



Introduction

At **Wisdom Bridge International School**, we believe that high-quality teaching and learning are the foundation of student success and personal growth. Our commitment is to provide an inclusive, engaging, and ambitious learning environment where every student is challenged to achieve their full potential, develop a lifelong love of learning, and become confident, responsible global citizens.

This policy reflects our shared vision for excellence in education and outlines the principles, expectations, and practices that underpin effective teaching and learning across the school. It establishes a common framework that enables all staff to deliver consistently high standards of education while recognizing and responding to the diverse needs, strengths, and aspirations of our students.

We recognize that every student can succeed when provided with a rich curriculum, expert teaching, and a supportive learning culture. Through continuous reflection, collaboration, and professional development, we strive to ensure that teaching is responsive, evidence-informed, and focused on achieving outstanding outcomes for all learners.

By fostering high expectations, meaningful relationships, and a culture of continuous improvement, Wisdom Bridge International School aims to create an environment where students are inspired to think critically, learn independently, embrace challenges, and thrive academically, socially, and emotionally.

Our Commitment

At Wisdom Bridge International School, excellent teaching and learning are at the heart of everything we do. We are committed to ensuring that every lesson, every interaction, and every learning experience contributes to the success, wellbeing, and future aspirations of our students.

Aims

This policy aims to:





- Establish a culture of high expectations at **Wisdom Bridge International School**, where all students are inspired to learn, achieve their full potential, and develop a lifelong love of learning.
- Provide clear and consistent expectations so that all staff have a shared understanding of what high-quality teaching and effective learning look like across the school and within their individual subject areas.
- Reinforce the importance of excellent teaching and a well-designed, inclusive curriculum as key drivers for student success, equity, and educational excellence throughout the school community.
- Ensure that all staff possess the knowledge, skills, and strategies needed to identify gaps in students' learning and effectively address them through responsive and impactful teaching practices.
- Promote a collaborative approach to continuous improvement in teaching and learning, ensuring every student has the opportunity to thrive academically, socially, and personally.

Our Guiding Principles

At **Wisdom Bridge International School (WBIS)**, our mission is to empower students to become confident, compassionate, and globally minded individuals through exceptional teaching, meaningful learning experiences, and a supportive school community. We are committed to nurturing academic excellence, personal growth, and lifelong learning in every student.

Our vision is to be a leading international school that is inclusive, innovative, and student-centered, where every individual is valued, respected, and inspired to achieve their fullest potential. This vision is grounded in our core values of **Respect, Accountability, Integrity, and Excellence**, which guide the actions and decisions of all members of our school community.

At WBIS, we believe that education has the power to transform lives. We are dedicated to ensuring that every student succeeds regardless of their background, starting point, or individual challenges. We recognize that equality does not always result in equity, and that some students may require additional support, opportunities, or interventions to thrive. Therefore, we are committed to providing the resources, guidance, and personalized support necessary for all learners to make meaningful progress and achieve success.





We strive to identify and remove barriers to learning by creating an inclusive environment in which diversity is celebrated and every student feels a sense of belonging. Through high-quality teaching, a rich and engaging curriculum, and strong pastoral care, we equip students with the knowledge, skills, and character needed to succeed in an ever-changing world.

Above all, we believe that positive relationships are at the heart of a successful school. Mutual trust, respect, and collaboration between students, staff, parents, and the wider community are fundamental to creating a culture where learning flourishes. By fostering strong relationships and maintaining high expectations, we create an environment in which every member of the WBIS community can grow, contribute, and excel.

Responsibilities

Teaching and learning at **Wisdom Bridge International School (WBIS)** are a shared responsibility, with every member of the school community contributing to the success, wellbeing, and achievement of our students. Through collaboration, mutual respect, and a commitment to excellence, we create an environment where all learners can thrive.

Teachers at WBIS will:

- Uphold the highest standards of professional practice and conduct in accordance with the school's policies, values, and professional expectations.
- Consistently implement the principles and expectations outlined in this Teaching and Learning Policy.
- Deliver high-quality, engaging, and inclusive learning experiences that support the academic, social, and emotional development of all students.
- Monitor, assess, and respond effectively to students' progress, ensuring that learning is appropriately challenging and accessible for every learner.
- Foster positive relationships with students and maintain a classroom environment that promotes respect, responsibility, and a love of learning.
- Communicate regularly with parents and guardians regarding students' progress, achievements, and areas for development through scheduled progress reports, parent-teacher conferences, and ongoing dialogue where appropriate.
- Engage in continuous professional learning and collaboration to enhance teaching practice and improve student outcomes.



Support Staff

At **Wisdom Bridge International School (WBIS)**, support staff play a vital role in ensuring that every student has the opportunity to succeed and flourish. Working in partnership with teachers, students, and families, they contribute to the creation of an inclusive, supportive, and engaging learning environment.

Support staff at WBIS will:

- Develop a strong understanding of students' individual strengths, needs, and learning profiles to provide targeted and effective support.
- Adapt their approaches and interventions to meet the diverse learning, social, emotional, and developmental needs of students.
- Work collaboratively with teachers to enhance teaching and learning through flexibility, initiative, and resourcefulness.
- Promote student independence, confidence, and active participation in learning.
- Contribute to a positive, inclusive, and supportive school culture where every learner feels valued and respected.
- Uphold and implement the expectations and principles outlined in this Teaching and Learning Policy.

