

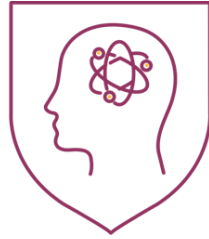


# Teaching, Learning and Professional Development Policy

2024-25

Date last reviewed | Oct 2024  
Review period | Annually  
Lead Reviewer | Vice Principals

***"Empowering today,  
for a limitless tomorrow."***



**Limitless  
Learning**



**Limitless  
Solutions**



**Limitless  
Possibilities**

## Introduction

At **GEMS 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.

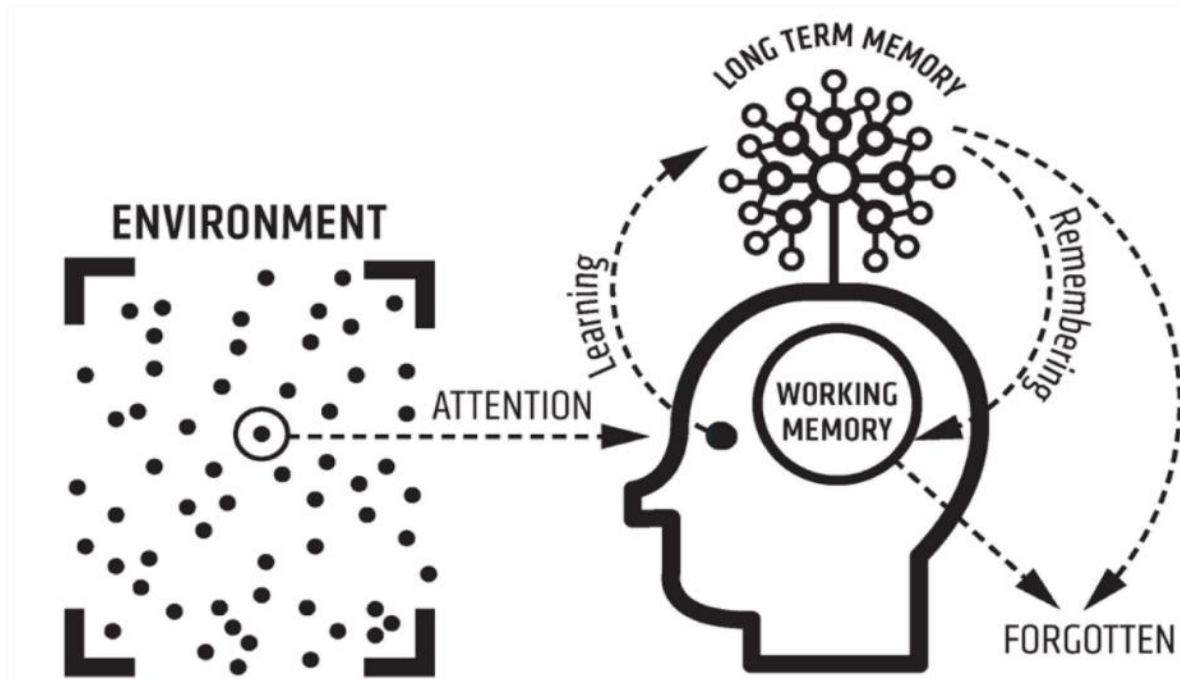
## Aims and objectives

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.

## The Model of Learning

At The Academy, effective teaching and learning requires all staff members to understand how learning happens. These principles are paramount to the successful building of schemata in the long-term memory. They also ensure a consistent approach to the learning process, regardless of subject or year level.



(Oliver Caviglioli et al, 2019)

The Model of Learning can be described as four simple stages:

**Filtering:** Selecting information from our environment to use within our working memory

**Encoding:** Processing information from our working memory to our long-term memory

**Consolidation:** A biological process in which information is embedded in our long-term memory

**Retrieval:** Bringing back stored information into our working memory from our long-term memory

## The Academy Teaching Principles

The Teaching Principles are based on brain research, successful classroom practices, and studies on teaching and learning strategies. These principles guide effective teaching across subjects, departments and year levels. While they are sequenced in an order that reflects the learning process, high quality, **responsive teaching** requires the principles to be **used, sequenced and paired together creatively** in order meet the needs of all learners.

