Curriculum, Teaching and Learning Policy

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all faculty and staff to ensure that they are following the current version.

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Agreed by:

Head of School	Chair of the Board
Bryan Nixon	David King
01 November 2025	01 November 2025

1. Introduction

TASIS England is a school characterized by academic excellence, broad and inclusive pastoral care, and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment that celebrates individual strengths and talents and that allows students to develop the confidence, motivation, and personal growth that are the hallmarks of our school. We believe all children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes which underpin success in education and employment.

The school's purpose is to realize its core values. We believe that every learner has the gift of innate curiosity that we can nurture into life-long learning. We also believe that all our learners can develop the ability and confidence to flourish and become who they truly are. Building a vibrant, joyful, and healthy community of principled, open-minded, and compassionate individuals is why TASIS England exists. Our Curriculum revolves around a shared definition of learning that is expressed in the school's Mission, Commitments, and Outcomes.

In accordance with best practice and, where appropriate, regulatory requirements, it is our school policy to ensure that we supply:

- Full time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- Subject matter appropriate for the ages and aptitudes of students, including those students with an Education Health Care Plan (EHCP)
- Speaking, listening, literacy and numeracy skills
- Personal, social and health education which reflects the school's aims and ethos
- The opportunity for all students to learn and make progress
- The promotion of fundamental British values to all our students
- Adequate preparation of students for the opportunities, responsibilities and experiences of adult life.

2. Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Head of School. The Board reviews this policy and its associated procedures within its established review cycle, including implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. For the purposes of this document, the term "Board of Directors" is deemed to have the same meaning as "Proprietor" in accordance with the ISSR and is used interchangeably.

3. Mission

TASIS England nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded, and compassionate member of a global community.

Commitments - We realize our values through our passion as educators and the following commitments:

- **Pathways** – We promote multiple pathways for each learner throughout our school environment, our programs, and our community. Our commitment to nurturing intellectual curiosity prepares each learner for the opportunities and challenges of the future.
- **Engagement** – We encourage continuous personal growth through active engagement and a desire to seek and learn from experiences. Through a balance of support and challenge, students flourish as creative, reflective, and resilient owners of their learning.
- **Connections** – We foster connections and collaboration in our community of learners by cultivating supportive relationships and celebrating the unique contributions of each member.

Outcomes:

- **International-Mindedness** – The school promotes the exploration, communication, and celebration of diversity. Being curious and open-minded to the richness of perspective within our global community creates a desire to flourish through action and service.
- **Service Leadership** – The school fosters empathetic, compassionate, and principled individuals who take responsibility for sustaining healthy relationships with themselves, their families, their communities, and their environment.
- **Life-long Learning** – The school cultivates curiosity, exploration, and discovery, emboldening individuals to embrace a culture of learning and celebrate the journey of continuous development toward personal fulfillment.

4. Curriculum Stages

TASIS England provides education for Students aged 3-18 which are sequenced into four main sections:

The Early Years (PreK)

The Early Years program, which in our school covers the development of children between the ages of three and five years, is based on topics and skills from the Core Knowledge Sequence™ and AERO (American Education Reaches Out) Standards. Children in our Early Years Program learn in a rich and stimulating environment which fuels enthusiasm for learning and social development. Child-centered learning is at the heart of what we do and we recognize that a young child's development, learning, and play are holistic. The main goal of the program is to provide each child with a sound educational foundation, while also ensuring that they develop a sense of responsibility, independence, compassion, fairness, and respect for self and others. Please see our Early Years page on the website for more details.

Kindergarten to Grade 4

K to Grade 4 is aligned with the AERO (American Education Reaches Out) Standards which include Next Generation Science Standards and Common Core Math and English Language Arts Standards. These standards challenge students to develop key skills which will transfer to multiple learning experiences. Our content-rich curriculum draws on topics from the Core Knowledge Sequence™ and exposes students to people, places, and literature from around the globe. Students develop a respect and love for learning while acquiring the strong basic skills and knowledge that they will need to continue their own education. Students are active participants in their learning journeys. They develop the skills necessary to reflect on their learning, provide feedback to others, and set goals. It is our intention to offer a full and well-rounded program in academic subjects and the creative arts. The curriculum is traditional yet innovative and is supplemented by a variety of social and cultural activities. Please refer to our Kindergarten to Grade 4 Academic Page for more details.

