



Haileybury Astana

TEACHING AND LEARNING CURRICULUM POLICY

Mission

'To provide our community with an educational experience which enables our students to fulfil their potential academically, physically, culturally and socially within a global and future context.'

1. ACADEMIC AIMS

In line with the school's ethos, the Haileybury Astana curriculum provision has the following aims:

- To develop, through high expectations, the potential of each individual pupil, reflected in the best possible examination results as well as in personal development
- To provide a broad and balanced curriculum, accessible and valuable to all Haileybury Astana pupils
- To prepare pupils for the next stage of their lives, either in employment or in further education
- To promote the spiritual and moral welfare of Haileybury Astana pupils
- To promote intellectual curiosity, the ability to work independently and cultural awareness
- To promote International Mindedness and appreciation of Multiculturalism

Haileybury Astana's Approach to Teaching and Learning

We recognise that a variety of approaches is desirable, and that Faculties should be free to develop their teaching styles, as they deem appropriate. We also recognise, however, the advantages of team building within faculties, and adherence to agreed policies, both across the school and departmentally.

The Fundamentals

- Academic life is at the centre of Haileybury Astana. Whatever else we are involved in, we ensure that our lessons are well-prepared and our pupils' work marked in good time.
- Haileybury Astana is academically selective. We do not underestimate the capabilities of our pupils. We have high expectations. We expect them to work hard, and to achieve to their maximum potential. Pupils are stretched with regular, thought-provoking assignments.
- We have a clearly defined academic disciplinary policy, to which we all adhere.
- Our academic disciplinary policy is based on the conviction that one of the hallmarks of the successful teacher is a determination to deal directly with matters which arise in his/her classroom, although support is available from the HEAD OF FACULTY and SLT.
- We know that positive recognition of achievement and, in particular, improvement, works wonders, and we have a 'Yellow Card system to help us achieve this with 'Blue Card to reward Haileybury Habits and IB Learner Profile. Both of these feed into Headmaster and Deputy Head Certificates and Housemaster Certificates are also awarded. 'Well Done' certificates are issued in the 6th Form with letters home to parents.
- We mark regularly and carefully, giving constructive feedback using formative marking without marks being written on.
- We want our pupils to leave with relevant qualifications in preparation for their future pathways. We believe that entering pupils for public examinations, which are appropriate to their ability, provides motivation, which helps them to achieve their full potential.
- Relationships with pupils in the classroom, as elsewhere in Haileybury Astana, are conducted according to the principle of mutual respect. Firm but fair and calm discipline is the objective.



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2. HAILEYBURY ASTANA CURRICULUM

At Haileybury Astana, we promote effective learning and provide the highest quality of teaching. We believe that every pupil deserves an opportunity to achieve his/her best and that the highest quality of teaching is essential to achieve effective learning. High quality teaching and effective learning occur when teachers focus on key areas: Planning and preparation; personal relationships; and appreciation of each pupil's abilities and potential.

We provide a high quality curriculum, appropriate and relevant to our pupils' needs. The curriculum taught at Haileybury Astana is based on the UK National Curriculum for England and Wales. The curriculum is adapted, where appropriate, to reflect the particular needs of pupils at Haileybury Astana. The result is that the curriculum taught at Haileybury Astana is balanced, broadly based and promotes the pupils' intellectual, moral, cultural and physical development with international mindedness at its core. It aims to prepare pupils for the opportunities, responsibilities and experiences of adult life. We also incorporate references to Kazakhstan where appropriate.

Pupils in Kindergarten follow the IEYC and a combination of the IPC with the Pearson iPrimary, which aims to develop familiarity with a wide range of skills and subjects, including linguistic, mathematical, scientific, technological, human and social, physical and creative aspects of education.

Pupils in Years 7, 8 and 9 follow a broad, general curriculum, which aims to develop familiarity with a wide range of skills and subjects, including linguistic, mathematical, scientific, technological, human and social, physical and creative aspects of education. They also work towards the Haileybury Diploma which recognises their achievements in a wide range of areas in preparation for IB style approaches in the years ahead. There is a commitment to embed ATLs across the curriculum and backward planning from the IB Diploma and IGCSE Assessments ensures our pupils develop the necessary skills for them to be successful.

Lessons are delivered in English, apart from those sections of Modern Foreign Language lessons where good practice encourages the use of the target language, and the teaching of Kazakh, Russian or French literature for native speakers where lessons are delivered in the Target Language.

