

Teaching and Learning in Primary at Harrow International School Shanghai

For all the below, teachers should aim to promote the Harrow Values of Courage, Honour, Humility and Fellowship

	Assess	Plan	Teach
INTENT / IMPLEMENTATION Teachers routinely...	<p>A1. Use questioning purposefully to assess prior knowledge, deepen understanding, and identify misconceptions. Questioning will be planned and varied ranging from diagnostic checks to higher-order prompts and teachers will adapt teaching in response to students' answers.</p> <p>A2. Design and use a balanced range of formative and summative assessments, aligned across key stages, where appropriate, to external examination criteria. Assessment opportunities will measure progress, inform teaching, and ensure alignment with curriculum intent.</p> <p>A3. Assess learning in a meaningful way, using a mix of written, oral, self, and peer assessment.</p> <p>A4. Engage in live marking during lessons, focusing on literacy and the use of the Harrow marking code as outlined in the policy.</p> <p>A5. Utilise summative data to monitor progress over time, incorporating NTS, SEND and EAL data. Where students do not make expected progress compared to indicators, implement interventions.</p>	<p>P1. Demonstrate strong subject knowledge and pedagogical content knowledge, ensuring that lesson design reflects key disciplinary concepts and anticipates common misconceptions. Teachers will plan explicit strategies—through modelling, explanation, and questioning—to address and correct these misconceptions.</p> <p>P2. Understand the intended endpoint of each unit of work, knowing what students should know, understand, and be able to do by that stage. Planning will be guided by clear learning intentions and success criteria, explicitly communicated to pupils.</p> <p>P3. Design lessons that are ambitious and challenging for all learners, including the most able. Lessons will balance accessibility (students with IAPs/IEPs/EAL needs) with stretch, incorporating desirable difficulties and planning within students' Zones of Proximal Development (ZPD) to maximise cognitive growth and motivation.</p> <p>P4. Use student data holistically—including books, in-class responses, NTS, SEND and EAL data, and learning behaviours—to inform planning, differentiation, and seating arrangements, ensuring teaching is responsive to learner profiles.</p>	<p>T1. Establish routines and a positive learning climate. Start lessons promptly, using a 'Do Now' activity and consistent classroom routines aligned to the behaviour policy.</p> <p>T2. Communicate learning intentions and success criteria. Share what students are learning and why, connecting to prior knowledge, and use exemplars to show quality outcomes.</p> <p>T3. Deliver structured, engaging instruction. Present material in clear steps, chunk content to manage cognitive load, and use modelling, guided practice, and independent application. Develop one of the following each lesson: skill, knowledge or production.</p> <p>T4. Model thinking and use worked examples. Demonstrate problem-solving and thought processes, gradually releasing responsibility to students ("I do, we do, you do").</p> <p>T5. Use questioning and dialogue. Insist on 100% participation and check understanding, uncover misconceptions, and stretch students within their Zone of Proximal Development using purposeful questioning.</p>

<p>A6. Participate in regular moderation across all key stages to ensure that assessment is consistent, accurate, and reliable across the school.</p> <p>A7. Deliver feedback in a variety of forms—written, oral, peer, and self—depending on the learning context and purpose.</p> <p>A8. Provide opportunities for self-reflection against success criteria that helps pupils understand next steps for self-improvement.</p> <p>A9. Feedback in a regular and timely way, with pupils expected to engage actively in responding to it and demonstrating improvement.</p>	<p>P5. Embed cognitive science principles within planning. Lessons will be sequenced and chunked to manage cognitive load and account for the cognitive demands of tasks. Strategies such as retrieval practice, spaced practice, and interleaving will be explicitly planned to strengthen retention and transfer of knowledge.</p> <p>P6. Reflect on evidence from prior lessons, assessments, and questioning to adapt subsequent planning, addressing misconceptions, learning gaps, and varying rates of progress through adaptive teaching approaches.</p> <p>P7. Collaborate within year groups and key stages to ensure curriculum coherence, continuity, and progression, identifying opportunities for interdisciplinary and cross-curricular learning.</p> <p>P8. Design spiral curricula that revisit, deepen, and connect key knowledge and skills over time, enabling cumulative knowledge building and durable understanding.</p> <p>P9. Explicitly plan homework to consolidate, extend, or prepare for learning. Homework tasks will have clear objectives, contribute to retention, and be checked regularly to ensure accountability and progression.</p>	<p>T6. Create inclusive and stimulating classrooms. Ensure classrooms are safe, culturally responsive, and supportive, with displays and layouts that reinforce learning and celebrate achievement.</p> <p>T7. Maintain high expectations and challenge. Set ambitious standards, including desirable difficulties, and ensure all students, including the most able, are stretched appropriately.</p> <p>T8. Adapt teaching and scaffold learning. Adjust instruction using formative assessment, provide support where needed, and gradually remove scaffolds to promote independence.</p> <p>T9. Promote metacognition and self-regulated learning. Teach students to plan, monitor, and evaluate their own learning, embedding reflection, goal-setting, and self-assessment.</p> <p>T10. Teach literacy, numeracy, and digital skills across subjects. Correct errors, teach disciplinary vocabulary, and integrate technology purposefully to enhance engagement and learning.</p>
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IMPACT Resulting in students who are...	Reflective in prior learning . Challenged to 'think deeper'. Able to demonstrate learning. Able to explain what they have learned and how. Inspired, engaged, and motivated. Able to plan, regulate and monitor their own learning. Proud of their achievements during the lesson.	Given support and time to be reflective. Able to explain what they are doing and why. Introduced to content and skills in bite-size pieces. Appropriately challenged. Demonstrate positive attitudes to learning.	Able, with respect and humility, to interact productively with each other as well as the teacher. Able to successfully monitor their behaviour, attend to their impact on other students, and appropriately support one another. Keen to contribute to the lesson.
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TEACHING LEARNING



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ASSESS

A1. Use questioning purposefully to assess prior knowledge, deepen understanding, and identify misconceptions.

