



RIKKYO SCHOOL IN ENGLAND

CURRICULUM, TEACHING AND LEARNING POLICY

This policy applies to the whole school.

The Policy is available to the school staff on 'Staff Share'

We have a whole school approach to safeguarding (student protection), which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding. Our fundamental priority is our students and their wellbeing.

Scope: All who have a responsibility to educate and support those who educate our students have a responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Legal status: This policy has regard to Education (Independent School Standards) (England) Regulations and the National Minimum Standards (NMS) for Boarding Schools, currently in force; the Equality Act (2010).

This policy is also constructed in alignment with the following Japanese laws and national education frameworks, reflecting the school's unique position as a Japanese international boarding school:

- School Education Act (enacted in 1947, revised in 2024)
- National Curriculum Guidelines for Elementary, Junior High, and Senior High Schools (as notified by the Ministry of Education, Culture, Sports, Science and Technology)
- Basic Act on Education (revised in 2006)
- Comprehensive Student Guidance Manual (2022 revision)
- Basic Plan for the Promotion of Education (Phase 4, from 2023)
- Basic Act for a Gender-Equal Society (1999), and the Act for the Promotion of Measures to Prevent Bullying (2013)

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement and audit by the Headmaster. The Board of Governing Advisors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements which made available to them in writing or electronically.

Signed:

岡野 透
Dr T Okano
Headmaster

J.N.Pratten
Mr J.N.Pratten
Chairman of GAB

Date Published: October 2025

Next Review: October 2026

At Rikkyo School in England, we respect and value all students and are committed to providing a caring, friendly and safe environment for our students to learn. We believe that every student should be able to participate in school activities in an enjoyable and nurturing environment, being protected from harm.

Mission

Rikkyo School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

At Rikkyo School in England, our mission is to nurture intellectual curiosity and empower each student to flourish as a principled open-minded global citizen. We are committed to fostering a lifelong love of learning, independence of mind, and spiritual awareness. Through a holistic education, we cultivate the skills, habits, and sense of responsibility that prepare students not only for further education and personal growth, but also to contribute compassionately and ethically to society throughout their lives.

Curriculum rationale

The curriculum at Rikkyo School in England is grounded in the belief that education should not only promote academic excellence but also nurture the whole child—intellectually, emotionally, socially and spiritually. As a school shaped by inclusive and inspiring education, we aim to provide a learning experience that celebrates individual strengths and talents, fostering confidence, motivation, personal growth and self-awareness. As a school that educates children with a Japanese social and cultural heritage, we also celebrate and nurture collective effort, respect, social harmony and discipline, with a focus on fostering a strong work ethic and a sense of responsibility.

At the heart of our educational approach is the belief that every learner possesses innate curiosity. Our role, therefore, is to cultivate this into a love of life-long learning, empowering students to flourish. We strive to build a vibrant, joyful and healthy community of principled and compassionate individuals who are equipped to thrive in a complex and interconnected world.

As noted, our Curriculum policy is constructed in alignment with Japanese laws and national education frameworks, reflecting the school's unique position as a Japanese international boarding school. Based on these frameworks, the school's curriculum, teaching and learning support are positioned as educational activities aimed at the holistic development of students, with a strong emphasis on respect for diversity, self-expression, and social responsibility.

In line with the educational standards set by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), the 'Scheme of Work' (also referred to as a Course of Study) provides a structured academic foundation for learning intentions. This ensures students receive an internationally informed education while benefiting from the rich cultural heritage and pedagogical standards of Japan. It is designed to encourage active student participation, exploration and ownership of learning. We believe that education is most effective when students are not passive recipients of information but are instead deeply engaged in the learning process.

Beyond academic achievement, we recognise the important role of character development. Through both classroom and co-curricular experiences, students are encouraged to cultivate resilience, autonomy and a broad range of personal attributes that underpin success in education, employment and life.

Curriculum should also reflect the current and emerging social, cultural and intellectual challenges that students are facing. While teachers can focus on their published curriculum, it is also an opportunity to highlight issues related to how the world works, whilst also referencing Personal, Social, Health and Economic Education (PSHEE) and Ethics and Morals, that is Spiritual, Moral, Social and Cultural (SMSC) development.

Aims

The aims of our school curriculum are:

- to enable all students to learn and develop their skills to the best of their ability;
- to enable all students to produce high-quality work they are proud of;
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach students the basic skills of literacy, numeracy and Information Communication Technology (ICT);
- to ensure all students can read and write at an age-appropriate level of fluency as set out in Japanese law;
- students should be enabled to be creative and independent thinkers and learners;
- to teach students about their developing world, including how their environment and society have changed over time;
- to help students to be positive citizens in Japanese society, as well as global citizens and develop cultural capital needed to succeed;
- to fulfil requirements of the Japanese Curriculum;
- to teach students to have an awareness of their own spiritual development and to understand right from wrong;

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- to help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to ensure students are being prepared for their next stage of education at each stage of their learning;
- to ensure students develop self-respect, with a proper sense of self-esteem, taking responsibility for the general welfare of their peers as appropriate;
- to encourage our students to develop respect for and understanding of diversity with particular regard to the protected characteristics set out in the Basic Act of Gender Equal Society 1999.

