

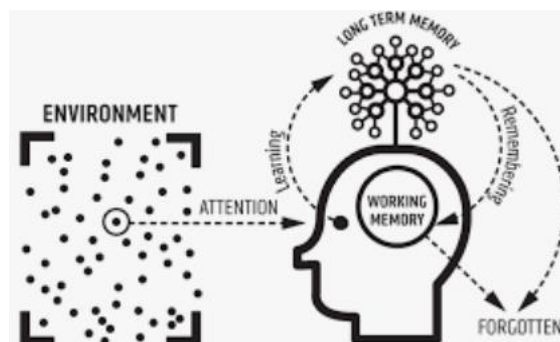


TEACHING AND LEARNING POLICY

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Section 1: Introduction

At Wesgreen International School, we believe that all students and staff have the potential to be high performers regardless of their starting point. Learning is a journey and choosing to study or work at Wesgreen is a commitment to becoming a life-long learner. Learning is about creating opportunities to acquire knowledge and skills, which make changes to our long-term memory. By working collaboratively, systematically and creatively to make the knowledge flexible, we can apply it confidently and accurately to a range of topics and situations, thus making us successful learners.



At Wesgreen International School, staff use the Teach Like a GEM playbook to ensure they have a shared understanding of what a typical lesson should include so as to achieve consistency of high-quality teaching. We therefore emphasise:

1. Using the techniques that work best to promote learning.
2. The crucial importance of knowledge for all learning.
3. The use of retrieval strategies such as quizzing/testing and drilling as powerful tools for promoting learning.
4. Explicitly teaching students what they need to know - we call this 'Direct Instruction'.
5. Recapping previously studied material to make it stick.

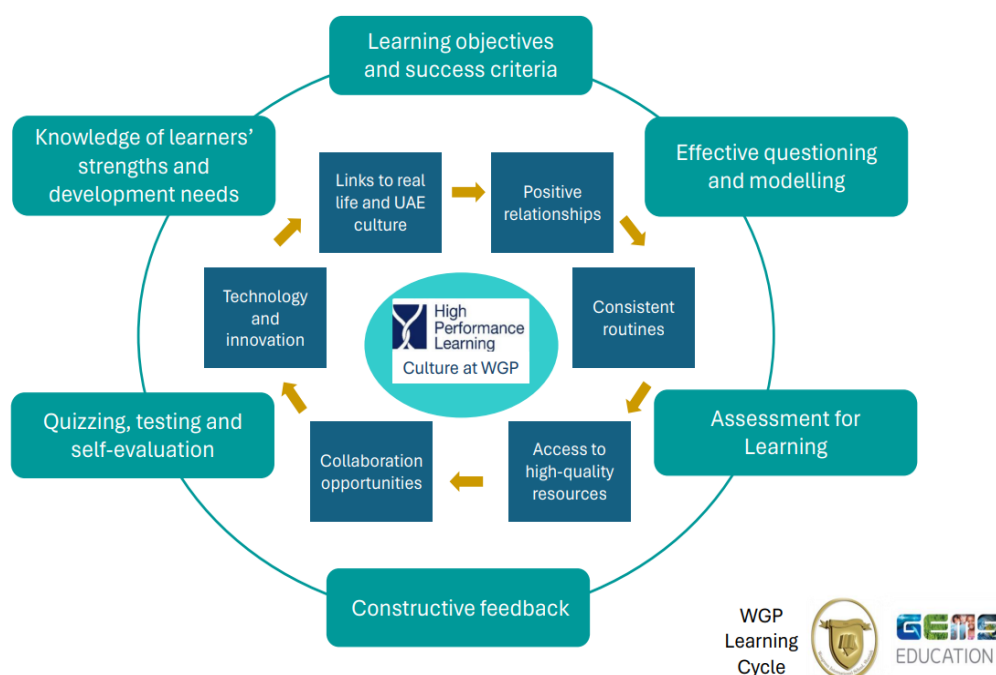


Our approach to teaching derives from evidence-based research around effective learning and teaching.

What do great teachers do?

