

CAMBRIDGE
International Education

Cambridge International School

**FRAM International
Primary School**

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No.1 Radu Stanca, Habermann Square

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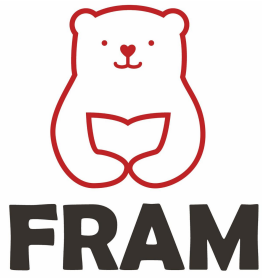
TEACHING & LEARNING POLICY

Navigate your own journeys of learning and self-discovery in an exciting future.

The school's mission is to provide a high-level educational experience by encouraging creativity, critical thinking, collaboration and discovery. At FRAM school we believe that all students can and will be supported academically so that progress is made for all and that learners' potential is fully stretched in each lesson. Our learners and parents will be provided with evidence of the learner's individual progress as well as strategies for improvement. We are aware that students learn in many ways and at different paces. As teachers, we should draw on a wide range of strategies and provide opportunities for students to work at an appropriate and varied pace with appropriate and varied materials.

Conditions for great teaching & learning to take place:

- Rules and expectations are clear and consistent across all subjects.
- All teachers follow a standard lesson format that lowers the cognitive load on learners.
- Teachers use a variety of questions during teaching to Check for Understanding.
- The lessons are linked to real life applications.
- The lessons are thoroughly planned with clear aim and direction. The activities are creative, stimulating, challenging, and differentiated.
- Teachers demonstrate excellent subject and curriculum knowledge.
- Interactive teaching strategies will be implemented in all lessons and teachers will receive the proper training to access all digital tools needed to deliver high-quality lessons.
- Lessons cater appropriately for the learning of students with differing abilities, interests, and prior experiences.
- Lessons ensure the full participation of all; all students are engaged in the lesson, and progress is evident.
- The teaching methods are varied and suit the topic or subject as well as the students' abilities and understanding.
- The conduct of lessons signals high expectations of all students and sets high but attainable challenges.



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- The resources used in the lesson should be fit for purpose and allow for varied learning approaches.
- Student progress is assessed regularly using appropriate material that provides challenge across the range of class aptitudes.
- Teachers make accurate and productive use of assessment data.
- There is regular feedback which helps the students make progress by identifying steps for improvement.
- Relationships are positive and promote students' motivation.
- Homework is appropriate and set with a clear purpose in accordance with the Homework policy.
- Learning does not only take place in the classroom – therefore the provision of a wide range of extra-curricular programmes gives added value to classroom learning – see the Curriculum Policy.

FRAM promotes a standard for an outstanding lesson which includes:

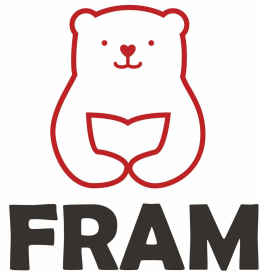
- **Level 1: basic elements** – all competent teachers should master them, regardless of their teaching experience – their regular and consistent application creates an uniform basis for good learning experience for the students in all lessons.
- **Level 2: expertise elements** – all proficient teachers should master them – their regular and consistent application creates an uniform basis for an excellent learning experience for the students in all lessons.
- **Level 3: elements of added-value** – practices specific to the educational methodology and pedagogy adopted by the school as part of its ethos and specificity.

Elements of an outstanding lesson – Level 1:

1. **Structure and seating** – all lessons need to have a clear starter at the beginning and clear plenary at the end. All lessons start and end on time. A seating plan will be in place for each class.

The Starter should be done at the beginning of each lesson, should be consistent and may include:

- revision activity that is already prepared at the time the students enter the room;
- a review of prior learning;
- capturing students' attention;
- eliciting interest in the new learning content;



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All teachers should check attendance at the beginning of each lesson.

The Plenary includes formative assessment activities meant for the teachers to assess the students' level of understanding and if the learning objectives have been achieved.

The Plenary is not rushed and is carefully planned in the lesson plan.

2. **Learning Objectives and Learning Outcomes-** for primary students, the LO are visible on the board during the entire lesson. They will be presented at the start of the lesson and referred back to, throughout the duration of the instruction.

For Kindergarten the learning objectives will be presented verbally.

The teachers set a reduced number of learning objectives per lesson, in order to have enough time during the lesson to practice and to make sure that all students understand, work, learn, participate and make progress.

Example of good practice:

To form learning objectives, use verbs that reflect the learning outcomes and success criteria at the end of the lesson. Avoid using verbs such as '*to understand*' or '*to know*'. Replace them with verbs that demonstrate the assessment method in the lesson. Examples include ***identify, name, describe and explain.***

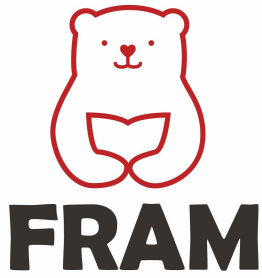
3. **Pace and Transitions:** the lessons must have a good pace – otherwise the engagement of the students goes down.

