

Name of Policy:	Teaching for Learning
Applicable to:	Whole School
Approved on behalf of the ELT	John Bagust
Effective date:	September 2019
Date of next review:	September 2021

Teaching for Learning Policy

NCBIS Mission Statement

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Whole School Definition of Learning:

"Learning is to gain new knowledge, to develop and apply a range of skills and show an understanding of the world we live in."

NCBIS is guided in all its actions and decisions by its commitment to its values:

- Providing quality education in a safe, secure and caring environment;
- ensuring choice and challenge both within the curriculum and the extra-curricular programmes;
- promoting academic and personal achievement;
- inspiring intellectual curiosity, critical thinking and enthusiasm for learning;
- developing each student's unique talents to help them achieve their potential;
- maintaining an internationally diverse community of open-minded people.

Purpose and Scope of Policy

a) Learning and teaching are the key functions of NCBIS.

b) At NCBIS we work towards the aims of the school through providing high quality learning experiences within all we do; in the discrete subjects as well as via the hidden curriculum, in the School environment and the interactions between all members of the school community.

c) We believe that:

1. Learning should be a challenging and rewarding experience for everyone i.e. learning should be engaging and enable students to make expected or accelerated progress;
2. Teaching needs to equip students with the knowledge, skills and understanding necessary in order that they can enter further/higher education institutes of their choice and play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support students to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.
5. Enables students to fulfill their academic, sporting and artistic potential and develop a positive and creative mindset that enables them to achieve success at school and in later life.

Links to other relevant school policies

- Curriculum
- Behaviour
- Assessment

- Primary Marking and Feedback guidance
- Learning Support and EAL policy
- Quality Assurance
- Staff Appraisal
- Languages Policy

Aims

To ensure all staff, students, parents/carers and board members are aware of the aims for Learning and Teaching at NCBIS and that these are consistently applied in order to:

- promote high quality teaching and learning across the school;
- raise standards by ensuring consistency and continuity of teaching and learning;
- ensure all students are included, motivated and engaged in their learning;
- promote high quality learning experiences that focus on the development of knowledge, skills and understanding through student-led inquiry;
- promote the idea of lifelong learning for all members of the school community: students, parents/carers, staff and Board Members.

Principles Of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At NCBIS we ensure that education involves students, parents, staff, governors, and the local community, and that for optimum benefit, all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a knowledge rich curriculum that reflects the IB core values and equips students with the key facts and skills they need to understand and make sense of the world around them and prepare them for life after NCBIS;
- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all students to make the best possible progress and attain the highest personal achievements;
- ensure students can develop as literate, numerate, knowledgeable and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied relevant contexts and experiences for students to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the students;

- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all students to have a growth-mindset; be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop students' confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of resilience, respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage students to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage students to value the diversity in our society and the environment in which they live;
- encourage students to become active and responsible citizens, contributing positively to the community and society with a respect for: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The Characteristics of NCBIS Learners

Developing the attributes of the IB Learner profile is embedded in all aspects of teaching and learning in the school; is visible in the written and taught curriculum which encompasses the English National Curriculum.

The Learning environments created by teaching staff

To develop these characteristics teaching staff provide learning environments in which:

1. Great teaching is evident in all lessons
2. students have clear expectations about their work and behaviour
3. all learners are supported and challenged
4. learners are engaged and deep thinking is evident
5. learners take responsibility for their own learning
6. intercultural learning takes place and learners develop into global citizens
7. feedback and assessment are integral to learning
8. the physical and emotional environment enhances the learning
9. learning technology is used appropriately to aid learning

(Appendix 2: "The Elements of Great Teaching and Learning"- notes from staff training day 24/04/16 when all teaching staff and TAs discussed what this looks like in day to day reality.)

Teaching staff responsibilities:

- ensure there are clear objectives and success criteria which the students understand;
- provide feedback which informs the next steps in their learning;
- give students opportunities to reflect on their learning through target setting
- plan lessons which have pace and structure
- plan units of work that are spaced and interwoven
- provide a working environment where expectations are high

- provide appropriate resources and support materials
- continue to widen their subject knowledge and keep up to date with developments in education
- use differentiation and groupings to enable all students to learn effectively
- keep effective assessments and accurate records which inform planning
- communicate with parents and keep them informed of students' progress

Students' responsibilities

- Respect other children, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate equipment
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and New Cairo British International School
- Take responsibility for their learning

The role of school leadership

School leaders are expected to:

- establish goals and expectations;
- resource strategically;
- ensure quality teaching both within the core curriculum and the wider curriculum;
- lead teacher learning and development;
- ensure an orderly and safe environment.

