



مدرسة جيمس ميلينيوم الخاصة
GEMS Millennium School
Sharjah

TEACHING AND LEARNING POLICY

Reviewed By: Senior Leadership Team

April 2022

REVIEWED IN: January 2017 & October 2017, March 2019, March 2020, March 2022

POLICY ON TEACHING AND LEARNING

POLICY STATEMENT:

To provide a whole school frame work 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. The same is further elaborated in the Teaching and Learning Framework. The same is further elaborated in the [Teaching and Learning Framework](#).

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 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 encouraging hands on learning and critical learning skills
- Pupils reflect on the work they have done and are involved in identifying how to improve by incorporating the Feedback received from peers and mentors.
- Pupils know the criteria for assessing their work and how they can achieve maximum success.
- Pupils enjoy, are interested in what they are doing by choosing differentiated task in the “Learning Journey” that caters to their learning style. They are also able to track their progress using the dash board.
- Pupils feel valued and have their successes (achievements) celebrated.

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 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 SCHEME 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 progression plan. 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.

Teams will also identify cross-curricular links and incorporate within the Scheme of Work. For example, literacy, numeracy, information technology, environmental, health and connecting these to the real-life scenarios.

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

CURRICULUM APPROACH:

The curriculum is centered around activities that are designed, executed and evaluated based on a vital yardstick. Our curriculum is affiliated to the Central Board of Secondary Education, India (NEP 2020) and is also aligned with the vision of the U.A.E. The Curriculum is inclusive

and believes in inspiring a passion for life-long learning, encouraging emotional and intellectual vitality and empowering students with the confidence and courage to achieve their dreams. It also promotes, protects, and ensures the success of all groups of students.

MONITORING OF THE CURRICULUM:

1. Students are engaged and provided with multiple pathways for learning by incorporating the choice board in the Learning Journey. Assessment is competency based and is focused on conceptual understanding, critical & creative thinking, communication and collaboration to meet their individual needs, interests, and goals through personalized learning experiences.
2. Teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of students to reach appropriate learning goals. They challenge students' thinking and promote insightful responses and engage students in insightful discussions and reflections.
3. Monitoring teaching and learning through classroom observations is achieved through informed and non -informed lesson observations. In- service Training will continue to be delivered to the HOD/Subject Coordinators to support the development of their monitoring skills.

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

MARKING AND FEEDBACK

Purpose

1. To use the marking as a means of communication between teacher, student and parent.
2. To monitor how the student is coping with present work, which will help inform future planning.
3. To inform parents of the progress, expectations and targets of their child.
4. To provide encouragement and praise for students.

MARKING

- The routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' written work.
- Marking can be either self-led, peer-led, as well as a teacher activity.

FEEDBACK

- Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be

capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

1. NEATNESS

- a) Name, class, subject should be neatly and legibly written on top of the note book.
- b) Ensure students are writing correctly and neatly by taking a round while the students are writing so that you know how they are doing the work and correcting them immediately if their formation / work is not up to the mark.

2. MARKING OF NOTE BOOKS:

- Teachers are expected to check students work accurately and thoroughly.
- Read each and every word carefully while correcting.
- Marking should correct inaccuracies, of not only facts, but also in spellings, punctuation, expression and capitals.
- Teachers to avoid correcting in classrooms.
- Evidence of teacher sighting (diagnostic comments/initials/sticker/stamp etc.). Feedback should align with curriculum intent.
- A mere tick does not mean that correction has been done.
- If a tick is placed on a page or after an assignment, it is indicative that the matter has been read and found to be correct in all aspects.
- Ensure that the answer to the question is a relevant one. Do not leave scope for ambiguity.
- Incomplete work must be completed by the students and completed work must be checked again.
- All work is to be dated and must bear the teacher's signature and date of correction.
- All correction work must be complete a week in advance before any test or before the commencement of an examination.
- Remarks should be positive, diagnostic and encouraging. No negative remarks to be made.
- All teachers should follow a uniform code of correction – especially, language teachers. (Symbols added in the end).
- Do not over write. If an answer is incorrect and you wish to provide the right answer, please indicate it in the margin or above the work or sentence.