At Haileybury Astana specialist aspects of the Curriculum Provision is made for those pupils whose first language is not English and who need extra support to acquire a working knowledge of English. Individual and group support is provided across the school by the EAL department. Pupils in need can be given varying levels of additional support in an appropriate pathway which meets their needs and ability.

Learning support is also provided across the whole school. In the senior school pupils on the Learning Support Register can apply for Access Arrangements in public exams and the school offers a variety of support for such pupils as appropriate. Currently the support ranges from extra time in examinations through the use of laptops and the sitting of exams in separate rooms to the provision of readers and scribes to support individuals. Where a pupil has a statement of special educational need, the Head of Learning Support and other relevant parties meet to consider how the school may best meet the pupil's needs. Communication with parents includes the provision of curriculum documents for the Key Stage relevant to their child or children at the beginning of each school year, or upon enrolment.

PERSONAL DEVELOPMENT AND SMSC

There is a whole-school Programme of PSHE which covers relationships education, peer pressure, e-safety, smoking, healthy lifestyles, drugs, enterprise, work-related learning and a range of other



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key areas. The spiritual, moral, social and cultural development of pupils is an important feature of education at Haileybury Astana and the school aims to produce young people who will become well-rounded citizens of the future. This aim and intention instils the life of the school and extends to the wider curriculum. Within the curriculum Personal, Social and Health Education (PSHE) is taught across the whole school. Major objectives of teaching PSHE lessons are to build pupil's self-esteem, self-control, and respect for the rights of others, and a sense of responsibility for one's own actions. We also take part in 'Votes for Schools' and embed concepts of involvement, democracy and forming opinions as part of the curriculum.

There is a Thought for the Week in student planners to help students reflect on life, and Personal Tutor sessions include a variety of sessions led by staff on a range of social and cultural themes to encourage discussion, tolerance, harmony, knowledge of citizenship and further reflection, and to prepare students for the opportunities, responsibilities and experiences of adult or later university life.

An extensive programme of leadership and co-curricular activities are offered which help prepare students for the opportunities, responsibilities and experience of adult life. PSHE reflects the school aims and ethos, and the programme of assemblies, activities and discrete PSHE lessons support students' educational needs in relation to personal, social, emotional and physical development. Additional English lessons for all non-native speakers support the development of language and communication skills.

Students are encouraged to develop their self-knowledge, self-esteem and self-confidence, are encouraged to distinguish right from wrong, and to respect the civil and criminal law. Elections to student councils, the Model UN and World Scholars Cup and other activities in class and the school support fundamental British values of democracy, liberty and mutual respect. Students are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to their local environment and to society more widely. A wide range of extra activities and visiting speakers all support these aims with local dignitaries visiting the college regularly to help boost their understanding of public institutions in Astana and Kazakhstan as well as in the UK.

PARTISAN VIEWS

The promotion of partisan political views in the teaching of any subject in the school is not allowed. Political and differing views are, however, brought to the attention of students in a balanced way in co-curricular, curricular and other ways including school and House Assemblies. Teachers and all staff are expected to respect the rights of others, including those with differing beliefs, in a professional manner. Schemes of work are available and Heads of Faculties and the Director of Studies ensure they do not undermine fundamental British values.

'PREVENT'

Students are taught about fundamental British Values throughout their time at the school. There are Terrorism and other relevant Risk Assessments in place and all staff undergo online training as well as top up INSET each year on key areas including internet safety, FGM, Prevent and other key safeguarding areas.

ETHOS AND VALUES

- Lessons will encourage respect for other people paying particular regard to the protected characteristics set out in the 2010 UK Equalities Act. Students will also be encouraged to develop in self-knowledge, self-esteem and self-confidence.



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- Students should receive an effective preparation and understanding of the opportunities, responsibilities and experiences of life in British Society including civil and criminal law and the ability to distinguish the difference between right and wrong. They will be given a broad general understanding and respect for public services and institutions in England as well as in their host country of Kazakhstan.
- Students will be taught in ways which do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will be encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and society more widely. They will be encouraged to show an appreciation and respect for their own and other cultures.