Grades 5 to 8

Students in Grades 5 to 8 need a structured and caring environment in which to make sense of their "new selves". We have high expectations for students, both academically and personally. The curriculum and the environment of Grades 5 to 8 are designed to support the academic, emotional, physical, and social growth of students within a structured and caring framework. The major goals of the academic program are to teach students to question, to encourage divergent opinions by considering alternatives to stereotyped patterns of thinking, and to encourage students to pursue independent research of thought-provoking issues, culminating in individual rational judgments. Academically, students are expected to master skills and content, to become more inquisitive and analytical, to develop research and technology skills, and to organize and present their learning in verbal, written, and digital forms. Socially, students are expected to become more tolerant and understanding of others and of the larger world around them, to gain greater respect for themselves and for others, and to participate actively in the community. Please refer to our Grade 5 to 8 Academic Page for more details.

Upper School (Grades 9-12)

The Academic Program is an essential piece of the TASIS England educational experience. Dedicated to helping lead young people into an increasing awareness of their individual capabilities, the program provides students with a balanced, college-preparatory education that is challenging and rewarding. Within this framework, the curriculum embraces the verbal disciplines of English, History, and Foreign Languages, the analytical rigor of Mathematics and Science, the aesthetic appeal of the Arts and Humanities, and the related challenges of physical education and sports/activities. The faculty is dedicated to providing an environment for learning that encourages all students to grow in body, mind, and spirit during their years at TASIS England. Students immerse themselves in a broad and demanding program of study either within a rigorous American college preparatory curriculum that is supplemented by Advanced Placement courses and English-as-an-Additional-Language courses or through the International Baccalaureate diploma program. Please refer to our Upper School Academic Page for more details.

In addition to our school sections, we would also refer you to our website with particular reference to information on:

- International Baccalaureate Diploma
- Advanced Placement Program
- University and College Counseling
- TASIS England Libraries for PreK-Grade 8 and Upper School
- Learning Support – Special educational Needs (SEN) Policy and Procedures
- EAL Handbook
- Counseling Handbook
- Language Policy
- Information Technology
- The Center for Innovation

5. Knowledge, Skills, and Understanding:

When we are teaching, we focus on motivating all children and on building on their knowledge, skills, and understanding of the curriculum so that they might extend their horizons of achievement. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, and disability. We strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion. TASIS England ensures that the curriculum within PreK-Grade 8, and Upper School offers all students experiences in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. While the following is not intended to be prescriptive in the way TASIS England organizes its curriculum, it does illustrate the expected experiences provided by our school in the following areas:

Linguistic/Communication/Literacy

TASIS England is concerned with developing our students' communication skills and increasing their command of language through listening, speaking, reading and writing. We also teach a range of other languages, celebrating the diversity of the cultures at TASIS England, and in specific classes, the teacher may use a language other than English as the main medium of instruction. Further details about language development at TASIS England can be found in the Language and EAL Policy.

Mathematical/Numeracy

We help our students to not only make calculations but also to understand and appreciate relationships and patterns in numbers and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics and numeracy are developed in a variety of ways, including practical activity, exploration, and discussion.

Scientific

TASIS England is concerned with increasing our students' knowledge and understanding of nature, materials, and forces and with developing the skills associated with science as a process of inquiry: for example, observing, forming hypotheses, conducting practical experiments, and recording findings.

Technological

TASIS England teaches students about the types of technology that we interact with in our everyday lives and how to use this safely and responsibly. Students are also taught how to create and use technology for specific outcomes, such as coding and operating both software and hardware. TASIS England recognizes the impact of emerging technological skills, which includes the use of information and communication technology (ICT) with focus on promoting online safety throughout our curriculum. Please also refer to our Online Safety Policy and its associated documents for more information.

Human and Social

TASIS England is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. We celebrate our diverse range of cultures at TASIS England and we teach our students about how different cultures and traditions have shaped the world we live in today.

Physical

TASIS England aims to develop our students' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative

TASIS England aims for all students to engage in artistic endeavors to promote creativity and to offer new and alternative routes of inquiry and expression, whether this be through theater, visual arts, music, design, or photography.

Approaches to learning

Throughout their academic program, students are given developmentally appropriate opportunities to develop research, higher-order thinking, communication, self-management, and social skills.

