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Jebel Ali School

Learning & Teaching Policy

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| Written by | JSI/CHE | Assistant Headteachers for Learning & Teaching |
| Approved/reviewed by | SMI/EWA | Primary & Secondary Headteachers |
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Introduction

Learning and Teaching is at the core of everything that we do as educators. This policy outlines the approach and methods we use to seek to further improve Learning and Teaching at Jebel Ali School and the education that we provide for every student.

Rationale

Learning and Teaching at Jebel Ali School is developed through a research-backed approach, which is built on the work of **Sherrington and Caviglioli's Teaching WalkThrus and Rosenshine's Principles of Instruction**. At Jebel Ali School we seek to use a development approach that encourages a culture of sharing best practices and continuous development as we all continue our professional development journey.

Rosenshine's Principles of Instruction

In 2010, Barak Rosenshine published a set of 10 Principles of Instruction based on evidence from cognitive science, research into the classroom practices of 'master teachers' and, various cognitive supports. The reason Learning & Teaching at JAS uses these 10 principles of instruction is that they work incredibly well as a guide for personal reflection for all of us when planning and delivering lessons. Our rationale to use these is because they are grounded in the common and daily practice of teachers, and they are in no terms an element of 'faddishness'. These 10 principles of instruction are as follows:

- 1. Present new material using small steps**
- 2. Provide models**
- 3. Provide scaffolds for difficult tasks**
- 4. Ask questions**
- 5. Check for student understanding**
- 6. Guide student practice**
- 7. Obtain a high success rate**
- 8. Independent practice**
- 9. Daily review**
- 10. Weekly and monthly review**

[Principles of Instruction – Research-based ideas that every teacher should know](#)

Effective Learning & Teaching (WalkThrus)

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WalkThrus explains the art and science of teaching in 5-step visual guides. Precise descriptions and engaging visuals give teachers direct access to the best techniques.

When staff all have the same understanding of the workings of particular techniques, the organisation is well prepared for rapid development. **WalkThrus** provide a common reference point so that, through discussion and practice, each teacher and teacher-coach can engage with the ideas in the same manner, step by step. With shared understanding, the emphasis is then on how to improve implementation without risking miscommunication or wasting energy on defining the steps.

At JAS we use WalkThrus as a platform to build on, to improve not only our overall Learning & Teaching but also the research behind the different methods and techniques we use within the classroom. The beauty of WalkThrus is that the research is short, precise, and user-friendly. After-school meetings will focus on these, and department and year team meetings will discuss these to ensure that not only every single student receives high-quality teaching but as a staff body we become the very best versions of ourselves.

Curriculum & Planning

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At JAS, we pride ourselves on the curriculum we provide for **all** our students. Our Heads of Department and their staff work together to ensure that their curriculum has these key components:

- Builds on previous knowledge and builds connections - **Sequence**
- Knowledge and skills are broken down into small chunks - **Components**
- Subject expertise is used - **Expertise**
- Diverse learning experiences are embedded - **Knowledge**
- Challenges all students - **Inclusivity**
- The opportunity to transfer knowledge and skills - **Transfer**

Using **WalkThrus** along with other educational research staff can coherently map their curriculum whilst working backward from national standards/GCSE/A level specifications. Most importantly, we evaluate the effectiveness periodically as curriculum planning is not a one-off, therefore, adjusting as needed to ensure the curriculum continues to meet the needs of students as well as the desired outcomes of the curriculum.

At the start of each academic year, curriculum plans are shared with parents and students along with staff to build a professional dialogue into subject areas and how the curriculum is mapped out.

CPD

“If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve”

(Dylan Wiliam, 2019)

Please refer to the [Continued Professional Learning Policy](#)

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Assessment

Formative

- Secure knowledge of each students' current progress is a core element of learning & teaching at Jebel Ali School. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.
- Fundamental to our formative assessment procedures is Assessment for Learning
- A range of AfL strategies are used in the classroom
- Learning objectives are made explicit and shared with the students.
- Success criteria are agreed by the students and teacher.
- Self and peer assessment is used against the success criteria.
- Students are engaged in their learning and receive written and/or oral feedback on their progress.

Summative

Primary

Secondary

To help aid both students and parents in the preparation of end of course/module/year assessments, at the start of each new term, **RECALL** sheets are sent out for Years 7-9 to inform them of not only key assessment dates but also what skills will be tested, how many assessments and key information.

Recognise - Here students can find out what form the assessment will take. (Written, oral, quiz, etc.)

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Revise & Rehearse - This is a really helpful section. Here, students will find specific activities that they can do to revise for the assessment. They can tick them off and complete all for added confidence.

Recall - Here, students will find key terms/spellings and more that they should know and attempt to use in the assessment. There is also a space in which subjects can add a diagram, table, picture, or chart that would help aid the revision of the assessment.

Refine - Last but by no means least, these bullet points are errors that students tend to make unless they have studied this Recall sheet. They are things that students either should or should not do in the assessment. **Refine** their work by **referring** to these top tips for success.

KS4 and KS5 students will be given their examination specifications and relevant materials to help support their learning journey.

KHDA Framework for Learning & Teaching

Below is a table elaborating on what **Outstanding** Learning and Teaching look like in line with the current KHDA inspection framework.

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| Teaching | Planning | The best planning will show clear evidence of well-planned course content that ensures structured progression (4.1.2). Individual lessons will be imaginative, with time and resources being used creatively to enable all groups of students to learn successfully (3.1.2). Such planning will also show clear evidence of expert subject knowledge and pedagogy (3.1.1). |
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| | Delivery | The best teaching will develop knowledge, skills, and understanding (4.1.1) and nurture interests and aspirations. In the very best lessons, teachers will have high expectations of all groups of students and therefore provide very challenging and excellent support (3.1.4) including highly appropriate intervention for our inclusion and EMA students (5.2.4) . Ongoing opportunities (including homework) for students to become resourceful, innovative, and creative will be embedded as routine (2.3.3) . |
| Learning | Learning Skills | Evidence of the highest quality learning taking place will be identified when students demonstrate knowledge, skills, and understanding above curriculum standards (1.1.3) and make better-than-expected progress in relation to appropriate learning objectives (1.2.2) . The best use of 'Learning Skills' will embed critical thinking and problem-solving skills as intrinsic features of learning (1.3.4) so that students consistently make meaningful connections (1.3.3) . The best questioning will challenge students' thinking and promote insightful responses and teachers will engage in dialogue to involve students in insightful discussions and reflection (3.1.1) . |
| | Environment | The very best learning environment will enable students to focus well (1.3.2) and interact and collaborate very effectively (1.3.2) . Interactions between student/students and teachers will be very respectful and considerate (2.1.3) , including fair use of praise, sanctions, and rewards following the agreed systems and policies (5.2.1) . |
| Progress | Assessment | The best measure of students' academic progress will be through internal assessment that is coherent, consistent and provides valid, reliable, and comprehensive information (3.2.1) . The most skillful and effective use of assessment information will influence teaching to optimise the progress of all groups of students (3.2.4) and will be rigorous enough to enable the identification of inclusion/EMA students (5.2.3) |
| | Feedback | The best feedback to students will be comprehensive and constructive showing in-depth knowledge of the strengths and weaknesses of individuals (3.2.5) with written reports being equally comprehensive in conveying achievements, areas for improvement, and next steps in learning (6.3.3) . |

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