



Learning & Teaching Policy

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1. Purpose

At Knowledge Gate International School (KGIS) we consider ourselves a centre of learning, where all members of the School work together as a team and are considered partners in the learning process.

There are four main purposes to this policy:

- To establish an entitlement for all learners
- To establish expectations for learning and teaching
- To promote continuity and coherence across the School
- To state the School's approaches to learning and teaching in order to promote a whole school and wider community understanding of the curriculum

All members of KGIS are committed to raising standards and providing the best education for the learners in the School. This policy seeks to identify the features of effective learning and teaching which translate the aims of the School and the curriculum into relevant, challenging and exciting experiences for all learners. Everyone at KGIS is united in this and works to establish an ethos of building on success and celebrating achievement.

At KGIS we ensure that:

- Effective planning takes account of the needs of all learners.
- Relevant opportunities exist for learners to engage in a wide range of challenging learning experiences.
- Appropriate continuity and progression in the learning of each individual is evident within the wider KGIS community.
- A combination of the best features of educational practice is apparent.
- A team is created where there is genuine collaboration and a common understanding of the aims, objectives, and ethos of KGIS.
- Individuals constantly seek ways of understanding and challenging current thinking about the learning process and their own role within this.
- Identification occurs of key areas that support quality learning and teaching such as: planning, assessing, resourcing and creating a learning environment which meets the needs of ALL the learners.
- Organisation and management systems promote efficiency and effectiveness and provide best value for money.
- There is a clear understanding of the role each member of the KGIS community has in the development of the curriculum and the School.

2. Aims

We aim to equip our students with the skills, knowledge and experiences required to be a successful member of the local and global community, now and in the future. We want our students to achieve, enjoy and make a positive contribution. Our KGIS competences will underpin the learning and teaching in our school. We believe that when a school gives its students the confidence to believe that they are capable of excellence, this is exactly what they go on to achieve.

Through our policy at KGIS, we aim to ensure that:

- All learners are interested and motivated in their work;
- We meet the needs and aspirations of all students;
- We plan opportunities for students to develop their personal potential;
- All students derive satisfaction from their achievements;
- All students have equality of access to learning and subjects;
- We promote the view of learning as a shared responsibility;
- We involve all staff in developing and improving the quality of learning and teaching;
- We provide all staff with developmental opportunities to extend and enhance their range of teaching and repertoires;
- We identify students' achievement through rigorous monitoring and plan appropriate interventions to enhance their progress;
- That all staff are able to plan for and deliver skills beyond their own subject specialism to incorporate cross-curricular teaching;
- All students experience an exciting, relevant, broad and balanced curriculum.

3. Learning environments:

- Enable individuals to develop their ideas through independent enquiry.
- Enable individuals to take appropriate responsibility for the organisation and care of learning resources.
- Enable individuals to make the best use of space and learning resources.
- All classes must have a seating plan which must be followed in lessons, and must take into account groupings for learning.
- Are organised so that individuals have suitable access to learning resources of good quality.
- Reflect the current areas of study, both within and beyond the Cambridge International Curriculum, IGCSE, A Level and the GED Curriculum.
- Contain high quality, stimulating and interactive visual aids which celebrate achievement and which help learners with work in hand, so that they attempt to solve problems for themselves.
- Engage and encourage learners by promoting a sense of pride in their own achievements and the achievements of others.
- Enable learners to access digital pedagogy to enhance their learning across all areas of the curriculum.
- The KGIS Rewards and Behaviour steps will be on display.
- The KGIS Universal Islamic Values will be on display and should be referred to positively during lessons.

4. Planning

- All lessons should be planned carefully and be part of an overall Scheme of Work that is available and accessible to all other staff in the department.
- Long term and medium/short term plans are to be used for planning in every subject area.
- All lesson plans should demonstrate how the lessons will build on students' current knowledge, understanding and skills so that sustained progress can be made.
- For formal observations, lessons should be recorded on the agreed school format for a lesson plan (see appendices).

- Activities and tasks should be planned to reflect a well-balanced range of activities and to include a range of teaching and learning styles.
- Lessons should reflect and incorporate opportunities for the development of the KGIS competences, and a clear framework for assessment should be visible throughout the lesson.
- Lessons should be differentiated to take into account learning needs; assessment data must be used effectively to plan to support and challenge every learner.
- All Schemes of Work and lesson plans should be tailored to accommodate the interests and learning needs of different groups of students.
- Long term plans / weekly curriculum overviews should be made available to parents/carers and students via the VLE.