6. Classrooms and Learning Environment

Our teachers work to foster strong relationships with students in their classes.. We recognize that they are all individuals with different needs, and we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We have a wide range of learning environments at TASIS England, with both indoor and outdoor spaces. Our school learning environments have been appropriately risk assessed to ensure that they are as ecure as possible, whilst meeting the needs of our students. We continually review our classroom facilities and resources to ensure that they are of suitable quality, accessible to all and appropriate to support students' learning. We also regularly review resources to ensure that they do not discriminate against the protected characteristics set out in the Equality Act 2010.

7. Homework

We recognize the importance and value of homework as an extension and consolidation of classwork. Homework can also stimulate creativity, critical thinking, and the awareness that learning can take place outside of the classroom. Homework assignments can be varied in line with the competency of the student. However, scope for this is limited by the nature of the courses in which outcomes are similar for all members of a class. Please see Sectional Homework Policies where applicable

8. One-to-one university counseling

We assist Upper School students as they research and apply to the institutions that best fit their educational and career aspirations. TASIS England graduates gain acceptance to a range of prestigious universities in the UK, the US, and worldwide. More information can be found on the University and College Counseling page of the TASIS England Website.

9. Educational Visits

The curriculum offers a series of educational visits that deepen the students' understanding of the world around them. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. These include both day and residential visits that relate to our curriculum. When we plan to take students out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents and guardians are informed, and their permission is obtained before the visit takes place.

10. Co-curricular Activities

The school has an extensive program of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all students. The program of activities is designed to ensure that students of all needs and abilities will have access to a wide range of co-curricular opportunities. All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists.

11. Spiritual, Moral, Social and Cultural Development (SMSC)

Through the curriculum and co-curriculum, we nurture the spiritual, moral, social, and cultural development of each student as well as their intellectual and physical growth. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared inquiry; while developing their individual potential and qualities of character so they can make a positive contribution to the world. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In doing so we positively promote British values.

In addition, our school:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity
- enables students to gain insights into the origins and practices of their own cultures and into those of the wider community
- takes steps to ensure the students appreciate racial and cultural diversity and avoid and resist racism, and
- ensures that students are able to understand and respond to risk, for example risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety
- enables students to develop their self-knowledge, self-esteem and self-confidence, especially through taking on responsibilities in school and through taking vocational examinations, as well as taking part in performances of Music, Dance and Drama, both in-house, in local theaters and competitions
- encourages students to accept responsibility for their behavior, show initiative and understand how they can contribute to community life
- provides students with a broad general knowledge of public institutions and services in England
- assists students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and

- precludes the promotion of partisan political views in the teaching of any subject in the school.

For more details on how our school promotes SMSC and prevents extremism, please see our: *SMSC* and *Preventing Extremism and Radicalization* Policies.

12. Personal Social, Health and Economic Education (PSHEE)

Our PSHEE curriculum reflects the school's aim and ethos in that it promotes students to be confident, open-minded and compassionate individuals, who can flourish in a global society. Our PSHEE Curriculum fundamentally encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. (These include Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.) This program rests with the Heads of PreK-Grade 8, and Upper School along with the Director of Pastoral Care. Within our PSHEE Program, we enable students to develop an understanding of community service and what it means to take their place within the modern society. It is noted that the promotion of partisan political views in the teaching of any subject in the school is forbidden by law and teaching remains impartial. Political issues are introduced in a number of courses and are presented in a balanced manner. Please refer to our PSHEE Policy.

13. Relationships and Sex Education (including Health Education)

Relationships and Sex education is guided by moral principles and students are taught to recognize the values of family life and the range of relationships which they develop. The policy for the school's Relationships and Sex Education is available to parents. It has regard for the government's statutory guidance on Relationships and Sex Education. In accordance with the statutory guidance the biological aspects of human reproduction remain compulsory for all students. Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Head of School to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

14. Children With Additional Educational Needs

Here at TASIS England, the term "additional educational needs" refers to students who experience special educational needs, such as a specific learning difficulty, and also those students who require instruction in English as an additional language (EAL). We are committed to providing students who require additional support, due to specific learning difficulties and other impairments to learning such as ADHD, with resources and teaching to ensure their needs are taken into account. For students with specific educational needs, there are learning resource facilities with dedicated learning support teachers for PreK-Grade 8 and Upper School. Please see the Learning support SEN Policy and Procedures, and Language & English as an Additional Language Policy.