- When correcting a test / exam paper make sure that the incorrect work is circled or underlined and a tick or a cross placed near the error.
- Write the total final score clearly on top of the page so there is no scope for error.
- All correction work must be carried by the concerned teachers themselves. Only pink pens must be used.
- Emphasis should be laid on neatness of work and maintenance of the note books.
- Notebooks will be called in for inspection by the Principal / Headmistress / Head of Primary / Supervisor concerned. (Should be Principal/ Vice Principal/ Dean of Teaching & Learning/Supervisor concerned.
- Notebooks to be brought to the Supervisor when teachers feel that work is exceptional or when the student is unable to cope.
- Students must be encouraged to check and assess their own work as well as others. The peer and self-correction must be done using a blue colour pencil signed with the date.
- At the end of the completion of two learning journeys, personalized reflections should be written by the student based on the verbal feedback given by the teacher.
- Students must be encouraged to write down their own notes and answer HOTS and critical thinking questions.
- Parents must be duly informed and when necessary, follow up action should be taken.
- If a student has missed out on large amount of written work due to long absence, phase out the written work over a period of time. In cases where it is necessary, allow student to photocopy the material.

3. DIAGRAMS/MAP WORK:

- Encourage mind maps, drawing labelled diagrams/map work etc. as children learn better with graphics.
- Ensure that these are relevant and done creatively.
- They should be neatly done leaving proper space and not cluttered up.

4. WORK SHEETS/TASK SHEETS:

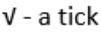

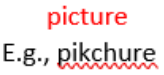



- a) They should have proper headings and written very neatly.
- b) Worksheets must be attached to the relevant note books neatly or make kept in a separate file.

KINDERGARTEN & PRIMARY:

Guidelines to be given to students:

1. Ensure that all written work has a date in the margin. (if a child is not able to write, the teacher needs to write or assist the child)
2. Over writing in the notebooks should be discouraged.
3. No doodling or scribbling with pencil /crayons is permitted anywhere in the notebooks.
4. Take pride in their presentation of work and in the maintenance of their books
5. Date should be mentioned on the left hand inside the margin.
6. Lesson/Topic to be written in the center between the 2 red lines.
7. Correction symbols to be put up in students' notebooks.

SYMBOLS FOR MARKING - KINDERGARTEN

 - a tick	Indicates the work is checked and the answer is correct
 - double lines	Indicates mistake in formations. The incorrect work needs to be underlined and the correct formation/ word to be written and demonstrated
Spelling errors	Children will write words that are phonetically correct. The correct spelling to be written above the word.  E.g., <u>pikchure</u>
	Write on the line
	Use 1 finger space
	Use the correct letter

SYMBOLS FOR MARKING - PRIMARY:



SYMBOL	INDICATES
X	An incorrect point. (E.g. Mathematics work, spelling test etc.)
S ____	A spelling error (S in margin to draw attention to the error underlined with a zig-zag. Correct spellings may be added to the end of work for learning or correction)
^	A word or phrase is missing.
O	Missing punctuation, capital letter error.
/	Mistaken punctuation i.e. Struck out by a diagonal line.
_____	Where a combination of words does not make sense.

MIDDLE SCHOOL

NOTEBOOK CHECK RUBRIC

- Notebooks will be checked on most days.
- It is your responsibility to turn in your notebook if you were absent on the day of submission.
- Score given out of 10 will be converted to out of 5 for each term