INFORMATION ADVICE AND GUIDANCE

The school prepares students for their future lives by supporting them in the key skills needed for life in the twenty first century. Impartial support is provided with talks as students face choices on future subjects. There is an on line system for Key Stage 4 and 5 with full and comprehensive information on all aspects of university applications which students can tailor to their own particular needs and which includes advice and support on British, American, Australian and some Asian universities. Students are exposed to impartial advice from local universities in Kazakhstan as they are helped to consider a local or international future after they leave school. Students can request their parents' or guardians' presence at any interviews in school and bespoke support is always offered to parents and students when requested including provision of translation. Students and parents are supported regardless of age, disability, ethnic origin, gender, sexual orientation, marital status or religious belief.

The curriculum for the different Key Stages at Haileybury Astana:

Kindergarten (Age 2-5) – International Early Years Curriculum

The IEYC has eight Learning Principles that form the foundation of all policy and practice:

1. The earliest years of life are important in their own right
2. Children should be supported to learn and develop at their own unique pace
3. Play is an essential aspect of all children's learning and development
4. Learning happens when developmentally-appropriate, teacher-scaffolded and child initiated experiences harness children's natural curiosity in an enabling environment
5. Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness
6. Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways
7. Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home
8. Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish

There are four learning strands that underpin all learning and development and describe what children will experience and learn about through the contextualised activities embedded in all units. The units are designed around a central theme linking all strands to relevant and engaging activities that are adapted to meet individual needs.

The learning strands are:

- Independence and Interdependence



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- Communicating
- Enquiring
- Healthy Living and Physical Well-Being

Key Stage 1 and KS2 - International Primary Curriculum and Edexcel i-Primary Curriculum

The International Primary Curriculum is a comprehensive curriculum for 5-11 year olds made up of exciting, engaging and globally relevant thematic units of work, which are designed around a clear process of learning.

The IPC has three types of Learning Goals:

- Subject
- Personal
- International

Each Learning Goal is broken down into three different types of learning:

- Knowledge
- Skills
- Understanding

Different thematic units have emphasis on specific subjects. The IPC subjects are art, geography, history, information and communication technology, languages, mathematics, music, physical education, science, technology, society, personal, international. Some thematic units are designed to be taught by subject specialist e.g. Music and PE.

Route Planners ensure that there is coverage of all relevant skills, knowledge and understanding throughout each stage of learning.

There are three stages of learning each with age appropriate thematic units and expectations:

- Mile Post 1 (5-7 year olds)
- Mile Post 2 (7-9 year olds)
- Mile Post 3 (9-11 year olds)

The Edexcel i-Primary Curriculum for English, Mathematics and Science is based on the English National Curriculum (2014) adapted for the needs of international pupils with provision for learners of English as an additional language. The i-Primary Curriculum will be used alongside the IPC to ensure the coverage of skills for English, Mathematics and Science.

The English curriculum contains three main strands:

- Spoken Language
- Reading
- Writing

Pupils will engage with a range of text types that will be linked to the IPC units of learning and will ensure students learn to communicate effectively in written and spoken English.

The Mathematics curriculum contains three main strands:

- Numbers and the Number System
- Statistics
- Geometry and Measure



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Progression in all three strands and associated sub-strands are designed to ensure that all skills are secure in their understanding of the concepts needed to be strong mathematicians. Mathematics concepts will be linked, where possible, to IPC learning units.

The Science curriculum contains four main strands:

- Scientific Enquiry
- Biology
- Chemistry
- Physics

Throughout all topics and year groups scientific enquiry is embedded within the other three strands. Science topics will be linked, where possible, to IPC learning units.

Key Stage 3

In Years 7 to 9 the school focuses on a programme that closely follows the National Curriculum of England. This gives the students a chance to study a broad and balanced range of subjects. Regular assessments carried out during KS3 programme provide parents and teachers with the opportunity to compare the progress made with that of children of a similar age in the UK. The curriculum offered allows the students to follow a range of subjects, from the core subjects of English, Maths and Science, to History, Geography, Languages (Russian, French, Spanish), Computer Science, Art, Music, Drama, P.E. There is also a programme that delivers Personal, Social and Health Education. The full KS3 programme prepares students to make informed choices of subjects that they may want to study at (I)GCSE and above and which may eventually determine their career path.

Students are assessed regularly throughout Key Stage 3 and their progress is monitored against their target in each subject to ensure they are working to their full potential at all times and working towards their I/GCSE courses. Beyond the taught curriculum, students are strongly encouraged to participate in the wide range of activities that we offer – from within our CCA programme or through house events, school trips, the Duke of Edinburgh Award scheme or any of the diverse opportunities that we make available to all of our students.

