



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Learning and Teaching Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Primary	
Date of review	September 2023
Date of next review	September 2024

Introduction

At Dubai British School we follow the National Curriculum for England as a framework, which we adapt to ensure conceptual, contextualised and meaningful learning experiences for our children. We believe in fostering a love of learning that goes beyond the classroom through the notion that learning should be challenging, engaging, rewarding and enjoyable for everyone. Our school's vision statement '**Enjoy, Aspire, Achieve**' is at the forefront of children's learning. Through our teaching, the school environment and the community, 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. This policy highlights our ethos and expectations that together enable, develop and nurture our young learners ensuring that they are ready to embrace the opportunities and adapt to the challenges of a diverse and ever-evolving world.

Aims and Objectives

- We ensure wellbeing by placing an emphasis on ensuring that relationships, relational behaviour, emotional intelligence and happiness are at the heart of everything we do
- We promote an inclusive environment where all children feel represented, safe and a sense of belonging that ensures our children thrive at school
- 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 feel safe to take risks in their learning and strive to take responsibility for their own learning
- We empower children to make decisions about their learning and to have a choice and voice including 'what' and 'how' they learn and to develop learner autonomy
- We promote student agency and encourage our children to be active learners
- We nurture intrinsic motivation enabling children to be active learners, identifying personal strengths and next steps, ensuring that they make continued progress
- We develop our children's self reflection skills creating opportunities for them to 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
- We provide our children with access to a rich and balanced curriculum in a variety of ways, this includes encouraging creativity and self-expression
- We recognise and develop pupils' personal skills and interests
- We meet the needs and aspirations of all our learners and each child benefits from a bespoke personalised learning journey
- We prepare children for life beyond DBS-EH where they can flourish and succeed

Outstanding teaching and learning

Personalised learning and student agency is at the heart of outstanding learning and teaching. At Dubai British School, we recognise the need to develop strategies that will allow all children to learn in ways that best suit them so that they will achieve their potential. A diverse range of

learning opportunities are made available to the children that take account of their interests, learning preferences and needs. These include but are not limited to:

- investigation and problem solving;
- enquiry, research and exploration;
- flexible groupings and collaborative work
- independent work;
- whole-class work;
- questioning;
- effective use of Ed Tech to redefine learning opportunities;
- a range of experiences including visits and visitors;
- creative and expressive activities;
- debates, role-plays, public speaking opportunities and oral presentations;
- designing and making things;
- learning outside the classroom

Language of Learning

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn through responsive teaching and adaptive teaching

We promote a shared 'language of learning' that empowers and enables every child to ask questions and be directly involved in their learning journey.

Learning objectives (WALTs) / purpose - What am I learning and why?

All lesson objectives are child-friendly and SMART (Specific, Measurable, Achievable, Relevant, Timed). They are linked to OTrack and are shared with the children in a way that can be easily understood.

Success criteria / steps to success - What are my steps to success? What do I need to do to achieve my goal?

Success Criteria is shared with the children in every lesson. Sometimes the Success Criteria will be generated by the children themselves. Blooms is used to ensure the success criteria take the children's learning beyond the learning objective. The success criteria is differentiated and personalised and shared with all children to enable them to aspire and challenge themselves removing the ceiling on learning. Success criteria can take different forms including: a list of expected criteria that would need to be evident in order for the 'product' (or outcome) to be successful e.g. a writing checklist; a list of procedural steps that would need to be followed in order for the learner to be successful e.g. 'steps to success' for written mathematical calculations or a WAGOLL.

When used effectively, success criteria allows children to be active participants in their learning by:

- Ensuring that they have an appropriate focus and fully understand expectations
- Creating opportunities for children to discuss and clarify their understanding
- Enabling children to identify personal success for themselves
- Creating opportunities for them to identify their next steps and how they can improve
- Enabling children to track and share their own progress

Self-selection and challenge – Which task will I choose? How will I challenge myself today?

Typically in lessons, there are 3 (sometimes 4) levels of challenge: bronze, silver, gold and platinum (extra level of challenge) tasks. Either through pre-assessment tasks, including icy challenges, quizzes, kahoots, prove and move tasks or cold tasks children will determine their own starting point and self select their level of challenge.

Resources / WAGOLs/ independent learning tools e.g. helpdesks, word banks, widgets, WABOLs, manipulatives, scaffolds, sentence stems, writing prompts, etc - What independent resources can I use to help me? Who could I collaborate with to help me?

Children have access to a wealth of resources that will support them in their learning and enable them to make progress and experience success. Often the resources are shared/ stored digitally and children will access them on their ipads. A range of additional physical resources are available in every classroom and children will also use their peers (buddy) as a collaborative resource.

Outcomes - How will I present/ share my learning?

Where possible, children have agency over how they can record/ share their learning with others. Termly 'Share My Learning' opportunities enable children to share their learning with their parents. Identifying work they are proud of

Self / peer assessment - How will I know whether I have been successful?

Children are given opportunities to self assess their level of success at the end of a lesson . A range of different strategies are used that enable children to identify aspects of their work that meet the success criteria and prove progress. In KS2 the children also use the same colours used by teachers to formatively assess their learning. See the Feedback and marking policy for more guidance in this area.

Next steps - What are my next steps? Where will this learning take me?

