

CIS Beijing

High Quality Learning & Teaching

CISB High Quality Learning and Teaching Policy No: **CISBP08**

Subject: **High Quality Learning and Teaching**

Effective date: **MARCH 2026**

Created: **MARCH 2026**

Created by: **High Quality Learning & Teaching Committee, Senior Leadership Team, Pedagogical Leadership Team, whole-school teachers' group**

Revised:

Due for next revision: **MARCH 2028**

CIS Beijing Guiding Statements

SCHOOL MISSION

Developing Learners into Passionate Leaders

SCHOOL VISION

Compassionate

Inquisitive

Successful

Balanced

SCHOOL VALUES

Community

Integrity

Resilience

Respect

Trust

SCHOOL MOTTO

Together is Better!

Table of contents

SECTION ONE: Learning and Teaching at CISB	3
1.1 Programmes and standards	4
SECTION TWO: Learning at CISB reflects the IB learning philosophy	4
2.1 IB Approaches to Teaching (ATT)	4
2.3 Transdisciplinary and interdisciplinary learning.....	5
2.4 Student-centered approach	6
2.5 Holistic development	6
2.6 International-mindedness and Global Citizenship at CISB	6
2.7 A "learning to learn" focus	7
2.8 Preparation for future challenges	7
SECTION THREE: Personalization of Learning	8
Assessment for Learning (AfL) & Personalized Learning Plans (PLPs)	8
3.1 Assessment for Learning (AfL)	8
3.2 Personalized Learning Plans (PLPs)	9
3.3 Monitoring and Evaluation	10
SECTION FOUR: Learning in the different school sections	10
4.1 Learning in EY/ES	11
4.2 Learning in the MS/HS	11
SECTION FIVE: CISB supports the diverse needs of all learners	12
5.1 Language Learners.....	12
5.2 Student Support Services	12
SECTION SIX: Data informs learning and teaching	13
6.1 Internal and external learning data.....	13

6.2 CISB Learning Dashboard	13
SECTION SEVEN: Life-long learning for staff and parents	14
7.1 Life-long learning	14
7.2 Professional Development	14
SECTION EIGHT: The quality of learning & teaching	15
8.1 Learning Observations	15
8.2 Learning Walks	16
SECTION NINE: Parent involvement in learning	16
9.1 Personalized Learning Plans (PLPs)	16
9.2 Learning in Action	16
9.3 PLP Conferences	17
SECTION TEN: Citations	18

SECTION ONE: Learning and Teaching at CISB

1.1 Programmes and standards

CISB is an IB three programme school, the PYP, MYP and DP. The Canadian High School Diploma courses run from G10-12. The IB learning framework is supported by a range of international curriculum standards:

New Brunswick curriculum standards

AERO standards for Math

Next Generation Science Standards

IB Approaches to Learning (ATLs)

In some areas these standards are adapted to reflect our unique context and where appropriate, are supplemented to ensure that all CISB learners have access to high quality learning & teaching resources throughout their learning journey.

High-Quality Learning & Teaching at CIS Beijing is also articulated and supported through a range of school policies including:

- **Assessment Policy**
- **Language Policy**
- **Academic Integrity Policy**

SECTION TWO: Learning at CISB reflects the IB learning philosophy

Learning at CISB reflects the Learning Philosophy of the IB programmes and adopts a socio-constructivist approach to learning. Learners at CISB learn how to plan, research, take action, and reflect on their learning.

2.1 IB Approaches to Teaching (ATT)

At CISB, our philosophy for teaching and learning is guided by the IB Approaches to Teaching (ATT), which emphasise six key principles:

Teaching based on inquiry

Focused on conceptual understanding

Developed in local and global contexts

Focused on effective teamwork and collaboration

Designed to remove barriers to learning

Informed by assessment

These principles shape a learning environment where students are encouraged to think critically, ask meaningful questions, and apply their understanding in authentic and relevant situations.

Teaching at CISB is concept-driven and student-centred, providing learning experiences that are engaging, challenging, and differentiated to meet diverse needs.

