



Teaching & Learning Policy

June 2019

Date last reviewed | June 2019

Review period | Annually

Lead Reviewer | Vice Principals



Introduction

At **Wellington Academy, Al Khail**, we believe in the concept of lifelong learning; that learning should be a rewarding and enjoyable experience for everyone; that through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and live happy and fulfilled lives.

Quality teaching and learning is a fundamental aspect of our school. It provides the foundations for our curriculum and gives the context in which all other policy statements should be read for the benefit of all stakeholders within our school community.

This policy is a statement of aims, principles and strategies for quality teaching and learning within our school. As an inclusive and reflective community, committed to development and improvement, we strive to constantly review and improve our academic provision for every pupil.

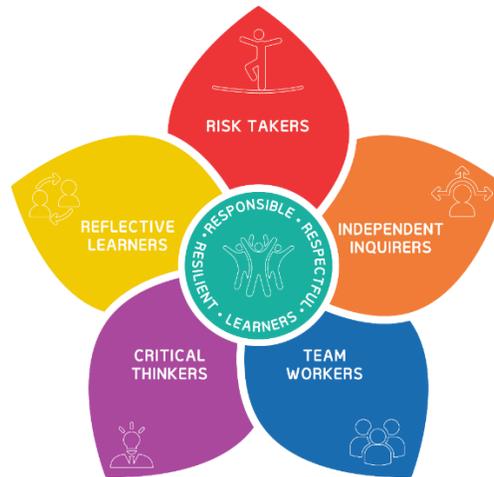
Aims and objectives

We believe that people learn best in different ways. At our school we aim to:

- provide a rich, varied and creative learning environment that allows children to develop all their skills and abilities;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their national and international community and help them feel valued as part of this community;
- encourage our students to become resilient and to view failure as an opportunity to continually improve;
- help children to grow into reliable, independent and positive citizens;
- facilitate innovation through thinking, doing and reflection.

WEK Learner Profile:

These aims are exemplified through the WEK Learner Profile which places five basic attributes at the heart of teaching and learning.



- 1) **Team work:** Students understand and communicate ideas and information confidently and creatively in more than one language and they apply their learning in different ways. They work efficiently and willingly with others and are happy to adapt other ideas that may not be the most effective. Students show empathy, and respect towards the needs and feelings of others and take on the opportunity to work together. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. Students always act with honesty, with a strong sense of fairness, justice and respect for the individual, group and wider community.
- 2) **Independent Inquiry:** Students develop their natural curiosity and passion to learn. They can gain the skills necessary to carry out inquiry and research and show independence in learning. Students explore concepts, ideas and issues that have local and global importance. In so doing, they gain in-depth knowledge. They enjoy learning and this love of learning will be sustained throughout their lives.
- 3) **Critical thinking:** Students develop confidence in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. They can think out of the box to expand their thinking skills to the highest possible level, beyond expectations. Students are open minded about opinions, values and traditions of other individuals and communities.
- 4) **Risk taking:** Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. Students approach unfamiliar situations and uncertainty with courage and forward thinking, and have the independence of spirit to explore new roles and ideas. They are courageous and articulate in defending their beliefs. They take responsibility for their own actions and the consequences that accompany them.
- 5) **Reflection:** Students give deep consideration and thought to their own learning experience. They are able to assess and understand their strengths and challenges in order to improve their learning and personal development. They are used to seeking and evaluating a range of viewpoints, and are highly motivated to learn from the experience.



Effective teaching and learning

We acknowledge that people learn in many ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The WEK Essentials identify the key aspects to teaching that allow children to learn well. At WEK it is an expectation that units of learning will incorporate all of the WEK Essentials although these do not all need to be evident in every lesson. The philosophy is that if teaching utilises all of the WEK Essentials, all children are capable of being successful learners.

WEK ESSENTIALS!



Learning Dialogue

- Learning is checked during the lessons at appropriate intervals and, where appropriate, feedback is given.
- Students receive feedback on their learning which celebrates successes and identifies next steps. Pupils respond to these at an age appropriate level.
- Students are aware of what they are achieving at key points in the lesson and make reference to the chill challenge (Primary)/success criteria (Secondary) when self and peer assessing.