Key Stage 4 - CIE and Pearson IGCSE programme of study

All pupils study English, Mathematics, Biology and Chemistry. Pupils will then choose the remaining subjects from the option boxes below:

	One from:	Notes
Option 1	<ul style="list-style-type: none">• Art• Music• PE• Computer Science	
Option 2	<ul style="list-style-type: none">• French• Spanish• Russian	Russian native speakers are expected to choose Russian
Option 3	<ul style="list-style-type: none">• History• Business Studies• Geography	
Option 4	<ul style="list-style-type: none">• Kazakh• Physics	Pupils choosing Physics have to take an after school (16:00 – 17:00) Kazakh CCA and a Physics CCA



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Sixth Form

Year 12 pupils follow the International Baccalaureate Diploma Programme at Haileybury Astana.

3. IMPLEMENTING EFFECTIVE TEACHING & LEARNING

Schemes of Work and Unit Plans

Schemes of Work and Unit Plans are essential to ensure that pupils have consistent, high quality, educational experiences. Subject Co-ordinators (SC) in the Junior School and Heads of Faculty in the Secondary School have overall responsibility for schemes/overviews within their subject area, although all staff are expected to contribute to their development. Schemes of Work and Yearly Overviews ensure that there is continuity and progression through each unit of work, which takes account of expected prior knowledge and experience of pupils.

Lesson Plans

Teachers are required to plan in detail. Planning includes: clear objectives; activities; differentiation (EAL, LS, G&T); assessment for learning opportunities; resources; homework; continuity and progression.

It is the responsibility of each teacher to use the appropriate scheme of work and their professional knowledge of their class/group to plan lessons that challenge and engage pupils. Teachers match tasks to the pupils' current learning needs. Teachers may be required to produce detailed lesson plans in an agreed format when lessons are to be formally observed.

Lessons are to be well structured, with clear stages when appropriate - introduction, middle and plenary; and an emphasis on variety, pace and challenge in order to engage all pupils.

Strategies for Teaching

- Learning objectives should be clearly shared with pupils.
- It is expected that teachers will employ a range of teaching strategies and resources in order to engage pupils with different learning styles.
- Teachers are encouraged to use ICT where it can improve the learning experience.
- Teachers should have high expectations of their pupils.
- Teachers should build pupils' self-esteem and encourage them to make progress.
- All lesson activities, including group work, are focused, purposeful, well-paced and structured to ensure accountability.
- Teachers are encouraged to develop their pedagogy, sharing ideas with colleagues.

Home learning

Tasks completed at home independently are an integral part of the learning process. Teachers provide resources and often set tasks that need to be completed at home. This process is consolidating and reinforcing skills and understanding developed at school; developing study skills and encouraging independence, self-discipline and responsibility; it should also sustain the involvement of parents in the management of pupils' learning and keeping them informed about the work pupils are doing.

In Key Stage 1 there is an expectation for pupils to read and improve their English and other language skills at home. In Key Stage 2 pupils in Years 3 to 6 are set reading, spelling and grammar tasks in English and one piece of Mathematics work. There is also an expectation for pupils to improve other language skills at home. In Key Stage 3 there is an increased expectation for pupils to take ownership of their learning and continue with their tasks, research, projects etc. at home.



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Regular and consistent home learning is an important part of each pupil's academic programme. It fosters habits of self-discipline, organisation, preparation and independent work early in pupils' lives as well as reinforcing, consolidating and revising work that has been covered in class.

The Teaching and Learning Environment

We recognise the importance of the environment in the teaching and learning process. Teaching spaces are designed to be safe and fit for the purpose, with appropriate furniture and layout, to enable high quality teaching and effective learning to take place. Stimulating displays are used to engage and motivate pupils and include learning objectives and questions. Examples of pupils' work are displayed regularly to showcase good work and as a way of showing that we value the work.

Continuity and Progression

The curriculum is continuous across Kindergarten, Junior and Senior Schools and is monitored, to ensure that there is progression across this continuum. We recognise that, as pupils transfer from one Key Stage to another, there are significant increases in expectations in terms of personal organisation and independent study. Cross phase initiatives are in place to help to smooth the transition.

Differentiation

All lessons should be appropriately differentiated according to the differing learning (EAL, LS, G&T) needs of the pupils. This occurs in a number of ways, including setting and grouping to meet the needs of all pupils.

ICT across the Curriculum

Pupils have access to appropriate ICT resources in all year groups/subject areas. They develop their skills in the use of ICT, both through the ICT curriculum, and through the appropriate use of ICT in all subjects. There is a BYOD Policy for Key Stages 4 and 5.