Subject Leaders

Subject Leaders at **WBIS** are responsible for driving excellence in teaching, learning, curriculum development, and student achievement within their areas of responsibility. They play a key role in ensuring that learning experiences are ambitious, coherent, and responsive to the needs of all students.

Subject Leaders at WBIS will:

- Lead the development and implementation of a well-sequenced, broad, balanced, and engaging curriculum that enables students to acquire deep knowledge, skills, and understanding.
- Ensure that curriculum planning and lesson sequencing support progression, challenge, and sustained student achievement over time.
- Manage departmental resources and budgets effectively to provide teachers and students with high-quality learning materials and opportunities.

- Monitor and evaluate the quality of teaching and learning within their subject areas, identifying strengths and areas for improvement.
- Work collaboratively with teaching staff to address challenges, share expertise, and continually enhance classroom practice.
- Ensure sufficient curriculum time is allocated to enable students to achieve both breadth and depth of learning and demonstrate excellence in their work.
- Use a range of evidence, including assessment information, student outcomes, lesson observations, and work scrutiny, to evaluate progress and standards across their subject areas.
- Develop and implement strategies to address identified areas for development and improve student outcomes.
- Communicate a clear vision and direction for their subject that aligns with the school's mission, vision, and strategic priorities.
- Foster a culture of collaboration by encouraging the sharing of effective teaching strategies, innovative practices, and educational resources.
- Support the professional growth of colleagues through coaching, mentoring, and professional learning opportunities.

Senior Leaders

Senior Leaders at **Wisdom Bridge International School (WBIS)** are responsible for setting the strategic direction of the school and fostering a culture of excellence, inclusion, and continuous improvement. They ensure that every student has access to high-quality educational experiences and that all staff are supported to achieve the highest standards of professional practice.

Senior Leaders at WBIS will:

- Champion a clear, ambitious, and shared vision for academic excellence, personal growth, and inclusive education for all students.
- Foster a culture of high expectations, celebrating achievement while ensuring that every member of the school community is supported and challenged to succeed.
- Hold themselves, staff, and students accountable for maintaining high standards in teaching, learning, behaviour, and achievement.
- Develop, implement, and evaluate strategies that enhance the quality of teaching, learning, and student outcomes across the school.



- Ensure that human, financial, and educational resources are effectively managed to support excellence in teaching and learning.
- Provide professional guidance, coaching, and mentoring to staff, promoting reflective practice and continuous improvement.
- Lead and evaluate high-quality Continuing Professional Development (CPD) opportunities that strengthen pedagogical expertise, subject knowledge, and leadership capacity.
- Promote collaboration, teamwork, and professional learning communities across all levels of the organization.
- Monitor student progress and wellbeing, taking timely and effective action to address underachievement and remove barriers to success.
- Uphold the school's mission, vision, and values in all aspects of leadership and decision-making.

Students

At **Wisdom Bridge International School (WBIS)**, students are active participants in their learning journey and are encouraged to take ownership of their growth, achievements, and contributions to the school community.

Students at WBIS will:

- Take responsibility for their learning by demonstrating independence, resilience, and a commitment to continuous improvement.
- Support and encourage the learning and success of their peers through cooperation, respect, and positive collaboration.
- Consistently demonstrate positive behaviour, self-discipline, and respect for others in all learning environments.
- Attend lessons punctually, prepared to learn, and equipped with the necessary materials and resources.
- Approach learning with curiosity, ambition, confidence, and a growth mindset.
- Understand their learning goals, respond positively to feedback, and actively work towards achieving their personal targets.
- Give their best effort in all learning activities, maintaining focus, perseverance, and high standards of presentation and achievement.
- Complete assignments, projects, and home learning tasks to the best of their ability and within agreed timelines.





- Participate fully in school life, embracing opportunities for leadership, service, creativity, and personal development.
- Uphold the values of WBIS by contributing positively to a safe, inclusive, and respectful school community.

Parents and Guardians

At **Wisdom Bridge International School (WBIS)**, we recognize that parents and guardians are essential partners in their children's education. A strong partnership between home and school enhances student achievement, wellbeing, and personal development. We encourage parents and guardians to actively support their child's learning journey and contribute positively to the school community.

Parents and Guardians at WBIS will:

- Promote a positive attitude towards learning and encourage their child to value education, personal growth, and achievement.
- Ensure that their child is physically, emotionally, and academically prepared to engage fully in learning each day.
- Support regular attendance and punctuality, recognizing their importance in student success and wellbeing.
- Engage actively in discussions regarding their child's progress, attainment, and overall development through parent-teacher meetings, reports, and school communications.
- Maintain open, honest, and timely communication with the school, sharing relevant information that may support their child's learning and wellbeing.
- Encourage their child to take increasing responsibility for their learning, behaviour, and personal development.
- Provide a supportive home environment that values reading, study habits, and independent learning.
- Support and reinforce the importance of home learning, projects, and other learning opportunities beyond the classroom.
- Work collaboratively with teachers and school staff to ensure the best possible outcomes for their child.





- Uphold the values and expectations of WBIS, contributing to a respectful, inclusive, and supportive school community.

