



Teaching and Learning Policy

Reviewed in March 2023

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and wellbeing is “**everyone’s business**” across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion***. Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.

Increasing effectiveness and accountability of efforts by developing measureable.

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1. Introduction

1.1. General Principles

At JSSPS we aspire to maximise the learning potential of every student. The learners are centrally positioned within our school and are at the heart of everything we do. Through this policy we aim to ensure that students are provided with a challenging and engaging curriculum that enables them to develop essential skills and positive attitudes that shape their passions for lifelong learning. Our learners at JSSPS will be encouraged to grow and develop into capable, healthy, well rounded learners who are equipped with the skills to adapt to the changing requirements of the 21st Century.

As a Bring Your Own Device school, our students use digital technologies and applications as part of their everyday learning. When the school is closed due to exceptional circumstances, digital technologies and applications can provide sustained elements of curriculum delivery and a means of communication. *The Teaching and Learning Policy works in conjunction with the School's Remote Learning Policy and/or Blended Learning Protocols during such times of school closure.*

1.2.The Definition of Learning

We define learning in sync with the school's Graduate Profile, as:

- The process of building new concepts, knowledge skills and attributes through a variety of challenging experiences
- The refinement of existing concepts, knowledge skills, attributes and behaviours through thought, experience, and shared communication
- The development of essential skills including literacy, numeracy, and digital competence.
- The development of wider skills such as collaboration, leadership, problem solving, resourcefulness and resilience.
- The development and recognition of learners' understanding of themselves as citizens having a local, global, and digital identity.

1.3.Qualities of Provisions

- Sustain a broad, balanced, coherent and relevant curriculum that meets all statutory requirements and is enriched by opportunities to learn and develop.
- Ensure a framework that supports all students' learning needs and creates personalised learning opportunities.
- Supply a wealth of opportunities so that students can develop an enjoyment in learning and the capabilities to become independent learners.
- Give inspiring learning opportunities so that students are able to develop ambition and creativity which positively impacts on their levels of confidence and aspiration.
- Develop enterprising and creative contributors who can connect and apply their skills to a range of situations and begin to take risks, collaborate, communicate effectively, and solve problems.

- Develop ethical, informed citizens who are fully equipped to lead fulfilling lives as valued members of society.

1.4. The teaching-learning approach followed at JSSPS is as follows:

- **Kindergarten:** A flexible, multilevel, play and inquiry-based approach is practiced in kindergarten to develop cognitive, linguistic, and socio-emotional skills. Children are exposed to age-appropriate, physical, educational, and social activities through play-based methods for a holistic development. This Multi-faceted learning approach helps in developing a strong foundation for our kindergarteners and make them future ready by equipping them with 21st century skills.
- **Primary School:** uses an approach that engages students in inquiry- based learning through well thought of schemes of work. Teachers provide students with learning opportunities that weave around investigation, critical thinking, reasoning, and reflection. Teachers encourage students to engage in effective discussion and develop their research and independent learning by effectively using open ended/critical thinking questions.
- **Middle School:** The approach here is to provide students with opportunities to become independent learners and take responsibility for their own learning through personalized instruction and flipped lessons. Teachers encourage students to engage in effective discussion and develop their research and independent learning by effectively using open ended/critical thinking questions. Use of e-resources and 21st century strategies support students in achieving better results. Teachers use master classes with well-defined tutorials to engage all types of learners and support varied learning groups.
- **Secondary School:** Challenge Based Learning approach is practiced across all grades. Teachers encourage students to question and challenge each other's thinking, find information and carry out their own investigations by providing them with case studies and creating interactive learning structures. Teachers implement a '**lesson study**' programme based on metacognition and self-regulated learning. Personalized one-to-one sessions are conducted based on students' area of improvement, to prepare them effectively for various assessments leading to exemplary results in both external and internal assessments. Teachers facilitate learning, and most lessons are student-led. Students take complete responsibility of designing and implementing lessons for other students across the phase via flexi-teaching days.

