

TEACHING AND LEARNING POLICY

POLICY FOR	Teaching and Learning
PERSON RESPONSIBLE	Heads of Teaching, Learning and Assessment
REVIEW DATE	June 2024
REVIEWED BY	TLA Team
APPROVED DATE	June 2024
APPROVED BY	ELT
DATE OF NEXT REVIEW	May 2025
RELATED POLICIES	Assessment Policy, Academic Honesty Policy, Inclusion Policy, Gifted & Talented Policy,


 Executive Principal / CEO



1. Rationale

At The Westminster School, we believe that:

- Learning should be a rewarding and enjoyable experience for everyone and enable children to make expected or accelerated progress.
- High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.
- We integrate development of a range of key skills, attributes and attitudes into our learning so that students can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.

2. National Standards

This policy is based on the following DSIB Inspection Framework Performance Standards Indicators:

- 1.3 Learning Skills
- 3.1 Teaching for effective learning.

3. Aims

At our school, we provide rich, relevant and varied learning experiences which allow children to develop their skills, interests and abilities to achieve, be proud and succeed together.

Through our teaching, we aim to:

- nurture students who are confident in working with information and ideas — their own and those of others, responsible for themselves, responsible to and respectful of others, reflective as learners, developing their ability to learn, be innovative and equipped for new and future challenges, engaged intellectually and socially, ready to make a difference
- provide students with the skills, knowledge and understanding to make informed choices and equip them fully for adult life.
- ensure that all students have equal access to a broad balanced curriculum to achieve their full potential.
- focus on students' attainment and progress
- develop students as resourceful, resilient and responsible learners.

4. Effective learning

We acknowledge that people learn in many different ways, and we recognize the need to develop pedagogies and students' learning skills to enable all children to learn in ways that suit them.

We offer opportunities for children to learn in different ways including:

- investigation, problem solving, and critical thinking.
- open-ended tasks.
- research and finding out, with independent access to relevant resources;
- group work, paired work and independent work.
- effective questioning; presentation and role play; use of ICT.
- field and off-site visits.
- creative activities



- use of multi-media, visual and aural stimulus; participation in athletic and/or physical activity; homework.
- Inviting guest speakers and performers.

5. Effective Teaching

- Teachers create a safe and supportive learning environment where students feel confident to take risks.
- All learning spaces are exciting and stimulating.
- Lesson planning is clearly focused upon deep learning with high expectations.
- Students are clear of the intended learning how it is of benefit to them and what it will look like when they are successful.
- Differentiation is driven by assessment and tailors learning to the individual needs of students.
- Activities are planned to encourage independent work and collaboration, with students taking the lead.
- New technology is used to enhance learning both within and outside school.
- Questioning is carefully planned and designed to ensure that all students are engaged and challenged to think.
- All adults encourage students to develop their English language skills in writing, speaking and reading.
- A range of assessment techniques, including marking of student’s work, is used to provide quality feedback to students that is effective in moving them on to their next steps of learning.
- There is a clear quality agenda that promotes critical thinking and richness of task.
- Praise and reward are intrinsic features.

6. Four-part lesson for effective teaching and learning

- Every lesson is expected to comprise of four prominent parts such as the Starter, Development, Differentiation and Plenary. Below are the expected attributes of teachers and learners during the four parts of the lesson. Assessment data from internal and external assessments to be used effectively to provide appropriate support/ challenge to all groups of learners throughout the lesson.

Attributes of Teacher	Attributes of Learners
Part 1 – Starter	
<ul style="list-style-type: none"> • Discusses the objectives • Personalize learning objectives • Enable students to take ownership • Questions to establish prior knowledge • Get students to place themselves on a continuum in response to a question/ issue • Initiates learning through a creative and engaging activity • Engages students – pair/group activity • Explain agreed success in terms of objectives • Refers to individual records of learning plans/objectives 	<ul style="list-style-type: none"> • Understand and writes the objectives • Personalize learning objectives using KWL Chart (Know – Want to Learn – Learned) • Take responsibility for their own learning • Participate in pair/group activity • Lead/conduct the activity • Understand the Success Criteria