Curriculum intent

Through our curriculum, we teach students to be global leaders and citizens with a global perspective. We provide our students with a rich tapestry of experiences using the Japanese Curriculum, through a range of subjects and extra-curricular opportunities whilst also developing an appreciation of British values.

We aim to prepare students for both higher education and life-long learning with our focus on moral and academic development, independence and resilience. The school takes students from ten to 18 years of age with the intention that all students will master key knowledge and skills.

The school focuses on ensuring students have effective learning behaviours which will guide them as they go into the wider world. We aim to adopt a student-centred approach which not only incorporates aspects of the School ethos but also enables effective pastoral support as part of the curriculum. Although the school recognises the fundamental importance of examination outcomes for students, educational quality cannot be measured through this metric alone. In addition, students are supported through a broader view of learning that reflects the three key areas defined in the Japanese National Curriculum: “Knowledge and Skills,” “Thinking, Judgment and Expression” and “Motivation to Learn and Humanity.” These areas form the basis of how we assess and report student development to parents, ensuring that learning is understood not only in terms of academic success but also in terms of personal growth, independence, and critical thinking.

Core curriculum

The curriculum at Rikkyo School consists of three interdependent elements:

1. **Academic / core curriculum** – subjects required of the school by the Japanese MEXT
2. **Support curriculum** – PSHEE, SMSC, RSE, British Values, Cultural Capital, extra-curricular activities
3. **Outside-the-classroom learning**– engagement with social, cultural, spiritual/religious, academic, sporting and other individuals/organisations in events that enrich, inspire, educate and motivate our students to learn more about themselves and their wider community.

The curriculum may be defined as all the timetabled and scheduled activities that we organise in order to promote learning and personal growth and development that:

- prides itself on having traditional values and discipline;
- values scholarship, determination and hard work;
- values participation in the arts, co-curricular and physical activities;
- values the importance of developing and channelling students’ creative talents – particularly through art, music and drama;
- looks to develop higher order thinking skills;
- appreciates that as a non-selective school students will not all be at the same level of cognitive and academic development, and we value the accomplishments of all of our students; and,
- promotes the development of metacognition.

The knowledge and skills to be learnt by the students are generally outlined in the content and specifications of the Japanese MEXT school curriculum, currently in force, through the three stages shown in the table below—elementary (Primary School), lower secondary (Middle School) and upper secondary (High School). Individual teachers will also highlight and augment these where appropriate. The school recognises that some of the most notable learning takes place beyond the classroom and places strong emphasis on the value of blended experience to create the finest possible curriculum.

Curriculum Stages	Age	Grade in Japan	Grade equivalent in England
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Primary School	10-11	P5	5
	11-12	P6	6 (6)
Middle School	12-13	M1	7 (1)
	13-14	M2	8 (2)
	14-15	M3	9 (3)
High School	15-16	H1	10 (1)
	16-17	H2	11 (2)
	17-18	H3	12 (3)

Core curriculum elements

The core curriculum that students study consists of Japanese, geography, history, social studies, mathematics, sciences, health and physical education, Visual Art and Music, English ICT and home economics. In Grades 5 and 6 computer programming is integrated into other areas of learning such as mathematics, science and integrated studies.

Education Stage	School Year	Subjects	Weekly Lessons	Required / Optional	Additional Notes
Primary	P5	Japanese, Math, Science, Social Studies, Music, Arts and Crafts, PE, Home Economics, Moral Education, English, ICT (Intro)	31 lessons/week (standard)	All compulsory (incl. ICT)	Programming taught through other subjects
Primary	P6	Japanese, Math, Science, Social Studies, Music, Arts and Crafts, PE, Home Economics, Moral Education, English, ICT (incl. programming)	31 lessons/week (standard)	All compulsory (incl. ICT)	Programming taught in Math, Science, Integrated Studies
Lower Secondary	M1	Japanese, Math, Science, Geography, History, Civics, English, PE, Fine Arts, Music, Tech & Home Economics, Moral Education	32 lessons/week (standard)	All compulsory	Tech & Home Ec. is an integrated subject; Moral Ed. included in Civics
Lower Secondary	M2	Same as M1	32 lessons/week (standard)	All compulsory	Same structure as M1
Lower Secondary	M3	Same as M1	32 lessons/week (standard)	All compulsory	Focus on preparation for upper secondary
Upper Secondary	H1	Japanese, Math, Science, Geography, History, Civics, English, PE, Fine Arts, Music, Information, Inquiry Activities	Approx. 35 lessons/week (school discretion)	Core compulsory + elective subjects	University entrance preparation begins
Upper Secondary	H2	Same as H1	Approx. 35 lessons/week (school discretion)	Core compulsory + elective subjects	Wider range of elective subjects available
Upper Secondary	H3	Same as H1	Approx. 35 lessons/week (individualised)	Core compulsory + elective subjects	Curriculum tailored to students' future paths

Rikkyo School in England endeavours to ensure that the curriculum gives all students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. While the following illustrates the expected experiences provided by our school in the following areas:

