



JEDDAH PREP AND GRAMMAR SCHOOL

Teaching and Learning

Providing an education which facilitates learning through effective, high-quality teaching is the purpose of Jeddah Prep and Grammar School. This is the method through which we offer a curriculum which is broad, balanced, relevant and meets the needs of our pupils, expectations of parents and requirements of the examination boards and other bodies which accredit the School. The School has agreed on the following definition of learning, which should be at the heart of all that we do and aspire to be.

The acquisition, retention and application of knowledge and skills through explanation, experimentation or experience which leads to a transformation of thinking, increased capability and behavioural change in the future.

To achieve this, we have the following aims and expectations of the School:

- To provide or support high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to future life and learning;
- To provide a broad and balanced curriculum with opportunities for all pupils to acquire content through variation and differentiation;
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.;
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions;
- To promote positive attitudes, good behaviour and moral understanding;
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.

This can be separated further into sets of expectations for members of staff e.g. the high quality teaching we provide and the learning which we ensure takes place.

Expectations of Members of Staff

- Staff have high expectations of themselves and all pupils;
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils;
- We expect pupils to make incremental and sustained progress in lessons;
- We expect teachers to systematically check understanding, intervening when needed;

- We expect pupils to be challenged and where appropriate individual needs to be met;
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps.

Expectations of Teaching

- We expect that all members of staff are secure in their subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or Subject Coordinators or their Head of Department;
- Staff to plan appropriately for all groups of children and access high quality resources;
- That every lesson has a clear Learning Objective which is explained to the class and which remains on display throughout the lesson;
- That all activities are varied and differentiated to ensure that children explore, develop and practice new skills/concepts;
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring student participation and understanding;
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for the more able;
- That all members of staff have high expectations of presentation, quality and quantity of work;
- TAs to be fully involved and active in lessons.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time;
- Pupils respond well to teachers and lessons proceed without interruption;
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress;
- Work is sustained with a sense of commitment and enjoyment;
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available;
- Children are provided with the skills to evaluate their own work and encouraged to do this every lesson.

The Principles of Teaching and Learning

The curriculum we provide is a major component of the learning experience. It includes the explicit and more obvious curriculum, but is in fact much more than this - it is everything which happens.

- schemes of work studied
- teaching methods, approaches and style
- behaviour expected at all times, both in and around the school premises
- the day to day relationships between everyone in school
- the physical environment, inside and outside
- the systems in place for assessing, monitoring and evaluating everything
- relationships with parents and the wider community

The purpose of teaching is to promote learning - successful teaching will result in effective learning. We teach lessons which address at all aspects of learning; namely planning and preparation, purpose and delivery, progress, assessment and marking and the learning environment and we have the expectation that these aspects are to be of a good standard throughout the school.

Planning and Preparation: Teaching of a good standard as a minimum will show the work is well matched to individual need. Planned lessons will reflect feedback and show a clear progression of skills. The planning and direction is clear and enables teaching assistants to make a significant contribution to all lessons.

Purpose and Delivery: Teachers use a range of teaching styles and set tasks that are challenging without inhibiting learners. We ensure that teachers have a secure understanding of the curriculum and are confident in teaching new skills, using ICT when appropriate to support learning. Questioning is used to move the learners forward and homework consolidates the learning in class.

Progress: Pupils make at least good progress in lessons and are productive and able to succeed. There is clear evidence that at least good progress is sustained over time. Pupils are encouraged to reflect and think through problems to promote good progress.

Assessment and Marking: Assessment is thorough and accurate to the learning objective of the lesson. It informs learners how to move forward and gives next steps when appropriate. Marking helps pupils improve their work and apply their learning through challenges. Pupils are encouraged to peer and self-assess their work against agreed success criteria so that they know and understand their development points.

Learning Environment: Pupils are engaged in class and show good attitudes to their work. We encourage pupils to work both independently and collaboratively with

different groups of peers. Resources are well managed in class and learners have access to them. Displays are interactive and reflect learning. In this way, the children are fully involved with the planning of each topic and are aware of how their learning is progressing. Good relationships are fostered between teachers and pupils but should any unhelpful behaviour occur, it is managed effectively by **all colleagues** in accordance with our behaviour management policy.

We believe that children learn best when they are in a safe and secure environment and they have high levels of self-esteem. We achieve this by ensuring each child's efforts and achievement is valued and appreciated, they are encouraged and given praise, they have a positive image of themselves and expectations of them are high.

Monitoring and Evaluation

The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. Staff development needs will be identified in line with this policy and the Academic Quality Assurance policy.

In order to provide a clear picture of the quality and consistency of practice across school; when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observation;
- Sampling children's work;
- Sharing pupil work throughout the school and discussing quality;
- Internal moderation of pupil work;
- Scrutinising planning to ensure progression of skills and equal opportunities over year groups.

Our aim is for teaching and learning to be of a good or better standard throughout the School. There is a cycle of continuous support from middle and senior leaders, staff meetings, staff appraisal and CPD to facilitate good or better teaching. If, through monitoring, the teaching and learning is deemed to be below this standard then support will be put in place until standards have improved to at least good.

Equal Opportunities

Following acceptance to the School, all children must have equal access to the curriculum regardless of their gender, ethnic group, disability or ability. We plan work that is differentiated for the ability of all groups and individuals and are committed to creating a positive climate where every member of the School community can thrive.

Role of Parents/Guardians

We see teaching and learning as a process of cooperative teamwork, and welcome and encourage the involvement of parents and others in the local community. We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like the parents to:

- Ensure that their child has the best attendance records possible;
- Ensure that their child is equipped for school to partake in all activities;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- Promote a positive attitude towards school and learning in general.

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