



Gulf British Academy

Teaching and Learning

Whole School Policy

Introduction

This Policy outlines the purpose, guidelines and expectations for successful teaching and learning at Gulf British Academy.

All members of staff will be provided with a copy of this policy and it is the responsibility of all members of staff to make sure the policy is adhered to and enforced.

Aims and purpose

Teaching and learning at GBA are meant to:

- encourage good practice throughout the school.
- meet the requirements of the British National Curriculum.
- make sure all children grow, build and achieve within lessons as suggested by the school motto.
- ensure the needs of all children both weak and strong are met.
- ensure there is consistency between teachers, classes, year levels and key stages.
- enable pupils to develop a growth mindset and think creatively, critically, collaboratively and compassionately.

Guidelines

Recognised and acknowledged beliefs about education are needed to make sure the aims of teaching and learning at GBA are successfully applied.

The staff will ensure that teaching is:

- secure, stimulating and within an industrious environment that promotes meaningful learning.
- within a disciplined climate that is maintained to ensure everyone's comfort and safety.
- a self-disciplined approach to independent learning.
- within a positive, caring atmosphere
- capable of developing well-balanced children.

The staff recognise that children learn best when:

- they are interested.
- they are involved in decisions concerning their education.
- they are encouraged to take responsibility for their own learning.
- they have good self-esteem.
- their efforts are respected and celebrated.
- they are working in a comfortable and safe, stimulating learning environment.
- their individuality, needs and talents are acknowledged.
- they use preferred learning styles.
- culture and ethnicity are taken into account.
- there is a culture of mutual respect.
- there is clear understanding of the objectives, the time allowed and the success criteria.
- pace, progression and differentiation are embedded in the delivery of lessons.
- concepts are built progressively and logically on previous knowledge and experience.

- misconceptions are used positively to clarify and enhance understanding.
- performance data and baseline testing informs and initiates the correct levels of challenge.
- they are consistently effectively challenged at their level.
- clear targets are regularly set.
- there is a culture that engenders respect and enthusiasm for the acquisition of knowledge.
- there are consistent, realistic, high expectations relative to each individual.
- constructive marking celebrates and informs – this is often verbal.
- they have access to good quality, well-organised resources.
- there are high expectations with regard to behaviour.
- they are encouraged to be self-questioning and reflective.
- they are encouraged to risk take.
- they are encouraged to evaluate their own work and consider where they need to improve.
- they have good role models.
- parents are informed, supportive and involved in their education.
- account is taken of their previous attainment, in class, between classes and on entry.
- they learn through a variety of approaches e.g. individually, in pairs, in groups, whole class.
- they learn participatively, passively, dynamically and in a leadership role.
- they are encouraged to learn from each other.
- there are opportunities to revisit concepts.
- initiative is encouraged.
- questioning is both open and closed and used to build on prior learning.
- skills and concepts are learned progressively.
- they are encouraged to interrogate data and question knowledge.
- they are encouraged to become self-reliant and taught how to be independent learners.

Expectations

The purpose and guidelines outlined above will inform clear expectations about the school. These are:

Environment

Our whole School will be bright and well-ordered with designated work areas and attractive displays. All areas will be clean and tidy with appropriate furniture and floor coverings.

Resources

Classroom resources will be easily accessible by children who will be expected to help maintain them in proper order.

Centrally held resources will be the responsibility of the Key Stage coordinators and Site Manager, who should ensure an efficient system for acquiring, storing, accessing, maintaining, listing and cross-referencing.

Staff expertise and that of other adults and visitors will be sought, and used, whenever appropriate.

Planning

The curriculum will be based on the EYFS and English National Curriculum 2014. Medium term planning will be produced termly with all contributing to the various topics, modules and units of work.

Attention will be given to programmes of study, skills, concepts, attitudes, breadth, balance, differentiation, assessment, cross-curricular themes, higher order thinking, non-statutory guidance and School Policy and Guidelines. Teacher's weekly planning will be shared with relevant Key Stage coordinators.

Teaching

A variety of teaching techniques and groupings that are 'fit for purpose' will be employed. Collaborative learning, observation, listening, questioning, explaining, telling, instructing and providing feedback will be employed with the whole class, various forms of grouping and individuals. Each session should have a clear focus and children should know 'what' they are doing and 'why', with target setting being integral to the teaching and learning process.

Partnership

We will seek to promote an excellent working partnership with all parents.

Assessment

Assessment, recording and reporting will be in accordance with School Guidelines on how we teach and the School's Assessment Policy.

Reviewed: September 2019
To be reviewed: Annually by September
Responsibility: KS2 Coordinator