- **Linguistic literacy:** This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. Rikkyo School is determined that all students will become

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confident and fluent readers. Towards this end, the school will commence a whole-school three-year reading program undertaken in English, sequenced to develop a student's confidence with targeted support given for any student falling behind;

- **Mathematical:** This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion, with the aim being effective retention of mathematical knowledge, concepts and procedures. Mathematical learning is carefully sequenced, and our curriculum aims to build a link between abstract mathematical ideas and practical problem-solving;
- **Scientific:** This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments, beginning to understand variables and fair testing, and recording their findings;
- **Technological:** Skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products;
- **Human and Social:** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions;
- **Physical:** This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health;
- **Aesthetic and Creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative and often practical responses. Students are encouraged to demonstrate their learning in a variety of ways with regular musical and drama events throughout the year, including School concerts, traditional events, recitals, creative/cultural festivals and literacy events.
- **Personal Development:** Developing students so that they can better comprehend and navigate the complex issues that face them in the real world is an important part of the whole curriculum. Whether promoting equality of opportunity, an inclusive environment that negates discrimination, developing responsible, active and respectful citizens who understand moral and ethical issues or forming healthy relationships, the curriculum reinforces the importance of developing resilience, interdependence and independence.
- **Digital Literacy:** The School wants its students to embrace digital literacy, so that they can become confident and competent digital citizens and, therefore, facilitates the use technology, where appropriate, to help students explore learning. Students use school-approved educational sites which provide the potential for on-line learning in key academic areas. The School is aware of the need to promote specific digital skills, such as coding, content generation and critical thinking. As part of digital literacy strategy, the School encourages teachers and students to understand that digital skills are useful across the range of subjects, as well developing civic participation in complex societal issues, careers, health and personal development as well as privacy and staying safe online.
- **Economic Literacy:** The school is mindful of the importance of imparting knowledge and understanding so that students have the ability to use basic economic concepts to make decisions about earning, planning, savings and spending money. The School aims to improve the economic literacy of its students through formal PSHEE, curriculum teaching and in wider reading.
- **Health Literacy:** An important element of the support curriculum and embedded in some aspects of the core curriculum is health literacy and ensuring that students understand how to stay healthy and fit. It is also important that students are informed about complex issues such as pregnancy, abortion, STIs, consent and the law. Staff encourage students to eat healthy food, get a good night's sleep, avoid drugs and alcohol. Mental health is taken seriously at the school in parallel with efforts to develop students' character through the promotion of positive thinking, building confidence and resilience.
- **Careers Learning:** It is important that we provide impartial career advice to students and promote their best interests as well as inspiring and motivating them about the full range of opportunities, both academic and vocational, available. The School has teaching staff who are able to make students aware of how they can access information regarding careers. This advice provides information about a range of education routes in Japan, UK and other parts of the world; promotes the best interest of students; and, explores the wide variety of new disciplines, mostly driven by changes in technology (e.g. bioinformatics, artificial intelligence, robotics, data mining, environmental issues, etc.) alongside more traditional careers.

Implementation

Schemes of Work (SoW) are developed by subject specialists and reflect the Japanese National Curriculum guidelines. Such schemes are scrutinised by subject department heads, the Director of Curriculum and Deputy Heads.

Prior the start of the academic year or new term (depending on the subject), all subject teachers are asked to provide an up-to-date scheme of work (SoW). Within this work, subject specialists make clear the following:

- how they intend to sequence their curriculum;
- how they intend to implement it, incorporating differentiation;
- how they intend to assess learning outcomes; and,
- what do they expect as a result of it.

We are currently (2025/26 academic year) trialling new English (P5 through H3), Literature (H2, English Integrated Studies, ICT in English, Art in English, Primary Music in English and RPQ SoW. As all are in development without precedent, these will be provided at the start of each term. They will be evaluated on an ongoing basis by the relevant teachers and HoDs.

The curriculum is regularly reviewed to take into consideration changes in the Japanese MEXT requirements. It is also reviewed to in order to set standards that teachers should enforce, balance and relevance, make changes to the curriculum in terms of the addition of new subjects and to ensure that the curriculum is congruent with School's strategic direction.

Student progress is monitored on a regular basis. This occurs through formalised assessments, while teacher-body student progress meetings and moderation conferences held at termly.

Our teachers:

- use clear, sequenced planning to ensure content is taught and delivered in a way that allows knowledge to relate to prior learning, and in a way that the endpoints of each unit of learning are clear;
- teach high quality lessons which incorporate time for retrieval, instruction, practice and application of knowledge and skills;
- facilitate opportunities for students to engage collaboratively with their peers as well as working independently;
- make explicit links to prior learning so that students can build upon this and design opportunities for repeated exposure to new learning, using different models and representations so that the learning becomes secure;
- unpick and explore misconceptions that arise during the lesson and plan opportunities to address these using hinge questions to assess understanding; and,
- be responsible for monitoring, recording and reporting along with Subject Coordinators/Specialists as applicable
- keep a good attendance record of their students as this is central to successful teaching and outcomes.