Planning

At **Wisdom Bridge International School (WBIS)**, planning is viewed as a dynamic and reflective process rather than a completed document. Its primary purpose is to ensure the delivery of high-quality teaching that enables every student to make meaningful progress and achieve success.

Effective planning begins with a clear understanding of the knowledge, skills, and understanding that students are expected to develop. Teachers are encouraged to focus first on the intended learning outcomes before considering the activities and tasks that will help students achieve them. Thoughtful planning requires careful consideration of how learning will be structured, supported, and assessed to maximize student engagement and achievement.

At WBIS, planning is founded on professional reflection, informed decision-making, and a deep understanding of students' needs. It is about purposeful thinking rather than completing paperwork, ensuring that every lesson contributes to students' long-term learning and development.

When planning learning experiences, teachers should consider the following key questions:

1. What prior knowledge, skills, and understanding do students already possess?
2. What do we want students to know, understand, and be able to do by the end of the lesson or learning sequence?
3. How will we assess and determine whether the intended learning has been achieved?
4. What teaching strategies, resources, and support will most effectively help students reach the desired learning outcomes?

By consistently reflecting on these questions, teachers create engaging, inclusive, and challenging learning experiences that support all students in achieving their full potential.

Learning Objectives

At **Wisdom Bridge International School (WBIS)**, clear learning objectives are essential to effective teaching and meaningful student progress. Teachers, students, and support staff should have a shared



understanding of the intended learning for each lesson, ensuring that everyone is focused on achieving the same outcomes.

Teachers should communicate learning objectives in a clear and purposeful way so that students understand what they are expected to learn, why it is important, and how it connects to their wider learning journey. While learning objectives do not need to be formally written or displayed in every lesson, they should be made explicit through teaching and discussion.

By the end of a lesson, all students should be able to confidently explain the key knowledge, skills, or concepts they have been learning and understand how this learning contributes to their overall progress. Clear learning objectives help students remain focused, take ownership of their learning, and develop greater independence as learners.

Long-Term and Short-Term Planning

Long-Term Planning

At **Wisdom Bridge International School (WBIS)**, effective curriculum planning provides the foundation for high-quality teaching and learning. Each department is expected to maintain comprehensive **Schemes of Work (SOWs)** that support teachers in delivering a coherent, progressive, and engaging curriculum. These documents should be stored in the designated departmental shared drive to ensure accessibility and consistency across teaching teams.

Schemes of Work should be clearly reflected within each department's **Curriculum Map**, which is published on the school website to provide transparency and clarity for students, parents, and staff.

When planning lessons, teachers should have a clear understanding of how individual learning experiences contribute to the wider curriculum journey. This includes identifying the prior knowledge, skills, and understanding students need before new learning is introduced, as well as planning opportunities to revisit and reinforce key concepts through retrieval and ongoing curriculum sequencing. Such an approach ensures that learning is connected, cumulative, and designed to promote long-term retention and deeper understanding.

Short-Term Planning

At WBIS, we recognize that effective planning is demonstrated through thoughtful preparation rather than extensive documentation. Teachers are not required to produce detailed individual lesson plans for every lesson. However, they are expected to maintain appropriate evidence of short-term planning through professional tools such as teacher planners, digital planning systems, or other suitable formats.

To support reflective and efficient planning, the school provides a voluntary **"5-Minute Lesson Plan"** template. While its use is not mandatory, it serves as a practical tool to help teachers capture key pedagogical thinking, learning intentions, assessment opportunities, and strategies for meeting students' needs. The focus is on purposeful planning that enhances teaching effectiveness and student learning, rather than on producing paperwork for compliance purposes.

Planning to Meet the Needs of All Students

At **Wisdom Bridge International School (WBIS)**, effective planning is rooted in a thorough understanding of each student's strengths, needs, interests, and prior attainment. Knowing students well enables teachers to design learning experiences that are inclusive, engaging, and appropriately challenging for all learners.

Teachers are expected to maintain an up-to-date understanding of the profiles of the students they teach by drawing upon available assessment data, student records, learning support information, pastoral updates, and other relevant sources. They should work collaboratively with tutors, learning support specialists, pastoral staff, and school leaders to ensure that students receive the support and challenge necessary to achieve their full potential.

Classroom organization and seating arrangements should be purposeful and responsive to the needs of learners, promoting positive relationships, active participation, and effective learning for all students.

High-quality teaching is the most effective strategy for meeting the needs of all learners, including students with additional learning needs. Teachers should plan and deliver lessons that provide appropriate challenge, support, and access to learning through adaptive teaching practices, ensuring that every student can participate, progress, and succeed. Additional adults in the classroom should be deployed strategically to maximize their impact on student learning and independence.



Differentiation and adaptive teaching should be embedded within long-term and short-term planning, enabling teachers to respond to the diverse needs of individuals and groups while maintaining high expectations for all learners. Further guidance can be found in the school's Inclusion and Learning Support Policy.

When planning, teachers should consider a range of evidence-informed teaching approaches that promote engagement, motivation, and achievement. By using varied instructional strategies, resources, and learning experiences, teachers can create environments where students are appropriately supported and challenged, allowing the majority of learners to find successful pathways to learning and achievement.

Teaching

At **Wisdom Bridge International School (WBIS)**, we believe that excellent teaching is a continual journey of growth, reflection, and professional learning. As educational researcher **Professor Dylan Wiliam** notes, *"Every teacher needs to improve, not because they are not good enough, but because they can be even better."* This commitment to continuous improvement lies at the heart of our teaching practice.

