

Teaching and Learning

Ambassador International Academy Mankhool

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Ambassador International Academy

Teaching and Learning Policy

At Ambassador International Academy our aim is to maximise the potential of every student. Staff at Ambassador International Academy understand that effective teaching and learning is fundamental to our role as teachers. We recognise that students can be motivated by very good to outstanding teaching and will make accelerated progress if lessons are well planned and delivered effectively. **Outstanding teaching and learning is characterised by the following key principles and all lessons should reflect these:**

- High expectations: planning/routines/differentiation/challenge;
- Active and engaging inquiry based learning;
- Questioning, checking & consolidating learning;
- Marking, assessment & feedback;
- Progress: students from different starting points make accelerated progress.

Staff recognise the diversity of learning needs within our classrooms and seek to engage students through application of the IB approaches to learning as well as making full use of personalized information provided through national benchmark tests and also assessments from teachers. In addition, opportunities should be given to students to inquire, explore, investigate and research. We aim to enable development in areas of weakness and consolidation in areas of strength, trying to establish a growth mindset where it is ok to get “stuck” and thereby become more resilient learners.

The school offers opportunities for children to learn in different ways, including through:

- Investigation and problem solving;
- Research and finding out;
- Creative activities
- Debates, role plays and oral presentations;

- Reflecting on what has been learned.

Teaching should aim to build self-esteem, self-confidence and develop students socially, morally, physically, aesthetically and spiritually. Students should work in a safe, secure, and pleasant learning environment. Teachers should aim to foster the values of co-operation, tolerance and respect in lessons. Students should engage in pair, group and whole class teaching activities. Teachers should use a variety of resources in their teaching, so as to appeal to the diversity of learning styles found throughout our student body. Teachers have a united vision to develop responsible universal citizens who will be bright leaders of the 21st century.

The teaching and learning principles that the school aims for, include:

- Providing a supportive and positive environment which values all members of the school community;
- Providing rich and varied contexts and experiences so pupils can develop a broad range of knowledge, skills and understanding;
- Offering a curriculum that promotes spiritual, moral, social, cultural, physical, mental and emotional development;
- Developing pupils' confidence and capacity to work both independently and collaboratively;
- Encouraging pupils to respond positively to a rapidly changing world.

Literacy in Lessons

Students should be exposed to the rich, variety of language. In order to raise levels of oracy, students should be encouraged to engage in discussion and formal debates. Well-structured speaking and listening activities will scaffold writing. SPaG needs to be a key aspect of everyone's pedagogy. The use of our libraries in this process is fundamental.

Numeracy

Staff are equally encouraged to develop student's numerical skills and use the numeracy spirals at key points to make mathematical learning relevant to every subject area.

Inclusion

Students of determination will have detailed IEP's and teachers will ensure at all times that the personalised actions within these plans, that cater for the needs of these students, are always followed consistently, monitored and reviewed regularly. Teachers will make full use of additional information provided through Learning Profiles, screening and reports from outside agencies as well as information from the inclusion team.

Assessment

Ambassador staff recognise the benefit of target setting, formative, i.e. ongoing assessment for learning, and summative assessments, i.e. end of unit/term, assessments of learning.

Teachers will monitor student progress, and set targets on a termly basis. Students will engage in ongoing self-assessment and peer assessment. Students will also undergo summative assessment either at the end of each module/unit of study, or according to the school's assessment schedule. Notebooks should be marked regularly and must include constructive comments and include targets for improvement. Ambassador International Academy bespoke exercise books are provided with stickers to support teacher, peer and self- assessment. Display Classrooms should display students' work and these should be changed regularly. This will enable students to take greater pride in themselves, and be active in their learning and progress journey.

Continuous Professional Development

To support and develop staff AIAM provides teachers with opportunities to enhance their teaching skills and stay up to date with the latest educational research and practices. It allows them to explore new teaching methods, instructional strategies, and technologies, enabling them to deliver more effective and engaging lessons. The programme will be creative, engaging and professional, including:

- Regular sharing of best practice;
- Weekly emails highlighting a focus for teaching and learning;
- External training with the IB organization linked to our School Development Plan;
- Department and Grade CPD programmes including sharing good practice;
- A teaching and learning tool kit that includes the teaching standards.