Roles and responsibilities

The Headmaster and Deputy Head Academic are responsible for:

- setting the learning and teaching focus areas;
- quality assurance of teaching and learning;
- direction and use of curriculum policy;
- learning walks; and,
- SEF, academic development plans and policies.

Director of Curriculum Development is responsible for:

- oversight of students' personal development and academic achievements;
- development and implementation of curriculum policy, including assessment methods and reporting to parents
- Support and coordination of Subject Heads including INSET and CPD;
- oversight and quality assurance of SoW;
- promotion of cross-curricular alignment and collaboration
- proposal of curriculum-related budget planning (to be undertaken after September 4, if appropriate)
- students' prior performance data;
- learning walks;
- design of student feedback, reporting and student data; and,
- analysis of assessment results and student data in concert with Headmaster, Deputy Heads and Heads of Departments.

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Heads of Departments:

- ensure that SoW challenge and stimulate students to achieve their best, are in place;
- stay up to date with recent developments and best practice in their subject and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
- resource the teaching of the curriculum and ensure that appropriate and relevant materials should be in place to deliver suitable teaching;
- monitor planning, teaching, marking and work produced by students in their subject;
- regularly quality assure how the subject is taught and feed this back to Curriculum Committee (which meets weekly), headed up by the Director of Curriculum Development;
- attend term-time weekly Curriculum meetings and implement the agreed actions from this;
- meet with their respective departments weekly during term-time;
- put in place actions to ensure teaching and learning is of a high quality; and,
- track student data and progress.

Teachers:

- provide challenging and stimulating lessons designed to encourage all students to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual student;
- monitor student welfare, in relation to their learning and their pastoral care;
- report on any concerns about student learning and wellbeing to line manager and/or DSL;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with best practice;
- promote inquiry and curiosity, providing opportunity for appropriate discussion;
- systematically check students' understanding and progress in class and through more formalised assessment;
- provide clear information to the Headmaster, Director of Curriculum Development, Deputy Heads and parents on student progress based on the areas of assessment set out by the School;
- have a positive attitude to change and the development of their own expertise;
- prepare students for the opportunities, responsibilities and experiences of life; and,
- follow all school policies and processes.

Communication with parents and guardians

Teachers and administrators inform parents and guardians about the progress of students and about what and how their students are learning, by:

- holding parents' events, annually, to explain our school strategies;
- providing opportunities for parent-teacher meetings in England and in Japan to review the progress of each student;
- providing current information about the topics of study to parents at the start of the year and end of each term by way of reports;
- sending termly reports to parents and guardians in which we explain the progress made by each student; and,
- being available through email, online and telephone communication.

Parents can support their student's learning by:

- promoting a positive attitude towards school, staff, and learning in general;
- ensuring that their child arrives at school with all their necessary equipment;
- providing support for the discipline within the School and for the teacher's role;
- participating in discussions concerning their student's progress and attainment;
- supporting the School homework policy and giving due importance to any homework set during the holidays
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school; and,
- informing us if there are matters outside of school that are likely to affect the student's performance or behaviour at school.

The community is invited to support Rikkyo School by:

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- contributing to activities such as assemblies, outings, clubs;
- participating in cultural, sporting and musical events;
- organising activities and events throughout the year to extend and deepen students' knowledge and skills; and,
- supporting school events.

Effective teaching

The most important role of teaching at Rikkyo School is to promote learning and to raise students' achievements. Teaching includes lesson planning, the implementation of plans, marking, assessment and quality feedback. It also includes support and intervention strategies.

In assessing the quality of the teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every student by:

- extending the previous knowledge, skills, and understanding of all students in a range of lessons and activities over time;
- enabling students to develop skills in reading, writing, communication and mathematics;
- engaging and motivating students to learn;
- using assessment and feedback to support learning and to help students know how to improve their work;
- differentiating teaching by setting suitably challenging activities and providing support for students of different abilities, including those who may have additional educational needs;
- enabling students to develop the skills of learning for themselves and of setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on subject knowledge and expertise to encourage students to make good progress;
- managing instances of poor or disruptive behaviour; (Please see our Behaviour Management Policy for more details) and,
- allowing opportunities for open discussion and debate of problems and themes which arise from the curriculum or everyday life.

Effective learning

We ensure the best possible environment for learning by developing a positive atmosphere in which all students feel safe and feel they belong, in which they can access appropriate resources and in which they are challenged.

We offer opportunities for students to learn in different ways, including:

- investigation and problem solving;
- research;
- group work; pair work; independent work; whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- Interacting with a range of media;
- responding to musical or pre-recorded material;
- debates;
- role-plays; and,
- and various kinds of presentations including oral presentations.

Classrooms and learning environments

We have a range of learning environments at Rikkyo School, with both indoor and outdoor spaces.

The school adopts a Japanese model of classroom management. Each class is assigned its own homeroom, which serves as a central space for both learning and daily life throughout the academic year. Unlike most UK schools, subject teachers move between classrooms, while students remain in their homerooms for the majority of their lessons.

Specialist equipment and decorations are found only in designated rooms for specific subjects such as Science, Art, Music, Calligraphy, and Primary education. General classrooms are intentionally kept neutral and multipurpose. This approach

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encourages equal respect for all subjects and allows students to concentrate more easily on the content of each lesson without distraction.

