



مدرسة ديرة الدولية

DEIRA INTERNATIONAL SCHOOL

FESTIVAL CITY



Learning and Teaching Policy

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RATIONALE

Learning and Teaching is the heart of everything we do at Deira International School. We are committed to providing an outstanding, personalised education for all our learners, maximising opportunities for them to achieve their full potential. We aim to inspire and motivate our students to be confident, reflective learners, who embrace the IB Learner Attributes. It is our aim to challenge and prepare them for a successful future.

PURPOSE

- To provide high quality education that maximises progress and challenges our students to be the best they can be.
- To establish expectations for all stakeholders in learning and teaching.
- To promote consistency and high standards in all aspects of learning and teaching.

TEACHING FOR EFFECTIVE LEARNING

At DIS we ensure that all our students are provided with personalised learning pathways in order to make accelerated progress. Innovative, real-life approaches are used to support and develop high performance. Our teachers are effective facilitators of learning and guide our learners to success. Our learners are motivated through the IB Learner Attributes (**see Appendix A**); to make connections across all areas of learning; to think critically and learn independently; to problem-solve, take risks and learn from their mistakes to ensure they reach and exceed their individual targets.

Learning is enjoyable, challenging, stimulating and effective. The teacher's responsibility of outstanding learning and teaching are incorporated through the DIS 10, Toolkit for Excellence (**see Appendix B**):

1. Challenge and Personalisation
2. Real life learning links
3. Connect the learning
4. Timely intervention
5. Model excellence
6. Collaborating
7. Higher order questioning
8. High authentic quality product
9. Lesson Transparency
10. Meta-cognitive thinking

Climate for learning:

The climate for learning should be highly conducive to Teaching and Learning. All learning areas should be used to constantly promote student achievement.

Teaching will be highly innovative, and teachers are encouraged to take calculated risks in the classroom to enhance Teaching and Learning. Opportunities are provided to motivate and inspire all learners. Students are highly creative and use critical thinking to enhance their learning with confidence. Displays in classrooms should be presented to an exceptional standard and as per the learning environment expectation list.

Where appropriate, learning experiences include:

UAE and British Values:

All students will develop an excellent understanding of the UAE's culture and society. They will also have an awareness of, fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We promote **democracy** through student leadership groups, Student Council and MUN, to name a few, reinforce **the rule of law** via our behaviour for learning policies, and foster **individual liberty** through **student choice and independent learning**. **Mutual respect and tolerance** are embedded across our diverse curriculum.

Through inclusive teaching, principled debates, and service-learning, students develop critical thinking and social responsibility, ensuring British Values are not just taught but lived, preparing them as globally aware citizens.

Personalisation:

Teachers at DIS will use strategies that successfully meet the individual learning needs of all students. Our curriculum provision must provide support to enable all students to make progress.

Digital Technology:

At DIS we enhance Teaching and Learning through the use of the highest quality digital technologies. We want to excel with our provision for this and therefore teachers are required to plan for the use of this when it is appropriate and where it enhances T&L and it impacts positively on student progress.

Inclusivity:

We are a fully inclusive School. Support for all groups of learners should always be planned for to enable all students to maximise their learning. For example, SEND, ELL, EAL, Most Able, Emirati.

Learner Attributes:

Embedding the Learner Attributes within lessons ensures the students are fully prepared with the specific skills needed to be high performance learners as they transition through the school. They equip the students with the skills to think critically, solve complex problems as well as making learners more culturally and globally aware, ensuring they are future ready.

Teaching and Learning responsibilities at DIS

HEADS OF DEPARTMENT/YEAR GROUP LEADER

- Lead the Department/Key Stage by example and set high standards.
- Set Teaching and Learning priorities for the Department/Key Stage within the context of the DIS School Improvement Plan.
- Be accountable for the standards of teaching, learning and student progress within the Department/Year group.
- Implement the Quality Assurance Process within their Department/Year group as a means to ensure the DIS 10 and Learner Attributes are embedded and impacting positively on student progress.
- Plan for the developments of their areas in both the long and medium term. These plans will include the high-quality use of digital technologies and the UAE and British values. These plans will also detail how Teaching and Learning is inclusive for all students at DIS.
- Ensure the learning environments across the areas are exemplary and follow the learning environment guidelines.
- Identify professional development requirements across the areas in order to continuously develop Teaching and Learning.
- Ensure that information regarding the curriculum and Teaching and Learning is up to

date, particularly when visible to all stakeholders.

- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Teaching and Learning.
- Heads of Department/Year Group Leads will attend regular Line Management meeting that will discuss Teaching and Learning.

CLASSROOM TEACHERS

Classroom teachers will work to:

- Lead by example and set consistently high standards for the pupils in their class.
- Plan effectively and deliver lessons that embed the DIS 10 as appropriate to ensure progress is maximised.
- Embed the Learner Attributes within lessons to allow students to develop the skills to think critically, solve complex problems and reflect on learning.
- Monitor student progress using a variety of assessment methods.
- Create a secure and stimulating climate for learning that motivates learners and accelerates their learning.
- Support students in their learning and help them become confident, independent learners, using the UAE and British values explicitly and implicitly to enhance the student's progress towards their targets.
- Use digital technology to enhance Teaching and Learning at all available opportunities.
- Follow the DIS Behaviour for Learning Policy.
- Maximise the use of other adults within the learning areas and provide key question(s) for support staff to promote pupil progress.
- Ensure that students work is marked in alignment with the Marking Policy with clear feedback given.
- Communicate with parents to keep them up to date with their child's learning and progress.
- To act upon feedback provided following quality assurance
- All classroom teachers are expected to drive and enhance own practice and attend the Professional Learning Programme (PLP).

