



RUSSIAN INTERNATIONAL SCHOOL

2026 – 2027

TEACHING POLICY

Introduction

RIS follows the balanced Russian Federal State Educational Standards Curriculum and its implementation is the responsibility of all the members of the school community. We offer Russian education based on the Russian programme of study established by Ministry of Education of Russia, along with the learning practices expected from the KHDA inspection framework, and Ministry of Education (MOE) for subjects like Arabic B, Islamic, Moral Social Cultural Studies (MSCS).

The Aim of Teaching Policy

The aim of this Policy is to set out a clear scope of high expectations and a common approach to the process of teaching at RIS so that teachers, parents/guardians, and students are all aware of and can work towards the highest possible standards of education.

Through our teaching we aim to:

- enable students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects;
- encourage self-motivation in students, interest in their work and the ability to think and learn by themselves;
- involve well-planned lessons and effective innovative teaching methods, activities and management of class time;
- learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning;
- create a positive learning environment which encourages students to respect the ideas and attitudes of others;
- utilize effective strategies for managing behavior and encouraging students to act responsibly;
- not discriminate against students because of their protected characteristics, age, disability, religion, race, gender or belief.

Planning

There are three main planning stages:

Long-term planning involves outline planning of how to cover the curriculum framework for a particular stage across the school year.

Medium term planning includes considering about timing of learning, holidays, school events and educational visits, outside activities that need to happen at suitable times of the year. Medium term planning involves more detailed planning of the teaching sequence of learning objectives in each term.

Short term planning further breaks down the medium term plan into the weekly distribution of subtopics/concepts/objectives which helps in making the daily lesson plan.

Learning/Curriculum Planning

A learning/curriculum programme provides information on the curriculum coverage, teaching; it considers the learning needs of all learners to create an inclusive learning environment. It provides outlines of resources, timings, and teaching and differentiated learning activities. It also involves the reflection on what went well and what needs to be improved with respect to the teachers and learner point of view. This informs the teachers about the further lessons and also the short-term plan.

The curriculum programme is shared with all teachers and the Methodological Council. The learning plans are discussed with the subject teachers. The teachers are expected to customize the plans according to the needs of their class. Complete planning files and samples of associated work are monitored by Subject teachers and Coordinators.

Teachers Training/Professional Development

Teachers at RIS reflect on their strengths and weaknesses and develop their professional needs accordingly. We continuously support our teachers in their personal growth, so that they can continually improve their practice.

We encourage teachers training to:

- Improve the level of professional knowledge through advanced professional training courses.
- Familiarize about technological updates, information and knowledge of good practices.
- Support each other and share expertise and specialist skills and knowledge.
- Familiarize about the existing KHDA requirements as well as updates and new regulations.
- Promote knowledge of trends in education, share practice experience.
- Provide a forum for school's self-evaluation and provide the skill to do this.
- Enable all teachers to develop the skills required to support the students in their learning.

Planning and implementation of good teaching practice

For effective teaching, the school expects staff to follow the supreme requirements. They are to:

- To be qualified for the pedagogical field.
- Have strong subject knowledge of the subject that they are teaching. Do effective prior preparation and planning in a purposeful, well prepared teaching schedule.
- Set targets for the students to be challenged to their full potential.
- Create opportunities for all students to take responsibility for their own learning process and result.

- To use innovative teaching technologies to define purposeful and meaningful opportunities for all students.
- To use and share resources maximizing students' interest and sustain in their educational involvement.
- Plan and modify learning experiences so that they are matched to students' needs and barriers to learning are lowered or removed.
- Demonstrate respectful attitude towards each student creating a positive learning environment and understanding the needs and abilities of each student.
- Ensure that all materials used in the lesson comply with current curriculum requirements and are supported by modern and relevant teaching aids.
- Incorporate the use of modern technologies and tools in the process of teaching to increase students' interest in mastering the educational material and cognitive interest.