A notable feature of the school environment is the expectation that students take responsibility for cleaning and maintaining their own classrooms. This daily practice fosters a strong sense of ownership, discipline, and community, and reflects a key aspect of Japanese educational culture.

Impact of the curriculum

To evaluate the impact of the curriculum, the Senior Management Team and subject heads use a combination of different techniques within the School, inclusive of but not restricted to the following approaches including three (in italics) that are under development and implementation from September 2025:

- student 'conferencing' which entails at least termly review of students' progress within the confines of curriculum;
- parent feedback;
- the characteristics and behaviours demonstrated by students in all settings within school;
- teachers' own reflection and review of what they are teaching;
- student outcomes and progress;

- ***Lesson Observations and Learning Walks***

Formal lesson observations have already been incorporated into the teacher appraisal process at the end of the first term. Moving forward, we aim to embed short Learning Walks as a regular practice among staff. These informal, focused visits will help capture everyday teaching and learning practices and promote the sharing of best practice across departments;

- ***Book Looks / Work Scrutiny***

A small random sample of student notebooks or assignments will be selected from each grade and subject.

Responsible staff: *Subject Heads will review the samples and report key findings and trends to the Curriculum Review Committee.*

Frequency: *Once or twice per term.*

- ***Student Voice (Interviews)***

Purpose: *To understand the quality and relevance of teaching from the students' perspective and to gauge their level of curriculum understanding.*

Method: *Informal verbal interviews will be conducted by school leaders, Subject Heads, or the Director of Curriculum during natural settings such as mealtimes or in the boarding environment.*

Monitoring student progress

A picture of a student's overall progress is obtained from a wide range of sources of information, inclusive of:

- teacher's feedback and observations;
- regular monitoring of student books and online classroom work;
- regular homework and practical work (where relevant);
- regular low stakes testing as well as higher stakes termly examinations;
- completing examination papers;
- external assessments/examinations such as Eiken, IELTS and Cambridge English tests, IGCSE Biology examinations;
- engagement with parents;
- Home Room teachers taking the lead in predicting student grades, setting targets and sharing them during one-on-one or parent meetings. As a whole-school, I think we are weak this point; and,
- end-of-term academic review meetings.

Effective assessment

Assessment and feedback are an integral part of the learning process. This includes both assessment of learning (formative and summative) and assessment for learning (AfL).

Our teachers systematically assess students and use that assessment to plan and modify provision for our students. We are concerned with learning outcomes and acknowledge that assessment is integral to this process. This can include:

- effective teacher questioning, observations of learning, and analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to students; and,

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- students understanding how well they are doing against the success criteria and how they can improve.

Teachers use formative and summative assessment to get a 'picture' of every student. They monitor progress through:

- formative and informal assessment during lessons;
- practical work to evaluate specific skills and competencies;
- understanding students' strengths and weaknesses in the class and using differentiation strategies, ensure that all students are appropriately challenged;
- examine and scrutinise students' work to ensure that they are kept in a neat, logical way, developing a sense of pride at one's own progress; and,
- through discussions with the teaching staff and other team members, be able to explain at what point is a student in their attainment of knowledge of skills.

Tracking progress

As part of an informed understanding of our students progress in learning, teachers are required to undertake appropriate assessments that are used to assist in the monitoring of student progress for the subject and its content and skills.

We use a holistic framework that reflects both Japanese educational principles and the needs of our international context. In line with the Japanese National Curriculum (MEXT), we report student learning using three key domains of assessment:

1. **Knowledge and Skills** – factual and procedural understanding in each subject area
2. **Critical Thinking and Communication** – the ability to apply knowledge through reasoning, communication, and analysis
3. **Learning Attitude and Independence**– including motivation, independence, collaboration, and social responsibility

These three domains allow us to track learning beyond test performance and promote well-rounded development. They also form the basis of the feedback shared with parents at the end of each term, offering a clear and balanced picture of student growth. [An Annex](#) is available for teaching staff with further guidance on how to assess each area and assign descriptors, in line with the school's dual-reporting policy and the expectations of the Japanese Ministry of Education.

Use of baseline assessment

Although our school does not currently use standardised data in the same way as UK schools, we do administer external assessments as part of our academic tracking, particularly in the upper secondary phase. These assessments are designed with the following aims:

- To support students with university guidance, particularly for Japanese universities, by providing relevant admissions data beyond our immediate school context.
- To benchmark our students' academic level on a national scale through regular participation in external assessments.
- To collect longitudinal data that allows us to analyse trends and monitor changes in student academic achievement across year groups.

External assessments used:

• H1:

Study Support Tests (administered by Benesse) in English, Japanese and Mathematics.

• H2:

Study Support Tests (Benesse) in English and Japanese (Mathematics optional).

Z-KAI Descriptive National Mock Exams (administered by Kawaijuku)

These assessments are conducted in September and contribute to both individual academic counselling and institutional curriculum evaluation.