15. Children with Special Educational Needs and Disabilities (SEND) - Inclusion within the Curriculum

Our curriculum is well planned for each age group and key stage and ensures that our students are able to acquire knowledge and understanding, develop and practice new skills, and make progress in a range of areas of learning. We design our curriculum to ensure that it is as broad as possible, well balanced and covers all the required areas of learning. If we think it necessary to provide accommodations or reasonable adjustments to meet the needs of individual students, then we will assess the level of need with parents. If a child has a special educational need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special educational needs, this is referred to the Head of Section who seeks appropriate advice. We not only provide additional resources for children with learning differences and disabilities but, where appropriate, we use these resources with all our students as they can often benefit from them. Students with identified special educational needs will be provided with an individual learning program (IEP) which is reviewed on a regular basis. The provision in this respect is coordinated by the Sectional Learning Support Teachers. We recognise that the school has limitations in what it can offer regarding support and that the needs of some students may be beyond the level of service that TASIS England is able to offer.

15.1. Where an enrolled student exhibits a special educational need, the school will meet with parents on a regular basis to see how we can work together, involving other agencies if appropriate and setting targets to support their child's progress. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that students are not placed at a substantial disadvantage when compared to students who may not have a special educational need. Teaching and learning is **appropriately** modified for students with disabilities. For example, they may be given additional time to complete certain activities or additional resources. It is possible that some students cannot be accommodated at TASIS England due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

16. English as an Additional Language (EAL)

At TASIS England, our pupils speak a wide variety of languages. As such, we are committed to providing students with English as an additional language the necessary support to fully access our curriculum. English language learners will be assessed by the appropriate section and supported in line with their WIDA level. Further details about language development at TASIS England can be found in the Language and EAL Policy.

17. How our school actively promotes fundamental British Values

TASIS England achieves this objective through Intercultural learning, which is the acquisition of knowledge and understanding through an awareness of one's own culture, engagement with other cultures and perspectives, and explorations into local and global issues, all of which enable learners to interact and communicate in appropriate and effective ways in intercultural situations. We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities, and through interactions with teachers and other adults for our students.

Our range of artistic, sporting and other cultural opportunities available to students through the curricular and extra-curricular program, enables opportunities for their participation. We plan our personal, social and health education and citizenship through advisories, assemblies and morning meetings to help our students acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting British values can be seen across the school, including our school website, Prospectus, and other documentation. Routine monitoring of the British Values agenda is carried out by the Heads of Section in liaison with the Head of School.

We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our unit plans (schemes of work) and other resources which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school and the local and wider communities.

In our school we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared inquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE also makes a strong contribution. Additionally, we ensure the following does not occur at our school:

- including material in lessons which promotes non-democratic political systems rather than those based on democracy, whether for reasons of faith or otherwise
- teaching that the requirements of religious law permit the requirements of English civil or criminal law to be disregarded
- lessons that suggest to students that all religions are wrong and that therefore those who follow them are not worthy of respect, and
- curriculum that undermines the fundamental British values of democracy, the rule of law, individual liberty,

and mutual respect and tolerance of those with different faiths and beliefs.

18. Effective Teaching

The most important role of teaching at TASIS England is to promote learning and to raise students' achievements. Teaching includes lesson planning, the implementation of plans, marking, assessment, and feedback. It also includes support, intervention and extension strategies. In assessing the quality of the teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every student. Effective teaching is defined in the TASIS England Professional Teaching Standards.

19. Effective High-Quality Learning

This is the acquisition of skills and knowledge that results in the individual transformation and growth of each learner. High-quality learning is achieved when:

- learning takes place in a safe, nurturing environment that encourages creativity, curiosity, and independence
- learning is transferable, skills and conceptual understanding can be applied within multiple contexts
- learning involves inquiry, critical thinking, feedback, and reflection, and
- learners have ownership of the process and are able to articulate what they are learning and why they are learning it.

We ensure the best possible environment for learning by developing a positive atmosphere in which all students feel safe and feel they belong, in which they can access appropriate resources, and in which they enjoy learning because they know the challenge will have been set at the right level. All teaching is structured to maximize learning opportunities and progress, with the end goal of ensuring students can function properly as adult citizens and are able to engage with public institutions and society at a local, national and international level. Lessons are planned in accordance with the following principles:

- the teaching should build on previous learning
- it should give students the 'big picture' of the lesson
- the teacher should explain the learning objectives and explain where they are on their learning journey
- the lesson should use a range of appropriate resources so that all students can access the learning
- it should allow opportunities for the students to build up their own understanding through various activities
- it should allow opportunities for the students to review what has been learnt
- it should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies
- the teaching should indicate what the next step in the learning journey will be.