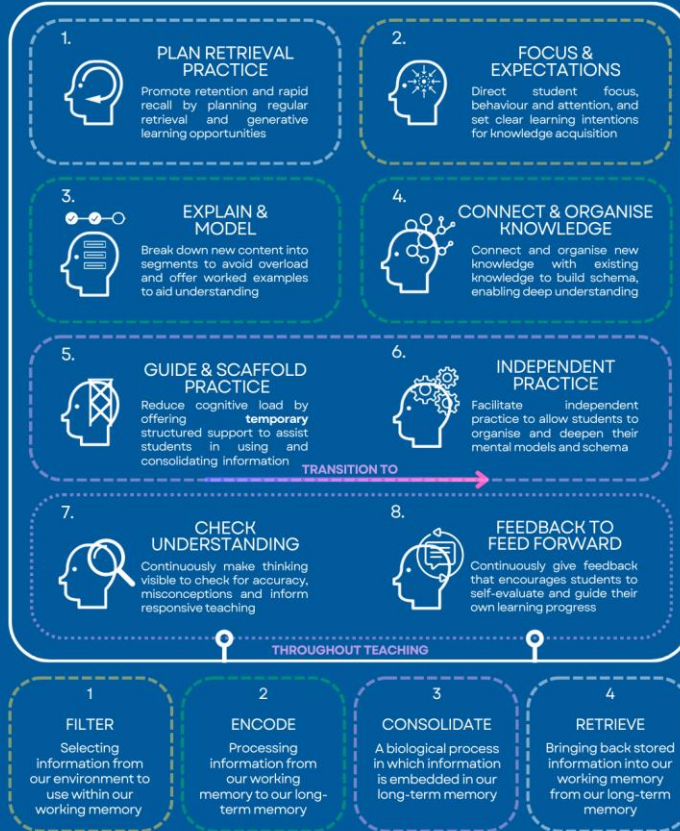


PRINCIPLES



# TEACHING PRINCIPLES

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Across all ages, stages and subjects, teachers should plan utilising the teaching principles as the rationale and methodology behind lesson design. As such lesson drop in foci, feedback, quality assurance activities and all coaching activities will hinge upon the intent, implementation and impact of our Academy Teaching Principles.

## Planning and Teaching (Primary)

In Primary, planning takes place half-termly, with reference to the National Curriculum, Early Years Foundation Stage, Arabic and Islamic Curriculums, Moral, Social and Cultural Studies.

**Curriculum Booklet:** Curriculum booklets allow departments and year groups to identify the learning journey for students across the academic year to ensure curriculum coverage. The sequencing of topics ensures that schema is built upon existing knowledge acquired in the previous terms.

**Half- Termly Planning:** Half-termly plans, schemes of work and lesson planning allow a teacher to collaboratively design learning opportunities. Plans are based on assessment data, pupil's needs, and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

**Weekly Planning:** Weekly planning is completed collaboratively across the teaching team. Planning is then adapted and personalised for the individual students in each class. Teaching should be responsive to gaps identified through the class profile and assessments (either formative or summative). Resources are created for each lesson to engage all learners.

**Learning Intention:** Every lesson must have a Learning Intention. This LI is created by the teacher and describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

**Success Criteria:** Success criteria is a set of features a teacher wants to see throughout a lesson or project that evidence learning has been successful. Identifying Success Criteria ensures that teachers and students know what is expected and sets the standard of challenge. Based on the context/subject of the learning, Success Criteria can be presented in a variety of ways including, rubrics, checklists, examples, models, or a set of instructions.

## Planning and teaching (Secondary)

**Yearly Planning:** Curriculum overview documents are in place for every department. They provide a week-by-week focus/theme and map in common planned assessments to allow all teachers within a department to follow a similar trajectory and ensure forward planning to complete course requirements.

**Termly Planning:** Curriculum maps completed at subject level allow departments and year groups to identify the learning journey for students across the academic year. These contain overarching content and learning intentions to ensure adequate curriculum coverage. Curriculum maps should ensure careful thought around sequencing of content to ensure that schema is built upon existing knowledge from across a student's journey in their subject.