Resources for Learning

- Adults support and improve learning through focused and appropriate interventions within lessons.
- Selected resources (including digital) are used when appropriate to scaffold, support and enhance learning.
- Displays track, motivate and support learning by visualising expectations/examples and share additional resources that pupils regularly interact with.
- Classroom design (tables, groupings, learning stations) is organised appropriately to suit planned learning.



Real Life

- Links are made between the key questions and the students' lives, to provide context and purpose.
- Where possible UAE links are embedded within learning experiences.
- Hooks are used to engage students during lessons.
- Problem solving/critical thinking opportunities allow students to use and apply the skills developed in a real-life setting.



Questions to Further Learning

- Every lesson has key questions which focus and stimulate learning.
- Teachers plan and utilise a variety of differentiated questioning strategies using the Question Matrix and subject specific command terms (Blooms Taxonomy).
- Students are encouraged to create their own key questions, where appropriate.
- Students ask their own questions to further their learning and that of others.



The WEK Learner Profile

- Classroom routines and high expectations are clearly established and embedded.
- Lessons are planned to allow students to further develop their competency of at least one Learner Profile attribute. Teachers comment specifically on attributes to model and support the development of these.
- A positive working environment is evident where all students feel safe, valued and positively interact with everyone in the room.
- Teachers promote growth mindset and the language used by students and adults help to raise their expectations of themselves and others.



Active Engagement

- All students are actively involved in the learning process upon arrival at the lesson.
- The pace and variety of activities allow all students to meet and exceed planned learning outcomes.
- Students work harder than teachers during lessons.
- Teachers are adaptable and are free to draw on unplanned events within lessons.
- Students make independent decision within lessons.



Challenge For All

- Teachers are aware of, and lessons are planned to meet, the learning needs of all students.
- Higher order thinking skills are developed through lessons; students are presented with a progression of challenging activities that deepen understanding.
- Students prior learning is assessed and used to influence lesson pace and starting points for each pupil.
- Chili Challenge (Primary)/Success criteria (Secondary) and key questions highlight high expectations for each child within their learning and students use these to set their own goals.



Planning

Planning takes place half-termly, with reference to the National Curriculum 2014, Early Years Foundation Stage, Arabic and Islamic Curriculums, Moral Education and Social Studies.

Termly/half-termly plans, schemes of work and weekly plans allow teachers to collaboratively design learning opportunities. Plans are based on assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

At WEK, we are also committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum and subjects.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Roles and Responsibilities

GEMS School Support Centre

GEMS determine, support, monitor and review the school policies on learning and teaching. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful learning and teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's learning and teaching policies through the school self-review processes. These include reports from subject leaders and the Principal's report to governors as well as a review of the in-service training sessions attended by our staff

The Principal/ELT team

The Principal and the ELT oversee the quality of Teaching and Learning within the school. In particular, they:

- Provide all staff with the opportunity to attend suitable CPD opportunities in line with their own professional development needs
- Carry out lesson observations and ethos walks which provide formative feedback and lead to clear and achievable targets for the improvement of Teaching and Learning which are effectively reviewed.
- Support Teaching and Learning Leaders in creating opportunities for internal CPD opportunities and the sharing of good practice.



Teaching and Learning Leaders

The Teaching and Learning Leaders will seek to enhance and develop the quality of Teaching and Learning across the school. In particular, they will:

- Provide internal CPD which is relevant at whole school, phase and individual levels.
- Develop opportunities for the sharing of best practice throughout the school community.
- Identify appropriate external CPD which will meet the needs of individual teachers.
- Carry out formative lesson observations and ethos walks which provide clear and achievable targets for the improvement of Teaching and Learning.
- Organise appropriate peer mentoring and coaching schemes to support individual teacher development.