2.2 Approaches to Learning (ATL)

All IB programmes focus on developing five categories of skills: communication, social, self-management, research, and thinking. These skills are designed to empower students to become independent, self-regulated learners. Teachers integrate the IB ATL skills in their planning and then create meaningful development of those skills in lesson experiences.

2.3 Transdisciplinary and interdisciplinary learning

The IB encourages students to make connections between different subjects. In some programmes, students explore topics through transdisciplinary themes that integrate multiple subject areas, rather than learning subjects in isolation.

Teachers collaborate with one another within a grade level and with their IB coordinator to find opportunities for transdisciplinary and interdisciplinary learning experiences either through their units of inquiry in PYP, or through interdisciplinary units in MYP.

2.4 Student-centered approach

The IB places the student at the center of their learning journey, encouraging them to take ownership of their education and drive their own learning. The focus at CISB on Assessment for Learning (AfL) enables learners to develop and practice how they exercise their voice and choice. This is reflected in the learning in different ways:

- Student voice through feedback and choice through personal student interests to shape the Units of Inquiry
- Students are given a choice in how they can demonstrate their learning
- Teachers and students work together to choose and use reliable sources of information in their research
- Collaborating with the whole student body and the school leadership on school improvement and growth

2.5 Holistic development

IB education aims to develop the whole student, including physical, intellectual, emotional, and ethical growth. The Early Years programme, for example, integrates socio-emotional, physical, and cognitive development through play and exploration. The majority of CISB students actively participate in the CISB Sports and Athletics programme. A wide range of other programmes support other interests; such as leadership and activities through the *Duke of Edinburgh International Award* and the *Week Without Walls* programme, community charity events such as the annual *Terry Fox Run* and the *Charity Bazaar*; developing leadership skills through the *Student Council* and school *House* structure; supporting female students into STEM through the *Girls in STEM* programme, debating through MUN, expressive opportunities through the Arts, or presenting at our annual TEDX. These experiences shape character and equip CISB students with the confidence and skills necessary for success in all areas of life.

2.6 International-mindedness and Global Citizenship at CISB

A core tenet of an IB education is to foster a global perspective, helping students understand and appreciate diverse cultures and languages. This is further supported by the development of second language skills and a broader view of how people around the world construct meaning. As a result of a collaborative process with all staff in 2024-25 academic year, a statement has been created that articulates what International Mindedness/ Global Citizenship means at CISB:

“CISB respects diversity, embraces identity and both celebrates and promotes the understanding of the diverse cultures in our community. Our location in a culturally diverse area of Beijing allows us to touch multiculturalism on a daily basis. This helps us build a community that values respect for individuals, builds curiosity when faced with the unknown, and fosters a deep appreciation of and for different perspectives, values, and traditions. Language learning emphasizes respect for mother tongues while fostering confidence in using English. By celebrating diversity and fostering inclusion, CISB creates a learning community committed to respect, empathy, and global citizenship.

International mindedness is modeled by our culturally diverse staff and promoted through partnerships with local and global organizations, and active participation in different cultural events.

These collaborations provide meaningful opportunities to connect local learning with global contexts such as the UN Sustainable Development Goals.”

2.7 A "learning to learn" focus

The IB's emphasis on ATL skills is based on the belief that *"learning how to learn"* is a fundamental life skill that supports students throughout their academic and future lives. The school-wide focus on the *Assessment for Learning (AfL)* approach at CISB, is fundamental to sustaining an effective focus on *learning how to learn*. This approach allows students to take ownership of their own learning, by playing a pro-active part in their own growth through ongoing cycle of reflection on their own learning and targeted teacher feedback that leads to the next growth cycle through goal setting.

2.8 Preparation for future challenges

The IB aims to prepare students to be resilient, optimistic, and open-minded, equipped with the knowledge, skills, and sense of purpose to thrive in a complex world. The myriad learning experiences at CISB both inside and outside the classroom help build and shape character and equip students with the confidence and skills necessary for success in all areas of life. All CISB graduates are grounded and rounded, and all complete the Community Action & Service (CAS) component. CISB students explore their passions and interests and build lifelong skills that extend beyond the classroom.