Outstanding Learning Expectations

Outstanding learning is characterised by student agency and learner autonomy. Where possible learning should be child-initiated, follow the interests of the children, provide them with a choice and a voice and enable them to be active participants at each step of their personalised learning journey. To ensure this, at DBS-EH, we expect:

- Children to be active participants within their learning making key decisions about their next steps and how they will achieve their goals
- Children to be given autonomy over learning choices; identifying starting points and self selecting with confidence and accuracy, deciding the resources they need and their own way to demonstrate outcomes
- Children to develop resilience, demonstrating a clear knowledge of a range of strategies for self-help, to maintain and sustain engagement and to problem solve
- Children to have high expectations of themselves and their behaviour and to strive to challenge themselves
- Children to demonstrate enthusiasm in their learning and to participate readily; to be reflective and to communicate their strengths and areas for development clearly
- Children to demonstrate a breadth of learning skills including but not limited to: collaborating, predicting, thinking critically, leading, enquiring, explaining, comparing, analysing, evaluating, justifying, reasoning, problem solving, questioning
- Children to respond positively to feedback (both verbal and written) and to seek out ways to improve their learning further, asking and answering questions readily

Outstanding Teaching Expectations

Outstanding teaching is characterised by passionate teachers with exceptional knowledge of how children learn. They are highly relational with their children, prioritising wellbeing and ensuring inclusive learning environments where all children feel fairly represented and have a sense of belonging. They have a thorough understanding of each child's unique ability and are committed to recognising potential and enabling progress. To ensure outstanding teaching, at DBS-EH we expect:

- Teachers to set targets which are aspirational and all children are challenged to their full potential; they have high expectations of ALL learners.
- Teachers to be enthusiastic about trialing independent research and innovative approaches, striving to improve personal practise and sharing new approaches with others
- Teachers to create opportunities for children to take responsibility for their own learning
- Teachers to skilfully plan and modify learning experiences so that they are carefully matched to children's needs and barriers to learning are significantly lowered or removed. Adaptations to environment/ pedagogy and curriculum to be evident, enabling children to make better than expected progress
- Teachers to skilfully design and share resources that incorporate learning styles, aptitudes and interests maximising and sustaining children's engagement
- Modelling to be a key feature of lessons, enhancing learning, adding clarity and addressing misconceptions
- Questioning to be personalised, reflecting secure subject knowledge. It should promote critical thinking, encourage cognitive conflict, reasoning, justification, rationalisation and evaluation
- Teachers to use up-to-date learning technology to redefine purposeful, meaningful and relevant learning opportunities

Enabling Learning Environments

Learning environments (including displays, working walls, virtual classrooms and proud boxes) both inside and outside from FS1 - Year 6 are calming, welcoming, celebratory and are an invaluable learning resource. They represent 'an additional adult in the room' and are a way of engaging, supporting and inspiring children. In addition they build a sense of belonging and community within the class.

At DS-EH, our learning environments are:

- Personalised
- Inclusive
- Celebratory
- Reflective and representative of the children in the class and their interests
- Representative of pupil voice and link to the learning journey
- Inspiring and interactive
- Enable current learning
- Create awe and wonder, prompting questions, curiosity and critical thinking
- Support next steps through self help resources and challenge opportunities
- Encourage reflection
- Role model expectations in terms of outcomes

In the 'early years' we provide an enabling environment that allows children to explore, investigate and learn through a wide range of first hand and multi-sensory experiences in the indoor and outdoor classroom.

Assessment for Learning (AfL) – Responsive Teaching

Assessment for Learning is a vital part of teaching and learning and is imperative for children to make progress. At **all times**, the teacher should be continually 'taking the pulse' of the learning in the 'room' and have an astute awareness of when and how to intervene through questioning and adaptation to move children's learning forward. Outstanding assessment for learning will include the following:

- Timely feedback (verbal, written and recorded) that is personalised and motivating and that addresses misconceptions, identifies next steps and promotes challenge
- Ongoing and regular formative assessment strategies that are used skillfully in the moment to inform and evolve planning, teaching and provision – these include pre and post assessment tasks, cold tasks, prove and move, progress pit stops, etc
- Accurate and effective coordination and integration of all available data sources, including academic and pastoral (quantitative and qualitative) which informs planning and provision
- Aspirational target setting that considers a child's full potential
- Observations, annotations and enhancements, including those made by learning assistants, which directly impact planning, in the moment teaching and provision

- Engaging children in the self assessment of their own work at different stages in a lesson and over time

(more information about feedback and marking and assessment can be found in the core subject policies)

Parental Engagement Opportunities

At DBS-EH, we see parents as key partners in their children's learning therefore we plan a range of opportunities for parents to engage with the school in order to gain a better understanding of their child's learning journey, strengths and next steps and we provide strategies and ideas for how they can support their child further. Some of the ways we engage and inform our parents are through:

- * Parent webinars and workshops
- * Access to their child's personalised online learning platform (Seesaw)
- * Termly concept learning overviews
- * Weekly newsletters
- * 'Share My Learning' – led at least termly by the children with an opportunity for 'book looks'
- * Bi-annual Parent/ Teacher Consultations (hosted face-to-face and online)
- * Written Reports (Termly)
- * Individual Learning Plans
- * Showcases

Monitoring and review

At DBS-EH we have a robust and rigorous monitoring program in place. This includes but is not limited to:

- Performance Appraisals
- Lesson observations by members of the senior and middle leadership team
- Peer observations linked to professional development targets
- Subject specific 'fly throughs' linked to data presentations and target setting
- Book looks – formal and informal
- Learning environment walks
- Weekly moderation meetings with middle and senior leaders

- Weekly Year Leader meetings to reflect on best practise
- Ongoing professional development opportunities

All our teachers reflect on their strengths/areas for development through engagement with the DBS-EH professional standards. As a result professional learning opportunities and professional development is planned accordingly with an emphasis on personalisation and centres around personal interests and next steps. We provide internal and external learning opportunities to support our academic staff in developing their skills, knowledge and understanding so that they can continually improve their practice.

We review and update learning and teaching across school 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.