



# Hay Al-Sharooq International School

## Learning and Teaching Policy

Providing an education which facilitates learning through effective, high-quality teaching is the core purpose of Hay Al-Sharooq International School. We offer a curriculum which is broad, balanced and relevant and meets the needs of our students, expectations of parents and requirements of the examination boards and other bodies that accredit the School. The School has agreed on the following definition of learning, which should be at the heart of all that we do and aspire to be.

*The acquisition and application of knowledge and skills through explanation, experimentation or experience, transforming cognition, competence and action.*

To achieve this, we have the following aims and expectations of the School:

- To provide or support high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to future life and learning.
- To provide a broad and balanced curriculum with opportunities for all students to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes and good behaviour.
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.

This can be separated further into sets of expectations for members of staff, the teaching we provide and the learning which we aspire to ensure takes place.

### Expectations of Members of staff

- Staff have high expectations of themselves and all students.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from students.
- We expect students to make sustained progress in lessons.
- We expect teachers to check understanding systematically, intervening when needed.
- We expect students to be challenged and, where appropriate, individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to students that supports further learning.

### Expectations of Teaching

- We expect that all members of staff are secure in their subject knowledge and understanding. When support is needed teachers can seek advice from senior leaders and/or subject coordinators.
- Staff must plan appropriately for all groups of children, using high quality resources.
- Every lesson has a clear Learning Objective which is explained to the class and which remains on display throughout the lesson.
- All activities are varied and differentiated to ensure that children explore, develop and practice new skills/concepts.
- Colleagues cater for a range of differing learning styles and cultural diversity, maximising student participation and understanding.



- Staff provide appropriate resources which support learning outcomes and provide challenges for more able students.
- All members of staff have high expectations of presentation, quality and quantity of work.
- Teaching Assistants are fully involved and active in lesson planning and delivery.

## Expectations of Learning

- Students show high levels of engagement, commitment and cooperation within learning time.
- Students respond well to teachers and lessons proceed without interruption.
- Students respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Students are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- Students are provided with the skills to evaluate their own work and encouraged to do this as a standard element in all lessons.

## The Principles of Learning and Teaching

The curriculum we provide is a major component of the learning experience. Beyond the explicit and obvious curriculum, the following are also elements to be noted.

- schemes of work studied;
- teaching methods, approaches and style;
- behaviour expected at all times, both in and around the building;
- the day to day relationships between everyone in school;
- the physical environment, inside and outside;
- the systems in place for assessing, monitoring and evaluating;
- relationships with parents and the wider community;

The purpose of teaching is to promote learning - successful teaching will result in effective learning. We teach lessons which address all aspects of learning; namely planning and preparation, purpose and delivery, progress, assessment and marking and the learning environment. We have the expectation that these aspects are to be of a good standard throughout the school.

**Planning and Preparation:** Teaching of a good standard as a minimum will show the work is well matched to individual need. Planned lessons will reflect feedback and show a clear progression of skills. The planning and direction is clear and enables teaching assistants to make a significant contribution to all lessons.

**Purpose and Delivery:** Teachers use a range of teaching styles and set tasks that are challenging without inhibiting learners. Via the entire range of quality assurance measures at HASIS, we ensure that teachers have a secure understanding of the curriculum and are confident in teaching new skills, using ICT when appropriate to support learning. Questioning is used to move the learners forward and homework consolidates the learning in class.

**Progress:** Students make progress in lessons and are productive and able to succeed, with clear evidence that this is sustained over time. Students are encouraged to reflect and think through problems to promote their own development.

**Assessment and Marking:** Assessment is thorough and appropriate to the learning objective of the lesson. It informs students how to move forward and suggests next steps when appropriate. Marking helps students improve their work and apply their learning through challenges. Students are encouraged to peer



and self-assess their work against agreed success criteria so that they know and understand their development points.

**Learning Environment:** Students are engaged in class and show good attitudes to their work. We encourage students to work both independently and collaboratively with different groups of peers. Resources are well managed in class and students have access to them. Displays are interactive and reflect learning. In this way, the children are fully involved with the planning of each topic and are aware of how their learning is progressing. Good relationships are fostered between teachers and students, but should any unhelpful student behaviour occur, it is managed effectively by **all colleagues** in accordance with our behaviour policy.

We believe that children learn best when they are in a safe and secure environment and they have high levels of self-esteem. We achieve this by ensuring each child's efforts and achievements are valued and appreciated and that they are encouraged and given praise so they have a positive image of themselves and their own expectations are high.

## Monitoring and Evaluation

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. Staff development needs will be identified in line with this policy and the Academic Quality Assurance Policy.

In order to provide a clear picture of the quality and consistency of practice across school; when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observation;
- Sampling children's work;
- Sharing students' work throughout the school and discussing quality;
- Internal moderation of students' work;
- Looking at planning to ensure progression of skills and equal opportunities over year groups.

Our aim is for all teaching and learning to be of a good standard as a minimum throughout the School. There is a cycle of continuous support from middle and senior leaders, staff meetings, staff appraisal and CPD to facilitate teaching of a good standard or better. If, through monitoring, the teaching and learning is deemed to be below this standard then support will be put in to place by the Principal and members of the SLT until standards have improved.

## Equal Opportunities

Following acceptance to the School, all children must have equal access to the curriculum regardless of their gender, ethnic group, disability or ability. We plan work that is differentiated for the ability of all groups and individuals and are committed to creating a positive climate where every member of the School community can thrive.

## Role of Parents/Guardians

We see teaching and learning as a process of co-operative teamwork, and welcome and encourage the involvement of parents and others in the local community. We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like the parents to:

- Ensure that their child has the best attendance records possible;
- Ensure that their child is equipped for school to partake in all activities;
- 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;
- Promote a positive attitude towards school and learning in general.

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