Whole school reading improvement program tracking, baselining and benchmarking

The English department is currently implementing a whole school reading program, having identified reading to be a skill that is declining. This program is in English, though the skills being developed are transferable across languages. *Reading Plus* tracks a variety of data points to assess and improve students' reading skills, focusing on fluency, comprehension and vocabulary. It also measures motivation and confidence related to reading, using an adaptive assessment called not only to personalize instruction

but to track progress, including silent reading rate fluency and motivation. The comprehension and vocabulary components of the assessment are based on an Interactive Responsive Technology framework. The initial administration of the assessment provides baseline performance measures, while subsequent administrations provide progress benchmarking.

Assessment and Reporting: On entering the School, students take a baseline test. These are used across core subjects, including for spelling and testing reading level. End of unit assessments are carried out in all subjects at an age-appropriate level. Regular testing of spelling and maths skills occurs within our schemes of work. The Rikkyo School uses assessment to measure progress and inform planning. Assessment addresses the attainment of long-term and short-term learning objectives. The assessment programme is in keeping with the requirements of the Japanese Ministry of Education. Assessment results are seen by the students and parents which is used to analyse students' strengths and weaknesses and address them by adapting the curriculum to individual needs. Importantly, it develops our students' ability to embed key concepts and develop their understanding of the topic instead of simply memorising disconnected facts. Students take at least one test every month in each subject and the results are collated and published on report cards that are seen by the student and parents/guardians and reviewed by the Head of Year. If students are thought to be underperforming, interventions will be discussed with the student/parents and put in place. The SMT will report if any student is not making the expected progress and again interventions will be put in place where necessary.

Student progress at Rikkyo School in England is reported to parents on a **termly basis** through a structured reporting system that reflects the strengths of both Japanese and British educational approaches. This system is designed not merely to reflect academic results, but to promote a deeper understanding of each student's development and growth.

Termly reports assess students across **three key areas**:

- **Knowledge & Skills**
- **Critical Thinking and Communication**
- **Learning Attitude and Independence**

The focus is not only on what students have achieved, but also on how they learn and how they can continue to improve. Letter-based descriptors are used to indicate levels of development in each area:

- **A:** Secure and strong development in the assessed area
- **B:** Steady progress, with room for deeper understanding or application
- **C:** An area requiring focused support and development

The termly report aims to answer the following questions:

- What is the student doing well?
- What can be improved?
- What are the next steps for the student's learning?

Reports are made available to parents via the **My School Portal** under the "Reports" section, and notification is sent by email when the reports are released. Parents are encouraged to contact the student's form tutor directly if they have any questions or concerns.

Through this system, the school aims to:

- Provide clear and constructive feedback to support student learning;
- Encourage students to reflect on their progress and take ownership of their learning journey;
- Strengthen communication between home and school to support the academic and personal growth of each student.

Classroom discipline and management

All staff are expected to utilise effective strategies for managing behaviour and encouraging students to act responsibly. Discipline is maintained in a fair and firm manner and students and teachers understand what is acceptable behaviour and what sanctions will be employed should standards slip.

We recognise the importance and value of homework as an extension and consolidation of classwork. Homework can also stimulate creativity, critical thinking, and the awareness that learning can take place outside of the classroom. Homework assignments can be varied in line with the competency of the student. Please see our homework policy for more details.

Educational visits

The curriculum offers a series of educational visits that deepen the students' understanding of the world around them. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. These include both day and residential visits that relate to our curriculum. When we plan to take students out of school, we follow a strict set of procedures and undertake appropriate risk assessments to ensure safety.

Recent examples of educational visits:

- P5–M2: Natural History Museum, Nymans Historical House
- M3: Tour of the Royal Courts of Justice
- H1: University College London (UCL)
- H2: Visit to the Science Museum; viewing of the musical *Les Misérables*
- H3: Visit to the British Library; viewing a small theatre play adaptation of *Dracula*; local arboretum

Co-curricular activities

The School has a programme of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all students. The programme of activities is designed to ensure that students of all needs and abilities will have access to a wide range of co-curricular opportunities. All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists.

Ethics and moral education

Through the curriculum and co-curriculum, we nurture the spiritual, moral, social and cultural development of each student as well as their intellectual and physical growth. Students are encouraged to strive for academic excellence and a spirit of open and shared enquiry; while developing their individual potential and qualities of character so they can make a positive contribution to the world, aligning with our school vision of nurturing global citizens. **For more details, please see our *Safeguarding and Student Protection Policy*, our *Preventing Extremism and Radicalisation Policy* and our *SMSC Policy*.**

Personal, Social, Health and Economic Education (PSHEE)

Our PSHEE curriculum reflects the School's aim and ethos in that it promotes students to be confident open-minded and compassionate individuals who can flourish in a global society. Our PSHEE Curriculum fundamentally encourages respect for other people, paying particular regard to the protected characteristics set out in the Japanese Equality Act 2009. (These include: Age, Disability, Gender Reassignment, Marriage, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.) **For more details, please see our *Personal, Social, Health and Economic Education (PSHEE) policy*.**

Relationships and Sex Education

Relationships and Sex education is guided by moral principles and students are taught to recognise the values of family life and the range of relationships which they develop. We have regard for the government's statutory guidance on Relationships and Sex Education. In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their students from any other part of the sex education provided without giving reasons – which can only be granted by the Headmaster.