SECTION THREE: Personalization of Learning

Assessment for Learning (AFL) & Personalized Learning Plans (PLPs)

CISB actively facilitates the understanding that every child is unique. Every child therefore has their own unique identity and understanding of the world. CIS Beijing personalises each child's unique learning journey, from arrival through to their graduation by building on each child's unique background and experiences to allow them to develop and grow into the best version of themselves as effective communicators, independent critical thinkers, and responsible global citizens.

CISB has created an online tool to fully utilize the Assessment for Learning (AFL). Personalized Learning Plans (PLPs) are shared with both students and parents through the Toddle platform. PLPs are created for each student across the school and are updated on an ongoing basis through the year.

3.1 Assessment for Learning (AFL)

The core that runs throughout High Quality Learning and Teaching at CIS Beijing is a school-wide focus on Assessment for Learning. Teachers provide ongoing personalized feedback targeted for each student to support learning growth and raise achievement. CIS Beijing has adopted a school-wide mechanism, Personalized Learning Plans (PLPs) to support this.

Decades of educational research into learning have consistently demonstrated that Assessment for Learning (AfL) is a highly effective approach in improving learning. John Hattie's research shows that effective, ongoing feedback is one of the most impactful factors on student achievement, (*Visible Learning*, 2011).

Assessment for Learning (AfL) strategies have been shown by Black and Wiliam's research; formative assessment significantly boosts student achievement compared to summative assessment (tests and exams). As a result, CISB expects teachers to provide students with ongoing, specific, and timely feedback that helps them improve their learning strategies.

John Hattie's meta-analysis validates that AfL strategies enhance metacognitive skills, self-perception, and motivation. The most effective feedback employs usable information about how students are doing and how they can improve to reach their goal. For feedback to have a positive effect, feedback must be task-focused, timely, specific, clear and unbiased. In Assessment for Learning, the teacher provides ongoing targeted feedback to the learner on where and how to improve which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

3.2 Personalized Learning Plans (PLPs)

The aim of the PLPs is to provide consistent, effective use of *Assessment for Learning* for all CISB students. This allows the following:

- i) Learners are actively involved in their own learning journey.
- ii) Learners have a clearly signposted pathway to growth in their learning journey.
- iii) Parents are involved in their child's learning journey.

3.2.1 How the PLPs work

The PLPs are essentially the main tool that supports the *Assessment for Learning* approach. Teachers give clear, actionable advice on exactly how and where the learner can grow and improve and move into the next grade band. Whenever relevant, this

feedback references the assessment criteria. Teachers and students set goals based on this feedback.

3.2.2 PLP Conferences

The PLPs are used as the basis of the PLP Conferences (*previously called 'Parent Teacher Student Conferences' and PTCs*). In these meetings, the student, teachers, and parents meet to discuss feedback in the PLPs and with a focus on where and how to grow. These conversations are designed to ensure that both the feedback and the actions required for growth are fully understood.

3.3 Monitoring and Evaluation

The effectiveness of AfL and PLPs is monitored through regular classroom observations, collaborative planning sessions, and internal reviews of student progress data. School leaders work closely with teachers to ensure consistency, quality of feedback, and alignment with CISB's vision for personalised learning. Data from MAP, CAT 4, formative assessments, and student reflections are used to inform planning at both the classroom and whole-school levels.

Through this integrated system of assessment, reflection, and collaboration, CIS Beijing ensures that every student is known, supported, and challenged to reach their full potential as a lifelong learner.

SECTION FOUR: Learning in the different school sections

4.1 Learning in EY/ES

Learning and teaching in the Early Years and Elementary School at CISB focus on the foundational years from Nursery to Grade 5, where students develop essential skills in language, mathematics, and conceptual understanding through exploration, reflection, and meaningful engagement.

In the Early Years, learning is play-based, encouraging children to wonder, explore, and make sense of the world through hands-on experiences. Play provides opportunities for creativity, communication, and social interaction while building early literacy, numeracy, and problem-solving skills in authentic, joyful ways.