Effective teaching requires teachers to communicate clearly and explicitly the essential knowledge, skills, and vocabulary that students are expected to learn and apply. Students should have a clear understanding of the learning goals, the key concepts being taught, and the subject-specific language they need to comprehend and use with confidence.

At WBIS, we recognize that every teacher is a teacher of literacy. The development of students' language, communication, reading, writing, and disciplinary vocabulary is a shared responsibility across all subject areas. High-quality language models provided by teachers, together with clear explanations, precise instructions, and purposeful questioning, play a vital role in promoting understanding, critical thinking, and academic success.

The quality of classroom dialogue is fundamental to learning. Through effective communication, skilled questioning, and rich opportunities for discussion, teachers enable students to deepen their understanding, articulate their thinking, and make sustained progress across the curriculum.





High-Quality Teaching Strategies

At **Wisdom Bridge International School (WBIS)**, we believe that every student can access, engage with, and succeed in challenging learning when teaching is carefully designed and appropriate support is provided. Through effective scaffolding, adaptive teaching, and high expectations, all learners can develop the knowledge, skills, and confidence needed to achieve their full potential.

We recognize that there is no single model for an effective lesson. The structure and delivery of learning will vary according to the subject, learning objectives, student needs, and the professional judgement of the teacher. Teachers are encouraged to employ a range of evidence-informed strategies that promote engagement, challenge, progress, and independence in learning.

While lesson formats may differ, all teachers are expected to consistently apply the core principles and high-quality teaching practices that underpin effective learning across the school. These approaches ensure that teaching remains inclusive, purposeful, and focused on securing excellent outcomes for all students.

Further guidance on these expectations and instructional practices can be found in the **WBIS Teaching and Learning Framework**.

Challenge and Explanation

Challenge

At **Wisdom Bridge International School (WBIS)**, we maintain high expectations for every student and believe that all learners are capable of achieving excellence when provided with appropriate support and challenge. Learning should encourage students to think deeply, persevere through difficulties, and extend themselves beyond their comfort zones, as this is where meaningful growth takes place.

Teachers are expected to create learning experiences that appropriately stretch and challenge students while maintaining an inclusive environment where all learners can succeed. Over time, students should take increasing ownership of their learning, actively engaging in tasks, discussions, problem-solving, and reflection. Classrooms should promote a culture in which students do the intellectual work, developing independence, resilience, and confidence as learners.



Learning should begin promptly at the start of each lesson and remain purposeful, engaging, and productive throughout, maximizing every opportunity for progress.

Explanation

At WBIS, effective instruction is carefully planned to support student understanding while managing cognitive load. New learning should be introduced in a structured and manageable way, enabling students to build knowledge and skills progressively and confidently.

Teachers should:

1. Present new information in manageable steps to avoid overwhelming learners.
2. Provide clear, concise, and purposeful explanations and instructions.
3. Model thinking processes and demonstrate learning strategies through worked examples and think-aloud approaches.
4. Use a range of examples, demonstrations, and guided practice opportunities to deepen understanding.
5. Regularly check for understanding and revisit key concepts when necessary to secure learning and address misconceptions.

By breaking learning into achievable stages and providing appropriate guidance, teachers help students develop confidence, independence, and mastery of increasingly complex concepts and skills.

Modelling (I Do)

At **Wisdom Bridge International School (WBIS)**, effective modelling is a key component of high-quality teaching. Students learn most successfully when they observe an expert demonstrating a process, strategy, or skill before attempting it independently. Through clear instruction and purposeful modelling, teachers make complex or abstract concepts more accessible, helping students understand not only *what* to do, but also *how* and *why* to do it.

Teachers should maintain high expectations for all learners by providing expert guidance and demonstrating successful approaches that enable students to achieve challenging learning goals. Modelling should gradually build students' confidence, competence, and independence.

Effective modelling may include:

1. Demonstrating tasks, processes, or worked examples in a clear and visible manner using appropriate tools and resources.
2. Verbalizing thinking through a “think-aloud” approach to make cognitive processes explicit and help students understand decision-making and problem-solving strategies.
3. Demonstrating resilience and a growth mindset by acknowledging that mistakes are a natural and valuable part of the learning process.
4. Incorporating purposeful questioning throughout the modelling process to check understanding and encourage student thinking, for example: *“Why am I using this strategy here?”* or *“What should happen next?”*
5. Providing high-quality exemplars, model responses, and success criteria to help students understand expectations and standards of excellence.

Through effective modelling, teachers provide students with the knowledge, skills, and confidence needed to engage successfully in guided and independent learning.

Guided Practice with Scaffolding (We Do)

At **Wisdom Bridge International School (WBIS)**, guided practice provides students with structured opportunities to apply new learning with the support of their teacher and peers. During this stage, teachers use scaffolding strategies to help students develop understanding, build confidence, and experience success while gradually increasing their independence.

Effective scaffolds may include worked examples, model responses, sentence starters, key vocabulary, graphic organizers, prompts, success criteria, and clearly outlined procedural steps. These supports enable students to engage with learning tasks while developing the skills and knowledge required for independent application.