1.5.Lesson Structure

The Lesson Plan format has been revamped into a **Dynamic Lesson Plan** with focus on a more flexible, consistent, and personalized approach. All lessons must be built upon the *gradual release model and follow inquiry-based learning process*.

Lesson Planning

What the Teacher Does	And Why
<p style="text-align: center;">Motivating/Beginning Activity/Do-Now</p> <ul style="list-style-type: none"> Review material, concepts, skills taught and learned in previous lessons (use a "do-now" activity or some other motivating, student-centered activity) A good independent activity at the beginning of the lesson 	<ul style="list-style-type: none"> Show students how previously learned material relate to new skills Starts the student immediately upon entering Specifics should be posted in the same place everyday
<p style="text-align: center;">Reveal Lesson Objective clearly and completely</p> <ul style="list-style-type: none"> Objectives should be standards-based, measurable, observable SW+Standard/Communicative Function + cultural /vocab context + grammatical structure + performance parameters Objective should be referenced, reinforced and summarized throughout the lesson. 	<ul style="list-style-type: none"> Use terms students understand This helps make efficient use of time and increases organization, understanding and teacher clarity Connect it to students' needs Ideally every student in the class should be able to cite or refer to the objective if asked "what are you learning today?!"
<p style="text-align: center;">Learning Activities – "Agenda"</p> <ul style="list-style-type: none"> Tell students how they will reach objective e.g., Teacher-Directed (Lecture, Modeling, Teacher-Monitored (Group, pair, independent) 	<ul style="list-style-type: none"> No "mystery" about your lesson – transparency aids in student engagement and ultimately retention
<p style="text-align: center;">Teacher Directed "I Do" – "Mini-Lesson"- New Material</p> <ul style="list-style-type: none"> Provide relevant information and examples in your teaching 	<ul style="list-style-type: none"> You are teaching with modeling, clear examples, explicit Avoid distractions, getting "off" the objective – keeping students engaged
<p style="text-align: center;">Guided Practice – "We Do"</p> <ul style="list-style-type: none"> Provide appropriate practice of the lesson with teacher as "guide" Check for comprehension – are they ready for next step? Provide Feedback 	<ul style="list-style-type: none"> Students practice with the teacher referring to the lesson objective Use those techniques (i.e., dipsticking) to find out if students are ready for "practice" Feedback is usually verbal – must relate to the objective
<p style="text-align: center;">Independent / Group Practice – "You Do"</p> <ul style="list-style-type: none"> Encourage the practice of Think-Write-Pair-Share-Revise More monitoring, checking in with feedback Give explicit direction for the tasks –oral and written 	<ul style="list-style-type: none"> Students now practice on own, in pairs, in groups Give them time to "think" first and then put in pairs/groups Students know the routine that teacher will be monitoring to confer, help, keep students on task, checking on comprehension, feedback
<p style="text-align: center;">Homework –</p> <ul style="list-style-type: none"> Should be posted – articulated – modeled with examples If you want them to do it, give it importance 	<ul style="list-style-type: none"> Students will comprehend importance of independent practice and reinforcement of daily lesson(s)
<p style="text-align: center;">Closure – Note: Never Skip –</p> <ul style="list-style-type: none"> Summarizing the objective – "did we get there?" Exit – ticket type strategies (A-B-C, 3-2-1,) lesson summary, logs, short-writes, feedback quiz This is PLANNED to give you feedback on the lesson 	<ul style="list-style-type: none"> Have the students summarize key points of the lesson in order to reinforce what they've learned Closure is student-centered

Effective lesson planning takes account of students' prior learning. Dividing lessons into sections helps to maintain pace and challenge.

- A precap in the form of Solo Taxonomy or KWHLAQ to assess students' prior learning based on which the lesson will be executed.
- A starter activity or big question to engage students' interests.
- Lesson objectives that allow students to engage with the process of learning.
- Teachers make learning objectives and success criteria explicit to all students.
- Introduction of new learning.
- A variety of activities to explore and embed learning.
- A review of learning.