Phase, Year Leaders, Curriculum and Subject leaders

Phase and curriculum leaders will ensure that Teaching and Learning within their chosen area is consistently of the highest possible standard. In particular, they will:

- Carry out formal lesson observations and ethos walks which provide formative feedback and lead to clear and achievable targets for the improvement of Teaching and Learning.
- Informally monitor the quality of Teaching and Learning, assessment and feedback, climate for learning and use of additional adults on a day to day basis.
- Provide internal support and mentoring to enhance the development of individual teaching practice.
- Lead on the development of innovative schemes of learning which meet the needs of all students within their phase/curriculum area.

Teaching staff

Teaching staff will be responsible for the quality of Teaching and Learning within their classroom. In particular, they will:

- Personalise their planning to ensure that it best meets the needs of all learners within their classroom.
- Create appropriate and innovative resources and learning experiences which lead to students being actively engaged with their learning.
- Provide regular marking and feedback in a variety of forms which support the progress of individual students.
- Develop strong relationships with the students in their care which are based on mutual respect.
- Lead the additional classroom support effectively; supporting and challenging them to be able to enhance the learning experience of the students.
- Create opportunities within their teaching to allow students to develop the different attributes of the learner profile and to allow students opportunities to think about and verbalise the different learning process.
- Be willing to share best practice to aid in the professional development of others.
- Take an active role in their own professional development, seeking out internal and external opportunities which will enhance their own practice.



Teaching Assistants

Teaching Assistants will support and enhance the Teaching and Learning within their classroom / classrooms. In particular, they will:

- Respond actively to the planning that they are provided with, taking initiative in responding to the needs of students within the classroom.
- Develop strong relationships with the students in their care which are based on mutual respect.
- Take an active role in their own professional development, seeking out opportunities which will enhance their own practice.

Students

Students are at the centre of this policy and have a responsibility to make the most of the learning experiences with which they are provided. In particular, they will:

- Attend all of their lessons and always be ready to learn.
- Respond appropriately to instructions that they have been given.
- Have ownership and understanding of both their learning and their further learning targets.
- Strive to become enthusiastic and active participants as well as reflective learners.

Parents

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has at least 96% attendance record.
- Ensure that their child is punctual for the start of the school day.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Support the school in its efforts to ensure that all students reach their individual potential.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.



Monitoring and Reviewing of Learning and Teaching

We monitor the quality of learning and teaching through the following methods

- Collection and analysis of data- Otrack/Go4Schools
- Student, staff and parent surveys
- Lesson observations- learning walks and formal observations
- Impact analysis of professional development
- SEF and SDP
- KHDA/DSIB and GEMS internal school reviews.

Key Questions for Teaching and Learning:

	Quality of Learning	Quality of Teaching
Key Questions	Are students able to talk about how they learn as well as what they learn? Are students aware of the learning outcomes of their lessons? Do students ask questions and reflect?	Are lessons well planned and structured to meet the needs of their students?
	Do students demonstrate independent learning skills as shown through their responses in lessons, in work samples and in discussion about their work?	Is there a range of teaching activities used across of scheme of learning and within individual lessons which provide for a balance of speaking, listening, reading and writing opportunities?
	Do the students know what they must do in order to improve?	Do curricular targets reflect high expectations of student progress?
	Do students demonstrate an increasing ability and inclination to meet challenging targets?	Have teachers attempted to expand their repertoire of teaching approaches and strategies?
	Are students demonstrating resilience and perseverance in their attitude to their work particularly when it becomes more challenging? Can they tackle more challenging topics?	Do lessons show increasing emphasis on deeper and interactive learning and include challenging tasks, higher order tasks and opportunities for reflection?
	Do students show interest and enthusiasm for their lessons? Do students demonstrate that they want to learn?	Are teachers confident with the “big concepts” in their subject/phase?
	Do students demonstrate higher order skills (analysis, evaluation, synthesis)?	What impact does the TA have on student learning? How would it be affective if they were not there?
	Do students consciously seek to develop their work, applying the skills that they have learnt and the feedback they have been given effectively?	Has a positive working environment been created in which all students feel safe to participate effectively?