Guided practice should also incorporate purposeful questioning, meaningful discussion, and opportunities for collaborative learning. Through teacher guidance and timely feedback, misconceptions can be addressed and understanding strengthened before students move towards greater independence.

Independent Deliberate Practice (You Do)

Independent practice enables students to consolidate, apply, and extend their learning through purposeful and sustained engagement with tasks. Students should be provided with sufficient time and varied opportunities to practise and refine new knowledge and skills in order to achieve mastery.

As students become more confident and competent, scaffolds should be gradually reduced or removed, enabling them to demonstrate increasing independence and ownership of their learning. While independent practice may look different across subjects and age groups, it should always be purposeful, focused, and aligned with the intended learning outcomes.

At WBIS, effective independent practice encourages students to think critically, apply learning in new contexts, and work at an appropriately challenging level that promotes growth and progress. Learning activities should stretch students beyond what they can do easily while remaining achievable through effort, resilience, and perseverance.

Responsive Teaching

At **Wisdom Bridge International School (WBIS)**, responsive teaching is an essential element of effective learning. Teachers continuously assess students' understanding throughout lessons to ensure that key knowledge, skills, and concepts have been successfully learned and retained.

Teachers are expected to use a range of formative assessment strategies to gather accurate and meaningful evidence of student learning. Through purposeful questioning, discussion, observation, retrieval activities, and other assessment techniques, teachers can identify strengths, address misconceptions, and determine the extent to which learning objectives have been achieved.

The information gathered should inform teaching decisions in real time. When students have not yet secured the intended learning, teachers should adapt their instruction, provide additional support, revisit key concepts, or present the learning in alternative ways to ensure understanding is achieved.

Responsive teaching enables teachers to meet students' needs effectively, ensuring that all learners make sustained progress and develop the confidence to succeed in increasingly challenging learning experiences.

Responsive Teaching Strategies

At **Wisdom Bridge International School (WBIS)**, responsive teaching relies on the continual use of assessment strategies that enable teachers to monitor understanding, identify misconceptions, and adapt instruction to meet students' learning needs. Effective responsive teaching is achieved through purposeful questioning, retrieval practice, and high-quality feedback.

Questioning

Questioning is one of the most powerful tools available to teachers for assessing, extending, and deepening student understanding. Effective questioning enables teachers to gather meaningful information about what students know, understand, and can do, while encouraging critical thinking and active participation.

Teachers should:

- Use a high frequency of purposeful questions to engage all learners and assess understanding throughout the lesson.
- Ensure that questions are directed to a wide range of students rather than relying solely on volunteers, promoting inclusive participation and accountability.
- Use targeted questioning to provide appropriate support, challenge, and extension for individual learners.
- Employ whole-class response strategies, such as mini whiteboards, response cards, digital platforms, or agreed classroom signals, to gain rapid insight into student understanding.
- Use the information gathered through questioning to adapt teaching, address misconceptions, and inform future learning.

Retrieval Practice

Retrieval practice is an evidence-informed learning strategy that strengthens memory and supports long-term retention of knowledge. By regularly recalling previously learned information, students develop stronger connections between new and existing learning.

Teachers should:

- Incorporate retrieval activities regularly as part of lesson routines.

- Design retrieval tasks that require students to recall knowledge from memory without relying on notes or other supports.
- Use retrieval practice in a low-stakes environment that encourages effort, reflection, and confidence.
- Revisit previously taught content at planned intervals to support spaced learning and long-term retention.
- Use retrieval activities at the beginning of lessons where appropriate to activate prior knowledge and identify areas requiring further reinforcement.

Effective Feedback

At WBIS, feedback is viewed as a key driver of student progress and improvement. Feedback may take many forms, including written comments, verbal feedback, whole-class feedback, peer assessment, self-assessment, conferencing, and digital feedback. However, the impact of feedback depends on how effectively students respond to and act upon it.

Effective feedback should:

- Be timely, purposeful, and linked clearly to learning objectives and success criteria.
- Lead to meaningful student action and reflection, placing responsibility for improvement on the learner.
- Be specific, focused, and prioritised around the most important next steps for improvement.
- Provide clear guidance and support so students understand how to improve and succeed.
- Create opportunities for students to reflect, redraft, refine, and improve their work.
- Promote a culture of continuous improvement, where mistakes are viewed as opportunities for growth and learning.

Teachers should provide dedicated opportunities for students to engage with feedback, reflect on their learning, and demonstrate improvement over time, fostering independence, resilience, and a commitment to excellence.

Marking and Assessment

At **Wisdom Bridge International School (WBIS)**, marking and assessment are integral elements of the teaching and learning process. They serve two key purposes:

1. To provide students with meaningful feedback that helps them reflect, improve, and make sustained progress over time.
2. To provide teachers with valuable information about student understanding, enabling them to adapt future planning, instruction, and support to meet learners' needs effectively.

Assessment and feedback practices at WBIS should be purposeful, manageable, and impactful. They should motivate students to engage with their learning while remaining sustainable and effective for teachers.

Marking should primarily be formative in nature, focusing on identifying strengths, addressing misconceptions, and guiding students towards their next steps in learning. Feedback may be selective and targeted, concentrating on the most important areas for improvement rather than attempting to address every aspect of a student's work.

