



Teaching and Learning Policy

This policy has been produced for GEMS FirstPoint School, when 'The School' is referred to in this policy it is solely GEMS FirstPoint School that is being referred to.

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Vision

Teaching and Learning is at the heart of FPS and our input is impactful, providing a climate for limitless learning. Our lessons are stimulating and teaching styles are assured in responding to the individual needs of our students. We are committed to nurturing the talents of every child in our school. Our staff have exceptional knowledge and a deep understanding of their subject areas and their students' learning. The pupils at FPS develop genuine awareness of their learning and know how to progress to the next steps.

Our Teaching and Learning Principles are informed by

- High Performance Learning
- Rosenshine's Principles
- Action Research within our school
- Research on cognitive science

Teaching and Learning responsibilities at FPS:

ELT/SLT

The Executive and Senior Leadership Team will work to:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, high standards of achievement and effective behaviour for learning.
- Determine, organise and implement a full, broad, inclusive and aspirational curriculum.
- Ensure FPS adheres to KHDA requirements and other appropriate international guidelines.
- Ensure that effective support and challenge is available and planned for all pupils.
- Ensure that the digital facilities are of the highest standard in order to enhance Teaching and Learning.
- Ensure all staff have access to high quality and tailored CPD to improve the quality of Teaching and Learning throughout the School.
- Ensure monitoring and evaluating procedures are consistently adhered to and feedback is given to continuously update practice.
- Ensure HPL is embedded effectively and purposefully across the school with an understanding of how to achieve world-class status.
- Be accountable for the success of HPL and the development of this over the two-year worldclass journey.
- Develop strong links with industry and the community to ensure Teaching and Learning is enhanced through our curriculum.
- Create and maintain excellent relationships and partnerships with parents to improve the experience for their child at FPS.
- Ensure that staff gain recognition for their work and that best practice is frequently shared amongst the staff to maintain high standards.
- Ensure that pupils' work is celebrated and consistently recognised throughout FPS.
- Meet to discuss Teaching and Learning on a regular basis.

HEADS OF DEPARTMENT (SECONDARY)/SUBJECT LEADERS/DIRECTORS OF KS/YEAR LEADER(PRIMARY)

Heads of Department/Heads of Year and Key stage will work to:

- Lead the Department/Key Stage by example and set high standards.
- Set Teaching and Learning priorities for the Department/Key Stage within the context of the FPS School Improvement Plan.
- Be accountable for the standards of teaching, learning and pupil progress within the Department/Key Stage.

- Ensure HPL is embedded effectively and purposefully across the school with an understanding of how to achieve world-class status.
- Implement the monitoring, evaluation and review procedures within their Department/Key Stage.
- Ensure the independent learning structure and policy is adhered to across the Department/Key Stage.
- Plan for the developments of their areas in both the long and medium term. These plans will include the high-quality use of digital technologies and the UAE and FPS values. These plans will also detail how Teaching and Learning is inclusive for all pupils at FPS.
- Ensure the learning environments across the areas are exemplary and follow the climate for learning guidelines.
- Identify professional development requirements across the areas in order to continuously develop Teaching and Learning.
- Ensure that information regarding the curriculum and Teaching and Learning is up to date, particularly when visible to all stakeholders.
- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Teaching and Learning.

CLASSROOM TEACHERS

Classroom teachers will work to:

- Lead by example and set consistently high standards for the pupils in their class.
- Provide all children with an enriching diet of learning
- Plan effectively and deliver lessons that are supportive for each pupil within the group, ensuring challenge, scaffolding and active participation to support learners as appropriate.
- Monitor pupil progress using a variety of assessment methods and feedback.
- Create a secure and stimulating climate for learning that motivates learners and accelerates their learning.
- Ensure HPL is embedded effectively and purposefully within lessons in order to maximise pupils' learning skills.
- Ensure displays are up to date, relevant, vibrant and encompass HPL.
- Apply their understanding of metacognitive approaches to their teaching.
- Use digital technology to enhance Teaching and Learning at all available opportunities.
- Follow the FPS Behaviour Policy.
- Maximise the use of other adults within the learning areas and provide key question(s) for support staff to promote pupil progress.
- Provide purposeful homework opportunities for students.
- Communicate with parents to keep them up to date with their child's learning and progress.