- Promote an aspirational culture where high performance learning is open for all.
- Understand the content they are teaching, how it is learnt and how the transferrable skills can be signposted.
- Set challenging learning objectives and clear success criteria so that students know what is expected of them and why.
- Provide challenging and relevant tasks.
- Use metacognitive strategies to support learning.
- Provide regular opportunities for students to review their learning.
- Scaffold learning to ensure students succeed.
- Create a supportive learning environment.
- Manage the classroom and resources to maximise the opportunity to learn.
- Present content, activities and interactions that activate students' thinking.
- Use effective questioning and Assessment for Learning techniques to support and challenge students to elicit learning and clarify misconceptions.
- Model how they would tackle questions and tasks to show students how to approach their work.
- Create structured opportunities for independent student practice and collaborative tasks.
- Provide regular and meaningful feedback in class and in books, which will move learning forward.
- Adapt their teaching to meet the needs of learners.
- Use data to inform their planning for the students in their classroom.

Section 2: The Wesgreen Non-Negotiables



It is challenging to be prescriptive about how *every* lesson will be structured in the wide range of subjects that make up the Wesgreen timetable. However, the following elements should form part of teachers' *typical* teaching at Wesgreen - this does not mean that every single one will be seen in every lesson, but over time, their use



should be typical of a teacher's practice.

Following the 'Wesgreen Learning Cycle', in a typical lesson we expect teachers to consider and include the following:

Learning objectives and success criteria

The learning objective for the lesson will be common to all students, with progressively more challenging success criteria, ensuring that an appropriate level of challenge is given to all students. This does not put a cap on what students can attempt or achieve in a lesson. Students should have appropriate scaffolding to allow all learners to make progress against the Learning Objective.

Example:

Today we are learning to find connections to understand how coastal processes cause the formation of coastal landforms

- I can identify different coastal landforms, for example: caves, arches, stacks and stumps*
- I can describe how each landform is formed*
- I can explain what might happen to coastal landforms in the future*

Effective Questioning and Modelling

- No hands up (apart from when a student wants to ask a question)/ 'cold calling', lollypop sticks
- Oblige all students to think by asking the question to the whole class, giving thinking time and then picking a student to answer
- No opt-out – if a student doesn't know the answer, go back to them after the correct answer from another student and ask them again
- Think, Pair, Share
- Everybody writes – in books or on mini-whiteboards
- Give examples of what a good one looks like / what a bad one looks like
- Pose, Pause, Pounce, and Bounce
- Scaffolded questioning (moving from closed to open questioning, as appropriate)
- Blank level questioning in EYFS

Assessment for Learning and Constructive Feedback

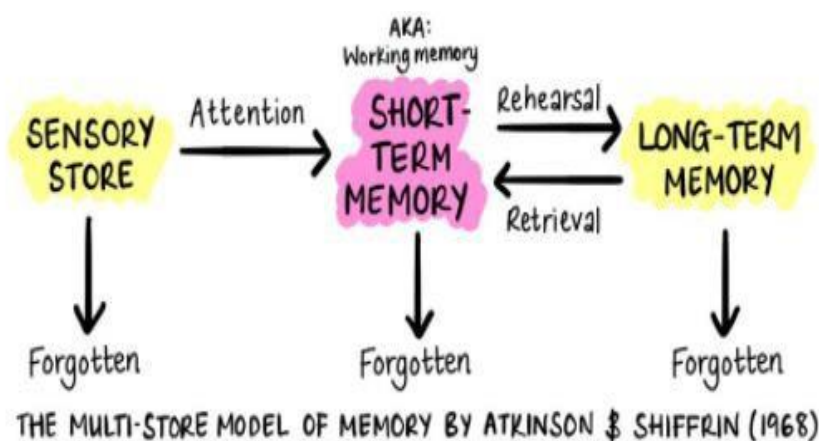
When checking for student understanding, we avoid RAG/thumbs up/asking 'do you understand'? Instead, we check using some of these techniques:

- Effective questioning at the start/middle/end of the lesson to check understanding and progress
- Low-stakes testing (whole-class quizzes)
- Identified tasks at the end of marking and feedback loop
- DIRT opportunities to move learning forward
- Opportunities to self-quizz
- Self and peer assessment and feedback/reflection
- Mini whiteboards



Quizzing, testing and self-evaluation

For learning to stick in the long-term memory, it is vital for individuals to regularly retrieve and practise key knowledge and skills, remembering to correct any mistakes made. By interleaving topics covered in the past with more recent learning, the brain has to work harder and is more likely to retain the information in the long-term.