4. ASSESSMENT

Assessment lies at the heart of the process of promoting each pupil's learning. It provides a framework within which educational objectives may be set and pupil's progress expressed and monitored. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. Different types of assessment takes place in Haileybury Astana and these can be summarised as:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work which helps students and teachers to find out what has been learnt successfully.

Summative: This is the more formal type of assessment which summarises what a pupil has achieved over a period. These occur at defined periods of the academic year such as end of year examinations.

Diagnostic: All assessments can provide diagnostic evidence, however, certain assessment tools can be particularly useful in providing more detailed data e.g. CAT4, CEM and OPT.

The school is committed to Assessment for Learning. This is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, what they need to do next and how they are going to achieve it.



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Our principles of Assessment for Learning are:

- Pupils, staff and parents are clear about what has been learned, what is to be learned and criteria for success.
- Assessment includes: 'high-quality interactions', both oral and written, which feature thoughtful questioning, careful reading/listening and reflective pupil responses. It is not confined to statements of marks, grades or levels. Time for pupil reflection is built into the curriculum.
- Feedback to pupils includes positive comments and suggestions on how to improve.
- Pupils' and teachers' responses to assessment include decisions concerning their own next steps in the learning process and target/goal-setting. This is a part of Personalised Learning and requires genuine flexibility in the curriculum to allow for such decisions to be carried through.
- Peer- and self-assessment can help in the learning process and involve skills that need to be learned.
- Assessment information is used effectively within the class, within year groups and for monitoring effectiveness of provision and progress.

Tracking pupil progress

At Haileybury Astana, we track pupils' progress in various ways. In all year groups, we use CEM testing and we record formal assessment data at regular intervals throughout the year to inform our planning and monitoring and set baseline data. Individual pupil targets are recorded on reports once a term as well as in ongoing teaching and learning.

Reporting to parents

Reports promote good home/school relationships and provide information for parents. Furthermore, they act as a discussion document for Parent Teacher Evenings and clearly outline how parents can help to improve their child's performance. Parents receive detailed reports, which include written comments from teachers and grades based on teacher assessments. There are two types of reports: Interim Reports are brief snap-shots. These are written mid-term in Term 1 and Term 2 for Key Stage 3 and above. End of Term reports are fuller and more detailed, and are written towards the end of Term 1 and Term 3 for all Year groups.

Parent Teacher Evenings

Parents are invited to attend formal Parent Teacher Evenings with teachers during the Autumn and Spring terms to discuss pupil progress, achievements and future targets. Should the need arise parents are welcome to discuss the progress of their child with the subject teacher as long as an appointment is made. Translators are provided at these evenings.

5. INCLUSION

We believe that every pupil is entitled to have the opportunity to achieve his/her best, regardless of gender, race or ethnic background. We recognise and are sensitive to the different customs and beliefs of our pupils. Our teaching, assessment policies and practices are designed to ensure that every pupil is engaged, challenged and fulfilled.

Teacher assessments, referrals and case conferences help us to identify which pupils need support. We have identified the following groups of pupils for particular attention:

Learning Support

Haileybury Astana recognises that pupils may have specific learning needs. Where necessary, a Learning Support Teacher's review is carried out to determine the nature and extent of the special needs, to inform school practice. A register is kept of pupils who receive Learning support.



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English as an Additional Language (EAL)

A considerable number of our pupils need support, because they are learning through English, which is not their first language. The class teacher or form tutor's role is crucial to decisions concerning a pupil in their care. All teaching and support staff have an important role in meeting pupils' language needs. The Head of EAL is responsible for tuition to pupils with EAL difficulties. The EAL team work across the whole school supporting pupils with English Language needs in consultation with subject teachers.

Gifted and Talented

Students are monitored on an Able, Gifted and Talented Register to ensure they are engaged in one or more 'stretch' activities to provide additional challenge. All students however have the opportunity to apply to join these activities and we recognise that students may have ability and a desire to excel, who may not have been identified in our formal AG+T cohort. The AG + T Co-Ordinator, the Director of Studies and Housemasters work with students to match additional activities to student needs and interests. Many of our stretch activities are based around Challenges which allow students and staff to really focus an award towards a particular student's interest or need.