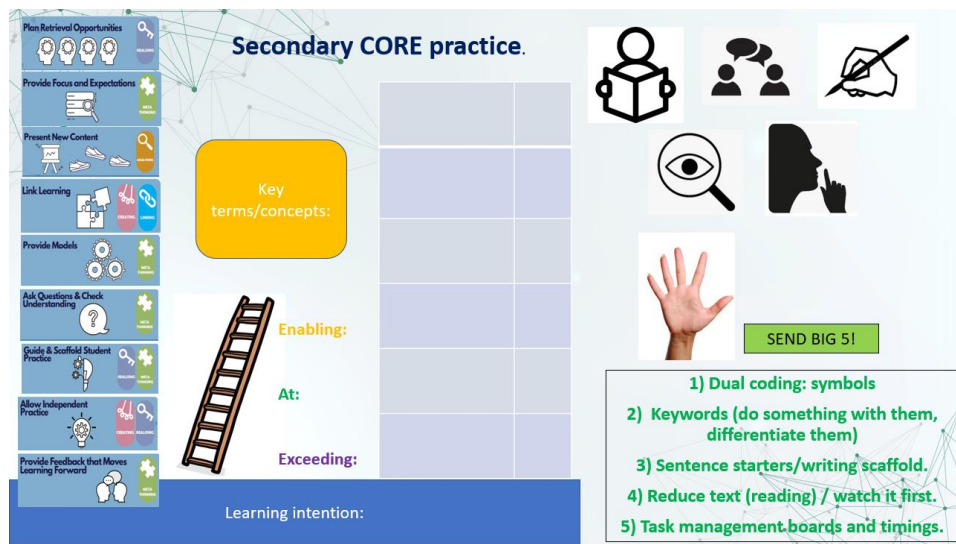
**Weekly and Daily Planning:** It is the expectation that all teachers will plan, or adapt centralised planning, on a weekly/daily lesson basis to best suit the needs of their class context. Planning should clearly evidence use of class data on GO4S and this should be housed as a live document in the TLA folder. Teaching should be responsive to gaps identified through assessments (either formative or summative)

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**Secondary Core Practice:** In the secondary school a set of 'Core Practice' has been established so that certain common ideas, aesthetics and structures exist in every lesson. These structures exist to explicitly underpin all lessons with QFT strategies as well as supporting our Science of Learning and student development of metacognition.

Task setting should explicitly link to the success criteria, which is shared in every lesson, and the learning journey should be identified through use of colours so that students can identify when they have 'met' or 'exceeded' the learning intention. Coloured tasks/questions should be explicitly signposted in lessons and unified across the secondary school so that students can link their performance to their targets on a lesson-by-lesson basis.



## Professional Development:

In order to continuously upskill our teaching body, we recognise the importance of ongoing and high-quality professional development programmes for our teaching body, teaching assistants, LSAs and all student facing positions. As such we offer a comprehensive model to support the professional development of our staff through the following mechanisms:



## Steplab

Steplab is an instructional coaching platform designed to enhance teaching practices and improve student outcomes. It offers granular and bespoke action steps to support every teacher's unique development needs. The 'Steps' on the platform are directly linked to the 8 Academy Teaching Principles.

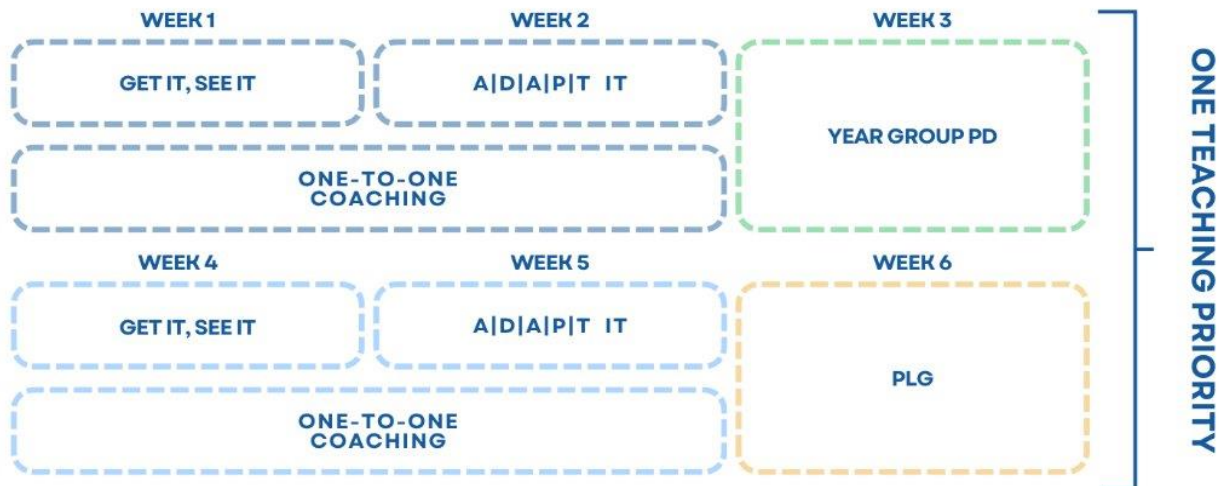
The model of development works on a weekly/fortnightly basis in Secondary and a 3-week cycle in Primary whereby a teacher is coached, feedback is given and an action step agreed on. The action step is noted as achieved in subsequent drop ins by the coach whereby the next step is then identified and actioned.