Students with Special Educational Needs and Disabilities (SEND)

The school complies with the requirements of the Equality Act 2010. We, therefore, as a Japanese school in UK are committed to meeting the needs of all students as best we can. We take all reasonable steps to ensure that no student is at a disadvantage if they display potential or confirmed cognitive, communication, sensory, social and/or emotional needs. If a student has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice currently in force in providing for students with special needs. If a student displays signs of having special needs, his/her teacher makes an assessment of this need.

It should be noted that the Japanese legal framework for supporting students with disabilities in education is multifaceted with the focus only very recently having shifted towards inclusive education with the 2014 ratification of the Convention on the Rights of Persons with Disabilities (CRPD). Other key legislation includes the Basic Act on Education (revised in 2006) and the Law for the Elimination of Discrimination against Persons with Disabilities (2013) which mandates reasonable accommodations.

We aim to differentiate and provide additional resources for students with learning and/or disabilities but where appropriate, we use these resources with all our students as they can often benefit from them.

This includes providing a Personalised Learning Plan (PLP) which is reviewed once a term by the faculty of teachers. The provision in this respect is coordinated by the Director of Curriculum and the Deputy Heads.

When a member of staff identifies signs of special educational needs or disabilities in a student, they are encouraged to either complete the "SEND + Gifted/Talented Information Sharing Sheet" directly or report their concerns to the student's homeroom teacher. Upon receiving such a report, the homeroom teacher will share the information with the SEN Coordinator, who will assess the situation in accordance with the school's **SEND Register** procedures.

If additional support is deemed necessary, the SEND Coordinator will collaborate with the homeroom teacher to develop a **Personalised Learning Plan (PLP)** for the student.

Students with an active PLP are clearly identified in the class register with their specific area(s) of need indicated (e.g., communication and interaction, cognition and learning, social and emotional development, sensory and/or physical difficulties), enabling all teachers to provide appropriate support.

A sample PLP is included in the Annex at the end of this document.

More able and exceptional students

The role of the 'SEND' register is not only to identify, monitor, create and update PLP for students who are in need of additional support. It is also intended for those students who are more able and exceptional and who need support to be extended. A PLP will set out the nature of the 'special' need and outline how the school will aim to address the need, as well as targets, so that we can review and monitor the progress of each student.

English as an Additional Language (EAL)

At Rikkyo School in England, currently, more than 99% of our students have acquired Japanese as their first language and have adopted English as a second or another language. At the school, the language of instruction is, in the most part, Japanese and so English is considered as their 'first' Modern Foreign Language (MFL) rather than EAL. As such, we do not take teach English as an EAL but rather as a MFL in which students are gaining mastery. *(For more details, please see our EAL/JAL policy.)*

Japanese as an Additional Language (JAL)

While over 99% of our current student cohort are native speakers of Japanese, a subset of these students have received their early education in other languages prior to enrolling at the school. Consequently, some may demonstrate Japanese language proficiency that is not yet fully aligned with age-appropriate expectations, particularly in academic contexts. These students may experience challenges in subject-specific vocabulary and both written and spoken language use. In many cases, knowledge of kanji (Chinese ideographic characters) may be underdeveloped and require targeted instructional support to ensure equitable access to the curriculum.

Targeted support for JAL

To ensure all students can access the full curriculum and participate meaningfully in classroom learning, it is necessary to identify, support and monitor students whose Japanese language proficiency, particularly in academic and written domains, falls below expected standards due to prior education in other languages. *(For more details, please see our EAL/JAL policy.)*

1. Identification: Students requiring Japanese language intervention will be identified through the following means:

- Initial language screening upon enrolment
- Teacher referrals based on classroom observations and assessments
- Japanese language diagnostic assessments conducted at the beginning of the academic year or upon enrolment

Rikkyo School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

2. Areas of focus: Intervention will primarily target, but will vary greatly depending on the background and ability of each student:

- Subject-specific academic vocabulary (written and oral)
- Listening and speaking skills in instructional Japanese
- Reading comprehension, with particular focus on kanji recognition and usage
- Writing proficiency across a range of academic genres

3. Intervention strategies: Depending on individual student needs, intervention may include:

- Small-group or one-on-one language support sessions
- Differentiated instruction within the classroom
- Scaffolded tasks with language support materials
- Targeted kanji instruction using structured progression models
- Collaboration with homeroom and subject teachers to integrate support strategies

4. Monitoring and review

- Progress will be reviewed at the end of each term through formative and summative assessments in the subjects they take.
- Adjustments to support plans will be made based on data and teacher feedback.
- Parents will be informed of progress and encouraged to support learning at home.

5. Exit criteria: Students may exit the intervention program when they:

- Demonstrate age-appropriate proficiency in academic Japanese, including subject-specific vocabulary and kanji
- Consistently meet language expectations across subject areas
- Are able to participate independently in mainstream classroom instruction

How our school actively promotes fundamental British and Japanese Values (*For more information on how we promote British Values, please see our policy on Promoting British Values*)

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our students. Our range of artistic, sporting and other cultural opportunities available to students through the curricular and extra-curricular programme, enables opportunities for their participation.