We ask ourselves:

- Have I included time for students to do low-stakes individual quizzing and testing on what they have been learning?
- Have I given them a quiz to check for understanding?
- Have I created opportunities for students to self and peer assess?

We know that the very best teachers quiz and test students throughout the lesson, including starters and plenaries and involve them in the learning process.

Knowledge of learners' strengths and development needs

We ask ourselves:

- Do I know what each student's strengths and weaknesses are?
- Have I used data to inform my planning?
- Have I scaffolded the work to ensure that it is both accessible and challenging to all learners?
- Have I considered and am I using effective strategies to support Students of Determination and/or high performers?

Positive relationships

Wesgreen learners are encouraged to become collaborative, confident individuals who are concerned for others. Positive behaviours for learning are promoted through appropriate levels of challenge and engagement to encourage our students to become high performance learners. Self-regulation, seeing alternative perspectives and resilience are key ingredients in establishing our high aspiration culture.

All teachers should have high expectations of student behaviour, both in and out of lessons. We ensure that we are reinforcing positive actions as well as addressing missteps in line with the behaviour policy.



The more we know about our students, the better we can understand them and build positive relationships. We ask ourselves:

- Respect is mutual. How do I build positive and respectful relationships with all students?
- Do I take the time to listen when students try to talk to me?
- Do I model the behaviour that I would like to see in others?

Consistent routines

Teachers strive to establish routines, expectations and norms that facilitate a culture where students can safely take calculated risks and lead their learning through enquiry-based work.

This is achieved through a relentless focus on:

- Health and safety protocols
- Entry and exit routines
- Rules within the classroom that establish respectful safe 'ways of working'
- Guidelines on the presentation and storage of pupil work and resources
- Modelled expectations of the standard of work expected
- Intervention support processes

Access to high-quality resources

Wesgreen International School is part of the GEMS education family. Within our GEMS cluster and beyond, our staff have collaboration opportunities to ensure that our resources and subject knowledge continually develop. *Pearson EdExcel*, *Power Maths* and *Write Stuff* are just a few examples of high-quality resources employed by Wesgreen staff.

The teacher's long, mid and short-term planning process is standardised within each section and a rigorous quality assurance process ensures that teachers are receiving the support and guidance they require to best meet the needs of their students.

Collaboration

A core aspect of all learning at Wesgreen International School is collaboration. Teachers seek out opportunities for students to learn from their peers and apply their learning. Pair and group work are regularly used to embed and further develop communication skills.

Technology and innovation

Students engage with education technology to enhance their learning experiences.

Our teachers ask themselves the following questions:

- Am I providing my students with appropriate opportunities to use and experience technology and innovation?
- Does the technology I have planned to use enhance and scaffold the learning for all or some groups of learners?
- Can collaboration be encouraged through the use of shared online spaces?
- Am I modelling safe online practices and supporting my students to use AI and technology ethically?



Links to real life and UAE culture

Wesgreen respects and embraces the culture in the UAE.

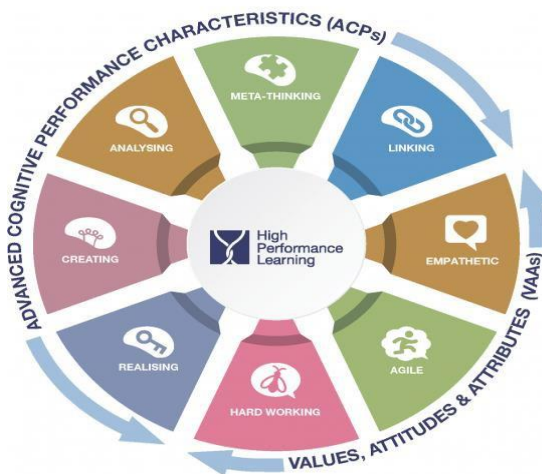
When teachers are planning their lessons they consider:

- Have I tried to make what I am teaching relevant to the students in my lesson?
- Does what I am teaching have links to real life?
- How might my teaching relate or compare to UAE culture

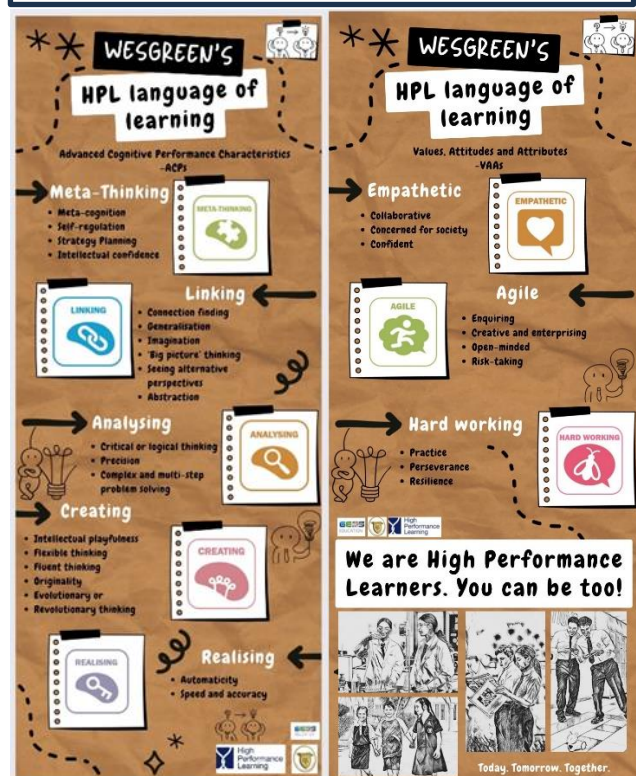
High Performance Learning culture

Everything we do ties into our belief that all students have the potential to be high performance learners. We systematically teach the VAAs and ACPs listed in this wheel to support our students making connections and embedding their learning from FS1 to Year 13. Success Criteria, Learning Objectives and feedback all tie to these VAAs and ACPs.

The 'Wesgreen's Language of Learning' wall poster below further reinforces this message throughout the school campus.



Our 'HPL language of learning' is displayed from FS1 to Year 13.



The 'HPL Learner Profile' printed below outlines the type of learner that we aim to cultivate here at Wesgreen International School.

Through opportunities and support we encourage our young people to become advanced performers who contribute meaningfully to society, responsible citizens who have the leadership skills required to impact change and creative and innovative individuals.





Section 3 Planning at Wesgreen

Staff use the following stages in their lessons so that students know what to expect in their classes. The lesson plan below guides teachers by providing more detail about how to create the best opportunities for learning to take place and stick.

EYFS planning template:

Today, Tomorrow, Together.		Registration	
GEMS Wesgreen International School FS Planning		7:50-8:10	
		Snack	8:45-9:20
		Lunch	10:40-11:20
Class:	Date:	Term:	Topic:
Class Overview:			
UAE:	Students to stretch and challenge:	Summer born:	EAL: %
	Students to support and challenge:	New starters:	Key area noted from past cycle:
			Blank Level: S1: Naming; S2: Describing; S3: Identifying; S4: Predicting;
Assessment and Data Outcomes (Whole class)			
Curriculum Focus Area: Numerical Patterns		Curriculum Focus Area: Past and present	
Plan for next week:			
Specific Groups for Interventions or Special provision			
Phonics	C&L / Fine motor	Mathematics	