19We offer opportunities for students to learn in different ways. These may include investigation and problem solving, research, group work, pair work, independent work, whole-class work, asking and answering questions, use of ICT, fieldwork and visits to places of educational interest, to musical or recorded material, and debates, role-plays, and oral presentations. We also encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We also recognize that some students may have other particular needs such as Looked After Children or those who perform a caring role at home as Young Carers. TASIS England carefully considers what additional actions may be required to ensure these students receive the support they need to achieve whilst taking into consideration the impact of their needs and/or caring responsibilities.

20. Effective Assessment

Assessment and feedback are an integral part of the learning process. This includes both assessment of learning and assessment for learning. We are concerned with learning outcomes, and continuous assessment is integral to this process, which includes:

- well-understood learning objectives that are shared with the student
- sharing or creating learning outcomes with the students to make them partners in their learning

- effective teacher questioning, observations of learning, and analyzing and interpreting evidence of learning to inform future planning
- sensitive and positive feedback to students, and
- students understanding how well they are doing against the success criteria and how they can improve.

We also ensure that our assessment framework for student performance is evaluated by reference to our own school aims as provided to parents and, where appropriate, by external assessments such as NWEA MAP Growth, Advanced Placement, and International Baccalaureate Diploma examinations which allows the school, parents and outside agencies to compare our student data against national or international norms. For more details, please refer to our TASIS England Professional Teaching Standards and Assessment and Reporting Policy.

21. Effective Planning and Preparation

We use the school curriculum to guide our teaching. This sets out the aims, objectives, and values of the school and details what is to be taught to each grade level and subject. We base our planning on our knowledge of the students' levels of attainment. Teachers make on-going assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our focus is to develop further the knowledge and skills of the students. Therefore, we plan to ensure that tasks are appropriate to each student's level of ability. Effective planning and preparation is defined in the TASIS England Professional Teaching Standards.

Therefore, we plan our lessons with clear learning objectives. Our lesson plans contain information about the learning objectives, the planned learning activities, the resources needed, and the way in which we assess the children's learning.

22. Remote Learning – Curriculum Provision

In instances where TASIS England is unable to provide on-site education to groups or all of our students, we may provide a remote curriculum. This would happen only in extreme circumstances and only when the school's operations have been affected to the point that it must close.

23. Monitoring the implementation of our Curriculum and measuring its impact

The Head of School is responsible for monitoring the implementation of the school curriculum and is supported by the work of the Head of PreK-Grade 8, and Upper School. Heads of Department and Curriculum Coordinators monitor the way subjects are taught throughout the school. They examine long and medium-term planning to ensure that appropriate teaching strategies are used. They provide strategic leadership and direction, offer support and advice to colleagues, monitor student progress in specific subject areas or activities, provide efficient resource management, oversee subject- and/or faculty-level data collection and tracking, and source partnerships with outside agencies as appropriate.

24. Expectations of Faculty

Faculty are expected to develop the curricular aims by:

- using assessment data to drive instructional decisions.
- creating and maintaining a safe and collaborative learning environment that values respect, tolerance, diversity, and equality
- managing classroom procedures and transitions
- managing student behavior effectively and sensitively
- listening thoughtfully, respectfully, and responsively to individual learners
- nurturing intellectual curiosity
- establishing a culture of learning, inquiry, and critical thinking

- motivating students to take risks, challenge themselves, and claim ownership of their learning
- supporting authentic student leadership roles and encourages collaboration among students
- motivating students to persist in the face of challenges by communicating a belief in their ability to achieve and work hard
- fostering independence
- emboldening personal responsibility
- encouraging students to reflect upon learning and builds this reflection into the lesson
- supporting students in setting and monitoring attainable goals, and
- challenging students how to be globally competent and internationally minded.

