

POLICY	Owner	Head of School
TEACHING AND LEARNING	ID (Version)	DU/4.1.2. (v3)
	Published	31-January-2024
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POLICY STATEMENT

Teaching and learning are the core purpose of what we do at the Arbor School (“Arbor”, “we”, “the school”). High quality teaching, learning and, subsequently, achievement is what we want for every student within the school. We believe that the more we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be.

The school is committed to:

- Maximising children’s learning potential;
- Promoting high quality effective teaching;
- Achieving high quality learning;
- Developing an effective learning environment;
- Recognising and celebrating achievement, attainment, and effort;
- Fostering creativity, enthusiasm, enjoyment, motivation, independence, and cooperation;
- Stimulating a desire for lifelong learning;
- Reducing unproductive or unnecessary teacher workload associated with marking, planning, or tracking student progress that does not contribute to the raising of student standards;
- Ensuring compliance with all relevant legislation connected to this policy, including (but not limited to) published guidance from the UK Department of Education, the Knowledge, and Human Development Authority (“KHDA”) and best practices in education worldwide; and
- Working with other schools and the local authority to share good practice in order to improve teaching and learning at Arbor.

APPLICATION

1. APPROACH

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support students in developing the knowledge, understanding and skills that will enable them to fulfill their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as adults.

2.1. TEACHING

Lessons, which are structured and well-planned, create a purpose for learning. All lessons must be built upon the same underpinning foundations. Effective lessons can take many forms and there is no set structure to delivery. Things we would expect to see in all lessons, however, include:

- All students quickly are engaged in the learning process and highly motivated throughout;
- All students understand the context and purpose of each lesson and know what they need to do to be successful;
- All students are self-reflective and frequently have opportunities to review and edit their work;

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- Students have high expectations when it comes to presentation and progress is visibly evident when you look through their books;
- Teachers have secure subject knowledge and use this to drive student learning within lessons;
- Assessment is used in all aspects of teaching and learning;
- Experiential learning frequently happens in and outside the classroom;
- Technology is used to enhance the learning experience;
- Learning is personalized and adapted to meet the needs of all students; and
- Ecoliteracy is taught throughout the curriculum.

2.2. LEARNING

We believe high quality learning is achieved when students:

- Are enthusiastic, attentive, responsive and on task;
- Are aware of classroom and school rules, and abide by them;
- Speak confidently and ask appropriate questions;
- Are confident in asking for help and support;
- Are aware of their achievements and what they need to do in order to improve;
- Produce good quality work;
- Are knowledgeable about their learning;
- Are independent learners and stay on task; and
- Are confident in helping others to learn.

We are committed to providing challenges for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Students will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with students learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge, and a learning environment where children are encouraged to take risks and work hard to succeed.

2.3. LEARNING ENVIRONMENT

We believe the learning environment makes a significant contribution to the quality of education provided when:

- Space is used effectively;
- Rooms are not cluttered layout and accommodates movement;
- Students working spaces are not fixed;
- Resources are clearly labelled and accessible;
- Display reflects current learning and is changed regularly;

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- The environment offers a challenge and opportunity for further learning;
- The needs of the children are catered for;
- Resources are well maintained; and
- Children are encouraged to be creative independent learners and thinkers.

2.4. MONITORING AND EVALUATION

The quality of teaching and learning can only be accurately assessed using several approaches. Leaders at the Arbor School will assess Quality First Teaching (“QFT”) by:

- Spending time in lesson observing;
- Looking at work produced by children;
- Looking at progress data;
- Looking at the environment;
- Speaking to students; and
- Speaking to Teachers.

2. ROLES AND RESPONSIBILITIES

2.1. EXECUTIVE BOARD

The Executive Board (“the Board”) will review this policy in conjunction with the Principal and monitor the policy’s effectiveness, holding the Principal to account for its implementation. To that end, the Board:

- Has responsibility for ensuring that the school complies with all legislation;
- Has responsibility for ensuring funding is in place to support this policy;
- Has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Has responsibility for ensuring all policies are made available to parents; and
- Delegates powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy

2.2. PRINCIPAL

The Principal is responsible for reviewing this policy in conjunction with the Board. The Principal will:

- Ensure all school personnel, students and parents are aware of and comply with this policy;
- Work closely with the Board to ensure policy is followed;
- Provide leadership and vision in respect of equality;

2.3 Heads of School

The Heads of School have a responsibility to

- Provide guidance, support, and training to all staff;

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- Ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- Ensure teaching staff have sufficient planning, preparation, and assessment time;
- Ensure all teaching and support staff are line managed;
- Arrange professional development meetings throughout the year;
- Ensure all lessons are free from unnecessary interruptions; and
- Monitor teaching and learning across the school by:
 - Lesson observations;
 - Questioning students;
 - Scrutiny of planning;
 - Scrutiny of student books;
 - Scrutiny of marking;
 - Professional development meetings;
 - Consulting parents;
 - Ensuring students targets are challenging enough for all students;
 - Analysing student targets to see if they have been met; and
 - Analysing and comparison of student performance data with school and national data.

2.3. STAFF

Staff are responsible for:

- Implementing this policy consistently; and
- Monitoring teaching and learning.

2.4. PARENTS

Parents are expected to:

- Be aware of and comply with this policy;
- Be encouraged to support their children;
- Be aware of their child’s targets; and
- Be encouraged to take an active role in the life of the school by:
 - Parents and open evenings;
 - Parent-teacher consultations;
 - Project celebrations and other school events; and
 - Ensuring the child attends school frequently.

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RELATED DOCUMENTS

Document Title	ID / Reference No.
Curriculum Policy	DU/4.1.1.

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
Board	Executive Board
KHDA	Knowledge and Human Development Authority
QFT	Quality First Teaching