5. Learning

Learners should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. They are expected to respect the environment in which they work. They are expected to contribute to the development of their environment appropriately, for example by taking responsibility for organising displays of their own work and the work of others. Learners are expected to work collaboratively with others, know what they are doing, why they are doing it and know what they are going to learn next. Learners have sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

6. Objectives

The Senior Leadership Team will work to:

- Create and maintain an environment and code of behaviour which promote and secure outstanding teaching, effective learning, high standards of achievement, and good behaviour and discipline.
- Determine, organise and implement a full, broad and balanced curriculum
- Ensure that the School is in line with Oman Ministry of Education and appropriate international guidelines, ensure that all students follow statutory requirements, in addition to incorporating innovative practice from international and national research as appropriate.
- Ensure that effective support and challenge is available and planned for all students.
- Ensure cross curricular strategies for literacy, numeracy, digital pedagogy, enterprise and the KGIS competences are applied consistently and directly impact on raising achievement.
- Ensure that all staff have access to high quality CPD to improve the quality of provision through all subject areas.
- Involve all staff in rigorous Monitoring, Evaluation and Review of the quality of learning and teaching, and achievement of all students, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the School community.
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives, and to enhance the learning and teaching.
- Create and maintain an effective partnership with parents and carers to support and improve

students' achievement, personal development and well-being.

- Ensure regular celebration of student achievement – sporting, cultural and academic.

Subject Leaders will work to:

- Have in place a progression map for their subject area which maps KG – Grade 12. This will detail the specific skills and knowledge that all students will need to develop over the course of the term, year and phases. This will be done keeping in mind the KGIS aspirational targets.
- Have in place clearly differentiated long, medium and short term Schemes of Work. These must set out subject learning objectives, success criteria, 'big picture' questions, and opportunities for the development of the KGIS competences. They must also contain clear opportunities for the inclusion of literacy, numeracy, digital pedagogy and enterprise, and a clear framework for assessment.
- Lead the department by example and set high standards.
- Set learning and teaching priorities for the department within the context of the School Development Plan.
- Rigorously implement the programme for Monitoring, Evaluation and Review within their department.
- Be accountable for the standards of learning, teaching and student progress within their department.
- Participate in appropriate CPD and disseminate information to staff, efficiently, effectively and promptly.
- Identify professional development requirements within the department and utilise subject area time to address appropriately in order to develop the standard of learning and teaching.
- Ensure assessment procedures provide information to inform future planning and intervention, including rigorous and consistent use of the KGIS Assessment & Reporting Policy; provision of differentiated assessments; organization of moderation and standardisation at all levels.
- Ensure that Schemes of Work and resources are tailored to accommodate the interests and learning needs of all groups of students.
- Maintain up to date information regarding the curriculum and resources for parents and students on the VLE.
- Monitor the use of the VLE within their department to set regular, meaningful home learning.

Classroom teachers will work to:

- Plan effectively and deliver lessons appropriate to every individual within the teaching group, ensuring support and challenge as appropriate.
- Monitor students' progress through frequent formal and informal written and oral feedback, and maintain effective records.
- Create a secure, stimulating and enterprising classroom climate that will motivate students to learn and perform to the best of their ability.
- Implement cross curricular opportunities for the development of the KGIS competences and digital pedagogy, and a clear framework for assessment throughout lessons, following departmental Schemes of Work, adapted as appropriate to accommodate individual need.
- Support students in their learning and help them to become confident, independent learners, to enhance the students' progress towards targets.
- Provide opportunities for students to assess their own and others' work in accordance with a clear criterion.
- Ensure all students are aware of current attainment level and know how to achieve target level.
- Use digital pedagogy selectively and appropriately to enhance the learning and teaching process and motivate students towards developing a positive attitude to their learning, thus enabling them to take more responsibility for their own learning.

- Ensure that lesson planning, assessment information, ILPs, profile of need, seating plan and any other documentation about each class is well organised and accessible in the classroom.
- Follow the KGIS Rewards & Behaviour Policy, and Assessment & Reporting Policy rigorously.
- Ensure that lessons, and resources used, are tailored to accommodate the interests and learning needs of all groups of students.
- Maintain up to date information regarding lesson content and home learning on the VLE for parents and students.

Support staff will work to:

- Work collaboratively with the class teacher in planning for learning and teaching.
- Support students in specific aspects of their learning as agreed with the class teacher.

Learners will work to:

- Achieve their goals and reach their targets, and respect the rights of others to do the same.
- Take responsibility for their own learning and be pro-active in using self-assessment techniques.
- Actively participate in lessons, contributing to class / pair / group discussions and tasks in a mature and focused manner.
- Meet deadlines for completing class work and home learning.
- Prepare appropriately for each lesson and maintain high expectations of themselves, to maximize progress towards targets.
- Consistently observe the KGIS Code of Conduct.