We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Japan and in British society. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic Japanese society. We provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school and the local and wider communities.

In our school we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education also make a strong contribution.

Preparation for the opportunities, responsibilities and experiences of life in British society

We ensure that during their time at Rikkyo School, the students gain a thorough understanding of life within British society. This entails developing in every young person the values, skills and behaviours they need to get on in life. All students receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in future education and employment.

Remote learning – curriculum provision: In instances where Rikkyo School is unable to provide on-site education to groups or all of our students, we have procedures in place to ensure we can offer a remote curriculum with minimal disruption to students' learning. We recognise the challenges of learning from home on both students and their families and as such, we support families in accessing remotely with regular contact, including video conferencing lessons where appropriate. For more details, please see our Remote Learning Procedures. Additionally, the school may make adjustments to our proposed curriculum based on our assessments of students' learning progress to address gaps in knowledge and skills as a result of students having to learn remotely.

Rikkyo School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Concerns and complaints: Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's home teacher. If the issue is not resolved, parents should contact the Headmaster. The School has a Complaints Procedure in place, which is available to parents and students.

In conclusion, working with the students at Rikkyo School will demand of the teachers and support staff a high level of professional skill, knowledge and experience, combined with the dedication and experience which is a hallmark of the ethos, values, tradition and practice of education within this school.

Related Policy Documents:

- Culture Capital
- Educational Visits and Off-Site Activities
- E-Safety
- Anti-Bullying Policy and Behaviour, Discipline and Sanctions
- Special Educational (More Able and Exceptional) Needs
- PSHEE
- Social, Moral, Spiritual and Cultural Development
- Preventing Extremism and Tackling Radicalisation

PERSONALISED LEARNING PLAN – STUDENT YK

DoB/Current year level:

Home Room teachers:

SUBJECT/ (teacher's name):

- English
- Chemistry
- Japanese
- Maths
- Geography
- History
- Economics/Politics
- Bible Study
- PE

Strengths:

- English is native-proficiency
- Mature approach to learning and metacognition; developed independent learning and high level cognitive skills in 'mainstream' English education for most of his schooling to date
- Creative and resourceful
- Ahead in some topics in some subjects
- Ahead in his mastery of English
- Motivated to develop in areas that he is finding challenging

Learning challenges:

- While Japanese is YK's first and background language, his education has predominantly been in English and so his Japanese production and reception is substantially below the level of his English and below the level of where it needs to be in order to progress in most of his subjects at a Japanese school. (Effectively a JAL student (Japanese as an additional language))
- KANJI: Reading and writing is particularly challenging as YK has missed a huge amount of formal education in kanji
- VOCABULARY: he has not had the input required to be at the level of other students
- GRAMMAR:
- YK's speed of cognitive processing is slow. This may be as a result of the additional very high cognitive demands created as a result of having Japanese as, effectively, an additional language,

Learning Goals/outcomes:

- KANJI: to acquire kanji that is required to learn in all subjects as he progresses towards H3; to acquire subject-specific and key kanji for each topic in order to support learning and knowledge
- VOCABULARY: to acquire subject-specific terminology and key words for each topic in order to support learning and knowledge
- GRAMMAR: to fill any gaps in complex/unfamiliar Japanese grammar

Strategies and ACTIONS (school and classroom strategies including pedagogy, learning interventions, small group and individual support)

It must be acknowledged that YK is a JAL student (Japanese as an additional language)) so must have discreet strategies and actions in place to support his learning as such.

KANJI/READING AND WRITING:

- Subject teachers to provide a list of key words and subject specific kanji with meanings of each at the beginning of every topic
- Whenever possible write the 'new' kanji on the board with a meaning and/reading (in furigana)
- **Reading and writing of kanji to be taught one-to-one or in a small group (to be arranged)**
- Cut down, substantially, the amount of reading YK has to do in class and for homework so that it is manageable for him, considering he is having to work much harder at 'translating' and looking up language.
- Where possible, provide additional explanations if the meaning of what he is reading is not clear. He must have access to learning new material
-

VOCABULARY/READING, WRITING, SPEAKING AND LISTENING:

- Subject teachers to provide a list of key words and subject specific vocabulary with meanings of each at the beginning of every topic
- Whenever possible write the 'new' words on the board with a meaning and/reading (in furigana)
- Cut down, substantially, the amount of reading YK has to do in class and for homework so that it is manageable for him, considering he is having to work much harder at 'translating' and looking up language.
- Where possible, provide additional explanations if the meaning of what he is reading is not clear. He must have access to learning new material.
- Check for YK's understanding and provide alternative explanations if required.
-

SPEED OF COGNITIVE PROCESSING:

- Cut down the amount of homework Yota has to complete as he will be processing much more than other students. He needs time to process in order to learn.
- Allow additional time in class to complete tasks.
- In assessments/test, provide additional time to complete tasks. It is discriminatory not to do so. All students must be provided access to both learning and assessment.

DATE of this plan:

Date of review: approx.

Cited by student: