



مدرسة جيمس ونشستر
GEMS Winchester School
DUBAI

POLICY DOCUMENT

TEACHING & LEARNING POLICY 2021-22

Rationale - The purpose of this policy document is to set out what constitutes excellent classroom practice and how teachers can ensure that high quality learning takes place in every lesson. The main areas of the policy are:

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- 2: Planning & Preparation
 - 2:1 Schemes of Work
 - 2:2 Units of Work
 - 2:3 Lesson Planning
 - 2:4 Looking for Learning Visits and Learning Conversations
- 3: Identifying and Providing for Student’s Learning Needs including SEN provision
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Responsibilities

The quality of learning and teaching in the School is the responsibility of all staff and will be evaluated through the regular review of work within year teams and by curriculum leaders. This will include the monitoring of pupil's work, teacher observation and the professional support and development of staff.

The Executive and Senior Leadership Team, supported by Middle leaders and external agencies, are responsible for the regular evaluation of the quality of learning and teaching. All teachers are responsible for self-reflection and improvement, which should be evidenced as part of our appraisal process linked to UAE Teacher Standards and Teacher Licensing.

1: Our School Guiding Statements

At WSD, every lesson should reflect the School's Guiding Statements.

Children come first when:

1. **The School cultivates the whole child**

Students at the School enjoy a **balanced** education, which through an excellent academic programme aims to develop their individual intellectual, physical and emotional well-being.

2. **The School values community well-being and provides a safe learning environment**

Students, parents and staff are provided with a secure and safe environment to promote personal, social and emotional well-being and growth.

3. **The School shapes children to become global citizens who have an understanding of the complexities of an ever changing world**

Through developing an understanding of the needs of global communities, an awareness of the world around us and celebrating cultural diversity, students truly become global citizens.

4. **The School develops a passion for learning through enquiry, curiosity and active collaborative participation.**

Students at the School are encouraged to become self-motivated **inquirers** and **thinkers** with a passion for learning. Students develop the confidence to self-assess and to collaborate with others becoming effective **communicators** as part of **The 7Cs Competencies** delivered throughout out curriculum. Without the ability to be 'good learners' our students will not acquire the skills, concepts and attitudes they will require to enter a fast changing world. WSD's 7Cs: Collaboration, Critical Thinking, Curiosity, Creativity, Communication, Consciousness and Confidence

5. **The School respects the natural world and its resources both globally and locally**

The School develops individuals who are **knowledgeable** about the world in which they live. Students should aspire to be **caring** individuals with compassion and tolerance for others and an awareness of environmental issues. Sustainability initiatives are taught and exist throughout the school.

6. **The School prepares children to live their lives honestly with a spirit of respect for themselves and others**

We believe it is important for our students to have a firm commitment to deep-rooted values in order to nurture **principled** individuals who act with honesty, integrity, respectful manners; as well as being flexible, pragmatic and open to new ideas. The School expects its students to be **open-minded** and respectful of the diversity of our community, including themselves.

7. **The School prepares children to take risks and show endurance and resilience to achieve goals**
Students at the School are encouraged to persevere as they encounter unfamiliar situations and explore new ideas and to be resilient in the face of adversity, inspiring the self-belief to become confident *risk takers*.
8. **The School challenges each child to be the best that they can be and discover who they might become**
The School creates a learning environment that encourages exploration, experimentation, questioning and discovery. It prepares its students to be *reflective* in analysing opportunities, in facing challenges and to learn from their mistakes.

2: Planning and Preparation

2:1 Schemes of Work -The Planning Process

All lessons should be planned in accordance with the NCFE Curriculum Standards as age appropriate. Scheme of work should set out the knowledge, skills and understanding that are to be taught and the parameters for teachers' choices and preferences. SoW should also provide many opportunities for students to develop competencies as part of the 7Cs.

All schemes of work should consist of the following components:

Long term plans	These set out the overall programme of learning content for the year as determined by The School enhanced form of the English National Curriculum.
Medium term plans	These break-down the learning content into discreet units of work, setting out the order in which concepts and content could be taught, timescales for completion and the overall assessment regime. Wherever possible, cross-curricular links are identified.
Short term plans	These plans identify how each unit of work is to be delivered lesson by lesson. Short-term plans should support staff in setting learning objectives & success criteria, planning appropriate differentiated activities and identifying specific resources. They should be written in accordance with this policy to ensure that the full range of learning opportunities is encompassed. Video lesson plans are encouraged over written lesson plans for greater engagement and understanding.

No teacher should be expected to deliver a curriculum without a clear scheme of work provided by curriculum managers unless particular circumstances make this impossible. Teachers should not deviate from the agreed scheme of work without prior approval from middle leaders responsible for curriculum. However, it is expected that all schemes of work will be interpreted and implemented by teachers using their professional judgement, individual style and creativity.

Teachers are responsible for ensuring that, with appropriate support and professional development, they have the necessary depth of knowledge and understanding required to deliver the scheme of work, both in terms of curriculum knowledge and in terms of the specific demands of the assessment regime. Ideally, new or unfamiliar strategies and resources should be discussed, sampled or tested before being used for lessons.

All weekly plans must be shared by the end of the Thursday preceding that week so teachers have time to review and amend as needed. Best practice involves sharing all plans two weeks in advance.

2:2 Units of Work

At WSD, all units of work in all subjects at all levels should give students the following learning opportunities:

2:21 Oral Work

Students should be required to express their ideas orally in some extended form. This enables them to consolidate their understanding and to develop higher level thinking skills. It also facilitates immediate ‘now’ feedback on the learning that has taken place. Oral work can be formal –such as a pre-prepared presentation or speech – or informal such as reporting back to the class on an activity, on research, the solution to the problem, some peer-assessment or a structured group discussion. All students must be given this opportunity.

2:22 Paired/Group Work

Students should be able to develop their knowledge, skills and understanding through paired/group discussion and collaborative work. Effective practice includes **common goals** as well as **individual accountability**; providing structure/a framework is key. This is a key element of AfL practice as well as being an important skill in itself. Groups should vary so that they can deliver different outcomes as appropriate. Groups could be ability based for some activities, to give high ability students the opportunity to engage in high-challenge activities and to facilitate the support for less able students. Alternatively, good use can be made of mixed ability groups to develop leadership and negotiation skills. Pair discussion and small group feedback should be routine parts of lessons. Groupings should ensure inclusion of all students and should not reinforce entrenched divisions within a class such as single language groups.

2:23 Practical Work

Students should be given the opportunity to put theory into practice in the most ‘hands on’ way that is possible.

Where real-life situations cannot be accessed readily, the use of models, simulations and role-play should be used extensively. This enables students to construct meaning from abstract ideas, to connect mental models with the real world and to adjust their ideas in light of real experience.

2:24 Choices

At some point, students should be able to make choices about what they learn or how they learn it. This could be choosing how they present their work, the topic they will research, the theme they will write about, the order in which they tackle a series of tasks, the level of work that they feel they can tackle and so on. This is highly motivating and develops good independent learning skills.

2:25 Independent Learning

Students should be given the opportunity to conduct some kind of independent learning activity where they are required to guide their own learning, working with minimal support from others. This can be through research homework, open-ended practical work, investigations or compositions, extended reading or problem-solving and so on.

2:26 Challenge

Students should be challenged in all lessons through the effective use of internal and external assessment data to personalise plans and learning activities. AfL should be used to move students on in a timely fashion if a child clearly shows they have met part of the success criteria.

2:27 Learning beyond the classroom

At some point in each unit, the learning should make explicit reference to the world beyond the classroom. Students should be given the opportunity to make connections between what they learn in the classroom and how the same knowledge, skills and understanding apply in the real world. They should be encouraged to explore real-world examples and contexts as often as possible from a broad international perspective.

The respective schools leadership teams will monitor units of work through line management, lesson visits and inspecting sample schemes of work to ensure that these elements are planned and put in place by teachers.

2:27 Use of ICT – see BYOD Policy

ICT capability should be developed across the curriculum. This involves technical and cognitive proficiency to access, use, develop, create and communicate information appropriately, using ICT tools. Learners should be given the opportunity to demonstrate this capability by applying technology purposefully to solve problems, analyse and exchange information, develop ideas, create models and control devices. Students should be encouraged to discriminate in their use of information and ICT tools, and be systematic in reviewing and evaluating the contribution that ICT can make to their work as it progresses. Our aim is to instill in students the need to know **what** ICT is available, **when** to use it and **why** it is appropriate for the task.

2:3 Lesson Planning

At WSD, we expect that the majority of lessons will follow the structure outlined in ‘The Good Lesson Framework’ in Section 9.2. However, we do acknowledge that there is no strict formula that has to be applied to every lesson and teachers should be free to be creative, spontaneous and most importantly be able to adapt their lesson according to student responses.

2:31 Building on Prior Learning and Making New Learning Clear

- **An introductory phase** where the teacher makes a conscious and deliberate effort to ensure that students are Relaxed, Alert, Motivated and Positive. There should be a warm, positive rapport with the students, welcoming them into the classroom, grabbing their attention while reinforcing expectations and class routines. Starter activity should be used routinely to engage students in developing thinking skills, or reviewing prior learning.
- **Learning Objectives** for the lesson or project should be made explicit and discussed with the group so all students know what they are doing today...and how it fits in with their prior learning..... There is no rigid expectation that learning objective is always written down by students but they **must** know what they are in **every** lesson (even if referred to later in a “discovery lesson”)

Learning objectives should be written as: **‘We are learning to...’**

- **Success Criteria** should be made explicit whenever possible and should be arrived at through discussion with students whenever possible. Key questions are: 'What will I have done if I have performed extremely well in this lesson' or 'What does excellent work look like in the context of this lesson'?

Success criteria should be written as '*I can*' statements for students.

2:32 Core Learning and Teaching:

- **A wide range of learning styles** should be catered for by utilising a range of activities. CAT4 data and/or learner profiles should be considered for those with verbal, spatial bias etc. Visual learning is very much encouraged where applicable to the lessons. All activities regardless of learning style being catered for must be clearly linked to the learning objective and lead to Good progress.
- **Differentiated material and activities** should be made available to ensure that all students can access the learning and can perform to the highest possible level with an appropriate level of support. GL Assessment data must be used to inform differentiation although AfL within lessons will enable teachers to change plans for individuals if needed. Expected skills should be taught and modeled explicitly – WAGOLL (What a good one looks like). Teachers should generate a sense of drive towards achieving excellent outcomes for all students with opportunities to extend their understanding and to experience success.
- **Constructing meaning** using a range of activities and good AfL practice should routinely ensure that every student has an opportunity to progress from their prior learning to new learning. This should include questioning techniques that require thinking, involve every student and focus on understanding, not just knowledge. All students must be able to explore and demonstrate their understanding – not just the ones with hands up!
- **Modelling** of techniques and methods as well as exemplary answers should be used to aid learning.
- **Any Misconceptions** should be explored to determine why a student thinks or does something in a particular way. Misconceptions can be common for many students so at times it will be useful to highlight the misconception to all, as it is likely that other students may make a similar mistake. Where expert teachers are aware of common misconceptions these should be tackled within the lesson and planned for, this may include the use of showing students the misconception and asking them to determine why a particular answer/method is incorrect.

2:33 Review and Preview

- **Feedback** should be built-in to every lesson to enable every student and the teacher to assess progress against learning objectives and any success criteria. This should be based on good AfL practice involving all students in contributing to feedback and extensive use of peer and self-assessment. Praise and celebration of success and effort should be evident. It is important that time is available for reflection and that children are listened to.
- **A review** of the learning objectives/success criteria should take place to connect the core activities to the main learning points reinforcing memory and recall. Exemplification of excellent work should be part of the routine, preferably using work produced during the lesson or using material produced by similar students at a different time. Key areas for development for individuals or the group should be teased out.

- **A preview** of the next steps in the learning should take place whenever possible. This is so that students can begin to make connections from one idea to another and to give them more ownership of the process. In general the “review” of learning should take place first

2.4 Looking for Learning Visits and Learning Conversations

At WSD we use Looking for Learning forms to develop teaching practice by looking at the learning experience for students and taking their views rather than focusing on what the teacher does. These are for both the visit and the learning conversation. These can be found in Section 9.4.

3: Identifying and Providing for Student’s Learning Needs including SEN provision – See Inclusion Policy

A core principle is that each student has individual learning needs that need to be met through our teaching and our curriculum planning. It is the responsibility of individual teachers to actively use data from their own pre-testing or provided to them by middle and senior managers, to ensure that they have a clear idea of each students’ prior attainment or aptitude. This may be measured by levels; baseline test data or assessments provided by other schools. This should impact on the planning of differentiated tasks for particular individuals as appropriate and in the setting of aspirational targets.

Students with particular needs, either for learning or English acquisition, should be clearly identified in teachers’ planning. Teachers should have a good knowledge of any Individual Education Plan (IEP) that has been written by members of the Special Educational Needs team and should follow the agreed procedures to ensure that they keep up to date with any changes. Teachers should ensure that their perception of students’ capabilities is continually adjusted in light of formal and informal assessment data.

Students with particular needs either with learning or with respect to English acquisition should be identified for support in teachers’ planning. A list of the students receiving EAL/SEN support can be found in the relevant folder on the shared network.

3.1 EAL Provision

Those students that require EAL provision will be identified through the School entrance tests and in addition will undergo more thorough testing when they enter the School to ascertain the amount of support required.

EAL students will have additional English Language support classes and strategies for all teachers to follow in normal lessons.

It is possible that certain students will require intensive support with English and they may need to pay for one on one support until they are of a suitable level to join the EAL class. This is likely to be the case for students who join at some point after the start of the year or whose entrance test scores are extremely low.

3.2 Gifted and Talented (Under Review)

4: Presentation of Work

At the start of each lesson students are expected to write the date and record the title for that lesson. Titles should be underlined. For lessons where a pencil is required, mistakes should be rubbed out. Where a pen is used errors should have one line put through them and no scribbles. Teachers should feedback in written form or orally to ensure presentation standards are met. Good presentation should be praised and encourage regularly. Primary students must earn their 'pen license'. Diagrams and graphs should be drawn in pencil.

5: Learning Areas - Planning for Effective Learning and Teaching

Teachers are responsible for ensuring that each learning area whether it be a classroom, library etc. is conducive to excellent learning and teaching through effective planning and organization. Consideration should be given to the following in each learning area. Each area must be kept clean and tidy for the use of students and other staff. Walls and displays should be used to enhance learning.

5.1 Behaviour

Teachers should plan for **positive behaviour for learning**. All routines that are expected need to be taught, modelled, rehearsed and reinforced. Teachers should spend time at the start of term and periodically throughout the year establishing the desired learning environment including: how to enter and leave the room; how to ask and answer questions; how to raise concerns; expected levels of noise or talk; expectations relating to listening to others and of not talking while the teacher is talking. Any one student should not be allowed to inhibit the learning of another as a result of poor behaviour. (Refer to School Behaviour Policy)

5.2 Timing

Punctuality is a vital part of establishing a positive ethos focused on students' learning. Teachers should model expectations by arriving on time to lessons, ideally greeting students at the door as they arrive. A snappy pace within the body of a lesson should be created by using sharp timings, issuing time reminders and short-term deadlines for completing tasks. It is essential to leave 5-10 minutes at the end of a lesson to ensure that there is an effective plenary and a positive end to lessons. Home learning should not be set in a rush at the end of a lesson; the timing of setting home learning should be planned as part of the lesson. If a child is late to lesson record this on SIMS but do not stop others from learning it as a key teaching point. At a more appropriate time before the end of the lesson find out why they were late and take any action required. SLT will share home learning timetables at the start of the year.