CATEGORY	2 marks	1 mark	0 marks	SCORE TERM 1	SCORE TERM 2
OBJECTIVES	The objective is complete and neatly written for all topics	The objective is complete and written for most of the topics	No objectives are written or the objective is not complete or neatly written		
ORDER	The date is neatly written for the day checked. All notes are in chronological order	The date is not written for the day checked but is written for all other lessons Most of the notes are in chronological order	No dates are written or it is not neatly written. The notes are not in chronological order		
CLEANLINESS	The notebook is free of interruptions and has no unrelated drawings and/or doodles	The notebook has some unrelated drawings and/or doodles	The notebook has several unrelated drawings and/or doodles		
DEFINITIONS AND ADDITIONAL NOTES	All definitions are and additional notes are complete. They have been neatly written and properly labeled with the defined word underlined or highlighted.	More than half of the definitions and additional notes have been properly labeled with the defined word underlined or highlighted and definition completed for the day checked	Less than half of the definitions and additional notes have been properly labeled with the defined word underlined or highlighted and definition completed for the day checked		
EXAMPLE/PRACTICE PROBLEMS	All example/practice problems have been properly labeled, neatly written and completed. Book turned in on time always .	More than half of the example/practice problems have been properly labeled, neatly written and completed. Book turned in on time sometimes .	Less than half of the example/practice problems have been properly labeled, neatly written and completed. Book not turned in on time most of the time .		
TOTAL SCORE TERM 1 _____		TOTAL SCORE TERM 2 _____			
Teacher's Signature _____					

Notebook Correction Code Grades 7&8			
Student Error	Code	What the teacher will do	What the student will do
Spelling error	S	Write (S) in margin to draw attention to the error underlined with a zig-zag	Look word up in dictionary and re-write correctly 3 times
A word or phrase is missing.	^	Put ^ where missing word or phrase should be	Add the missing word or phrase
Wrong answer/An incorrect point	×	Cross next to wrong answer	Re-write
Inaccurate punctuation	/ <u>or</u> O	<ul style="list-style-type: none"> ▪ Mistaken punctuation i.e., Struck out by a diagonal line (/) ▪ Missing punctuation (O) 	Add correct punctuation
Not Clear Explanation	—	Underline a sentence or combination of words that do not make sense	Rewrite sentence so it makes sense
A new paragraph is required	//	Put // where the new paragraph should begin	Acknowledge it and next time remember to follow
A target for future work	T	Put (T) with a written or verbal comment	Re-write the section or add more detail/researched information.
Error in expression of Standard English	Exp	Underline the error and write exp in the margin.	Rewrite sentence
Work has been Self-Assessed	SA		Write SA next to Self-Assessed work
Work has been Peer - Assessed	PA		Write PA next to Peer-Assessed work
Concept well understood		Draw a smiley in the margin for high quality justification or description	
Critical thinking		Draw a small bulb for high quality question or justification of a point	

GRADES 9 -12

REGULARITY OF MARKING AND FEEDBACK

	CORE SUBJECTS (SCIENCE/ENGLISH/MATHEMATICS/COMMERCE)
Marking	Every two weeks –books reviewed by the teacher

<i>When marking, teachers will complete SIT for the pupil's work. Please see below:</i>		
S	STRENGTH (What Went Well)	Strength from the work in relation to the learning intentions/success criteria
I	IMPROVEMENT (Even Better If)	Improvement from the work in relation to the learning intentions/success criteria
T	TARGETS (Next Steps)	Pupils to respond to the feedback and work on the targets or next steps suggested by the teacher.
Feedback	Given as Diagnostic Comments at the end of each lesson / concept Given as VERBAL FEEDBACK using "Class Notebook" on TEAMS platform	
<u>SYMBOLS FOR MARKING:</u>		
<u>SYMBOL</u>	<u>INDICATES</u>	
	A correctness, or to acknowledge that a piece of work has been seen accepted.	
X	An incorrect point. (e.g. Mathematics work, spelling test etc.)	
S	A spelling error (S in margin to draw attention to the error underlined with a zig-zag. Correct spellings may be added to the end of work for learning or correction)	
^	A word or phrase is missing.	
O	Missing punctuation.	
_	A capital letter error.	
//	A new paragraph is required.	
<u>Ww</u>	A wrong word. (e.g. <u>Their</u> for there)	
\	Mistaken punctuation i.e. Struck out by a diagonal line.	
—	Where a combination of words does not make sense.	
T	A target for future <u>work</u> (<u>with</u> a written or verbal comment)	
Exp	Error in expression of Standard English underline the error and write exp in the margin.	

Next Review Date: March 2023