



Teaching and Learning Policy

Approved by:	Dolly Goriawala	Date of approval: June 2019
Last reviewed on:	September 2020	
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This policy aims to:

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognize, acknowledge and implement the most effective classroom practices, in order to further Children's learning intellectually, socially, emotionally and physically

Consultation:

This policy was written by the FS, Primary and Secondary Head Teachers.

Monitoring and Evaluation:

All teachers across the school are responsible for implementing this policy. Middle and senior leaders are responsible for monitoring the effectiveness of this policy in the classroom.

Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at Star International School, Al Twar. It is the method through which we offer our broad and balanced curriculum and its implementation is the responsibility of all the members of the school community. All stakeholders are expected to support the implementation and delivery of the adopted pedagogical approach which is fit for the current needs of the school.

Teaching and Learning

We believe that students learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Feel valued, secure and confident
- Are challenged and stimulated
- Receive feedback about their performance

The Learning Environment

This will be organised to ensure that students have the opportunity to:

- Work individually, in pairs, in groups and as a class
- Make decisions
- Solve problem
- Be creative
- Develop social skills
- Develop independence and use initiative
- Participate in enrichment
- Contribute to school life

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy and caring
- Is both challenging and supportive
- Celebrates success and supports children to realise their full potential
- Encourages mutual respect
- Is well organised, safe and tidy with well-presented displays
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed code of behaviour, specific to the Foundation Stage, Primary or Secondary phase.

Staff's responsibilities:

- Ensure there are clear objectives and success criteria which the students understand
- Provide feedback which informs the next steps in their learning
- Give students opportunities to reflect on their learning through target setting
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education
- Use differentiation and groupings to enable all students to learn effectively
- Keep effective assessments and accurate records which inform planning
- Set and mark homework which is relevant to the student, curriculum and enhances learning
- Communicate with parents and keep them informed of students' progress

Students' responsibilities:

- Respect other students, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate kit
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and Star International School
- Take responsibility for their learning
- Complete homework to the best to their abilities

Parents' responsibilities:

- Ensure their children attend school every day they are fit to do so and are punctual
- Support the ethos of the school
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent's evenings and other relevant meetings
- Support the children in terms of homework
- Encourage independence in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community Governors' responsibilities
- Work in partnership with staff, students and parents to support the aims and objectives of the academy
- Support initiatives for students and parents
- Be accessible to other parents, staff and board of governors.
- Take responsibility for own training and development
- Carry out monitoring and support staff where appropriate

Celebrating Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life by:

- Verbal or written praise by teachers, support staff, peers, principal and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy: refer to the phase specific policy
- Sharing success with the community.

Strategies for ensuring progression and continuity:

- Schemes of work developed and reviewed
- Medium term plans and a yearly overview by teachers
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by SLT
- Feedback and marking, assessment and record-keeping
- Ensure continuity by using methods of marking set out in the marking policy
- Regular records of assessments

Equal Opportunities

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils' achievements. Assessments will not involve cultural, social, linguistic or gender bias.