



MTS- Teaching and Learning Policy

Vision: An inspiring and inclusive community hub, leading global citizens

1. Introduction

Our school provides a high standard, international education to students from all over the world. Our culturally diverse student-body influences our programme as we tailor the traditional English curriculum to meet the needs and expectations of the modern global student.

The modern global student lives in a world where information travels at the speed of light, and alongside individual cultures is an international culture where knowledge is shared and developed. And it is our goal to prepare the modern global student for the world they will work in ... the world of tomorrow.

As a GEMS Education school, learning through innovation, growing by learning, pursuing excellence and global citizenship are at the heart of our teaching philosophy. And we encourage students to understand themselves, develop their identities and competencies, and take advantage of opportunities, as they grow to become lifelong learners in the quest for knowledge.

2. Purpose of policy

There are four main purposes to this policy:

- To establish an entitlement to high quality teaching and learning for all learners;
- To establish expectations for teachers in teaching and learning in all subjects;
- To promote continuity and coherence across the school;
- To state the school's approach to teaching and learning in order to promote public and parents' understanding of the curriculum

3. Aims and objectives

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will underpin all future learning
- To promote, facilitate and enable the inclusion of all groups of children (including those with special educational needs and disabilities, the More-Able Gifted and talented, English Language Learners, Emirati children and, boys and girls)
- To provide a broad and balanced curriculum which provides opportunity for all learners to make progress through enjoyment and challenge
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To promote positive attitudes through our school's core values of 'mindfulness' (mindful of self and mindful of others), 'languages' (developing



key communication skills and an openness to others as world citizens) and character' (focusing on personal character development).

4. Teaching and Learning Ethos

At GEMS Metropole learners are encouraged to lead their own learning with teachers facilitating the process. Through this approach, learners will be provided with a range of learning opportunities that focus on the skills of: communication, collaboration, creativity, critical thinking and curiosity.

a. Effective Learning

Our expectations at MTS are as follows:

- Collaboration – students work actively within a group to achieve a common goal
- Communication – students use a range of techniques to share information
- Creativity – students can use new and imaginative ideas to and turn them into a reality
- Critical thinking – students will analyse and evaluate effectively to form a judgement
- Curiosity – students will have a strong desire to as how? and why?

b. Effective teaching

Our expectations at MTS are as follows:

- Teachers firstly need to get to know their learners so that they know how to tap into their interests and motivations and can support their needs; the teacher is the facilitator to learning
- Teachers must have secure subject knowledge and understanding of how learners learn and when support is needed.
- Teachers can seek advice from Senior Leaders, subject coordinators or their colleagues
- Teachers need to plan imaginative and engaging lessons and provide an inspiring learning environment. Time and resources should be used creatively to enable all groups of learners learn very successfully
- Every lesson has a clear Learning Objective and Success Criteria which are explained to the class and which remain on display throughout the lesson. Learning objectives should be specific, achievable and measurable
- A feature of lessons should also include elements of explanation, modelling, scaffolding, practice, review and reflection



- Every lesson includes a progress measure for children to self-assess their learning, demonstrating that our students are assessment capable learners
- Teachers must use Assessment for Learning (AfL) in their practice so they can accurately understand what their learners know and what progress they are making
- Questions need to be carefully planned in order to challenge learners' thinking and promote critical responses and develop problem solving, to design lessons and support differentiation
- Every lesson is differentiated with bronze, silver, gold and platinum challenges which allow for depth of learning ensures that all individuals meet the learning objective which supports assessment capable learners
- All teachers cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Teachers provide appropriate resources, which support learning outcomes and provide challenge for the more able
- Teachers have high expectations of presentation, quality and quantity of work
- Assessment data from a variety of sources is used effectively to inform the next steps in teaching, curriculum design and adaptation to support all the learning needs of all groups of learners. Teachers use data mats, data quads and P4P to support learning and ensure better than expected progress.
- Learning Support Assistants (LSAs) are fully involved and active in lessons from the Foundation Stage to Year Six. For those children with additional needs, LSAs who are part of our inclusion team, help provide curriculum adaptation so ensure entitlement
- Teachers spend time reflecting on their practice to understand the impact they are having on their learners' learning and how they can maximise this progress further
- Teachers take an active stance in their own Professional Development to impact positively on their practice

5. Whole School Curriculum Planning

Our curriculum is broad and balanced, aiming to develop a depth of learning of content, skills and the application of this to the real world. We use a range of resources to support our curriculum design:

The Early Years Foundation Stage Framework, supported by: The Primary National Curriculum for England 2014, The Secondary National Curriculum for England 2014 The Ministry of Education Curriculum for Arabic, Islamic, Social Studies and Moral Education, Oxford AQA and Edexcel.

