
TEACHING AND LEARNING POLICY

1.0 Objectives

At GIIS Dubai, we believe in life-long learning and the notion that learning should be challenging, engaging, rewarding and enjoyable for everyone. Through our teaching, the school environment and partnerships, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices, preparing them for the future. We provide high quality teaching and learning experiences that enable all children to reach their full potential.

2.0 Scope

This process applies to GIIS Dubai

3.0 Policies

To promote, facilitate and enable the inclusion of all groups of children (including Students of determination, Gifted and talented, and students who need ELL Support.)

To provide a broad and balanced curriculum which provides an opportunity for all learners to make progress through enjoyment and challenge

To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning

Through our teaching we ensure that:

- We develop creative, courageous, and critical thinkers.
- We expect our children to be cooperative and caring with excellent communication skills (6 Cs)
- We develop independent, confident learners who take increasing responsibility for their own learning

Our students are reflective, effective participants in learning. They acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work cooperatively. Our students access a rich and balanced curriculum in a variety of ways, this includes encouraging creativity and self-expression.

We recognize and develop pupils' personal skills and interests and meet the needs and aspirations of all our learners. Many learning opportunities are made available to the children that take account of all the 4 learning biases. Such opportunities include: investigation and problem solving; research and finding out; group work; paired work; independent work; whole-class work; asking and answering questions; use of ICT throughout all areas of the curriculum, a range of experiences including visits and visitors, creative activities, debates, role-plays and oral presentations; designing and coding, participation in games /swimming –

Effective teaching and learning are characterized by:

1. Quality teaching and learning

This is characterized by:

- Highly focused lessons with well-defined objectives.
- High expectations of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Differentiation
- Teacher questioning, modelling, and explaining.
- Emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups
- Expectation that pupils will accept responsibility for their own learning and work
- Praise and encouragement to motivate pupils further.

Teachers ensure breadth and balance to the curriculum and endeavor to make use of cross curricular opportunities to enhance learning. Our curriculum is mapped to the British National Curriculum and is periodically modified to meet the needs of learners.

2. Target setting and Learner Profile

Individual pupils' progress is tracked through Progress tracker- Question Paper Analysis – Engagement tracker. Strengths and areas for development are identified to inform planning and to implement intervention programs as appropriate.

Summative data is collected four times a year in key subjects and discussed formally with the teachers in pupil progress meetings.

Learner Profile - Students set their targets after each exam/test with parental and teacher support and are regularly monitored for attainment.

PTMs are held at the end of each formal test to identify strengths/weaknesses in performance and/or identify CPD requirements. Parents receive regular updates on their child's progress and targets are shared so that they can provide support at home. Pupil progress is monitored through focused lesson observations, note book work and student engagement in lessons.

3. Focused Assessments

Secure knowledge of each pupil's current progress is a core element of teaching and learning at GIIS Dubai. 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.

A range of AFL strategies are used in the classroom to suit all learners. Learning objectives are made explicit and shared with the pupils. Success criteria are agreed by the pupils and teacher. Self and peer assessment is used against the success criteria. Pupils are engaged in their learning and receive written and/or oral feedback on their progress.

4. Provision

It is expected all pupils will make at least good rates of progress through quality teaching and learning. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or intervention programs to enable them to make the progress required to achieve their full potential. Each classroom and special rooms are appropriately equipped to meet the curriculum needs and achievement of learning outcomes by students.

Monitoring and review

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice. We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Planning takes place before the beginning of the academic session in April every year .Implementation is monitored throughout the year after each formal tests and result analysis.

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