Part 2 - Development	
<ul style="list-style-type: none"> • Introduces new information • Models, explains and gives clear & concrete examples • Elaborates content by active independent/collaborative learning activity for the whole class • Questions & assess students' responses through a Mini Plenary to check the progress of all groups of students; for differentiation and innovating strategy • Empowers to be independent learners 	<ul style="list-style-type: none"> • Explore new information • Involve in peer teaching with the teacher if Planned • Engage in active independent/ collaborative Learning • Refer to Success Criteria for productive work • Evaluate his/her progress - Self/ Peer/Group Assessment using success criteria/rubrics/I can statements/KWL Chart. • Creates a positive learning culture by being more focused and interested • Use ICT /BYOD productively & effectively
Part 3 - Differentiation	
<ul style="list-style-type: none"> • Demonstrates the essence of classroom organisation – flexible Seating plans • Communicates the expectations to all groups of students • Facilitates and engage learners with differentiated activities • Allows students to make choices in their learning • Engage learners in usage of ICT • Pause, Ask Questions, Pause, Review- Assessment for learning to monitor progress • Use of assessment information/ data to differentiate the content, process and/or product of the delivery to support or challenge all groups of learners. (SOD, G&T, Emirati, Boys /Girls) 	<ul style="list-style-type: none"> • Understand the what and why of learning • Demonstrate high level of responsibility and input • Make choices in learning • Engage in active independent/collaborative learning - right level and challenge • Use ICT /BYOD productively & effectively • Pause, Ask Questions, Pause, Review -asks for support when stuck and succeed by using success criteria • Use assessment as learning – self/ peer assessments to monitor their own learning
Part 4 - Plenary	
<ul style="list-style-type: none"> • Time manage the lesson to facilitate the plenary • Engage and evaluate learners through Demonstration of Learning (D.O.L) • Encourage learners to listen to each other and respond • Consolidate and extend learning – the what & how of learning • Engage all students to evaluates his/her progress in learning through AfL • Provide constructive feedforward to determine the next phase of learning • Record the strengths and weaknesses of individual students • Use AfL to inform next day planning 	<ul style="list-style-type: none"> • Crystallize their thoughts about what has been learned • Consider how they have learned and the learning strategies, they used –in terms of both individual and group thinking • See the 'big picture', in terms of past and future learning - fill in the KWL chart • Listen, respond & reflect on their learning • Use assessment as Learning - self/peer assessments to evaluate their strengths & weaknesses against success criteria/rubric • Take targeted actions to improve • Consider how thinking and learning can be transferred to other context • Develop a language for discussing, thinking and learning

5. Distance Learning Provision

During **Distance or Blended learning**, we aim continuity of learning for our students at home through online platforms by ensuring

- The balance of learning methods is appropriate for online learning and for students' needs
- Resource requirements for completing activities at home are reasonable and easily accessible.
- Teachers collaborate so that students' workloads are manageable
- Students are allowed flexibility with their time management and assignment deadlines to accommodate home circumstances.
- Essential content is covered in identified key subjects
- Provision of a balance of opportunities for academic and non-academic experiences

6. Monitoring and Review

We believe that teaching should be conducted in an atmosphere of trust, respect and honesty. We link our appraisal process with the DSIB criteria and this policy for teaching and learning in order to provide a clear and consistent expectation of the quality of practice across school.

When evaluating teaching and learning in school, we make use of:

- classroom observation.
- data analysis.
- analysis of students' work,
- next step marking and teachers' feedback.
- planning scrutiny.
- moderating and discussing the quality of students' work with colleagues.
- learning walks.
- announced observations
- feedback from parents and wider stakeholder surveys
- Student feedback

All our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. Along with school self-evaluation and appraisal, this informs a programme of PLD to address staff needs, with in-house expertise as well as external providers.

The SLT and MLT observe lessons regularly focusing on our school's recommendations from DSIB and our school priorities, feedback is given, and areas of development are listed on how to improve. We support our teachers in increasing their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision and overall vision as stated in the National Agenda.

7. Review of Policy

This policy will be reviewed annually or earlier if needed.