SUPPORT STAFF

Support staff will work to:

- Work collaboratively with the class teacher in planning for Teaching and Learning.
- Support pupils in specific aspects of their learning as agreed with the class teacher.
- Ensure HPL is embedded effectively and purposefully within the work they complete with pupils.
- Answer the key question(s) given by the teacher for the lesson to promote pupil progress.
- Be a positive role model for all pupils so that they are exemplary learners and know what is expected of them.
- Develop their own practice through commitment to PD opportunities.

PARENTS AND CARERS:

Parents and carers will work to:

- Support initiatives of FPS that involve collaboratively working together to raise pupil

achievement.

- Encourage and support their child to work and achieve their full potential.
- Prepare key questions to ask the teacher after data captures or during the Parent Review Meeting to support their child's learning.
- Discuss HPL with their child and how this is supporting their learning.
- Parent HPL Ambassadors will participate in the development of HPL across the school.
- Supportively communicate with teachers to enable learners to maximise their progress.
- Enthuse and support purposeful homework completion.
- Participate in feedback regarding aspects of the School so that FPS continues to enhance Teaching and Learning.

INDUSTRY PARTNERS:

Where appropriate, industry partners will work to:

- Work in close partnership with FPS to ensure learning is maximised using the most efficient methods.
- Support initiatives of FPS that involve collaboration to raise pupil achievement.
- Understand HPL and how we use this across the school, incorporating this into their work with pupils.
- Support pupils and inspire them to reach their full potential within their learning.
- Participate in feedback regarding aspects of the School so that FPS continues to enhance Teaching and Learning.
- Attend appropriate training/CPD to ensure Teaching and Learning is always at the highest standard possible.

STUDENT COUNCIL:

The Student Council will work to:

- Participate in feedback regarding aspects of the School so that FPS continues to enhance Teaching and Learning.
- The HPL ambassadors will drive HPL throughout the school.

LEARNERS:

Learners will work to:

- Actively participate in lessons and engage with learning at every opportunity.
- Revise and revisit their learning to build their schemas of knowledge.
- Ensure they understand HPL and they use this to fully support their learning across all subjects.
- Complete and meet deadlines for homework.
- Be mature and focused about their learning and constantly assess their own learning journey.
- Ensure deadlines are adhered to.
- Discuss their learning with teachers and parents in order to maximise their progress.

Key Information for aspects of lessons at FPS:

Climate for learning:

The climate for learning should be highly conducive to Teaching and Learning. All learning areas, including technology facilities should be used to constantly promote pupil achievement. Displays in classrooms should be presented to an exceptional standard and a large majority of this should be pupil work. Where appropriate, display work should be marked and link to learning intentions and success criteria. HPL should be a key feature of classroom displays.

UAE Values:

All pupils will be enabled to develop an excellent understanding of the UAE's culture and society. Where appropriate, learning experiences need to include this.

Digital Technology:

At FPS we enhance Teaching and Learning through the use of the highest quality digital technologies. We want to excel with our provision for this and therefore teachers plan for the use of this when it is appropriate to develop student progress.

Inclusivity:

At FPS we are a fully inclusive School. Support for all groups of learners should always be planned for to enable all pupils to maximise their learning. For example, SEND, ELL, EAL, Most Able, Emirati.

Individualisation:

Teachers at FPS will use strategies that successfully meet the individual learning needs of all pupils. Our curriculum provision must provide support to enable all pupils to make progress.

Innovation:

Teaching will be highly innovative and teachers are encouraged to take calculated risks in the classroom to enhance Teaching and Learning. Opportunities are provided to motivate and inspire all pupils. Pupils are highly creative and use critical thinking to enhance their learning with confidence.

HPL:

Teachers will ensure HPL is utilised purposefully and effectively to support the skills of learning and to ignite meaningful reflections on learning.

Assessment for Learning (AFL):

Teachers' interactions with pupils ensure that they are always active and focused learners. Assessment will be an integral part of all lessons at FPS where the teacher will use a variety of methods that links to the lesson objectives. Assessment should support pupils to understand their learning journey and offer opportunities that result in progress.

Questioning is used to challenge pupils' thinking and promote insightful responses, dialogue and reflection. Knowledge needs to be scaffolded at every opportunity to create building blocks to success. Our AFL focuses on ensuring engagement and attention from every single student.

