



**GARDEN CITY
BRITISH SCHOOL**

2017-2018

Policy: Teaching and Learning

Teaching and Learning Policy

(To be read in conjunction with the GCBS Curriculum Policy)

DEFINITION(S):

For the purposes of this policy **the School** refers to Garden City British School. **SCF** refers to the ADEC Student Competency Framework. **Core competencies** reference a list of 15 21st Century Skills and 7 values promoted in the SCF. **Teaching and learning** refers to all activities, where student's personal or academic development is the focus.

PURPOSE(S):

- To promote lifelong learning among all stakeholders.
- To have a positive impact upon the teaching and learning process at Garden City British School, enabling each child to achieve his/her maximum potential.
- To develop an international community of thinkers, leaders, innovators and creators who will have a positive impact on the world of tomorrow.

POLICY:

Garden City British School students receive a robust, creative, vibrant, academic, challenging and inspiring 21st Century education, making the schooling years an enjoyable time filled with rich and memorable experiences, preparing them for life. Each student's unique skills and talents are released and enhanced in an environment of care and mutual respect; one that promotes resilience, confidence, self-esteem and self-management skills.

The School is a healthy, safe environment within which students can enjoy learning, make progress and achieve high standards in an atmosphere of trust and respect for all. In a culture of collaboration and co-operation students are taught to value diversity. Our students are encouraged to work individually and with each other on a variety of tasks which target and reflect a range of individual learning styles and provide the opportunity for them to present their understanding and ideas in a wide range of formats.

Students are given the opportunity to develop as thinkers, creators and self-directed learners, who are respectful of others, and display positive behaviour and attitudes at all times. They are encouraged to participate fully in school life and make a positive contribution to the school and wider community, ultimately learning the skills necessary to become successful, motivated, well-adjusted adults who achieve economic well-being.

LEARNING:

At GCBS we believe that people learn in different ways. We aim to provide a rich and varied personalised learning environment that allows children to develop their skills and abilities to enable them to reach their full potential, through improving both academic achievement and personal development.

We work towards our aim through providing a challenging and stimulating programme of study, based on The Cambridge International Primary Curriculum (CIE) the National Curriculum of England and Wales, the EYFS Development Matters Curriculum and the MOE statutory Arabic curriculum, with some modifications to take into account our international setting and international school community. Our creative approach to curriculum development is designed to enable all children to reach the highest possible standard of personal achievement.

We acknowledge that people learn in many different ways and styles; we recognise the need to develop strategies that allow all children to learn in ways that best suit them, be they visual, auditory or kinaesthetic learners. Multiple intelligence/VAK learning and different learning styles are taken into account when planning children's learning.

We offer opportunities for children to learn in different ways. Activities are planned which promote:

- Enquiry based learning
- Active learning
- Choosing how to present or record information
- Asking and answering questions
- Shared talk
- Investigation and problem solving
- Collaborative learning
- Creative thinking
- Critical thinking
- Reflective thinking
- Mental and physical productivity
- Practical application of skills
- Enterprise and innovation

These activities are organised in a variety of ways:

- Group work
- Pair work
- Independent work
- Whole class work
- Inter-year group work
- Cross-curricular work

They are carried out in a variety of ways which include:

- role-play
- responding to visual, musical or other recorded stimuli

- visual engagement
- physical engagement
- questioning and answer activities
- discussion
- oral presentations
- visual presentations
- making models
- artistic pursuit
- mind-mapping
- using technology to research and present information or ideas

Each primary classroom has an interactive whiteboard, secondary classrooms have similar technology. The development of ICT skills are promoted in timetabled computing lessons and the use of computers and iPads in the KG classrooms and PE, this will roll out across school over time. STEM/Robotics is taught from Grade 4 developing student's problem solving skills and providing the opportunity for them to develop their creative and critical thinking skills and be innovative. We use advanced technologies wherever possible to engage students and move learning forward.

LIFELONG LEARNERS:

Learning to learn is an integral and vital part of our ethos. We encourage children take responsibility for their own learning, to take risks, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn - what helps them learn and what makes learning difficult for them. They are also expected to identify the standards they are aiming for, become involved in peer and self-assessment and set targets. These areas are expected to be integral parts of lessons.

TEACHING:

GCBS has high expectations of students' rates of progress, teachers take this into account when planning lessons. Work is planned to stimulate and motivate the children, building on the skills, knowledge and understanding of the curriculum and their prior learning experiences.

Teaching is based on the teacher's knowledge of the children's prior attainment. The prime focus is to foster appropriate attitudes to learning whilst developing their skills, knowledge and understanding of the curriculum as well as the core competencies detailed in the ADEC Student Competency Framework.

When planning teachers ensure that all tasks set are appropriate to each child's level of ability and provide pace and appropriate challenge.

PEDAGOGY:

It is expected that the following strategies will be used in lessons:

- Learning intentions shared
- Success criteria identified by teacher or students
- Active involvement of children throughout the lesson
- Variety of VAK activities

- Incorporation of core competencies
- Thinking time given
- Opportunities for review and feedback which is both immediate and effective
- Variety of questioning strategies involving all children
- Opportunities for talk
- Use of peer and self-assessment
- Learning intentions and learning reflected upon and reviewed
- Set and review next steps or challenges
- Link learning directly to experience of learners
- Communicating high expectations
- Time built in for students to read and respond to feedback
- Promotion of first-hand experience (trips, activity/theme days, visitors etc)

PLANNING:

Lessons are planned with clear learning intentions related to CIE and NC assessment objectives. Teachers are encouraged to be creative in the planning of activities, addressing the needs of VAK learners. Planning should be annotated to reflect outcomes and inform future planning.

ASSESSMENT AND REPORTING:

At Garden City British School we use continuous teacher assessments and standardised assessments to evaluate each student's attainment and progress. Through regular marking and feedback teachers can give direction to students, celebrating success by evaluating their performance against the LI and clearly indicating the next steps in each student's journey. Assessment procedures are described in detail in the Assessment Policy. Assessments should be used to inform planning. We give appropriate feedback to students through ongoing verbal feedback, regular marking, termly target setting, reporting and parent meetings and children are also encouraged to develop their self and peer assessment skills. The analysis of data, along with assessment, serves to ensure that the needs of all learners are identified and planned for.

BEHAVIOUR FOR LEARNING:

We aim to promote good working relationships with all children in the class. Children are treated with kindness and respect. They are treated fairly and given equal opportunity to take part in class activities. All teachers are expected to follow the school policy on behaviour. We set and agree with the children the class code of conduct. We expect all children to comply with these rules that we jointly devise, to promote the best possible learning opportunities for all. We praise and reward children for their efforts and for meeting expectations; by doing so, we help build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the procedures for sanctions as laid out in our Behaviour policy.

ENVIRONMENT:

Classrooms, central areas, outdoor areas, specialist areas and corridors are part of the learning environment and are presented in an attractive and stimulating way. Displays are planned for so that they are interactive, as well as representative, of the

work being undertaken. In addition they should reflect the process as well as the end product. They are changed often and teachers ensure that all children have the opportunity to display the work. All teachers ensure that resources are well deployed, presented and cared for in a way which sets the climate for learning; it promotes independent use of resources and motivates the children to take pride in their work.

PROFESSIONAL DEVELOPMENT:

All our teachers and teaching assistants reflect on their strengths and weaknesses and are encouraged to discuss and plan their professional development as part of the performance management programme. Garden City British School will do all they can to support teachers in further professional development. In-service activities are offered during the year either by using the expertise of existing staff, bringing in outside speakers or attendance at external courses.

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