Questioning will be planned and varied ranging from diagnostic checks to higher-order prompts and teachers will adapt teaching in response to students' answers.

A2. Design and use a balanced range of formative and summative assessments, aligned across departments and, where appropriate, to external examination criteria.

Assessment opportunities will measure progress, inform teaching, and ensure alignment with curriculum intent.

A3. Assess learning in a meaningful way, using a mix of written, oral, self, and peer assessment. Whole-class feedback sessions will be used to analyse patterns of understanding, clarify next steps, and provide students with a structured improvement phase.

A4. Engage in live marking during lessons, focusing on literacy and the use of Harrow marking codes as outlined in the policy.

A5. Maintain accurate grade books to monitor progress over time, incorporating CEFR, SEND and EAL data. Where students do not make expected progress compared to indicators, teachers will implement and record targeted interventions.

A6. Participate in regular moderation across all key stages to ensure that assessment is consistent, accurate, and reliable across the school.

A7. Provide explicit, actionable feedback that helps students understand how to improve.

A8. Deliver feedback in a variety of forms—written, oral, peer, and self—depending on the learning context and purpose.

A9. Feedback in a regular and timely way, with students expected to engage actively in responding to it and demonstrating improvement.

IMPACT
Resulting in
students
who are...

- Reflective in prior learning
- Challenged to 'think deeper'
- Able to demonstrate learning
- Able to explain what they have learned and how
- Inspired, engaged, and motivated
- Able to plan, regulate and monitor their own learning
- Proud of their achievements during the lesson





TEACHING LEARNING



For all the below, teachers should aim to promote the Harrow Values of Courage, Honour, Humility and Fellowship

PLAN

P1. Demonstrate strong subject knowledge and pedagogical content knowledge, ensuring that lesson design reflects key disciplinary concepts and anticipates common misconceptions. Teachers will plan explicit strategies—through modelling, explanation, and questioning—to address and correct these misconceptions.

P2. Understand the intended endpoint of each unit of work, knowing what students should know, understand, and be able to do by that stage. Planning will be guided by clear learning intentions and success criteria, explicitly communicated to students.

P3. Design lessons that are ambitious and challenging for all learners, including the most able. Lessons will balance accessibility (students with IAPs/IEPs/EAL needs) with stretch, incorporating desirable difficulties and planning within students' Zones of Proximal Development (ZPD) to maximise cognitive growth and motivation.

P4. Use student data holistically—including baseline assessments, books, in-class responses, CEFR, SEND and EAL data, and learning behaviours—to inform planning, differentiation, and seating arrangements, ensuring teaching is responsive to learner profiles.

P5. Embed cognitive science principles within their planning. Lessons will be sequenced and chunked to manage cognitive load and account for the cognitive demands of tasks.

Strategies such as retrieval practice, spaced practice, and interleaving will be explicitly planned to strengthen retention and transfer of knowledge.

P6. Reflect on evidence from prior lessons, assessments, and questioning to adapt subsequent planning, addressing misconceptions, learning gaps, and varying rates of progress through adaptive teaching approaches.

P7. Collaborate within departments, faculties, and year groups to ensure curriculum coherence, continuity, and progression, identifying opportunities for interdisciplinary and cross-curricular learning.

P8. Design spiral curricula that revisit, deepen, and connect key knowledge and skills over time, enabling cumulative knowledge building and durable understanding.

P9. Explicitly plan homework to consolidate, extend, or prepare for learning. Homework tasks will have clear objectives, contribute to retention, and be checked regularly to ensure accountability and progression.

IMPACT
Resulting in
students
who are...

- Given support and time to be reflective
- Able to explain what they are doing and why
- Introduced to content and skills in bite-size pieces
- Appropriately challenged
- Demonstrate positive attitudes to learning





TEACHING LEARNING



For all the below, teachers should aim to promote the Harrow Values of Courage, Honour, Humility and Fellowship

TEACH

T1. Establish routines and a positive learning climate. Start lessons promptly, using a 'Do Now' activity and consistent classroom routines aligned to the behaviour policy.

T2. Communicate learning intentions and success criteria. Share what students are learning and why, connecting to prior knowledge, and use exemplars to show quality outcomes.

T3. Deliver structured, engaging instruction. Present material in clear steps, chunk content to manage cognitive load, and use modelling, guided practice, and independent application. Develop one of the following each lesson: skill, knowledge or production.

T4. Model thinking and use worked examples. Demonstrate problem-solving and thought processes, gradually releasing responsibility to students ("I do, we do, you do").

T5. Use questioning and dialogue. Insist on 100% participation and check understanding, uncover misconceptions, and stretch students within their Zone of Proximal Development using purposeful questioning.

T6. Create inclusive and stimulating classrooms. Ensure classrooms are safe, culturally responsive, and supportive, with displays and layouts that reinforce learning and celebrate achievement.

T7. Maintain high expectations and challenge. Set ambitious standards, including desirable difficulties, and ensure all students, including the most able, are stretched appropriately.

T8. Adapt teaching and scaffold learning. Adjust instruction using formative assessment, provide support where needed, and gradually remove scaffolds to promote independence.

T9. Promote metacognition and self-regulated learning. Teach students to plan, monitor, and evaluate their own learning, embedding reflection, goal-setting, and self-assessment.

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- Able, with respect and humility, to interact productively with each other as well as the teacher.
- Able to successfully monitor their behaviour, attend to their impact on other students, and appropriately support one another.
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