Parents and carers will work to:

- Work in partnership with the School in all aspects of their children's education.
- Support school initiatives which involve collaborative working to raise student achievement.
- Encourage and support their child to work and achieve their full potential.
- Attend consultative meetings and evenings to discuss student progress.
- Access and check the VLE regularly to communicate with teachers, update their knowledge in regards to the programme of study for their child, and support their child in completing home learning set.

7. Responsibilities:

All staff are responsible for the implementation of this policy. The staff review this policy annually. The Senior Leadership Team report on its implementation and impact termly to the School Board.

8. Monitoring and Evaluation:

There are a number of monitoring activities which provide evidence for the evaluation of this policy, including; lesson observations, learning walks, talking to students, work scrutiny, internal reviews and analysis of data.

Evaluation of evidence enables KGIS to highlight:

- The policy's value in supporting and challenging all staff to ensure outstanding outcomes for students.
- The impact of the policy on raising standards.

- Successful individual practice and high performing sectors throughout KGIS
 - Key areas for development in future School Development Plans
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9. The KGIS Teaching and Learning Essentials

1. The teacher will always arrive on time or early to greet students and ensure entry routines. The teacher will have a seating plan and students will know where to sit.
2. The classroom space will be literacy and numeracy rich, and visually attractive with subject specific displays. The displays will contain students' work that promotes learning and is affirming. The whiteboard display and differentiated lesson resources will be ready and well prepared:
 - The task on entry will be displayed on the IWB at the start of the lesson
 - The key vocabulary for the lesson will be displayed on the IWB
 - The competency focus for the lesson will be displayed on the IWB
3. Ensure that every student sets out their desk ready for learning (pencil case, books and device available) and begins the task on entry. The teacher will take the register, record any late arrivals and where appropriate collect home learning.
4. The teacher will clarify the learning objectives and the 'big picture' question for the lesson, explain the big picture and provide opportunity for review/preview. The teacher will explain the focus for competency development.
5. The activation and demonstration phases of the lesson will offer a variety of stimulating and appropriately differentiated learning activities utilising a variety of learning styles to challenge and engage all learners, and inspire a love of learning. Digital pedagogy will be incorporated where possible to enhance the learning process.
6. The teacher will regularly acknowledge, reward, praise and celebrate students' engagement, effort, achievement and progress, and likewise have a zero tolerance approach to any infraction that affects learning.
7. The teacher will ensure that students' work is marked in accordance with the Marking Policy and with reference to individual student targets.
8. The lesson shall end in consolidation allowing students to demonstrate what they have learned during the lesson.
9. The teacher will ensure that every lesson ends in a calm, orderly manner – students will be silently dismissed table by table and teachers will stand by the door to ensure they leave in an appropriate manner.

The KGIS Learning and Teaching Essentials

The following are expected
in conjunction with the ALC
T&L Essentials:

- High expectations
- Explicit teaching
- Effective feedback
- Assessment
- Disciplinary literacy
- Classroom management
- Wellbeing
- Differentiation

KGIS Learning and Teaching Essentials

TASK ON ENTRY

- Are you **on time** to greet students?
- Do you have a **strategic seating plan**?
- How is the **curriculum** being **adpated** for those learners highlighted?
- Is there a **task on entry** on the board?
- Have you taken the **register**?

CONNECTION

- What is today's **Big question** / Which **concepts** are highlighted?
- Are there **differentiated learning objectives**?
- Is there an **engaging starter activity** that 'hooks' the students?

ACTIVATION

- Are all learning needs being met through differentiated and varied tasks that could include elements of **blended learning**, **competence development** and cater to different **learning styles**?
- Are students provided with clear **success criteria**?
- AfL: Does the lesson contain a mini plenary, **higher order questioning**, **diagnostic feedback**, **peer and self assessment**?

DEMONSTRATION

- Is there an **independent learning task**?
- Can **students apply their new knowledge and skills**?
- Is there sufficient **stretch and challenge**, and **scaffolding**?
- Is there **effective use of AfL**? Mini plenary, **higher order questioning**, **diagnostic feedback**, **peer and self- assessment**?

CONSOLIDATION

- AfL: Is there **checking of understanding against success criteria** linked to **differentiated lesson objectives**?
- **Is the students' work marked in line with KGIS Marking Policy**? Does marking include **clear targets for student progression**?
- Are relevant **home learning** and 'flipped' learning tasks set to **consolidate**, **extend** and prepare students for the next lesson?