Lesson objectives can be discussed in a variety of ways written or projected onto the board; orally; written by students in their books; printed on differentiated hand-outs and worksheets. Using longer-term objectives across a topic, unit or series of lessons should be made clear and reviewed. Opportunities for reflection upon lesson objectives and progress throughout and at the end of the lesson improves learning.

Objectives can be revisited throughout and at the end of the lesson by:

- Students reviewing their learning against the lesson objectives.
- Using differentiated teacher questions.

- Students recording two key learning points (individually or in pairs);
- Students being encouraged to explicitly reflect upon their learning through two stars and a wish.
- A range of teacher/student-led and student-centred activities.

Students should also have the opportunity to work in different ways, such as individually, in pairs, small groups and whole class situations.

Leadership, group work and teamwork should be promoted using effective models where students know their roles and which give students accountability, understanding of group dynamics, and opportunities to lead.

2. Responsibilities

2.1. The Student

- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond.
- To take ownership of their own learning by shaping and reviewing their own learning through reflection via Directed Improvement and Reflection Time (DIRT) and Reflect Review Enjoy (RRE) for each unit.
- To reflect upon their own progress towards attainment targets and set interim steps towards achieving these.
- To contribute to purposeful peer assessment and moderation activities.
- To use the notebook rubric to reflect on their learning during a unit of study.
- To analyse their AfLs, internal assessment and external benchmarking test (where applicable) to develop a better understanding of self.
- To value and respect the views of others involved in the learning process.
- Think through the consequences of their behaviour and be able to learn without being disrupted by others.
- Be active, collaborative learners and consistently strive hard to achieve success.
- Be mindful of time management and the repercussions for non-compliance.
- Engage in their social, emotional development and maintain a comprehensive student portfolio.

2.2. The Teacher

All teachers are expected to:

- Have excellent subject and pedagogical knowledge.
- Be leaders of learning, themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy.
- Create a teacher portfolio showcasing their growth/accomplishments/ next steps for improvement.
- To have a thorough knowledge of each individual student and his/her interests, skills, aspirations and needs. Explicitly, use triangulated data from internal assessment, CAT4, ASSET, NGRT and Achieve3000, including specific learning needs- IEPs, ILPs, CALPS, feed forward.
- To support learners in setting challenging targets and strategies for meeting these outcomes.

- To encourage learners to reflect upon their own learning style and how they can best engage in their own learning and progress.
- To ensure students sign and understand the target setting sheets. Have high expectations of all students.
- To manage behaviour to ensure that the learning environment is safe and conducive for learning.
- To undertake small action research linked to teaching and learning in line with CPD guidance and policy.
- Raise any concerns about a student's learning or behaviour with parents as and when the need arises so that appropriate strategies can be designed in partnership to resolve issues.

In lessons:

- To plan lessons which take into account prior attainment, specific learning needs and different learning styles in order to allow all students to access the curriculum.
- To implement **UDL (Universal Design of Learning)** strategies as part of consistently enhancing the "Quality First Teaching" across the school
- Share the learning intention for the unit and co-construct the success criteria with students so that they are aware of what is being learnt and why they are learning it.
- Implement the lesson plan to meet the individual needs of all students.
- Use a variety of strategies and multi-sensory resources to enable all students to learn effectively.
- Give the key information and vocabulary needed for the lesson.
- Make learning more student led.
- Pose critical thinking questions and problem-solving case studies to enrich students understanding of the learning context and its application in real life situations. To ensure that students make progress during lessons using accurate and appropriate assessment techniques.
- Ensure tasks are clearly understood by using questioning, recall, exit ticket systems
- Undertake frequent assessment for learning (digital and others) to help students track their progress. Could use a pre-test and post-test with a rubric to measure progress.
- To provide reflective opportunities (DIRT time) within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process.