Quality Assurance

Whole school lesson observation, learning walk programmes and book look work scrutinies will be scheduled in the annual school calendar and the outcomes shared with colleagues and the board of governors. These outcomes will also inform individual, departmental and whole school professional development.

Quality Assurance of Teaching and Learning

The school expectation at Ambassador International Academy is that all teaching observed should be consistently very good with many lessons outstanding on a regular basis.

Ambassador International Academy provides a quality weekly CPD programme throughout the school year with the aim of improving continuously the quality of teaching, leading to outstanding learning and outcomes where our students achieve significantly above those at other international schools in the UAE and across the world.

Where teaching is not consistently good to very good this will be picked up through the Quality Assurance processes within the school. We have three lesson observation and book look work scrutiny cycles during an academic year using the agreed school criteria, which are scheduled in the annual school calendar. The outcomes are shared with colleagues and inform individual, departmental and whole school professional development. A copy of the observation should be passed to the member of SLT with responsibility for teaching and learning, together with a copy of the lesson plan. Further quality assurance of middle and senior leaders will be done once a year by external consultants/challenge partners who could also be board members and our active parent association.

The SLT is responsible for:

- Providing appropriate support, training and resources for faculties, subject areas and individual staff;
- Monitoring and evaluating the delivery and impact of the policy;
- Modifying and updating the policy in light of ongoing developments and changing needs and priorities.

Initial Concerns and Support

If there are a lot of concerns identified in the lesson observation, then the teacher may ask for a second observation within 2 weeks. If this second observation shows a significant improvement the teacher will then be observed through the normal observation cycle. If, however, there is no evidence of improvement, they will be informed that this is a concern and may be asked to begin a support programme, which will last for approximately 4 weeks. If the teacher does not want a second observation within the 4 weeks, then they will immediately go on to a support programme. Triggers for a support programme include: too many concerns highlighted in the observation; areas for development from previous observations not met with no evidence of teacher's response to these areas of development (not attended CPD); not engaging in coaching; concerns from SLT whilst observation of daily practice; data showing limited progress.

If SLT line manager has concerns regarding teaching and learning outside of the lesson observation cycle the teacher can be asked to begin a support programme.

The support programme aims to provide on-going support, opportunities to share best practice within the department and encourage self-reflection. The teacher will be set targets with their coach and the SLT lead, who is an experienced teacher. The teacher will meet weekly with their coach, be given opportunities for peer observation and have informal observations with feedback, all of which support the teacher to improve their practice.

At the end of the programme the teacher will then have a formal observation with the coach and SLT lead. If this observation shows a marked improvement, i.e. the areas for development have been met, they have successfully completed the support programme.

Formal Capability

If the support programme has not had any impact on the development of the teacher's practice, in most circumstances, they will be placed on capability and the targets then replace the performance appraisal targets.

Appendix

IBO Standard

- C3: Teaching and learning - Teaching and learning reflects IB philosophy.
1. Teaching and learning aligns with the requirements of the programme(s).
 2. Teaching and learning engages students as inquirers and thinkers.
 3. Teaching and learning builds on what students know and can do.
 4. Teaching and learning promotes the understanding and practice of academic honesty.
 5. Teaching and learning supports students to become actively responsible for their own learning.
 6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
 7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
 8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
 9. Teaching and learning uses a range and variety of strategies.
 10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
 11. Teaching and learning incorporates a range of resources, including information technologies.
 12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

13. Teaching and learning engages students in reflecting on how, what and why they are learning.
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
16. Teaching and learning develops the IB learner profile attributes.

CIS Standard

STANDARD B3 Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

B3a Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.

B3b Written curriculum materials indicate content and sequence for each course/grade. B3c Written curriculum materials include references to the methodologies, teaching materials and resources that are used.

B3d Written curriculum materials include references to the assessments that are used to measure student progress.

B3e Written curriculum materials include references to links within and across disciplines.

B3f The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.

B3g There is a clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.

B3h Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.

B3i Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.