Heads of Faculty with the support of subject teachers are responsible for: Identifying gifted and talented pupils; Working with colleagues to encourage them to stretch able pupils within lessons and with homework and, possibly, other assignments; Developing activities for gifted and talented pupils, in order that they may have a sense of identity within the school; Monitoring the progress of the 'gifted and talented' pupils. Heads of Faculties are encouraged to provide stimulating programmes of study for advanced students. Haileybury Astana is committed to the provision of additional activities to stretch our most able students and provide them with suitable extra challenges. Our Leadership awards give a wide range of stretch activities and include:

- The Junior Challenge
- The KS3 Haileybury Diploma
- The Haileybury Leadership Award
- Royal Chartered Institute of Management Awards for KS4 and 5
- The International Award
- Maths Challenges and Science Olympiads
- Nomad Camp and leadership Training Days
- Special project for iGCSE

The KS4-5 Leadership booklet also contains a wide range of extra activities from online university courses, internships to competitions, awards to acting as school Ambassadors.

The International Baccalaureate also encompasses a wide range of challenges and the opportunity to undertake research such as with the Extended Essay. Some pupils have done this in collaboration with Nazabayev University.

6. EXTENSION AND ENRICHMENT

Educational visits, field trips, extra-curricular activities and performance opportunities play an important role in extending and enriching the curriculum and developing our pupils. Many of these activities are very beneficial to their personal development as it creates balance to their lives. See School Trips Policy, Co-Curricular Activities Programme and School Calendar for details.



7. MONITORING AND EVALUATION OF TEACHING AND LEARNING

Teachers are encouraged to reflect on their own practice and strive for excellence.

SLT/Heads of Faculty carry out lesson observations and walkthroughs, which help to improve professional practice. Peer observation of teachers within and between departments and year groups is encouraged, in order to promote professional discussion and the sharing of good practice. The school monitors the use of assessment data by teachers, to track pupil progress and evaluate teaching and learning.

Haileybury Coaching Programme

The school runs a coaching programme to support staff, with teachers who have undergone coaching training. It provides support and encouragement to staff who are developing into Outstanding Teachers.

A departmental framework for monitoring teaching and learning at Haileybury Astana is laid out in the following recommended approaches:

External Examinations

As a school, we want our pupils to leave with relevant qualifications in preparation for their future pathways. We believe that entering pupils for public examinations, which are appropriate to their ability, provides motivation, which helps them to achieve their full potential.

There are certain circumstances in which a pupil may be withdrawn or not entered for an examination in a particular subject. These are:

- If the DOS/HM decides that there are educational reasons why the pupil should not be entered for the examination.
- If the pupil's parent/guardian requests in writing that he or she should not be entered.
- If the pupil has not achieved a good credit pass in their Mock Examinations.

External Examination results

Heads of Faculties should be aware of trends in the performance of pupils taking their subjects: year on year, by set, by gender, nationality, G+T and SEN.

Each year Heads of Faculty will prepare a detailed evaluation of subjects in their team with clear action points for improvement.

Internal Examination Results

Heads of Faculties should take a close interest in the setting of internal examinations to ensure that their standard is appropriate, and they are error-free. Internal examination results enable comparisons to be made between sets, and between other groups of pupils, as desired.

Classroom Observation

All teachers and pupils should become accustomed to being observed. Heads of Faculties and Senior Leaders should take the lead in encouraging classroom visits. The Walk through and appraisal forms on Blue Sky should provide the basis for reporting on lessons.

The Haileybury Astana Appraisal Policy has detailed Information on monitoring.

Inspection of class sets of exercise books

Inspections enable the Heads of Faculties to keep abreast of the standard and frequency of marking. Heads of Faculties may also inspect exercise books from time to time, as well as check the curriculum. Records of work scrutiny will be kept on Blue Sky from late 2018 onwards.



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Pupil progress

We have evidence from entrance tests and internal examinations. We can make use of these to help us spot under-performance. The Class Teachers'/Form Tutors' role is crucial in addition to that of Heads of Faculties in tracking pupil progress. Pupils' progress at all levels should be a regular feature of Departmental meetings.

Investigation of pupils' opinions

Through conversation and questionnaires Heads of Faculties should be aware of pupils' experiences of, and reactions to, their subject.

Analysis of pupil take-up of the subject

Is the proportion of students choosing the subject at IGCSE rising or falling? What are the reasons for this? Are there variations between certain sets? Do more boys than girls take up the subject, or vice versa?

Policy Review

Teaching and Learning procedures should be monitored regularly in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school development, annual cycle of review, planning and action.