Our curriculum is enriched in a number of ways, including but not limited to: Masterclass, sports days, art, music and creative performances (e.g. Winter Celebration), events, educational visits - local, national and international. Importantly, in recognition of Emirati culture, our school celebrates a range of local events, including UAE National Day, Flag Day and International Day.



6. Early Years Foundation Stage

For our youngest children, their care, happiness and development is our highest priority at GEMS Metropole.

In the Early Years Foundation Stage (EYFS) there are seven key areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding of the World, Expressive Art and Design

Learning through play is a key element of the EYFS framework and teaching and learning at MTS reflects this. Learners experience a balance of adult led planned purposeful play (indoors and outdoors) with dedicated time provided for children to initiate their own learning. In this time, children can consolidate and practise the knowledge and skills experienced and taught in adult led activities. The development of children's learning skills known as 'The Characteristics of Effective Learning' (Playing and Learning, Active Learning, Creating and Thinking Critically) are supported throughout the daily routine and teaching and learning approaches are adopted. The individual needs of children are identified (following the Inclusion Policy) so that their needs can be met and talents can be honed.

7. Inclusion

At MTS we believe that all learners can achieve and make progress including those with additional needs. Through careful lesson planning, modification of assessments and expectations, we make sure that the learning is accessible or challenging enough for all. Where there is an additional need, class teachers work collaboratively with the Inclusion Team, the individual pupil and parents to ensure that they are supported through an effective Additional Learning Plan (ALP) or an Individual Education Plan (IEP). The learner's individual targets will then be the key focus for them in their one-on-one sessions with an Inclusion specialist. Guidance will also be followed to achieve targets within the whole class setting. (Please refer to the Inclusion Policy for more detail)

8. Equal Opportunities

MTS recognises the value of, and seeks to achieve a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences.



9. Parental Involvement

At MTS we recognise just how important parents are in supporting in the education of their child or children. We encourage parents to support with learning at home by carrying out daily reading and supporting with homework tasks.

10. Assessment and recording

Learners have baseline assessments when they first arrive at MTS. Regular progress checks across the academic year ensure that all learners are supported effectively in achieving their targets. Intervention processes are in place to narrow their gaps in learning. Assessment data is recorded either on our SIMS data system or on Learning Ladders, the results of which are analysed and inform planning to ensure pupil progress. There will also be mandatory assessments in certain year groups as per KHDA guidelines. Parents will receive regular progress updates, be invited to attend parent consultation days and a comprehensive end of year report.

11. Resourcing

Each classroom is fully equipped with an interactive board. Class teachers will create imaginative and engaging classroom environments for their learners. Classroom libraries exist in key areas, as well as school libraries, which the learners visit weekly. Learners are provided with sufficient exercise books and writing materials. All students from Year 1- Year 6 are required to have an iPad and from Year 7-13 a laptop to support learning. Any additional resources required will be communicated with parents. A CPD library also exists for staff.

12. Roles and responsibilities

a. Local Advisory Board/ GEMS - GEMS will carry out regular internal reviews to monitor the standards of teaching and learning across the school and provide support for the MTS team.

b. Leadership Team - The members of the Leadership are accountable for standards of teaching and learning across the school. On the basis of the monitoring and evaluating cycle, including pupil data and pupil progress interviews, appropriate in-service training will be identified and offered. Teachers are encouraged to engage with other GEMS teachers through network meetings and are directed to where appropriate for external training, including courses provided by TELLAL.



c. Subject, Year and Department Leaders - To be effective, collaboration between all leaders is required. All leaders need to take responsibility in achieving the highest standards of teaching and learning in all subjects, supporting their team members and senior leaders.

d. Teachers - Teachers are responsible for meeting all of the non-negotiables for teaching and learning which are noted in the Teaching and Learning Handbook. They must comply with the GEMS Global Teacher Standards which are aligned with KHDA guidance and the UAE Teacher Competency Standards.