10. The Use of Assessment

Assessment FOR learning:

Teachers should:

- Plan and use a whole variety of assessment techniques every day.
- Have clear differentiated learning outcomes and share these with students at the beginning of the lesson.
- Review learning outcomes at the end of the lesson as a consolidation activity.
- Display levels and progression criteria on classroom walls.
- Share assessment criteria with students so that they know how their work will be assessed and how to move from one level to another.
- Provide exemplar material that has been marked using the assessment criteria.
- Ask open questions and give students time to think before getting an answer.
- Use questioning to explore students' understanding and diagnose any misconceptions.
- Use a range of strategies for peer and self-assessment.
- Identify specific ways in which students can improve their work.
- Inform students what they have done well and what they need to improve, during or soon after the activity.
- Adjust lesson plans to take account of progress.

Assessment OF learning:

Teachers should:

- Record, track and discuss student progress with individuals.
- Analyse data to identify improvement strategies.
- Mark students work (with a minimum twice per half-term 'deep mark' using the KGIS marking grid in the Core Subjects and once per half-term in non-core subjects) with appropriate positive specific comments as well as clear targets for improvement; use the whole school Marking Policy and ensure that literacy is taken into account where appropriate. This entails identifying the skills the student has demonstrated, their progress towards target grades, and targets which directly guide the student to attain target grade.
- Ensure that targets and levels are shared with students and parents/carers.
- Ensure that parents/carers are contacted swiftly to discuss and address any issues or concerns.
- Produce reports when required to highlight progress and areas for development.

Subject Leaders should:

- Analyse assessment and test results to see the effects of previous developments / initiatives and to identify any necessary revisions of medium term plans.
- Provide opportunities for standardising and moderating levels of student work to ensure consistency of assessments.
- Proof read and check all assessment data and reporting sent home to parents to edit appropriately, following up any concerns as relevant.

Lesson Plan(ALC)

		Lesson Plan (ALC)	
Teacher:		Subject:	
Lesson: 1 2 3 4 5 6		Date:	
Set/Year:		Number of students:-M: F:	
Context of the lesson:		Student data: (Numbers) SEN: ELL: G&T:	
Learning Outcomes: 1		Evidence of Learning:	
<i>What are your differentiated lesson objectives?</i>		<i>How will you know what students have learned by the end of the lesson?</i>	
Differentiation strategies and curriculum adaptation:			
<i>(General information on differentiation, ALP for more detailed personalisation)</i>			
Cross-curricular links where appropriate.			
Cultural/Omani link:		Literacy:	Numeracy:
			Digital pedagogy:
Time	Lesson Structure		
	Task on entry:		
	Starter: Connection phase -		
	Main Body of the Lesson: Activation phase		
	Main Body of the Lesson: Demonstration phase		
	Plenary: Consolidation phase		
Assessment opportunities			
<i>Students will be assessed on...</i>			

Appendix 2: KGIS Lesson Observation Criteria

	<u>OUTSTANDING</u>	<u>VERY GOOD</u>	<u>GOOD</u>	<u>ACCEPTABLE</u>
Attainment	Most (74%+) <u>above curriculum standards</u>	Large majority (60%+) <u>above curriculum standards</u>	Majority (49%+) <u>above curriculum standards</u>	Most (74%+) <u>in-line with curriculum standards</u>
Progress	Most (74%+) make <u>better than expected</u> progress	Large majority (60%+) make <u>better than expected</u> progress	Majority (49%+) make <u>better than expected</u> progress	Most (74%+) make <u>expected</u> progress
Planning & resources	<u>Imaginative</u> planning. Uses time and resources <u>creatively</u> .	<u>Engaging</u> lesson. Time and resources used <u>skillfully</u> .	<u>Purposeful</u> lesson. Uses time and resources <u>effectively</u> .	<u>Lesson planned</u> . Manages time and resources <u>appropriately</u> .
Learning environment	<u>Inspiring</u>	<u>Motivating</u>	<u>Interesting</u>	<u>Helps in meeting expectations</u>
Subject knowledge & how students learn	<u>Expertly</u> applies knowledge	<u>Effectively</u> applies knowledge	<u>Applies</u> knowledge	Has <u>secure</u> knowledge
Questioning & dialogue	<u>Active and focused</u> learning. Questioning <u>challenges</u> thinking. <u>Insightful</u> discussions and reflection.	<u>Keen</u> learning. Questioning promotes <u>higher order & critical thinking</u> . Students engaged in <u>thoughtful</u> discussions & reflection.	<u>Engagement</u> evident. Questioning promotes thought. Students engaged in <u>meaningful</u> discussion & reflection.	<u>Willingness</u> to learn. Questioning engages students in <u>meaningful</u> discussions & reflection.
Challenge & high expectations	High expectations of <u>all groups</u> . Challenging work and support for <u>all</u> .	<u>Specific levels</u> of challenge and support provided.	<u>Appropriate levels</u> of challenge and support provided.	<u>Generic</u> challenge and support provided.
Competence development	<u>Learning objectives</u> include competence development. Students use <u>toolkit</u> to identify success criteria and <u>reflect</u> on their own development.	Competence <u>displayed, discussed</u> and relevant <u>success criteria</u> used.	Competence <u>addressed</u> in word only.	Competence <u>visible</u> but not used.
Critical thinking, problem solving, innovation & independent learning skills	<u>Skillfully</u> develops these skills.	<u>Purposefully</u> develops these skills.	<u>Systematically</u> develops these skills.	<u>Sometimes</u> develops these skills.