A low pace is a precondition for the students' reduced motivation, and possible misbehaviour.

Activities in sequences are interrupted by formative assessment activity.

Transitions - tight transitions are an important part of a lesson and have the aim of reducing downtime and maintaining student engagement.

In kindergarten there will be age-adapted transitions between the main activities.



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4. **Questioning:** tool for differentiation; tool to engage all students. Most of the questions must be focused on **developing critical thinking**: “**why...**”; “**what do you think...**”; “**compare**”; “**what is the alternative answer?**”. Teachers should provide feedback and corrections to questioning.

Students are to be asked to explain their answers: why did they make that choice?; how did they get to that conclusion/solution?.

Three levels: teachers ask students questions; students ask teachers questions; students ask other students questions.

We understand the importance of developing verbal skills and skills of argumentation for all students.

Examples of good practice:

When Questioning, teachers may employ the No Opt Out, Right is Right and, Format Matters techniques to ensure all answers are correct both grammatically and content-wise and that learners take responsibility for their learning (see Teachers Toolkit for references).

5. **Feedback:** in the formula WWW – what went well / EBI – even better if; but always constructive, positive, energetic, and formative. See the Feedback and Marking Policy.

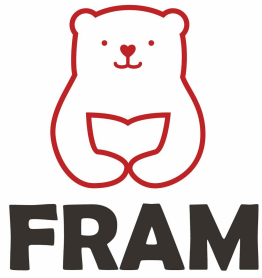
Feed-back is developmental based on the formula „*Well done because...*”. We encourage students to respond to the feedback given by the teachers – assuming their targets and strategies to make progress.

Peer-assessment and self-assessment are encouraged and expected to be evidenced in most of the lessons. See the Feedback and Marking Policy for details.

In kindergarten feedback will be given verbally to students

6. **Group-Work / Pair – Work** – collaborative work between the students is expected to be evidenced in all lessons.

These activities need to be carefully planned and they may include feedback and sharing at the end of the activity. Teachers will guide the group work and provide feedback as needed.



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In kindergarten group-work/pair-work will be present in the main activity each day.

7. **Literacy** – UNESCO defines literacy as "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts."

Reading is an important element of the learning experience of the students, that must be followed by exercises verifying the students' understanding of the message. The literacy exercises must be age appropriate. The reading lists are established by the teachers for both Romanian and English - See the Homework Policy. Students are encouraged to read widely outside of school, in order to stimulate their interests and passions. Students will use reading platforms for English and other modern foreign languages.

Elements of an outstanding lesson – level 2:

1. **Differentiation:** present in all lessons – on task; on objectives; on outcomes. See the Differentiation Policy.

The high potential of some of the students is assessed by the school, using valid sources such as CAT4 tests. The information is shared with the parents and the teachers.

Challenge exercises, tasks, questions – will be set in all lessons – the teachers will have to be very aware of students' levels and progress.

Extension work will be set for the more able students.

More able students will be encouraged to work with the students who need support.

Creative learning targets will be set for the more able students.

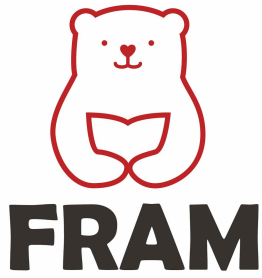
Appropriate support is given to the students who need it.

2. **Formative assessment** – evaluation of students' understanding, conducted during and at the end of the lesson. See the Assessment Policy.

Formative assessment is defined as assessment for learning (see Dylan William in Teachers Toolkit) .

3. **Project Based Learning** – a fundamental framework that encourages students' individual work, research skills, and develops their autonomy.

PBL is implemented regularly and teachers may use this basic structure:



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- Objectives setting; formulation of hypothesis and research questions;
- Description of the success criteria and project outcomes;
- Role assignments inside the project teams;
- Resources;
- First stage feedback – given by the students to each other;
- Second stage feedback – given by the teacher;
- Final form of the project must integrate the feedback, respond to the initial hypothesis and illustrate the success criteria. The students formulate their own conclusions.
- Final presentation.

Characteristics of an outstanding lesson – level 3:

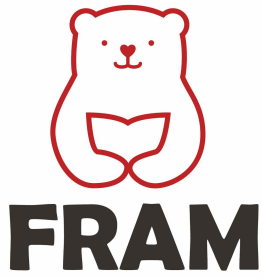
All lessons must encourage a learning experience illustrated by the following keywords:

Kindness, Awareness, Leadership, Fairness, Resilience, Curiosity, Respect.

