



مدرسة جيمس وينشستر
GEMS Winchester School
FUJAIRAH

Teaching and Learning Policy and Procedure

NAME OF POLICY	Teaching and Learning Policy
POLICY OWNER	Assistant Principal (Teaching, Learning and Innovation)
APPROVED BY	Principal
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RELATED POLICIES	Assessment Policy

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Teaching and Learning Policy 2021-2022

Statement of Intent

At GEMS Winchester School Fujairah, we believe that learning is a process by which students acquire and assimilate knowledge, concepts, skills and attitudes. They think critically and collaborate with peers to develop team spirit leading to innovation and leadership thus preparing them for the world. Teaching and Learning is central to our work as educators, and we work towards high standards in teaching, putting learning at the centre in all that we do. This policy ensures that everyone is committed to achieving a high-quality consistent approach to learning. All staff are expected to deliver stimulating and dynamic lessons, where students are supported and challenged to make good progress in their learning. We are committed to providing an excellent educational experience for all our children.

WSF Vision:

At WSF, our vision is to deliver a high-quality education to the diverse community of Fujairah. We will nurture lifelong learners in an enabling, caring and inclusive environment so that they become confident, independent and progressive world citizens. We will do that whilst embracing and sharing the vision of the GEMS Founder and Chairman: "Every child has the right to a quality education. We strongly believe that every single child has talents and abilities that are as unique as their personalities. We take pride in our inclusive ethos and are determined to bring out the best in every single child who comes to us to learn."

Mission:

WSF will establish a child-centered learning environment that will allow all students to reach their full potential. Our mission is to become the school of choice in Fujairah, meeting the needs and aspirations of all our learners and families.

Expectations:

In the classroom we would expect to see:

- Lessons that are creative, purposeful and contextual.
- Lesson plan is personalized and annotated.
- When planning work for children with special educational needs (SEN), we give due regard to information and targets contained in the student's Personalised Learning Plans (PLPs).
- Learning intentions and success criteria are shared and referred to throughout the lesson.
- Pace that enhances learning and maintains positive engagement.

- Dialogic talk. There should be opportunities in the lesson to ensure children share their opinions with peers and collaborate.
- High level questioning. It could be differentiated as per the needs of the students.
- Progress checks to ensure students achieve during the lesson.
- Differentiated tasks as per CAT 4 batteries (where applicable) to ensure the needs of the students are met.
- Use of high-quality resources/ texts.
- Effective use of technology by students in a blended learning environment.
- Teacher modelling.
- Achievement and effort consistently recognised and rewarded.
- High expectations of behaviour and attitude to learning.
- Verbal feedback is given to students within the lesson from time to time.
- Time for the children to reflect on their learning and identify their next steps.

What must staff at WSF do to teach well and support learning?

Teachers must

- Know their children and differentiate teaching to meet each individual's learning needs.
- Plan and assess what is taught and identify next steps in learning.
- Provide interesting and challenging lessons; make learning opportunities relevant to the needs and interests of learners and plan opportunities for deeper learning and understanding.
- Use AfL strategies to monitor progress and fill learning gaps.
- Effectively use online learning platforms to engage learners. Use online resources to enhance learning.
- Provide high levels of interaction for all pupils, giving them opportunities to collaborate.
- Motivate, inspire curiosity and promote a good attitude to encourage positive learning behaviours.
- Use effective marking and feedback in line with school policy, to engage and extend learning to include ways forward/now try this etc.
- Have high expectations for all learners and celebrate achievement with the child.
- Address underachievement and intervene promptly and robustly.
- Have strong subject knowledge and always follow the school's policies.
- Create a safe, secure and stimulating learning environment.
- Actively engage parents and carers in their children's learning in school and at home.
- Adapt questioning to test and challenge children's understanding and promote deeper thinking.
- Use manipulatives to support learning and create personalised resources where needed.
- Moderate children's work regularly with colleagues to ensure accuracy of making judgements.
- Engage in high quality CPD through a range of opportunities including staff meetings, group meetings, internal and external Professional Development opportunities, observing and sharing good practice.