The role of parents / carers

The support of parents in helping a student on their journey to achieving the objectives in our curriculum cannot be overemphasised. It is helpful if parents:

- Ensure their children attend regularly and punctually
- Support the ethos of the school
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent teacher conferences and curriculum meetings
- Support the children in terms of homework
- Encourage curiosity
- Encourage the development of empathy
- Talk (and read) with their child to help them connect ideas
- Give their child responsibility, knowing that they will sometimes make mistakes
- Provide opportunities for participation in enrichment activities
- Communicate with staff any concerns about their children
- Respect other members of the school community

Implementation of the Learning and Teaching Policy

What is 'good learning'?

At NCBIS we believe that students learn best when:

- They have clear direction and are praised for all the good things that they do;
- they are actively involved in their learning at an appropriate level to match their learning needs;
- they have regular and precise feedback.
- they develop various approaches approaches to learning, showing them how to think, communicate, research, self-manage, and work socially;
- Inquiry-based learning is encouraged, allowing students to ask questions relevant to their understanding of concepts, and letting teaching staff guide the next stage of their understanding.
- they are encouraged to form positive relationships with their teaching staff, peers and other members of the school community;
- they are encouraged to become increasingly autonomous learners;
- they are appropriately challenged with learning experiences which are differentiated and relevant to their lives and interests and are inspiring, motivating and engaging;
- they are working in an environment which is safe, caring, supportive and stimulating;
- their learning is well structured and delivered;
- their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- their learning enables aspects of personal, social, moral, spiritual, cultural and emotional development.

What is 'good teaching'?

At NCBIS we believe that good teaching is when teaching staff;

- form positive relationships with the students in their class and other members of the school community;
- plan lessons effectively which take student's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all students;
- insist on high expectations of learning and social behaviours;
- ensure that effective direction and support is given in order that the student makes good progress;
- demonstrate secure subject and pedagogical knowledge in order to inspire students and build their understanding;
- develop and sustain good links and focussed communication with parents/carers in order to support the student's learning;
- develop and maintain a safe, secure and inspiring classroom and learning environments;
- effectively assess and monitor student's progress in order that they can extend students' learning both within individual lessons and over time;
- use resources effectively, including technology, as well as others, to support students' learning;
- increase the range of vocabulary and reading skills required to access all the curriculum effectively;
- use questioning effectively to gauge and extend students skills, knowledge and understanding;
- are reflective regarding their professional practice and the overall provision the school offers.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support teaching, either through direct delivery or by enabling access for identified student;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting students with IEPs / Individual Behaviour Plans (IBPs) or special educational needs.

Appendix 1 The IB Learner Profile

The IB Learner Profile:

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

As IB learners, we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect

OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Appendix 2 :Elements of great teaching for learning linked to our appraisal process

In September 2018, all academic staff were involved in agreeing what constitutes good teaching. The below Appraisogram is the outcome of these discussions and is what is used as part of our Quality Assurance and appraisal process.

fig. 1. The NCBIS academic staff generated Appraisogram, what constitutes good teaching.

Appendix 3

Celebrating diversity – recommendations for enhancement in lessons

Whilst this is not set in stone, and will not necessarily be appropriate in the context of every lesson, it is recommended that teaching staff incorporate the points below as far as possible into lessons to ensure that we celebrate diversity and maximize opportunities for global minded approaches.

Group work - ensure teacher-selected groups, who work mixed by race and gender, as far as possible

Seating - seat students in a way that ensures a mix of cultures and ethnic backgrounds

teaching staff attend to behaviour issues without explicit or implicit reference to culture, background or gender

Perspective on topics - provide balanced perspectives on topics, and as far as possible not be limited to UK/Euro-centric examples or case studies

Be aware of language diversity - refer to our language communication policy
here: https://drive.google.com/open?id=1Z9nbdHU8WCoV91_ISnwqu4jfJF5wiCYA