In Elementary School, learning follows the IB Primary Years Programme (PYP) and is inquiry-based and transdisciplinary, allowing students to investigate meaningful questions and connect ideas across subject areas. Mathematics supports logical thinking, reasoning, and problem-solving, while language learning enables students to communicate effectively and think critically. Students engage in learning languages, learning through language, and learning about language, developing confidence and proficiency as communicators.

Across both stages, teachers work with the curriculum to ensure it is delivered in a concept-driven, differentiated, and developmentally appropriate way, ensuring that every child feels valued, supported, and challenged. Teachers make their classrooms inclusive, engaging, and reflective spaces where curiosity drives learning and understanding leads to action.

4.2 Learning in the MS/HS

Rooted in the MYP framework and tailored to CISB's unique context, MS/HS learners bring curiosity, personal experiences, and unique viewpoints to every unit. This approach both encourages and develops critical questioning, deep reflection, and meaningful interdisciplinary links, ensuring each student's individual learning path remains adaptable, relevant, and centered on personal growth.

Students also engage in a wide range of learning experiences both inside and outside the classroom—such as outdoor adventures through Week Without Walls and the Duke of Edinburgh Program, service projects as part of CAS, arts, athletics, sports, and clubs. These all help them build resilience, expand their perspectives, develop and practice leadership skills, and discover new ways to connect with the world during their Middle School years.

Teachers consistently monitor progress to guide each student's unique learning journey, offering ongoing constructive feedback focused on growth, that guides learners towards purposeful next steps. Monitoring is supported by data from assessments, and by leadership in the form of Heads of Department, and Grade Level Leaders who meet every two weeks to talk about areas that need development and support. This inclusive approach supports students' intellectual development and emotional well-being, empowering them to become independent thinkers, collaborate effectively, and cultivate a strong sense of purpose.

SECTION FIVE: CISB supports the diverse needs of all learners

5.1 Language Learners

Learners at CISB come from over 50 countries with a wide range of backgrounds and diverse cultures. For many learners, English is therefore their second or even third language. English language is the medium of instruction at CISB and all teachers are also English language teachers. Language development supports comprehensive English language learning, improving fluency across the student body.

5.2 Student Support Services

CISB provides English as an Additional Language (EAL) support through a team of EAL teachers across the school. As of 2025/2026, EAL teachers are integrated as part of the new *Student Support Services* team that also includes teachers that support learning. This department also liaises closely with the Counseling team. How the Student Support Services team operates will develop and grow over the next few years as the new Head of Student Support Services works with the team to implement new procedures.

The EAL team uses data to identify students that require additional English language support across the school. EAL teachers employ both '*push-in*' and '*pull-out*' approaches. Additional

support is also offered after school by EAL teachers. Further EAL support is also offered through the CAAP after-school programme, which is provided by an outside agency.

To scaffold language, all teachers have a formal focus on key vocabulary in each unit and learning is differentiated for learners. All teachers receive ongoing training on how to scaffold English effectively throughout their units and lessons for learners with different language needs. Teachers also use various tools including AI to scaffold texts with different Lexile levels to allow greater access to the curriculum for all learners. The EAL team also supports classroom and subject teachers on how to scaffold English effectively for all learners

SECTION SIX: Data informs learning and teaching

6.1 Internal and external learning data

Internal and external learning data are triangulated to present a comprehensive picture of each student's unique learning journey. External data includes three MAP assessments for each student per academic year and one CAT4 assessment for each Gr8 and Gr10 student. Internal data includes classroom summative and formative assessments.

6.2 CISB Learning Dashboard

Teachers cross-reference external data and internal school learning data and work with students to identify areas of strength and development. This process is facilitated through the [CISB Learning Dashboard](#), where all the learning data is compiled and can be compared and graphed in diverse ways. Teachers use the data to identify areas for growth and plot the most effective approaches to support this. Teachers then give this feedback to the learners to help set learning goals.