Teaching Assistants will effectively promote learning. They will...

- Know the children and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning (AfL) strategies.
- Use effective marking and feedback as required and as per related policy.
- Engage in planning and providing inspiring lessons.

- Communicate and feedback observations of children to teachers.
- Ask questions to ensure clarity of expectation.
- Support the teacher with preparing resources to support learning.
- Have high expectations for all learners and celebrate achievement.
- Demonstrate and model self as a learner.

Learners will support learning. They will...

- Take responsibility for their own learning, actively participate in lessons.
- Be able to work alone with confidence and independence.
- Be able to work co-operatively and support other learners.
- Respect the rights of others to learn.
- Put maximum effort into all work, always staying focused.
- Know their targets and how to improve.
- Complete home learning activities regularly.
- Follow the school rules and behave responsibly towards self and others.
- Show enthusiasm and curiosity for ideas.

Leaders will support learning. They will...

- Model respect, consideration and kindness to all.
- Inspire all members of the learning community to achieve personal excellence.
- Celebrate achievement at all levels.
- Have high expectations for all staff and children.
- Provide support and guidance through coaching and mentoring.
- Hold staff and children to account for their behaviour and actions.
- Plan and evaluate policies and strategies to secure high quality learning.
- Manage resources to support high quality learning.
- Promote teamwork at all levels.
- Observe lessons and conduct learning walks to quality assure and feedback findings within 48 hours.
- Model teaching, support planning and share strategies as and when needed.
- Address underachievement and intervene promptly.

Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting and well-organised classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children can display their work at some time during the year.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised
- be well-resourced and clearly labeled
- makes learning accessible

- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

Strategies for Teaching and Learning

As a school, we acknowledge that children learn in a range of different ways, we therefore aim to provide strategies for Teaching and Learning that are varied and multifaceted in order to provide children with a range of different learning experiences.

Teaching and Learning takes place through:

Whole class teaching	Educational visits (within COVID protocols)
Small group teaching	Focus weeks/ days
Team teaching	Guest speakers
Independent work	Subject specialist teachers (PE, Art, Music)
Home Assignments	Projects and competitions

Use of differentiation

In order to deliver an enriched curriculum to all children, differentiation is essential. To ensure this happens in all curriculum areas, teachers are required to outline clearly on their plans how each lesson is to be differentiated and additional adults deployed, to best meet the needs of all children.

Challenging but achievable targets, in the core subjects, are set for all children. The purpose of target setting is to inform children of their areas for development and ensuring that all children are making progress and receiving an appropriate curriculum that reaches their needs. Parents are informed of their child's targets, encouraging them to work in partnership with the school in enabling their child to make progress.

Students identified with special educational needs, including the gifted and talented, receive extra support from the school and outside agents where appropriate. Support will take place within the classroom context but where appropriate, individuals or small groups will be withdrawn for some aspects of learning.

In all lessons we aim for pace and challenge, a range of questioning techniques (literal, application, analytical and evaluation) to be used, problem solving tasks and speaking and listening opportunities. We believe these to be the core elements in all Teaching and Learning situations, enabling children to become independent learners.

Learning Support Assistants (LSAs) are used to support children in their learning and to lead focused activities as directed by the teacher.

Planning

Year plan

Each year-group must adhere to the school curriculum map. The map ensures that there is progression and continuity between year groups.

Medium term planning

The Termly Schemes of work are written for all the core and non-core subjects based on the objectives of the UK National Curriculum.

Short term planning

These plans consist of a further break down of the medium-term planning into the weekly coverage, identifying:

- Specific learning intentions.
- Differentiation of activities.
- Success criteria stating exactly what steps the children must follow in order to achieve the Learning Intention.
- Teacher input needed (e.g. explanation of key words/ideas, demonstration of skills etc.).
- How adult support will be used.
- Different groups of students
- Assessment of children's learning.
- Evaluation of lessons conducted. These must have a purpose in future planning, always measuring achievement or lack of it against learning intentions

Short-term planning is for the teacher and staff working with the children. Staff must demonstrate complete ownership of their plans using the school's planning templates. It is inevitable that these plans will be changed as the week progresses. These changes need to be noted on the plan, showing a clear indication that the teacher is being reflective in his/her planning and responding to the day-to-day assessment that takes place within a classroom.