Checklist for the Teachers

The following list is a memo checklist for the teachers to use when planning lessons, based on research evidence how students learn best:

- Build strong relationships based on mutual respect and trust.
- Welcome the class and embed some special routines to ensure a smooth start of learning to escape lost learning time.
- Set up clear learning objectives (what students should learn) and set clear success criteria (the way each student can achieve success).
- Explain things clearly and using examples that will make the material easy to remember and understand.
- Constantly check how the students get the material by asking clarifying questions.
- It is important to use assessment tools to identify the students who need support, as well as those that finish the tasks early and need an extra challenge.
- Develop learning skills in all subjects by using shared and up-to-date means and strategies.
- Give feedback to students verbally or highlighting in written papers/ tests/ workbooks, correct errors in spelling, punctuation and grammar.
- Insist on high standards of work and behavior to encourage all students engage well and concentrate to achieve best results.

Teaching in the KG Stage

Here at RIS, we understand that teaching in KG1 and KG2 has other guiding principles to identified above. The following guiding principles are used to shape our school practice:

- Every child is unique, they constantly learn and develop new skills and knowledge;
- Children learn and develop in enabling environment with teaching and support from adults, who respond to their individual cognitive needs and interests.
- Children learn to be strong and independent through positive relationships with peers and teachers.
- The rate of development and growth of children may vary. The RIS framework provides education and care depending on children personal abilities and rate.

Basic approach to teaching in KG classes includes active learning and communication; personal, social and emotional development, physical development.

- Interactive activities introduce new knowledge and ideas to children, provide opportunities to develop their skills and ensure that they experience basic learning in Mathematics, Literacy, Knowledge and Understanding of the World, English, Islamic Studies and Arabic (1/3 of the academic time), as well as MSCS (integrated into the curriculum).
- Learning through play and art classes invest in developing a number of skills, emotions, creativity, social and intellectual growth. Children practice new skills and revise prior learning experiences. Learning through play takes place both indoors and outdoors which enables them to discover and explore in different ways.
- Outdoor learning produces a positive impact on children's development. Teachers provide a range of resources and activities for children to explore and incorporate each curriculum area into the outdoor activities every day. Outdoors is both a teaching and learning environment for KG classes, where there is a balance of child led and adult-led learning activity.

Evaluating teaching and learning

At RIS teaching is conducted in an atmosphere of trust and respect for all. This process provides a clear picture of the quality and consistency of practice across the school. The evaluation of teaching and learning is carried out through:

- Classroom observations;
- Open (Demo) lessons;
- Subject teachers monitoring in planning;
- Innovative methodological practices;
- Use of up-to-date resources;
- Use of cross-curricular links;
- Student-centered lessons based on independence, research and critical thinking;
- Evaluating students' achievements;
- Evaluating students' academic performance and progress;
- Assessment teaching practice and curriculum modification/adaptation;
- Use of individual/differentiated approaches to SoD, Gifted & Talented;
- Wellbeing support to students;
- Teacher-parent communication;
- Technology integration;
- Professional development;
- Regularity and punctuality.

Parental involvement opportunities

At RIS we consider parents as key partners in helping students to learn therefore we plan a range of opportunities for parents to interact with the School to gain a better understanding of strategies and ideas for how they can support their children in their learning process.

Some of the ways used to inform the parents are through:

- Webinars and workshops for parents;
- Access to their child's personal account in the electronic journal;
- Parents' meetings;
- Parents Council initiatives;
- Termly written reports;
- Newsletters and announcements on regular basis;
- Sharing the Policies of the school;
- Informing individual parents about their child's progress or problems that arise in the process of learning;
- Posting in social media all updates and events taking place daily in the school.

Therefore, we would like parents to:

- Fulfill the requirements set out in our School Agreement;
- Promote a positive attitude towards school and learning in general;
- Ensure that their child has the best attendance and punctuality record possible;
- Inform school if there are matters outside school that might affect a child's performance or behavior at school.

Marina Khalikova

Principal

Russian International School