Effective marking and assessment should:

- Provide clear and actionable guidance that supports student progress.
- Encourage students to reflect on their learning and respond to feedback.
- Inform future teaching and curriculum planning.
- Promote a growth mindset by emphasizing improvement and development.
- Balance impact on learning with approaches that are efficient, manageable, and sustainable.

The ultimate measure of effective feedback is the extent to which students understand it, act upon it, and use it to improve the quality of their learning and achievement.

The Learning Environment

At **Wisdom Bridge International School (WBIS)**, outstanding learning takes place in classrooms where students feel safe, respected, supported, and valued. A positive learning environment fosters high levels of engagement, wellbeing, and achievement, enabling every student to reach their full potential. To create these conditions, teachers establish clear expectations, nurture positive relationships, and implement consistent routines that maximize learning opportunities for all.

High Expectations for Learning and Behaviour

Teachers are expected to maintain high expectations for every student, both academically and socially. They should foster a culture of excellence in which all learners are encouraged and supported to achieve ambitious goals.

Teachers will:

- Set challenging learning expectations for all students while providing appropriate scaffolding and support where needed.
- Promote active engagement, critical thinking, and meaningful participation rather than simple compliance with tasks.
- Cultivate a growth mindset culture in which mistakes are viewed as valuable opportunities for learning and development.
- Use positive and encouraging language that reinforces the belief that progress is achievable through effort, perseverance, and reflection.
- Recognize and celebrate determination, resilience, and sustained effort, valuing the learning process as much as the final outcome.

Positive Relationships and Behaviour for Learning

Strong relationships are at the heart of a successful learning environment. Teachers play a key role in creating classrooms built on mutual respect, trust, and high expectations.

Teachers will:

- Welcome students positively and create an atmosphere where every learner feels valued and ready to succeed.
- Use positive language and clear communication to reinforce expectations and learning routines.
- Recognize achievement and positive behaviour through meaningful praise, encouragement, and appropriate rewards.
- Support students in making positive choices by providing opportunities to reflect on and improve their behaviour.
- Use restorative approaches when addressing concerns, helping students learn from mistakes and rebuild relationships.



- Promote a fresh start approach, ensuring that students understand that setbacks are temporary and that every lesson presents a new opportunity for success.

Clear and Consistent Routines

Consistent classroom routines and procedures help create a calm, orderly, and productive learning environment where valuable learning time is protected.

Teachers will:

- Establish clear routines that provide structure, predictability, and security for all learners.
- Ensure that students are welcomed and prepared for learning from the moment they enter the classroom.
- Share lesson objectives, learning intentions, and appropriate starter activities at the beginning of lessons to promote immediate engagement.
- Maximize learning time by ensuring smooth transitions, efficient classroom organization, and clear expectations for participation.
- Create an environment where students understand routines and can focus fully on learning, collaboration, and achievement.

At WBIS, every minute of learning matters. Through high expectations, positive relationships, and consistent classroom practices, we create learning environments where students are empowered to engage, achieve, and thrive.

Home Learning

At **Wisdom Bridge International School (WBIS)**, home learning is an important extension of classroom learning and is designed to reinforce, deepen, and enrich students' understanding beyond the school day. Home learning activities should be purposeful, meaningful, and aligned with the school's Homework Policy.

All home learning tasks will be communicated to students through the **WBIS School Application**, following clear explanation and guidance during lessons. Assignments should be appropriate in both



challenge and duration, allowing students sufficient time to complete them successfully. Unless otherwise specified, students will normally be given up to one week to complete and submit their work.

The WBIS School Application will clearly indicate task instructions, deadlines, required resources, and submission methods, whether work is to be submitted electronically or in class.

Key Stage Expectations

Years 7-9

- Home learning should typically require between **30 and 60 minutes** to complete.
- Core subjects should set home learning **2 or 3 times a week for English and Maths One time a week for science.**
- Foundation subjects such as Business, Economies, Accountings will be send once in two weeks.

Years 10-11

- Home learning should typically require **between one and two hours** to complete, depending on the nature of the task.
- All subjects should set home learning **twice every two weeks** to support examination preparation, independent study skills, and deeper learning.

Monitoring and Accountability

Students are expected to complete all home learning tasks to the best of their ability and within the stated deadlines. Teachers will monitor completion and engagement through the **WBIS School Application** and follow school procedures when work is not submitted.

Where concerns arise regarding non-completion of home learning, teachers should record this through the school's learning management system and communicate with parents or guardians where appropriate. Subject Leaders, Heads of Year, and school leaders will regularly review home learning engagement data to identify patterns, provide support, and implement interventions where necessary to ensure all students can succeed.



Home learning at WBIS is intended to promote independence, responsibility, effective study habits, and a lifelong commitment to learning, while strengthening the partnership between school, students, and families.

Online Learning and Remote Access to Learning

At **Wisdom Bridge International School (WBIS)**, the school's digital learning platforms are used to ensure continuity of learning when students are unable to attend school. Students who are absent for extended periods, participating in approved remote learning arrangements, or serving a suspension may be provided with access to learning materials through the **WBIS School Application** and approved educational platforms.

Where possible, teachers should provide activities that enable students to remain aligned with the learning taking place in class. However, in some subjects, particularly those involving practical or hands-on components, alternative tasks may be necessary. These may include independent learning activities, research tasks, reading assignments, recorded lessons, or access to approved digital learning resources.