Integral to this process are the professional responsibilities of Faculty, which includes:

- committing fully to school life outside the classroom, including but not limited to the residential program, advisor program, after school activities, and sports
- assisting the Head of School through words and actions to help the school realise its Mission
- consistently contributing relevant ideas and expertise to planning and decision making at the school, section, department, and/or grade level
- maintaining accurate, timely, and up-to-date records with regards to students learning and non-instructional duties
- demonstrating sound judgment reflecting integrity, honesty, fairness, and trustworthiness
- reinforcing the school's rules, and policies
- contributing to a healthy learning and supportive community with teaching and non-teaching colleagues by sharing knowledge, resources, and insights openly and energetically
- engaging in positive relationships where civility, trust, and respect are consistent guides
- participating in teaming, coaching, and classroom observations to model and give feedback to colleagues
- contributing collaboratively to the growth and development of the curriculum
- regularly using two-way communication with families about student performance and learning and responds promptly and professionally to communications from families, and
- always communicating respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.

25. Communication with Parents and Guardians

Parents and guardians have a fundamental role to play in helping children to learn. Teachers and administrators provide advice to parents about the progress of children in their studies at school. We do all we can to inform parents and guardians about what and how their children are learning by:

- holding parents' Sectional Updates/Informational Evenings to explain our school strategies
- holding parent conferences to review the progress of each child
- sending regular reports to parents and guardians in which we explain the progress made by each child and in which we indicate how the child can improve further
- explaining to parents and guardians how they can support their children, and
- being available through email correspondence and telephone communication.

25.1. We believe that parents and guardians have the responsibility to support their children and the school in implementing school policies. We expect parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible
- do their best to keep their child healthy and fit to attend school

- inform us if there are matters outside of school that are likely to affect the child's performance or behavior at school, and
- promote a positive attitude towards school, staff, and learning in general.

26. Transition Support

We ensure all children are prepared for their transition into the next academic grade and school section. We have a transition day each end of year, where children spend the morning with their new teacher. The transition program from PreK-Grade 4 and Grades 5-8, has been developed to allow for regular engagement of Grade 4 students with Grades 5 to 8 faculty, operations and curriculum to ensure a smooth transition. Students who are joining from other schools can attend a taster lesson with most of Grades 5 to 8 staff.

A transition program from the Middle to the Upper School is operated in the final quarter. Students in Grades 5 to 8 and their parents receive information, presentations, taster sessions and course selection meetings with the Academic Dean and Head of Upper School to ensure they are prepared to transition to Grade 9.

27. Careers Guidance

At TASIS England we provide explicit, age-appropriate careers guidance to all students in Grade 6, 7, 8 and above. This includes careers support along with guidance on further and higher education. Our careers education enables pupils to make informed choices by understanding their strengths and weaknesses and how their interests can relate to the world of work, exploring different careers and opportunities. We also support students to understand the world of work, through advice and guidance. Please see our Careers Guidance for more details.

28. Safeguarding

TASIS England recognizes its responsibility to:

- supporting children through recognizing that children have the right to feel secure and are unable to learn effectively unless they do so
- protecting children through following safeguarding policies and procedures, including the listening and information sharing protocols
- sharing concerns with the DSL to ensure a student receives the right help at the right time to address risks and to promote contextual safeguarding
- preventing risks escalating through being alert to situations where students appear to be unhappy, where there are marked changes in behavior and by reporting on early signs of abuse, neglect and any other concern they may have for the child
- maintaining the appropriate level of confidentiality, and
- committing to continuous professional development in safeguarding to promote a positive, safe and caring learning environment that supports the welfare of children and young people

29. Concerns and complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's class teacher. If the issue is not resolved, parents should contact the Head of PreK-Grade 8, or Upper School as appropriate. The school has a Complaints Procedure in place, which is available to parents and students, and there is an additional complaints procedure for boarding students.

30. Legal Status

- Regulatory Requirements Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations currently in force.
- The 2010 Equality Act
- Careers guidance and access for education and training providers (2018)

31. Related Documents

- EAL and Language Policy
- Early Years Policy
- Educational Visits and Off-Site Activities Policy
- Online Safety Policy
- Learning Support – Special Educational Needs (SEN) Policy and Procedures
- Anti-Bullying (Countering Bullying) Policy
- Behaviour Management, Discipline and Sanctions Policy
- Social, Moral, Spiritual and Cultural Development (SMSC) Policy
- Preventing Extremism and Tackling Radicalization Policy
- Personal, Social, Health and Economic Education (PHSEE) Policy
- Assessment Policy