To achieve that, our school plans to adopt the following pedagogical concepts, illustrating our educational philosophy: Teach the Top and Service Learning.

Teach to the Top pedagogy is rooted in the belief that all students should have access to the most enriching, intellectually stimulating, and challenging learning experiences. Teach the Top reinforces the principle that when students are exposed to ambitious academic content, they rise to meet the challenge. The main ideas that underpin this pedagogy should be presented in each class:

- High expectations for all learners so that all can make good progress.
- Plan everything with the highest attainers in mind stretching and challenging learners in the classroom.
- Teaching to the Top has to underpin the curriculum design, planning and delivery for each lesson, each time.
- Reach all learners through modelling what excellence work looks like (I do), scaffolding, differentiation, effective questioning, good assessment and actionable feedback. Content should not be over-simplified but rather challenging ideas should be accessed by all through good teaching practices.
- Strong subject knowledge, academic rigor, good classroom management and opportunities for CPD. (Think depth of the curriculum before the speed of delivery).



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Characteristics of TtT introduced in the lesson should be: reflection, resilience, growth mindset, ambition and aspiration. See the Differentiation policy for details.

Service Learning

This instructional approach aims to combine community service with academic learning. Service Learning is integrated into the curriculum and helps students apply academic knowledge in real life contexts. The projects are designed to align with curricular objectives. See the Service Learning Policy for details.

The achievement of the level 3 standard of a FRAM outstanding lesson can create a specific and special pedagogical ethos for our school.

Teaching Strategies & Resources Toolkit

To achieve these aims, the school will implement a directed professional development programme supporting the teachers to develop their teaching skills.

A teaching strategy kit will be defined across the school – every teacher is to master 5 -10 interactive teaching strategies in the first year and implement them consistently.

The kit will include:

1. 5-10 interactive teaching strategies
2. 5-10 formative assessment methods
3. 5-10 differentiation techniques

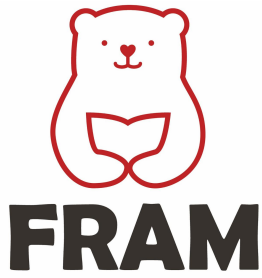
The new teachers are to be supported in their induction process in the school: mentored assigned; lesson observations followed by developmental feedback; educational reading and report.

NQT – minimum 2 teachers / year will benefit from the training with a British University; mentoring and guidance ensured by an external specialist.

Special support is given to all teachers to master the Level 2 and Level 3 specific elements.

Behaviours for Learning – linked with the Behaviour Policy.

Principle: the school sets high expectations of behaviour for learning for both students and teachers.



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At the beginning of the year, an Win-Win agreement regarding the Behaviours for Learning is set between the teacher and the students with both parties expectations.

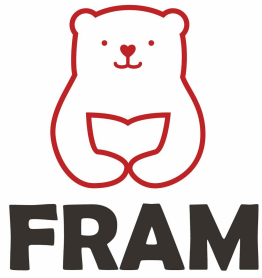
1. Punctuality.
2. Mutual respect.
3. Be prepared for the activity – with the resources, attitude, preparation, homework.
4. Be responsive.
5. Listen to understand the instructions and to pay attention to the needs of the students / teacher / colleagues.
6. Win-Win attitude in the lesson – attention to the needs of the others – all need to make progress during the lesson.
7. Team-work – we work together and help each other make progress.
8. Celebration of success
9. Respect for diversity; promotion of diversity – ideas, beliefs, needs, choices.

The Learning Environment

Aesthetically pleasing surroundings and a comfortable, secure ambience influence both learning and social behaviour. Students' standards are set by what they experience.

The school believes that students should work and play in an environment:

- that stimulates learning.
- that celebrates their achievement.
- that is clean and tidy.
- in which property and resources are respected.
- that reflects the diverse and expanding range of activities, subjects and interests in the school.
- that facilitates access to the wider environment.
- that encourages high expectations for all and a commitment to success.
- that promotes positive, caring relationships.
- that promotes responsible attitudes to the environment beyond the school and towards the Earth's limited resources.



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The Teaching and Learning Policy is supported by:

- The Curriculum Policy
- The Service Learning Policy
- The Planning Policy
- The Assessment Policy
- The Differentiation Policy
- The Feed-back & Marking Policy
- The Homework Policy
- The Behavioral Policy

Document outlined by: Academics Team Issued on: 25.08.2025			
Reviewed by	SLT, ESD, Welfare & Pastoral Care		
Approved by	SLT	Next Review	2026 - 2027 Academic year