In providing a 'library' of steps, the improvements are granular but also provide a clear success criteria for staff to work to, to know that they have improved their practice in this area.

## PD Cycle

Our whole school Professional Development (PD) cycle operates on a 6-week rotation, focusing on addressing key actions and challenges at the class teacher level. This cycle is aligned with Step Lab drop ins. Teaching and Learning reviews (IQA) and specific department PD foci, to ensure that the impact of PD delivery is measured effectively. By concentrating on targeted areas of development, this approach allows for greater depth and mastery of key teaching practices, guided by the Walkthru framework. This ensures that professional learning is practical, measurable, and directly linked to classroom improvement.

### FS/Primary Cycle



### Secondary Cycle



### NPQ and SSAT cohorts

Staff have access to the full suite of NPQ qualifications through our professional relationship with Infinite Learning. As of 2024, we will have our own cohorts of 'Wellington' NPQs as a number of Wellington leaders are facilitating the NPQs through the University of Central London, UK. Additionally, we offer the SSAT Lead Practitioner qualification across the Wellington Cluster, to staff looking to be awarded Lead Practitioner status for their Teaching and Learning in their subject and across the school.

## Teaching and Learning Roles and Responsibilities.

### Teaching and Learning Leaders

Across the school expert teachers have been identified. In particular, their role is to:

- Provide responsive internal CPD which is relevant at whole school, phase and individual levels.
- Develop opportunities for the sharing of best practice throughout the school community.
- Lead on and monitor the development of teaching and learning which meets the needs of all students within their school.
- Monitor the quality of Teaching and Learning, assessment and feedback, climate for learning and use of additional adults.
- Carry out drop ins and learning walks which provide clear and achievable targets for the improvement of Teaching and Learning.

### 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 regular drop ins and learning walks providing bespoke and targeted feedback through Steplab to improve Teaching and Learning in their year, department or phase.
- Monitor the quality of Teaching and Learning, assessment and feedback, climate for learning and use of additional adults on a day-to-day basis.
- Oversee the QA methods to ensure that T+L strategy and foci are being implemented at department/year/phase level.
- Provide internal support and coaching to enhance the development of individual teaching practice.
- Lead on the development of teaching and learning pedagogy which meets 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 task design 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.
- 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 student agency and build an awareness of metacognition.
- Be willing to share best practice to aid in the professional development of others through Step Lab.
- Take an active role in their own professional development, seeking out internal and external opportunities which will enhance their own practice and record this through the use of the GROW padlets.

### Teaching Assistants/LSAs

Teaching Assistants will support and enhance the Teaching and Learning within their classroom / classrooms. 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.
- Support the delivery of the Teaching Principles by the class teacher through a shared understanding and knowledge of their function in high quality teaching.

### 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.
- Follow the behaviour for learning protocol in lessons in order to allow themselves and others to maximise learning opportunities.
- Take ownership of their learning and their further learning targets.
- Be 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 in order to access all learning opportunities.
- Support the school with home learning opportunities.
- 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

### The Principal/ALT team

The Principal and the ALT 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 Step Lab Coaching and drop ins 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.



- Monitor and quality assure all elements of classroom practice to ensure school action plans are reviewed, met and changes required are enacted to the benefit of our student body.

## The role of GEMS.

### GEMS School Support Centre

GEMS determines, supports, monitors and reviews 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