The EY/ES and the MS/HS Vice Principals are key in using data to identify wider learning trends in their school section. They also inform and guide the whole school Senior Leadership Team (SLT) on data-driven enhancements in learning, curriculum, and practices, allowing school-wide

trends to be identified and addressed. A strategic approach in curriculum development, data analysis, and assessment aligns with international educational standards, ensuring CISB adopts effective practices to enhance student learning.

SECTION SEVEN: Life-long learning for staff and parents

7.1 Life-long learning

CIS Beijing also actively supports the life-long learning of all students, teachers, staff and parents. CISB hires experienced and professionally qualified teachers from across the world, with many teachers holding at least one postgraduate degree. CISB only hires teachers through leading companies in the international educator recruitment sector. The academic leadership also attends the major international teacher recruitment fairs. Hiring follows strict standards and procedures, to ensure that CISB hires only the best talent for our students.

7.2 Professional Development

The school provides a generous Professional Development program that ensures that ALL teaching staff receive ongoing professional development every year. CIS Beijing also strongly encourages and supports staff to continue in higher education, and many teachers either already hold or are currently working towards post graduate degrees. This is also a requirement for senior leadership positions.

All CISB teachers have access to a wide range of workshops and presentations both on and off site, covering topics such as the IB programmes, EAL, Formative Assessment, AI etc. A range of workshops are arranged for parents every year on a wide variety of topics, and CISB is also considering other ways of sharing information with parents through social media platforms and short form media.

SECTION EIGHT: The quality of learning & teaching

It is essential that the quality of learning and teaching across the school is consistent across the school, from classroom to classroom.

8.1 Learning Observations

The Principals and Vice Principals carry out at least three formal *Learning Observations* every year.

- Learning Observations are 20 minutes in duration. They are scheduled into the Principal's calendar at the start of the academic year as they have top priority.
- The dates and times of these *Learning Observations* are not shared with teachers.
- All teachers are aware of the Learning & Teaching expectations for CISB and the relevant forms and rubrics are shared and discussed with teachers.
- Meetings are held after each *Learning Observation* between the teacher and the observing Principal to discuss.
- All professionals need to grow continually. Teachers' professional development will be targeted at areas agreed with the academic leadership.

In cases where some areas of growth have been identified, discussions will focus on which approaches would best support these, whether working with a mentor, peer observations, professional development, etc.

In cases where several areas of growth have been identified, agreed targets will be set. Discussions can also include professional development opportunities in the identified areas.

In cases where urgent areas of growth have been identified and discussed more than once, further *Learning Observations* will be required and formal targets set within a fixed timeline within the context of a *Teacher Probation Plan*.

8.2 Learning Walks

The learning leaders engage in ongoing *Learning Walks* throughout the school year. *Learning Walks* generally take around 10 minutes. They allow the learning leaders to build up an ongoing

series of snapshots of what is happening in learning across the school. Records are kept of all *Learning Walk* visits to classrooms. Those involved in *Learning Walks* at CISB currently include:

- **Head of School**
- **EY/ES Principal / MS/HS Principal**
- **EY/ES Vice Principal / MS/HS Vice Principal**
- **IB PYP Coordinator**
- **MYP Coordinator**
- **DP Coordinator**
- **Canadian Programme Coordinator**

SECTION NINE: Parent involvement in learning

At CISB, parents are invaluable partners who play a pro-active role in their child's learning and success.

9.1 Personalized Learning Plans (PLPs)

CISB has a focus on *Assessment for Learning* and teachers provide ongoing targeted feedback for learning growth throughout the year through the PLPs, which are available to both students and parents.

9.2 Learning in Action

Parents are invited to participate in their child's lessons and experience their learning first-hand. These occasions are timed to occur a few weeks before the PLP Conferences.

9.3 PLP Conferences

Parents are invited to attend PLP Conferences, which occur three times each year, after mid semester or end of semester 1 reports have been issued. The focus of the conversation is the

feedback for improvement that the teacher has given in the report, and in the Personalized Learning Plan and how the student can implement it for improvement and growth.

SECTION TEN: Citations

- Standards and Practices: International Baccalaureate Organization, 2020.
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