Post lessons:

- Reflect on the learning that has occurred.
- Use the data from AfLs to inform and plan the following day's teaching.
- Mark student work as per the Correction Policy of the school.
- Give written and oral feedback in line with the school's policies on assessment, feedback.

2.3. Subject Leaders (HoDs)

- To identify the teaching and learning strategies which would be best suited to delivery of curriculum content and material.
- To plan schemes of work which incorporate opportunities for learners to access the curriculum in line with the policy recommendations.

- To use displays to promote, reinforce and support teaching and learning strategies.
- To contribute to faculty data collection, moderation, and standardisation processes.

2.4. Phase leaders

- We are accountable for ensuring consistent processes and teaching methodologies are implemented across the faculty.
- We ensure that the school/faculty policy is in operation through lesson observations, work monitoring and student interviews and that whole school priorities are shared through subject plans.
- We create a **PDP (Performance Development Plan)** with specific targets for improvement for teachers in their phase.
- We encourage and make time for necessary training and the sharing of good practice in department meetings and/or through monitoring by participation.
- We encourage the sharing of good practice and professional dialogue.

2.5. The Senior Leadership Team

- Ensure aligning the teaching learning processes to the requirements of the CBSE, KHDA and MOE.
- To provide and evaluate the provision of staff training through a planned comprehensive CPD programme within the school to enhance their knowledge of and practice in employing appropriate and effective teaching and learning strategies.
- To encourage the sharing and dissemination of resources and good practice across different curriculum areas.
- To ensure that parents are kept informed of how they might support their children in developing their learning skills.

2.6. The Teaching and Learning Community (TLC) Groups

Teachers to participate in

- ✓ Teaching Learning Community via Quads and Mentor-Mentee (teachers working in small groups to enhance their own planning and practice)
- ✓ Hubs of Learning (professional learning communities to share best practice)
- ✓ Brain Trust Programme (targeted continuing professional development (CPD) sessions)
- ✓ Observing good practice at partner schools
- ✓ External courses when necessary

Action Research Groups

- To research, trial and develop good practice and innovation using varied strategies for teaching and learning.
- To disseminate good practice amongst colleagues both formally and informally at faculty meetings and through delivery of staff training as part of the CPD programme.

2.7. The role of the parents in teaching and learning

At JSSPS we believe that parents have a fundamental role in helping students to learn and progress. We ensure that parents are informed of their child's learning progress using the following methods:

- Sending annual, diagnostic reports that inform parents on how best to support their child with their learning.
- Sending reports on a termly basis for subjects.
- Publishing an annual report to parents.
- Publishing monthly newsletters, weekly updates.
- Holding Open Chat sessions, Student Led Conferences, and target intervention Parent Teacher Meetings. Additionally, parents are also entitled to make an appointment to see the teacher at other times.
- Via student journals or electronic methods such as School Portal and MICROSOFT TEAMS.

We actively seek parents as partners in their wards' learning journey. We encourage our parent to observe lessons as a quality assurance measure.

2.8. Role of the Governors

Our governors determine, support monitor, and review our school policies on teaching and learning. They:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Monitor the effectiveness of teaching and learning strategies through the analysis of student data.
- Support and monitor faculty improvement planning processes.
- Monitor the effectiveness of the school's teaching and learning policy through the school self-evaluation processes.

3. Quality Assurance of Teaching & Learning

At JSSPS we will monitor and evaluate the effective implementation of this policy using the following methods:

- Subject leader monitoring
- Informal and formal lesson observations. All teachers across the school to have at least one paired observation with a senior or middle leader to establish clarity on outstanding learning in lessons.
- Monitoring through participation
- Listening to learners
- Teacher's self-reflection and feedback from SLT providing areas of strength and development.
- Book scrutiny
- SOW scrutiny
- Parental engagement groups
- Standardisation and moderation
- Data analysis
- Professional dialogue and target setting by Middle/Senior Leadership Team
- Instructional Practice Inventory is conducted twice a year to measure the extent of student engagement.