SUPPORT STAFF

Support staff will work to:

Work collaboratively with the class teacher in planning for Teaching and Learning.
Support students in specific aspects of their learning as agreed with the class teacher.
Be a positive role model for all students so that they are exemplary learners and know what is expected of them.

Quality Assurance:

DIS is committed to implementing effective processes of Quality Assurance in order to promote continuous improvement for all students and staff. It is the responsibility of each individual to act upon feedback given to drive learning and teaching. To ensure consistency in the quality of learning and teaching, the school regularly monitors learning and teaching through a range of strategies:

- An open dialogue with the teacher
- Learning walks
- Reviewing all assessment data, both summative and formative, and exam results to identify areas for intervention and development

- Collecting student voice feedback
- Work samples
- Planning samples
- Moderation
- Student pursuits
- Progress analysis throughout individual lessons and across the year
- Coaching strategies

LINKS TO OTHER POLICIES

This Learning and Teaching policy should be read in conjunction with the Admissions, Assessment, Curriculum, CPD, Behaviour for Learning, More and Exceptionally Able, SEND and Equality and Diversity policies.

APPENDIX A

Learner Attributes

The 10 Learner Attributes come directly from the IB Learner Profile and are embedded throughout the curriculum. This ensures the students are fully prepared with the specific skills needed to be high performance learners as they transition through the school. The Learner Attributes equip the students with the skills to think critically, solve complex problems as well as making them more culturally and globally aware, ensuring they are future ready.

Our Learner Attribute logos:



The 10 Learner Attributes and their definitions as follows:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.'

APPENDIX B

DIS10- Toolkit for Excellence



The DIS 10 toolkit for excellence is made up of ten characteristics of highly effective teaching. The toolkit enables us to use a common language which is consistently understood across the school. The aim of the toolkit is to support and enhance practice, driving high quality teaching and learning across all subjects and phases.

Connect the Learning & Real-Life Learning Links	Lesson Transparency
Hook to learning, grab the student's attention to engage learners Contextualise learning that provides purpose for learning	- The big picture within the learning journey - Be clear on Learning Challenge/Intention and Success Criteria referring to these throughout the lesson to enable students to drive their own learning

- Build on and make connections to previous learning - Assess students starting points, what do they know already, what do they not know? - Use of AfL strategies to pitch the learning to optimise progress - Encouraging students to make connections to their learning through own experiences, prior learning, where we live etc to deepen their understanding - Are students encouraged to link Learner Attributes to make connections to learning? Are they used explicitly?	- Expectations clear- what do we want to find out and why? How are we going to get there? What do we want to achieve by the end of the lesson? - Are students able to make meaningful connections between different areas of knowledge to deepen their knowledge and understanding? - Can the students clearly articulate what they are learning and how they will achieve it?
Timely Intervention & Challenge and Personalisation - Teach to the top- Make the Learning Objectives challenging and measurable. Provide opportunities for students to go beyond what you think might be possible! - Challenging Success Criteria and allow achievement at greater depth - Use of subject knowledge to adapt teaching in response to AfL to meet the needs of all students Personalised learning for all- What data will be used to support with this? - Ensure lesson activity matches Success Criteria and provides challenge at all levels - Students taking responsibility for their own level of challenge throughout - Feedback is effective in accelerating students' progress - Do students actively respond to feedback provided? - Effective use of resources to support and challenge learning - Use of digital learning strategies to enhance learning (not hinder learning)	Effective Questioning & Meta-cognitive Thinking - Effective questions are skillfully used throughout the lesson to challenge and deepen students thinking - Dialogue consistently engages students in discussions and reflection - Opportunities for students to build on and engage in discussions that enable them to move their learning forwards? - Is there a range of strategies used to engage students in answering higher order questions? - Is there sufficient thinking time given for students to respond to questions? - Is there opportunity for students to reflect on and clearly communicate their thought process? - Provide opportunities for students to self-assess and take action to improve their learning - Are there opportunities provided for students to drive their own learning? - Students to be self-directive learners and self-starters
Learner Attributes - Are the LAs woven throughout the lesson? - Is it clear that the lesson activities are clearly linked to LAs? - Can students articulate which LAs they will use in their learning and why? - Does the teacher engage in discussions with individuals and groups about how to develop the LAs? - Does the use of the Learner Attributes allow students to develop their problem solving, innovation and independent learning skills? - Are House Points given against the Learner Attributes?	Model Excellence - Does teacher's subject knowledge enable them to effectively model? Teacher and student modelling throughout lesson - What a Good One Looks Like (WAGOLL) High expectations set through modelling - Teacher models in different ways to support varying learning styles - Does modelling effectively support students' learning? - Modelling used to address misconceptions - Is modelling used at the right time to move learning on? - Students clear on high quality end product and can articulate this
Collaborating Active learning strategies used to engage students - Use of collaboration to enhance and build on learning and engagement - Effective collaboration to co-develop knowledge - Collaboration used to develop and discuss the Learner Attributes- Can the students articulate which Learner Attribute supports their learning?	High Quality Authentic Product High expectations set on the quality of end product - Ensure students know what a quality end product looks like- can they articulate this? - Is the product purposeful? Who are the audience? Is it meaningful to the students? Time provided to reflect, edit and up-level work
For each area of the DIS 10 progress is always measured: Effective strategies used to ensure almost all (90%+) students make expected progress?	