Students accessing learning remotely are expected to follow their regular timetable as closely as possible. Learning activities should be structured to reflect the duration and expectations of a typical lesson and support continued engagement with the curriculum.

Teachers may choose to upload lesson materials, resources, and revision content to the **WBIS School Application** to support independent study and ongoing learning. However, there is no expectation that work must be provided for every short-term absence unless required under school procedures or specific circumstances.

The use of digital learning tools at WBIS is intended to promote continuity, accessibility, and flexibility, ensuring that students can continue to make progress in their learning when they are unable to attend lessons in person.



Primary Home Learning

In the Primary School, home learning is designed to foster a love of learning, encourage independent study habits, and strengthen the partnership between home and school. Home learning activities should be purposeful, age-appropriate, and aligned with the curriculum being taught in class.

At **Wisdom Bridge International School (WBIS)**, Primary students will be supported through a combination of digital learning platforms and home-based learning activities.

Teachers will:

- Utilize **ActiveLearn** as a key digital learning platform to support reading, literacy, and mathematics development.
- Assign appropriate **eBooks on a weekly basis** to encourage regular reading and the development of comprehension skills.
- Monitor students' engagement and progress on ActiveLearn and provide follow-up support where necessary.
- Provide mathematics activities and practice opportunities that reinforce classroom learning and promote fluency, reasoning, and problem-solving skills.
- Utilize **PIPS assessment data** and learning information to identify individual learning needs and inform targeted support for students.
- Share weekly learning objectives, curriculum information, home learning tasks, and guidance for parents through the **WBIS School Application**.
- Provide regular feedback to students and parents regarding learning progress, achievements, and areas for development.
- Communicate key teaching and learning information by topic, enabling parents to support learning effectively at home.

Students will:

- Complete assigned reading, eBook activities, mathematics tasks, and other home learning activities to the best of their ability.
- Engage regularly with ActiveLearn and other approved learning resources.
- Develop independence, responsibility, and effective study habits through consistent participation in home learning.



Parents and Guardians will:

- Support their child in establishing regular reading and home learning routines.
- Encourage active engagement with ActiveLearn, eBooks, and mathematics activities.
- Review information and updates provided through the WBIS School Application and work in partnership with the school to support their child's learning.

Through a balanced and engaging approach to home learning, WBIS aims to develop confident, independent learners while strengthening the connection between learning at school and learning at home.

Monitoring and Evaluation of Teaching and Learning

At **Wisdom Bridge International School (WBIS)**, we are committed to ensuring that every student achieves their full potential through high-quality teaching, effective learning experiences, and continuous school improvement. Monitoring and evaluation are essential processes that help us maintain high standards, identify areas for development, and ensure positive outcomes for all students.

Purpose of Monitoring and Evaluation

The monitoring and evaluation of teaching and learning at WBIS aims to:

- Ensure a consistent standard of high-quality teaching and learning across the school.
- Monitor student progress, attainment, and wellbeing to ensure that all learners make strong progress from their individual starting points.
- Evaluate the effectiveness of teaching practices and their impact on student learning and achievement.
- Support teachers in maintaining high professional standards and fostering a culture of continuous improvement.
- Identify strengths, areas for development, and professional learning needs across teaching and support staff.
- Inform the planning and delivery of the school's Continuing Professional Development (CPD) programme.



- Promote a culture of reflection, collaboration, innovation, and excellence in teaching and learning.

Monitoring Activities

The **Safeguarding-Team** and **Subject Leaders** will regularly monitor and evaluate the quality and impact of teaching and learning through a range of evidence-based approaches, including:

- Learning walks and classroom visits to observe learning environments, teaching strategies, and student engagement.
- Reviews of students' work to evaluate the quality of learning, progress, feedback, and presentation.
- Analysis of assessment data, progress reports, and attainment outcomes to monitor student achievement and identify trends.
- Curriculum reviews to ensure effective implementation of the curriculum and progression of learning.
- Student voice activities, including surveys, interviews, and focus groups, to gather feedback on learning experiences.
- Staff consultation and professional dialogue to support reflective practice and continuous improvement.
- Evaluation of intervention programmes and support strategies to measure their impact on student outcomes.

Using Evaluation to Improve Practice

Information gathered through monitoring and evaluation will be used to:

- Celebrate effective practice and recognize areas of strength.
- Provide constructive feedback and professional support to staff.
- Inform school development priorities and strategic planning.
- Identify professional development opportunities that enhance teaching quality and student achievement.
- Support evidence-informed decision-making at all levels of the school.



At WBIS, monitoring and evaluation are not viewed as compliance activities but as collaborative processes that promote professional growth, enhance student learning, and contribute to the achievement of our vision of educational excellence for all.

Extra-Curricular Activities (ECAs) and Community Service Learning

At **Wisdom Bridge International School (WBIS)**, learning extends beyond the classroom. We believe that high-quality education includes opportunities for students to develop their talents, interests, leadership skills, social responsibility, and character through participation in Extra-Curricular Activities (ECAs) and Community Service programmes.

These experiences enrich the curriculum, promote holistic development, and encourage students to become confident, compassionate, and globally minded individuals who contribute positively to society.