Published plans may be used, but they must be adapted to suit the needs of the class.

The weekly plan should be kept in the teacher's planning folder.

Professional Development

During Professional Growth & Evaluation meetings, staff will be provided with the opportunity to discuss their own professional development needs. This could involve development at a leadership level or developing an aspect of teaching practice. Staff will be placed on a professional development pathway that will suit their needs. Training and development are interwoven through PLD days, Tellal and other external training and staff meetings.

PG&E

Professional Growth & Evaluation at GEMS WSF is a shared process of regular communication between staff and line managers about work goals, performance, and development and career paths. Work goals are aligned to the school's strategic objectives.

- The PG&E process provides a mechanism for staff to develop themselves professionally through identifying their individual learning and development needs to support the achievement of their current work goals and long-term career aspirations.
- The PG&E process will:

- Enable staff to develop themselves professionally
- Guide professional aspirations and career paths
- Provide a systematic, common measurement and rating framework
- Identify and input employee development needs to HR (for corporate employees) and to TELLAL (for school employees).
- All employees will have goals set in a documented format within three (3) months of joining or transferring roles.
- Line managers and staff have a shared accountability to track goal progress and goal relevance throughout the year based on evidence as below:
 1. Goal setting (September). SMART & Achievable goals/targets.
 2. Mid-year review and Goal update (February)
 3. End of Year review and calibration (June)

Steps to book a Tellal PD pre Covid (Tellal went 100% online during COVID)

- Access the PD calendar through GemsNet icon on the desktop.
- The details of the face to face/ online courses are available on a monthly basis.
- Take the approval of your line manager and Head of School.
- Submit the PLD form to the TLC.
- Complete the transport arrangement form.

Monitoring and Evaluation of Teaching and Learning

Aim:

- To consistently evaluate the quality of teaching and learning across the school.
- To monitor and evaluate the progress of students' learning during a lesson and over time.
- To evaluate the performance of individual teachers against the Teacher Standards and ensure that high standards of professional performance are established and maintained.
- To identify group and individual training needs of staff and provide coaching support.

At GEMS Winchester School Fujairah, our teachers:

- Believe in an open-door policy.
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in T & L across all areas of the curriculum.
- Develop a range of T & L styles to create an exciting and creative learning culture.
- Self- evaluate the quality and effectiveness of their own teaching and classroom management.
- Work alongside coaches to set weekly targets and raise teaching and learning standards.

T&L review cycle:

Formal observations:

- Three formal observations in one academic year by Senior Leaders and joint observations with Middle leaders.
- Observations conducted either online or face to face in a blended learning environment as per COVID protocols.
- These observations are graded. The judgement is based on six-point scale as per ministry standards.
- Both written and verbal feedback is given.



- Feedback will be honest and clear, setting out strengths and areas of development.
- Targets set from previous observations are reviewed in the next observation.
- Lesson observation forms are centrally stored. Senior leaders have access to it. They are shared with relevant middle leaders and coaches on a termly basis.

Learning walks:

- Learning walks by Senior Leaders and Middle leaders as part of the evaluation process.
- Learning walks are not graded.
- They are recorded and tracked on a centralised system shared by senior leaders.
- There will typically be short or no notice of learning walks.
- Where possible learning walks are focused, and teachers are informed in advance.

High Performance Learning

High Performance Learning (HPL) is a research-based, pedagogy-led philosophy that responds to our growing understanding of learning performance capacity. It assumes that high performance is achievable for all students, although this will look different for each, and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and attributes needed for successful learning and lifetime success.

Teachers integrate explicit references to HPL cognitive skills, values, attitudes and attributes in learning activities, in assessments and as part of developmental feedback. They include:

Advanced Cognitive Performance Characteristics:

Meta-thinking
Linking
Analysing
Creating
Realising

Values, Attitudes and Attributes:

Empathetic
Agile
Hard working