Monitoring and Evaluating at FPS

Monitoring and evaluation is a key contributing factor to ensure Teaching and Learning is consistently at a high standard. Below are the main areas for monitoring and evaluation that directly link to Teaching and Learning at FPS.

Trust-based lesson observations:

The purpose of observing teachers teaching is purely to support them to develop their own practice. Lesson observations are unannounced and involve drop ins over a series of weeks. Each drop in is followed by a catch up reflective coaching conversation to advise and shape learning priorities and targets. At the end of the series of drop ins and reflections, teachers and coaches will meet to draw up strategies and targets for development.

Learning Walks:

Learning walks will assess the climate for learning and the general atmosphere in the school, including behaviour. Learning walks are a snapshot of atmosphere rather than a means of inferring student progress.

Pupil, Parent, Staff and Partner Surveys:

Every term, the voice of our pupils, parents, staff and Industry Partners is collated via a survey. The surveys are a series of questions that support the development and growth of the School and incorporate Teaching and Learning.



Student Council:

The Student Council is made up of lead members of the student body. They discuss whole school improvement through the progress of their development plan and any matters arising. The Council will produce a development plan in line with the School's overall aims and will be responsible for its implementation. HPL ambassadors will drive HPL throughout the school.

Parent Council:

The Parent Council is made up of the lead members of the Parent body. They discuss whole school improvement through the progress of their development plan, upcoming events and any matters arising. The council will produce a development plan in line with the School's overall aims and will be responsible for its implementation. Parent HPL Ambassadors will participate in the development of HPL across the school.

Line Management:

Line management aims to assess the School through meetings with standing agenda items to ensure consistency. It is a supportive process that will ensure seamless development of the quality of our provision. The meetings will always provide developmental targets so that teaching and learning is enhanced and learning opportunities for all students are maximised.

Preparation <i>Learning environment</i>	<ul style="list-style-type: none"> ○ Ensure the lesson is well-planned and allows all students to make progress. ○ Be at the lesson on time. ○ Ensure the learning area and all required resources are ready. ○ Ensure support staff understand their roles for the lesson. ○ Ensure that Health and Safety is secure. ○ Ensure individualisation and whole class inclusivity is planned to ensure the lesson flows.
Pupil Arrival <i>Learning environment</i>	<ul style="list-style-type: none"> ○ Ensure pupils enter the classroom in an orderly manner. ○ Meet and greet all pupils before instructing them to enter the learning area. ○ All pupils to prepare their equipment.
Connection <i>Retrieval/Review</i>	<ul style="list-style-type: none"> ○ Students to retrieve knowledge from prior learning. ○ Retrieval practice methods are employed to support with retention and recall of knowledge.
Activation <i>Learning innovation/facilitate student centred learning/Sequencing</i>	<ul style="list-style-type: none"> ○ All pupils to understand their role within the lesson and have a clear direction of their target(s) through learning intentions and success criteria. ○ New material is sequenced and delivered in small steps. ○ When applicable, digital technology is employed purposefully to enhance and develop student progress. ○ Student practice is guided both independently and/or collaboratively.
Scaffolding <i>Questioning/Modelling</i>	<ul style="list-style-type: none"> ○ Pupils are stretched and challenged within the lesson. ○ Modelled work provides students with a clear depiction of their learning goals. ○ Scaffolding is provided to support with difficult tasks. ○ The teacher will use inclusive questioning as a key technique to check for understanding. ○ All pupils are given opportunities to critically think, collaborate, communicate and be creative with their approach.
Consolidation <i>Review progress</i>	<ul style="list-style-type: none"> ○ Revisit the learning intentions and success criteria for students to assess their progress within the lesson. ○ Teachers will provide pupils with information about the following lesson and/or direction of learning. ○ Student success is prioritised and students should be able to see their own progress.
Pupil Exit	<ul style="list-style-type: none"> ○ All pupils to stay seated, pack away and ensure their learning areas are tidy. ○ The teacher to dismiss the class in small groups (whole group for FS/Primary with support staff).



THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



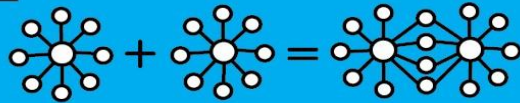
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