Innovation & enterprise, enquiry & research	Innovative and enterprising.	Innovative and enterprising. Use enquiry and research skills effectively.	Enterprising. Can find things out for themselves.	Can do basic research with teacher direction.
Digital pedagogy	<u>Teacher as Activator</u> . Learner uses <u>technology</u> to enhance and <u>accelerate</u> learning. Interactive learning and learner progression is clear <u>with product and/or performance outcomes</u> . <u>Progression data</u> is used by the student to drive progress.	Teacher-student partnership is evident. <u>Learner uses technology</u> to enhance learning. <u>Some</u> interactive learning is apparent. Student <u>uses</u> assessment data.	<u>Teacher uses technology</u> but guides all learning. <u>Some technology</u> is used to enhance learning. <u>Teacher</u> uses assessment data.	Learning using technology is lead by the teacher.
Individual needs	Very successfully met.	Highly effectively met.	Effectively met.	Adequately met.
Teacher knowledge of & support for students	<u>In-depth</u> knowledge of individual strengths and weaknesses. Excellent <u>personalised</u> support.	<u>Very good</u> knowledge of individual strengths and weaknesses. Provides <u>personalised</u> challenge and support.	<u>Good</u> knowledge of individual strengths and weaknesses. Provides <u>well-focused</u> challenge and support.	<u>Reasonable</u> knowledge of individual strengths and weaknesses. Provides <u>some</u> challenge and support.
<u>Behaviour</u> for learning	<u>Enthusiastic</u> and take <u>sustained</u> responsibility for their own learning. <u>All</u> students on task. <u>No disruption</u> to learning.	<u>Keen</u> to learn and take responsibility for their own learning. <u>All</u> students on task for the <u>large majority</u> of the lesson. <u>No significant disruption</u> to learning.	Students <u>enjoy</u> learning and take increasing responsibility for their own learning. <u>All</u> students on task for the <u>large majority</u> of the lesson. <u>No significant disruption</u> to learning.	Students have <u>positive attitudes</u> and can work independently for short periods. <u>Most</u> students remain on task. <u>Some low level disruption</u> apparent but does <u>not</u> interrupt learning overall.
Real world connections	<u>Consistent & meaningful</u> connections that <u>deepen</u> world understanding.	Regular meaningful connections that relate to understanding of the world.	<u>Clear</u> connections made & <u>related</u> to understanding of the world.	<u>Few</u> connections made & related to the world in <u>simple</u> ways.
Marking & feedback	<u>Excellent</u> regular, comprehensive, constructive and <u>personalised</u> feedback. Students <u>routinely</u> respond to feedback and assess their own learning.	<u>Regular</u> constructive, <u>personalised</u> feedback provided. Students <u>regularly</u> respond to feedback and assess their own learning.	<u>Well-focused</u> and constructive feedback provided. Students <u>usually</u> respond to feedback and assess their own learning.	<u>Some</u> constructive feedback provided although this may <u>not be regular</u> . Students <u>sometimes</u> respond to feedback and assess their own learning.
Students	<u>Evaluate</u> their strengths and weaknesses. Take <u>targeted actions</u> to improve. Communicate their learning <u>very clearly</u> .	<u>Know</u> their strengths and weaknesses. Act <u>purposefully</u> to improve. Communicate their learning <u>effectively</u> .	<u>Know</u> their strengths and weaknesses. Take <u>steps to improve</u> . Communicate their learning <u>clearly</u> .	<u>Passive learners</u> . Know how to improve their work in general terms. Communicate their learning <u>adequately</u> .