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| WISE INDIAN PRIVATE SCHOOL | |  | | | | | |
| King Faisal Street | | | | | | | |
| Al Riqqah, | | | | | | | |
| Umm Al Quwain | | | | | | | |
| UAE | | | | | | | |
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| POLICY NAME | <u>Policy on Teaching Learning</u> | | | | POLICY NO. | WISE/POL/HSE/ | |
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| EFFECTIVE DATE | April 1, 2021 | DATE OF LAST REVISION | March, 2024 | VERSION NO. | 002 | | |
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| VERSION HISTORY | | | | | |
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| VERSION | AUTHOR | REVISION DATE | DESCRIPTION OF CHANGE | APPROVED By: | Signature of Approving Authority: |
| 001 | Sheeba Ibrahim Vice Principal | April 1, 2021 | New Policy Draft | Sofiya Singh Principal | |
| 002 | Sangeeta Anand Vice Principal | March 1, 2024 | Policy Revision | Anjana Iraddi Principal | |
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OBJECTIVES:

Pupils of all abilities at WISE Indian private School will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.

It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing. Staff at all levels can enhance and share strengths and identify potential for improvement

PURPOSE:

- To provide a safe, stimulating learning environment for all pupils and teachers;
- To enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- To provide a broad, balanced and relevant curriculum in line with the national standards and exam board (CBSE) specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- To set high expectations for all pupils in order to raise their attainment; and
- To raise standards of both teaching and learning.

TEACHING:

a) Planning and Preparation

Teachers should plan lessons:

- which allow pupils to progress in their learning;
- where the objectives are stated clearly;
- which use a clear three-part structure, namely starter, main body (development of learning objective), plenary, when appropriate;
- which use plenaries to summarize learning, and help pupils to understand how to improve; which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method;
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;
- which provide pace and challenge for all pupils;
- which use effective questioning to direct and challenge pupils; which incorporate the school's Literacy, Numeracy and ICT Policies; which meet external requirements;
- Which are informed, appropriate, and which are enjoyable and interesting.

b) Teaching styles

Teachers should use teaching strategies which:

- allow pupils to learn in their preferred styles i.e. visual, auditory or kinesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behavior management and encouragement for pupils to achieve, including praise and rewards according to school policy;

- use topics which are relevant and within pupils' experience;
- Use others to deliver the lessons (e.g. other pupils, auxiliaries, outside agencies).

c) Assessment, Recording and Reporting

Teachers should:

- assess pupils' work regularly according to the school assessment policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- use data to ensure pupils are working at their full potential and set targets to achieve this; and
- Inform parents and appropriate staff within school of pupils' progress or underachievement.

d) Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, gifted and talented;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning; and
- Use IEPs as working documents.

e) Continuous Professional Development

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at Curriculum Meetings in order to share good practice; and
- Plan their own CPD programmer in conjunction with their Supervisor and Department Head as a result of the Performance Management process.
- Every teacher must undergo 50 hours of training and professional development.

f) Learning

Pupils should:

- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the School Code of Conduct;
- take responsibility for improving their own learning; and
- Ask for help if required.

g) Monitoring and Evaluation of Quality of Teaching and Learning

Class Teachers

- Class teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.
- This is achieved by:
 - self-evaluation of their subject knowledge and understanding of educational initiatives;
 - self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Self-Evaluation of their contribution to the policies and aspirations of the school.

- monitoring of Behavior, homework, use of planners, rewards and sanctions, uniform and attendance

Subject Teachers

- Subject teachers are responsible for contributing to, and monitoring the progression and well-being of, individual pupils in their class group and for providing support and advice to those pupils, both socially and academically.

This is achieved by:

- monitoring academic progress and attitudes of individual pupils through academic tracking
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;

Subject Leaders

- Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Analyzing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, C/D pupils);
- monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- Observing teachers at least once a term and giving constructive feedback. This will also inform Performance Management of teachers; and
- Evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

Cycle Leadership (Supervisors)

Supervisors are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their cycles.

This is achieved by:

- monitoring the progress and potential of the cycle, and using pupil data to identify and set targets for specific pupils according to their needs, e.g. underachievement, able pupils;
- Maintaining an overview of the experience of pupils in their cycle by e.g. monitoring the cross-curricular activities; Learning processes; number of detentions, and support provided.
- Monitoring the work of teachers and quality of teaching, e.g. checking of daily class planner; activities and work sampling.
- monitoring attitudes to learning through e.g. attendance and homework; and
- Reporting back to the School Leadership Team and to staff as requested.

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School

Improvement Plan. Monitoring and evaluation principally take place through department reviews and classroom observations of teaching and learning.

Responsibilities

The Principal/ Vice Principal /Head of Primary is responsible for monitoring the performance of members of the School Leadership Team.

Department Review Meetings

Members of the School Leadership Team meet each Subject Leader with the aim of:

- monitoring the effectiveness of leadership and management of their curriculum area;
- Analyzing performance data and setting targets for improvement;
- giving support and arranging training for development;
- ensuring quality of standards and verifying judgments of middle leaders; and
- Ensuring that meetings take place half-termly with an agenda distributed in advance.

Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place annually in order to gain a snap shot of standards. On-going reviews must take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with MOE and school criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Improvement Plan;
- identify key aspects of teaching for development by departments and for the whole school;
- identify and support weak teachers; and
- Standardize monitoring procedures including lesson observations and work scrutiny, through paired observations.