



Name of Policy:	Teaching for Learning
Applicable to:	Whole School
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Approved and signed by:	ACLT
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Teaching for Learning Policy

NCBIS Mission Statement - 2027

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.*

Teaching and Learning Policy introduction

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, in the School environment and the interactions between all members of the school community.

c) We believe that:

1. Learning should be evidenced via the agreed [NCBIS 6 expectations](#).
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. High expectations enable students to fulfill their academic, sporting and artistic potential and develop a positive, creative growth mindset that encourages them to achieve success at school and in later life.

Aims of the Policy

To ensure all staff, students, parents/carers and board members are aware of the expectations for Teaching and Learning at NCBIS in direct relation to the NCBIS 6 and that these 6 strands are consistently evident in order to:

- promote high quality teaching and learning across the school;
- raise standards by ensuring consistency and continuity of teaching and learning via the NCBS 6;
- 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. Students embrace the characteristics of the NCBIS 6 and strive to go above and beyond the core expectations.

Teaching staff responsibilities:

- Deliver lessons which meet the core expectations of the NCBIS 6;
- Provide feedback which informs the next steps in their learning;
- Give students opportunities to reflect on their learning and progress;
- Plan units of work that have appropriate challenge and support for all learners;
- 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.
- Follow safeguarding principles as described in that policy.

Students' responsibilities

- Respect other children and acknowledge their right to learn in a safe environment while being considerate and thoughtful;
- To work independently or collaboratively as part of a team;
- Respect the school environment and equipment;
- Have excellent attendance, be punctual and organised with appropriate equipment;
- Be respectful to all staff and visitors, following reasonable requests from both;
- Be positive, displaying a growth mindset and engaging with opportunities offered by the school;
- Have pride in their work, their class and New Cairo British International School;
- Take responsibility for their learning displaying agency in and out of lessons;
- Respect the fact that everyone has different strengths and areas for development, including cultural norms;

The role of school leadership

School leaders are expected to:

- Establish set core expectations, embodied in the NCBIS 6 and ensure staff are meeting these expectations;
- Resource strategically to ensure that teachers have the tools needed for success;
- Lead teacher learning and development;
- Ensure an orderly and safe environment;
- Promote positive relationships between all stakeholders;
- Ensure that time is available for teachers to reflect on their practice and to aid teaching in developing their own practice;
- To promote a healthy work life balance for all stakeholders;
- To create a safe environment where open discussion regarding development is encouraged;
- To quality assure teaching and learning is meeting the core expectations of the NCBIS 6;

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;
- Understand and support the aims 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 child 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 child;
- Respect other members of the school community;

The role of the school board

Board members are expected to:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Meet with senior staff on a regular basis with regard to progress in teaching and learning;
- Support the school's development with regard to enhancing teaching and learning;
- Promote and support the positive involvement of parents within the school;
- Attend appropriate governor and safeguarding training and other related school events.

Implementation of the Teaching and Learning Policy

- All stakeholders should be aware of and familiar with the Teaching and Learning policy;
- All staff members are aware of the core expectations of the NCBIS 6 which should be met in every lesson;
- All staff members should seek to go above and beyond the core expectation of the NCBIS 6 whenever possible;

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.