment:** The collaboration between the school, parents, and the community creates an environment where all stakeholders are engaged in the success of students, emphasizing cooperation and social engagement.
4. **Role of Parents as Learning Partners:** Parents are encouraged to support their children's learning at home, actively participating in their education and using the educational resources provided by the school.

16. Monitoring of Teaching and Learning



EV-S.1724 Learning and Teaching Policy

At Everest International School, senior leaders closely monitor the standard of teaching and learning to ensure high-quality provision across the school. This is achieved through a structured cycle of termly lesson observations, regular learning walks, weekly monitoring of teachers' planning, and systematic book scrutinizes to review pupils' progress and the impact of teaching. The outcomes of these monitoring activities are used to identify strengths, areas for development, and targeted professional support. All findings are reported to the Governing Body, providing clear oversight and accountability, and they directly inform teachers' performance management processes, ensuring that staff development is closely aligned with school improvement priorities and improved outcomes for pupils.

Reviewed by	Date of Review	Signature
Rachel Lloyd Headteacher	16/12/2015	
Reviewed by Governing Body	Anas Afkir	



Appendix : Teacher Standards

Preamble

Teachers are responsible for the academic success of their students and must meet the highest standards in their work. They are expected to act with integrity, keep their teaching skills up to date, and build positive professional relationships by working closely with parents.

1. Set High Expectations

Teachers must create a safe and motivating environment, set ambitious goals for all students, encourage progress, and adjust teaching based on the students' abilities and knowledge.

2. Subject Knowledge and Curriculum

Teachers must have a strong command of their subject, correct misunderstandings, and promote high literacy standards. They should also stay informed about pedagogical developments and best teaching practices, particularly in reading and mathematics.

3. Planning and Teaching

Lessons should be well-structured, aiming to impart knowledge, foster a love of learning, and promote curiosity. Teachers should reflect on the effectiveness of their teaching and adjust their methods accordingly.

4. Differentiating Instruction

Teachers must differentiate their teaching to meet the varied needs of students, including those with special educational needs. They should also recognize barriers to learning and use appropriate strategies.

5. Use of Assessment

Formative and summative assessment should be used to monitor students' progress, set objectives, and plan next steps. Feedback to students must be regular and constructive.

6. Behavior Management

Teachers should establish clear rules, promote respectful behavior, and use a range of consistent disciplinary strategies. They must maintain appropriate authority and manage classrooms effectively.

7. Wider Professional Responsibilities

Teachers should contribute to school life, build effective professional relationships with colleagues, participate in professional development, and communicate with parents about the well-being of students.

8. Personal and Professional Conduct

Teachers must maintain high standards of personal and professional conduct, respecting students' dignity and safeguarding their well-being. They should be tolerant, respect British values, and act in accordance with the school's policies and legislation.