

Gulf English School

مدرسة الخليج الإنجليزية



Teaching and Learning Policy

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Based on the requirements within Teachers' Standards 1-8

The key to successful student learning is effective teaching, adapted to need and delivered using varied engaging teaching strategies. Teaching is based on students' levels of attainment and the necessary steps for students to make progress towards targets, therefore providing suitable levels of challenge.

The most effective learning is active followed by sustained consolidation of what has been learnt. It is not passive, and all teaching aims to help students develop into independent and self-motivated learners.

Teaching at Gulf English School focuses on motivating and engaging students, developing both skills and curriculum knowledge. Schemes of Work are based on DfE or Examining Body guidelines and are developed to facilitate regular assessment opportunities which allow teachers to monitor progress with consistency and rigour. All staff are responsible for the teaching of Literacy/Numeracy and student progress in these areas.

We believe in inclusion and have high expectations of all our students. Teachers establish positive relationships with their pupils through the use of praise and rewards.

At Gulf English School all staff are expected to deliver Good and Outstanding lessons which include the characteristics outlined below. The quality of teaching and learning is monitored through an on-going Quality Assurance Programme. The QA Programme includes: Learning Walks (drop ins), Formal Observations, Book Looks, Student Interviews, Parent Surveys, Analysis of Student Achievement Data. QA is conducted by both members of SLT and appropriate Middle Leaders.

When a member of staff's performance is viewed to need improvement, support will be put in place to help the teacher improve through a Growth Plan.

Progress over Time

- Teachers should ensure that they give consistent and high quality feedback through their marking, and that they are adhering to the school's Feedback, Making and Assessment policy. This should be evident in student books/ folders.
- Students should show good engagement with the targets set for them. This will be evident in books/ folders and in Assessment folders.
- Student progression towards expected levels/ grades should be evident in their work and within departmental and whole-school assessment trackers.
- Teachers share and discuss tracker progress towards outcomes with students and parents after school assessments and at pertinent points in the school, through Parent Teacher Conferences and school reports.
- Students should be able to articulate the progress they have made over time, and know what they have to do in order to make further progress towards their targets. Students will experience discussion with subject specialist teachers and within the tutorial programme where discussion is made over the students' strengths and weaknesses with the aim of setting further short term achievable targets.

Lesson Progression

- Teachers ensure a good connection to prior learning at the start of lessons.
- Teachers agree meaningful targets with students through use of marking/verbal feedback and the learning outcomes given in lessons.
- In Secondary, lesson objectives and linked outcomes are given to students at the start of every lesson. The teacher refers back to these during the course of the lesson to monitor progression.
- Students are aware of where they are, and how to improve.
- Students are encouraged to take responsibility for their own learning, thereby engaging in feedback given to them. Teachers should closely monitor when feedback is being acted upon by students.
- Teachers should make skilful adjustments to plans in order to accommodate learners' needs and ensure good progress in lessons is achieved by all.
- All students should make good, perceivable progress during the lesson which will have been monitored by the teacher. They should also have been given an extended period of time to apply their learning, either within lesson time or through homework activities.

Assessment for Learning

- Teacher's share **learning objectives** in each lesson, identifying the skills/knowledge to be taught in language that is understood by students.
- Teachers share **learning outcomes** in each lesson, identifying how students will be able to demonstrate what they have learnt (e.g. recall, describe, define, organise, summarise). These are reiterated during the lesson to monitor progression and learning. Learning Outcomes should be differentiated to accommodate class targets and divided into progressive layers. They should provide appropriate challenges to all students.
- Both students and teachers ask and answer differentiated questions based *Bloom's Taxonomy* (from *knowledge* to *evaluation*) and use these to monitor and impact upon learning.
- Teachers should provide thinking time for students before answering questions and use a variety of questioning techniques to monitor progression and ensure active participation.
- Teachers provide feedback and assessment which is in-line with the school's Marking and Assessment policy.
- Students evaluate and appreciate their own work and that of others.
- Teachers provide opportunities to review and reflect on learning and regular use of mini-plenary / progress checks during and at the end of lessons.

Adaptation / Differentiation/ Stretch and Challenge

- Teachers support the learning of students with differing abilities through a range of adaptation strategies. These include challenges for the more able students in a group, and the reduction of any “barriers to learning for less able students. Scaffolding, in terms of simple worksheets with either diagrams or some writing to start the process of learning, is a common support provided to students..
- Teachers thoroughly prepare for all lessons, including planning and resources which meet the needs of individual students.
- Teachers have high expectations, planning lessons where students’ prior attainment, previous learning and interests are taken into account and built upon.
- Teachers ensure lessons have appropriate pace and challenge, setting clear time limits for tasks and by dividing lessons into appropriate parts of activation and application of learning.
- Teachers plan for, and students engage in, a varied mix of activities including exploration, designing and making tasks, drawing on practical and first hand experiences and involving individual and collaborative discussion.
- Students actively engage in research, investigation and problem solving.
- Teachers plan for, and students demonstrate, high order thinking skills including questioning, prediction and investigation.
- Teachers develop students’ resilience, helping them to respond to and persevere with a task to its conclusion.
- Teachers set relevant homework to enhance learning in accordance with the School’s Homework policy; and create challenges by reinforcing and extending what has been learnt during lessons.

Teaching

- Teachers develop a classroom atmosphere where students are enthusiastic, prepared to take risks and try something new, and feel confident and secure enough to make mistakes.
- Teachers consistently demonstrate an enthusiasm for the subject.
- Teachers should demonstrate excellent, accurate and updated subject knowledge.
- Teachers demonstrate clarity of communication, particularly at the explanation/introduction stages of the lesson.
- Teachers will plan lessons which have pace and variety to match *challenging outcomes*.
- Teachers apply the school’s literacy and numeracy policies, weaving opportunities to develop Literacy and Numeracy skills into lessons.
- Teachers should regularly review and evaluate the impact of teaching on student progress, as part of professional reflection and sharing good practice with others.
- To ensure an efficient and calm start/end to lessons students will be greeted/ dismissed by members of staff at the door.
- Teachers will taken an accurate register every lesson, this information will be recorded with the MIS (Skoollee)

Resources

- Teachers should ensure that lessons are well planned and executed in terms of efficient use of time; this is to enable students to make good, embedded progress.
- Teachers should ensure that necessary and appropriate resources to deliver planned lessons are organised in advance.
- Teachers should participate in, and contribute to, a planned programme of enrichment to reinforce and stimulate learning. Eg educational visits, clubs, speakers etc.
- Teachers should ensure that the learning environment for their subject is appropriate, inclusive, a celebration of achievement, stimulating and rich in Literacy and Numeracy.

Behaviour for Learning

- Students are fully engaged in lessons and fully committed to their learning.
- Students co-operate and work collaboratively with both peers and adults.
- Students contribute to discussions in a relevant and thoughtful way.
- Students are motivated to complete tasks and activities fully.
- Students produce work which they are proud of and is to the best of their ability. ●
- Teachers support and provide opportunities for students to develop their concentration skills.
- Teachers use and embed the behaviour policy to enable lessons to proceed without significant interruption.
- Teachers use the School's reward system to motivate students, and to signify progress and effort.
- Teachers have high and rigorous expectations of student punctuality, challenging students and providing a consequence for those who do not meet this.
- Teachers put into place exemplary routines and expectations for students regarding homework, equipment and uniform; they also ensure that there are appropriate consequences in place for students not meeting these.