



## TEACHING AND LEARNING

# GEMS MILLENNIUM SCHOOL, SHARJAH

REVIEWED IN: JANUARY 2017 & OCTOBER 2017, MARCH 2019

### **POLICY ON TEACHING AND LEARNING**

#### **POLICY STATEMENT:**

To provide a whole school framework for effective teaching and learning that directly contributes to raising the achievement of all within the school.

#### **AIMS AND PRINCIPLES OF THE POLICY:**

The aim of this policy is to outline the school's approach for the expectations for teaching and learning and the means by which it strives to achieve outstanding teaching and learning practices.

#### **EFFECTIVE TEACHING AND LEARNING:**

Effective learning takes place when students are personally involved in their learning. Learning is effective when:

- Pupils know what they are aiming to achieve.
- Pupils are supported through identification of skills, concepts, research, vocabulary, technical language needed to complete the task.
- Pupils can work in a variety of ways as independent learners, in pairs or groups.
- Pupils are encouraged to use subject specific vocabulary when developing their knowledge and understanding.
- Pupils make decisions about the outcome of their work.
- Pupils can transfer learning skills to other learning situations.
- Pupils can test and refine their own ideas.
- Pupils are encouraged to ask questions and/or report their findings to others.
- Pupils experience work appropriate to their ability that challenges but is not beyond reach.
- Pupils experience a range of tasks.
- Pupils reflect on the work they have done and are involved in identifying how to improve.
- Pupils know the criteria for assessing their work and how they can achieve maximum success.
- Pupils enjoy, are interested in what they are doing.
- Pupils feel valued and have their successes (achievements) celebrated.
- Pupils are able to work in a secure, attractive learning environment.



Effective teaching takes place when the teacher encourages students to take responsibility for their learning. Teaching is effective when:

- Teachers have high and consistent expectations of all pupils' behaviour and attainment.
- The scheme of work is appropriate with differentiation by task / resources/ outcome so that all pupils can participate and feel valued. Tasks are appropriate, relevant and challenging to the age and ability of the pupils.
- Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst pupils.
- Teacher/pupil relationships are effective, praise and positive reinforcement are used and the teacher is enthusiastic, motivating pupils through tasks, lesson delivery and the celebration of achievement.
- Teachers use questioning to challenge and deepen understanding.
- Clear targets are set for pupils and they receive feedback on the strengths and areas for improvement in their work based on regular and appropriate assessment.
- Classroom management is appropriate to the teaching situation.
- Pupils understand the lesson's aims and objectives, what they should learn, and how this fits in with the scheme of work.
- Pupils are on task in an orderly manner conducive to learning.
- Pupils have opportunities to be proactive and involved.
- Verifiable progress is being made and pupils are aware of this.
- The learning environment is attractive and appropriate to the subject and activity.

### **ESSENTIAL ELEMENTS OF SCHEMES OF WORK:**

Teams need to plan their work carefully to raise the achievement of all young people. A scheme of work is only worthwhile if it is a working document that all members of the team use as a framework to develop and plan detailed lesson. It should be developed by all team members to share ideas, to give a variety of appropriate experiences to pupils and broaden and develop one's own practices.

Elements of a unit of schemes of work are:

- Identification of theme to be studied.
- Statement of main objectives of lesson/group of lessons – Knowledge
  - ⇒ Concepts
  - ⇒ Skills
  - ⇒ Key Skills (Literacy, Numeracy, ICT)



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- Reference to any part(s) of the national curriculum programmes of study/syllabus.
- Statement of relevant learning outcomes (targets) to aid assessment.
- Identification of assessment opportunity —i.e. strategy/activity/material for diagnostic/formative or summative e.g., comprehension, listening to discussion. Listing of suggestions for activities, including appropriate teaching strategies.
- Differentiation: i.e. inclusion of ideas for support of pupils with specific difficulties.
- Extension tasks for abler and reinforcement tasks for fast workers.
- Listing of resources.
- Identification of suitable homework tasks.
- Identification of key words (specific subject vocabulary).

Teams will also identify cross-curricular links and incorporate within their schemes, for example, literacy, numeracy, information technology, environmental, health and real life aspects.

Regular dialogue with Special Education Needs team should occur in order to utilize their expertise in developing further the departments' approach to differentiation.

Teams are expected to use this framework to monitor the delivered curriculum,

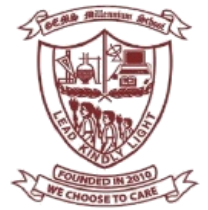
- To ensure that the agreed objectives are consistently put into practice by all.
- To provide professional feedback to each teacher on the effectiveness of their teaching strategies.
- To identify priorities for development in teaching practice that will aid the achievement of the school aims to raise achievement of all young people.

#### **MONITORING OF THE CURRICULUM:**

##### **AIM:**

To undertake activities that will allow an informed picture to be built of the effectiveness of curriculum provision in practice.

Further to carry out monitoring in such a way that processes and outcome are used to support the outgoing professional development of staff involved and to identify targets for development that will further develop the quality of provision.



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### ACHIEVED BY:

1. Classroom Observation focused on selected aspects of the agreed essential elements of schemes of work and lesson planning together with pupils' response, classroom management skills. Whichever of these are focused on, the central theme will be to consider the effect on what pupils can do as a result.
2. Analysis of samples of pupils' work focused on delivery of schemes of work, pupils' outcomes and assessment.
3. Sampling of planning focused on effectiveness of translation of schemes of work into lessons.
4. Pupil interviews and pursuits focused on effectiveness of learning.

Carried out by: Senior Leadership Team /HOD/Subject Coordinators

Planned programme of monitoring by classroom observation in subject areas they have line management responsibility for. This programme will be agreed with the HOD/Subject Coordinators and professional feedback given to individual staff. In-service Training will continue to be delivered to the HOD/Subject Coordinators to support the development of their monitoring skills.