



برایت رایدرز سکول
BRIGHT RIDERS
SCHOOL

TEACHING & LEARNING POLICY

Drafting Date: 15/09/2018

Date of Next Review: 30/09/2018

Authorized Signatories:

BRS Ventures Education Head:
Signature:

Principal:
Signature:

Vice Principal:
Signature:

Name: Ms. Nikhat Azam

Name: Ms. Deepa Shetty

Name: Ms. Uzra Jamal

Introduction

Teaching and learning are the core purpose of what we do at Bright Riders school, Dubai. High quality learning, teaching and subsequently achievement are what we want for every pupil within the school. We believe that the more we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be.

Aims

The key themes of our teaching and learning are:

A climate for learning – pupils make most progress when they feel respected and valued and are developing a broad set of life-skills.

Lesson structure – clearly structured lessons promote learning.

Differentiation – our classes are made up of individual learners with a variety of needs; teaching and learning should take account of students from different cohorts and with varied abilities.

Assessment – assessment gives students clear guidance about the standard of their work and how they can improve.

Professional development – all teachers have both the right and the responsibility to engage in sustained and relevant professional development throughout their careers.

A Climate for Learning:

Classrooms that are clean and uncluttered set the tone of a purposeful learning environment: a stimulating and engaging environment can be used as part of the learning process within a lesson.

Displays are changed regularly (termly recommended), relating to current student work.

Rewards recognize achievement and motivate learners;

Teachers should praise much more than criticize using formal and informal approaches. Informal rewards are: congratulating students privately or publicly within a class; saying ‘well done’ to the whole class; positive written feedback on written work; positive comment in student planner.

Lesson Structure

Lessons, which are structured and well planned, create a purpose to learning. All lessons must be built upon the same underpinning foundations.

Effective lesson planning takes account of students’ prior learning. Dividing lessons into sections helps to maintain pace and challenge.

An appropriate structure will include:

- A starter activity to engage students' interests;
- Lesson objectives that allow students to engage with the process of learning;
- Teachers making learning objectives explicit to all students;
- Introduction of new learning;
- A variety of activities to embed learning;
- A review of learning.

Lesson objectives can be discussed in a variety of ways: written or projected onto the board; orally; written by students in their books; printed on differentiated hand-outs and worksheets.

Using longer-term objectives across a topic, unit or series of lessons should be made clear and reviewed.

Opportunities for reflection upon lesson objectives and progress throughout and at the end of the lesson improves learning.

Objectives can be revisited throughout and at the end of the lesson by:

- Students reviewing their learning against the lesson objectives;
- Using differentiated teacher questions;
- Students being encouraged to explicitly reflect upon their behavior: for example, positive and negative behavior, their ability to concentrate and their motivation;
- A range of teacher/student-led and student-centered activities.

Students should also have the opportunity to work in different ways, such as individually, in pairs, small groups and whole class situations.

Leadership, group work and teamwork should be promoted using effective models where students know their roles, and which give students accountability, understanding of group dynamics, and opportunities to lead.

Differentiation

Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress. We recognize that:

- Different students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals.
- Teachers will be aware of the needs of specific groups such as SEN, G&T and will provide the appropriate support.
- Each subject area has a specific policy explaining the extra support and challenge that G&T students will receive.

- Lesson planning should take into account the variety of students' abilities and will aim to maximize progress for all.
- Differentiation can take many forms and can often be grouped into differentiation by process (how students learn), and/or differentiation by content (what students learn).

Differentiation by process includes:

- Providing a range of alternative tasks;
- Deliberate grouping of students according to tasks (e.g. grouping all of the most able students together to work on a particularly challenging task; using 'jigsaw' grouping; mixed ability grouping for peer teaching);
- Assigning roles to individual students (e.g. leader, scribe, Questioner, spokesperson);
- Support provided by a TA;
- Varying degrees of challenge within teacher questioning and response;
- Developing and adapting resources to both support and extend students, taking into account all students' needs

Formative comments should:

- Be concise and accessible to students and highlight their achievements;
- Indicate how improvement can be made, giving two targets;
- Be personal by using the student's first name;
- Encourage and support the individual needs of students in a constructive way;

Students should also be given opportunities to act upon assessment. This could be done through class or homework, for example, or through time set-aside during a starter or a plenary activity to make improvements. Students can also set their own targets by themselves, or with the help of their peers/teacher; which may include further discussion, peer teaching and opportunities to redraft and improve work based upon feedback.

Moving towards mastery

Sharing understanding of assessment criteria allows students to know what they need to do to be successful and hence make more progress.

Teachers should aim to make assessment criteria explicit to students through:

- Ensuring mastery rubrics are available for each unit, and that they can be reflected upon, and 'check listed';
- Using modelling as a technique to demonstrate a range of abilities before each core piece of work or assessment;
- Using peer and self-assessment routinely (students need to learn the skills of peer-assessment before they can assess their own work reliably);

Teachers should also be using effective and meaningful assessment records to monitor the progress of individuals over time and intervene where there is underachievement. They should also keep sufficient records of attainment to allow the planning of appropriately challenging lessons for students and allow effective “hand-overs” if the teacher of a class or student changes.

Homework

Homework is an integral part of the curriculum and should be used to consolidate, extend and enrich students’ learning.

Homework should be purposeful and meaningful, and support achievement towards the aims of the current episodes of lessons. Where students are engaged in controlled assessments and other extended projects in school, they should be provided with opportunities beyond the classroom to develop the required skills further.

Homework can take a variety of forms including reading, extended writing, thinking, planning and researching.

Professional Development

We recognize that our most important asset is our staff and that the effectiveness of a school is directly dependent upon the quality of teaching and learning within it. We understand that providing Continual Professional Development as well as creating a climate of pedagogical dialogue, where staff talk about and reflect upon their practice, are paramount in order to ensure that we are able to teach as well as possible and continue to improve our practice.

Our CPD vision is based on the idea of reflective and deliberate practice. While we are sure that there are certain essential elements of great teaching, we also recognize that across subjects and age ranges, there are a number of different methods and approaches. CPD at Bright Riders School aims to provide staff with choice as to what they would like to develop and pursue in their own practice. Our CPD model is non-hierarchical and recognizes that different staff have different areas of expertise and interest, the ultimate aim being to disseminate these skills by creating a permanent and regular dialogue of teaching and learning.