Working towards:	Working towards:	Working towards:
Children: Activity: Children will spend time recapping /s/ sound and formation.	Children: Activity: Children to spend time focusing on correct pencil grip and completing formation booklet.	Children: Activity: Children to spend time recapping 2D shape names and properties.
Working Above: Children: Activity: Children will sort /s/ and /a/ objects and practice their formation.	Working Above: Children: Activity: Children encouraged to retell the story independently using concrete material and/or story cards.	Working Above: Children: Activity: Children to spend time looking at 3D shapes, discussing their properties.
HPL Focus for the week:		
Hard Working Hedgehog	Empathetic Elephant	Agile Alligator
Am I planning for learners to become proficient through purposeful practice? Are challenges challenging to allow learners to overcome obstacles and difficulties, to persevere and work systematically till they reach the desired outcome? How will learners show confidence, stay focused whilst being flexible and resilient in their approach?	Am I providing opportunities to collaborate, present views, listen to others, and work as a team? Are there opportunities to show concern for society, demonstrate citizenship and community ethos and develop differences and similarities between people? Are learners developing confidence and belief in their knowledge and actions based on dealing with new challenges and situations?	Am I providing options for learners to enquire and be curious, work alone, be proactive, show enterprise, challenge assumptions and develop their own opinions? Are there opportunities to show thought processes, innovate and invent new solutions to problems, whilst showing adaptability? Are learners able to show their open-mindedness, and demonstrate confidence whilst taking risks working in unfamiliar contexts?
	Linking Leopard	Will learners be generalizing, drawing on previous experience to understand their learning and make connections in their learning? Will they be exploring big ideas and concepts imaginatively whilst seeing alternative perspectives and dealing with ambiguity and complexity?

Primary and Secondary short-term planning template:

Wesgreen International School Today. Tomorrow. Together.		Short-Term Lesson Plan		GEMS EDUCATION High Performance Learning	
Teacher's Name:		Class:		Period:	
Date:		Subject:		Room:	
Zoom out		Zoom in (Learning goals of the lesson)		Lesson Flow	
Topic	Angles and 2D Shapes-Geometry	Learning Objective		Stage 1	Adaptation planned for identified groups?
What is the bigger picture?		Success Criteria (what must the students master?)		Stage 2	Arrival starter Share LQ/ SC Retrieval Practice
Prior Learning		What are the key questions?		Stage 3	Modelling 'I Do' / 'We Do'
Next Steps		What are the misconceptions and common difficulties?		Stage 4	'You Do'
Intervention Groups (SEND, G&T, Emirati, Exceeding and)	See seating plan	Resources		AFL progress check	
HPL Focus		Assessment & Links		Stage 5	Plenary/ Clear up misconceptions
VAA/ ACP being developed		AFL Strategies		Stage 6	Teacher reflection/ evaluation after lesson.
How will this be achieved?		Planned assessment			
		Key Vocabulary			
How will success be measured?		Support			
		Challenge and Extension			



Section 4 Monitoring and Evaluation of Teaching

Monitoring and evaluation is a crucial contributing factor in ensuring that Teaching and Learning is consistently of a high standard. Below are the details of how we monitor and evaluate Teaching and Learning at Wesgreen.

Lesson Observations

Unannounced 'learning walk' observations are ongoing. These are conducted in pairs or individually by the line manager and/or SLT. The duration of the observation varies from twenty minutes up to a full lesson. Announced formal observations are also completed twice a year for each member of staff and these last for a full lesson.

Learning Walks

Regular Learning Walks take place and feedback is given to the teacher. This process is ongoing and the focus varies. Sometimes the Learning Walks are for a general picture of practice in lessons and at other times, there is a specific focus, which will be shared with staff in advance.

Surveys

Surveys are given to Parents, Students and Staff at varying intervals to find out how they perceive the Teaching and Learning to be in the school. This helps the school to develop and improve.

Line Management

Heads of Department and Heads of Year have regular line management meetings with their SLT link. Teaching and Learning is a standing item on the agenda in order to ensure that there is consistency across the department and across the school.



Parent Working Group

Termly meetings take place with the parents who volunteer to be part of the parent working group. It is an excellent opportunity to gain feedback on their children's experience with teaching and learning at school. The parents have a development plan, which ties into the school's overall strategic aims and they are responsible for implementing it.

Section 5 References

[Welcome to High Performance Learning - High Performance Learning \(HPL\) - Prof. Deborah Eyre](#)

[HPL explained: <https://youtu.be/Es-O4-0-o7o?si=OsHU8BLSDS2EqQGp>](#)

[Education Development Trust](#)

[Education Endowment Fund](#)

[Great Teaching Toolkit](#)

[Rosenshine's Principles of Instruction](#)