Extra-Curricular Activities (ECAs)

WBIS offers a diverse range of Extra-Curricular Activities designed to support students' academic, physical, creative, social, and emotional development. Through active participation, students are encouraged to explore new interests, develop existing talents, and build confidence, resilience, teamwork, and leadership skills.

Hobbies and Enrichment Programmes

Every Monday and Wednesday, students participate in a variety of hobby and enrichment activities that provide opportunities for creativity, innovation, and personal development. Activities may include:

- Arts and Crafts
- Music and Choir
- Dance and Performance Arts
- Coding and Robotics
- STEM and Science Clubs



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- Chess and Strategy Games
- Public Speaking and Debate
- Reading and Creative Writing
- Photography and Media
- Entrepreneurship and Business Clubs
- Cultural and Language Clubs
- Environmental and Sustainability Projects

The range of activities may vary throughout the year based on student interests, staff expertise, and community partnerships.

WBIS Sports Teams

Every Tuesday and Thursday, students have the opportunity to participate in WBIS Sports Teams and athletic development programmes. These activities promote physical wellbeing, teamwork, sportsmanship, discipline, and healthy lifestyles.

Sports programmes may include:

- Football
- Basketball
- Benchball
- Volleyball
- Badminton
- Table Tennis
- Athletics
- Swimming (where facilities permit)
- Fitness and Conditioning
- Other competitive and recreational sports

Students may represent WBIS in inter-school competitions, community sporting events, and tournaments where appropriate.





Community Service Learning

At WBIS, we believe that education should inspire students to make a positive difference in their communities and the wider world. Community Service Learning provides meaningful opportunities for students to demonstrate empathy, responsibility, leadership, and active citizenship.

Community service activities are an integral part of developing the school's values and preparing students to become socially responsible global citizens.

Community Service Initiatives

Students may participate in a variety of service-learning projects, including:

- Organizing and participating in fundraising campaigns for charitable causes.
- Supporting local community development projects.
- Environmental conservation and sustainability initiatives.
- Community clean-up campaigns.
- Tree planting and environmental awareness programmes.
- Volunteering in public spaces such as parks, libraries, museums, and community centres.
- Participating in visits and service projects that support hospitals, elderly care facilities, orphanages, and other community organizations, where appropriate and approved.
- Supporting educational outreach activities for younger children and disadvantaged communities.
- Participating in awareness campaigns related to health, wellbeing, environmental protection, and social responsibility.

Educational Value of Community Service

Through participation in community service programmes, students will:

- Develop compassion, empathy, and respect for others.
- Strengthen leadership, teamwork, and communication skills.
- Build confidence and resilience through real-world experiences.
- Develop a greater understanding of local and global challenges.
- Demonstrate social responsibility and active citizenship.





- Apply the values and learning experiences gained in the classroom to meaningful community contexts.

WBIS Commitment

At WBIS, Extra-Curricular Activities and Community Service Learning are regarded as essential components of a well-rounded education. By providing students with diverse opportunities for enrichment, leadership, service, and personal growth, we ensure that every learner develops the skills, character, and values necessary to succeed academically and contribute positively to their communities and the wider world.

Through learning, leadership, service, and participation, WBIS empowers students to become confident learners, responsible citizens, and compassionate future leaders.

Conclusion

At **Wisdom Bridge International School (WBIS)**, we believe that exceptional teaching and learning are the foundations of outstanding student achievement, personal growth, and lifelong success. This Teaching and Learning Policy reflects our shared commitment to creating a school culture where every student is inspired, challenged, supported, and empowered to reach their full potential.

Our approach is built upon high expectations, strong relationships, inclusive practices, and a commitment to continuous improvement. We recognize that learning is most effective when students feel safe, valued, and motivated to take intellectual risks, while teachers are supported to refine their practice through reflection, collaboration, and professional development.

Teaching and learning at WBIS are a collective responsibility. Students, teachers, leaders, support staff, and families each play a vital role in creating a learning community where curiosity is nurtured, achievement is celebrated, and excellence is pursued. Through a broad, balanced, and engaging curriculum, we aim to develop knowledgeable, confident, compassionate, and globally minded learners who are prepared to thrive in an increasingly complex and interconnected world.





This policy is intended to provide a clear and consistent framework for high-quality teaching and learning while allowing the flexibility, creativity, and professional expertise necessary to meet the diverse needs of our learners. Through evidence-informed practice, responsive teaching, meaningful assessment, and strong home-school partnerships, we strive to ensure that every student experiences success and makes excellent progress.

As a learning-focused community, WBIS is committed to ongoing evaluation, innovation, and growth. We will continue to adapt and strengthen our practices to ensure that teaching and learning remain dynamic, relevant, and impactful, preparing our students not only for academic success but also for responsible citizenship, future leadership, and lifelong learning.

Together, we will cultivate a culture of excellence where **everyone is valued, every learner is empowered, and every achievement is celebrated**. By working in partnership and remaining unwavering in our commitment to educational excellence, Wisdom Bridge International School will continue to inspire students to learn with confidence, act with integrity, and contribute positively to their communities and the wider world.

WBIS Commitment Statement

At Wisdom Bridge International School, we are committed to fostering a culture of excellence, inclusion, innovation, and continuous growth. Through exceptional teaching, purposeful learning, and strong partnerships, we empower every student to achieve their highest potential, embrace lifelong learning, and become confident, responsible, and compassionate global citizens.