We advocate the continuous and comprehensive pattern of evaluation. The purpose of the continuous and comprehensive pattern of evaluation is to gather relevant information about student progress. Teachers are able to reflect on student achievement, as well as special inclinations of the group, to customize their teaching plans. Specifically, teachers:

- Provide opportunities for feedback, peer and self-evaluation in lessons.
- Allow for reflective time to fill notebook rubric that helps students determine their journey through a unit of study.
- Help students reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.
- Give written and oral feedback in line with the school's policies on assessment and notebook corrections.
- Maintain a weekly reflection in the schemes of work, so that it informs teaching.

4. Wellbeing

Wellbeing is paramount in JSSPS, we have a supportive and caring ethos and are committed to supporting the emotional health and wellbeing of all our students and staff. Our wellbeing framework is fundamental to our vision and has been incorporated into the daily schedule through an innovative timetable which embeds wellbeing into all our lessons. Lessons incorporate an array of wellbeing activities designed for students such as 'circle time' morning mantra, thrive dirt, wellness valley, art, and music therapy'.

For students of determination the school strengthens and promotes the student voice through Counsellor@click which is initiated for students to connect to the inclusion and pastoral care department. All students are encouraged to make good use of the wellbeing tracker which is provided in the school almanac thus developing a sense of responsibility towards taking care of themselves. Wellbeing ambassadors chosen for each phase provide a listening ear and moral support.

During learning walks, the leaders will report on the effectiveness and impact of wellbeing in the classroom and regular wellbeing surveys are conducted, results of which are analyzed and then actioned.

5. Homework

Homework should support, reinforce, or extend classroom study.

5.1 Aims

We believe homework is important as it:

- Reinforces positive attitudes towards work.
- Encourages self-organisation and planning.
- Develops the home/school partnership.
- Prepares pupils for life opportunities and experiences.

5.2 Homework Tasks

Homework tasks should be set to reflect ongoing work across the curriculum, examples of appropriate homework tasks are listed below:

- A specific, self-contained project or self-study unit linked to classwork.
- Completing work related to classwork.
- Independent research tasks
- Follow up of assessment work
- Past papers in line with assessment practice
- To prepare for tests or assessment
- Tasks that further challenge or consolidate pupils' learning

5.3 Principles underlying Homework

- Teachers must ensure that homework requirements are clear and carefully recorded in student journals or via electronic means
- Students must take full responsibility for their homework and should be supported by their parents/carers, especially in lower grades
- Homework should be issued in appropriate quantities (as per homework timetable) and completion dates should be clear and reasonable
- Homework should match the needs and abilities of pupils
- Homework should be stimulating and challenging
- Homework setting will be monitored by MLT and SLT during book reviews, departmental reviews and through parent and pupil voice.

5.4 Homework Sanctions and Procedures

JSSPS places great value on the importance of homework and it is important to emphasise this to both parents and pupils that additional and independent learning in any subject can greatly enhance academic performance. Therefore, non-completion of homework must be addressed by individual teachers and referred to faculty leaders where appropriate. For persistent non-completion parents should be sent e-mails to notify them of this. Likewise, pupils should receive reward and recognition for outstanding effort in homework. Teachers should keep records of homework and perceived levels of effort to relay to parents. Subject leaders should monitor and have an overview of homework set each half term.

Summary

This policy should be read in conjunction with the following policies:

- ❖ Remote Learning Policy
- ❖ Blended Learning Policy
- ❖ Behaviour Policy
- ❖ Assessment Policy
- ❖ Transition Policy

- ❖ JSSPS Inclusion Policy
- ❖ Whole School Curriculum Policy

Agreed at the governing body meeting on

Date.....

CEO:

Principal:

Vice Principal:

Head of Learning:

Approved by the Governing Body: _____

Chair of Governors

Review of Policy

The Teaching and Learning policy is monitored by SLT and reviewed on an annual basis.

Policy Details	
Version date	April 2023
Last review	March 2022
Next review	January 2024
Responsible SLT and MLT	Head of Learning