5.3 Seating

Teachers should plan where students sit within a class to maximize their capacity to engage with the learning. Students should all be able to see the visual focus of the learning activity and should be able to hear the teacher, the other students and any audiovisual input. Attention should be given to finding the optimal groupings and positions of students within the class; students should expect to move as directed by the teacher at any stage in the term. Orientation of furniture should be considered to provide the optimal learning environment. No student should have to sit with his or her back to the whiteboard. Seating should not inhibit group work. All seating plans should be accessible on the shared area so cover teachers may also refer to them.

5.4 Resources

The materials to be used in a lesson should be of a high standard, produced using IT whenever possible to generate materials of a professional quality. Teachers should ensure that all the materials for a lesson are ready in advance.

Resources should be as up-to-date as possible, within budget constraints, presenting a contemporary feel to students' learning experience. The school network should be utilized effectively to ensure that all resources can be shared with colleagues. A fundamental principle is that all resources that are used in the school must be shared within the School and must be readily available to all.

Teachers should have spare paper/pens to lend to any student that arrives to lesson without the correct equipment. This should be recorded on SIMS for repeat offenses and tutors/parents should be notified.

5.5 Learning Environment

One of the purposes of display is to help students to learn. Display should:

- provide a stimulating environment in which effective learning can take place;
- celebrate student achievement in order to reward and motivate students;
- help students to understand success criteria by providing examples of work of differing standards;
- help to improve their knowledge and understanding.

More specifically staff are responsible for the learning environment in their classroom and the designated board in the corridor. All display boards must have backing paper and boarders. All items being displayed must be single mounted with the exception of commercially produced posters. All displays must have a title, the learning objective and be labelled to enhance the learning. All displays should be changed at least three times a year as per the learning environment rotation.

5.6 Support Staff/Co Teachers

Teachers who routinely work alongside an additional adult who provides support for learning, should take time to ensure that the role of that person is clearly understood. As far as possible, all adults in the class should be involved in the planning of a sequence of lessons and their role within it. Support staff and co teachers should have access to the planning at least twenty-four hours in advance.

6: Assessment

6:1 Assessment , AfL and AoL

Assessment for Learning is an essential component of effective learning and teaching that is most effective when embedded as part of the day-to-day routine of lessons. We encourage the use of **Think-Pair-Share** routines that support ongoing assessment.

AfL takes a number of forms but, over a unit of work, should include the following elements:

6:11 Sharing learning objectives and success criteria with students – see 2.3.1

6:12 Involving children in peer or self-assessment

Students should be given routine opportunities to talk about what they have learned and what they have found difficult, using learning objectives as a focus. They should be able to reflect on their own work and the work of others to assess how the work should be improved. Self-marking of work against success criteria or model answers should be given high status.

6:13 Using 'Rich' Questioning Techniques

Teachers should encourage thinking time, focusing on how you know the answer as well as what the answer is. Teachers should not accept one-word answers and should avoid rapid fire 'hands up' as the default questioning mode. Class questioning techniques that involve the whole class should be used routinely – sharing answers in twos or fours; selecting individuals to answer, routine use of individual whiteboards, volunteer student demonstrations. Students should be encouraged to be confident in expressing their difficulties with understanding; 'wrong answers' should be the focus of discussion as much as 'right answers'. Skilled questioning should involve as many students as possible as often as possible to try to crystallize and express their thoughts and ideas. Bloom's Taxonomy should be used to ensure the right level of challenge is used when directing questions to individuals.

6:2 Feedback and marking – See policies for each school phase which include codes clear expectations

Students should receive regular quality feedback on their work, both oral and written. The feedback they receive as far as is possible should be based on the success and improvement strategy. i.e. It should focus on what the students have done well (successes) and what they need to do to improve in relation to particular learning objectives.

As a minimum requirement marking should be comment based stating what the students have done well and what they need to do to improve. No arbitrary grades or shorthand symbols should be used to substitute for detailed comments. Comments should be subject specific and linked to the learning objective although praise and words of encourage may feature in addition.

In Primary PG Marking is used:

- **P** - Positive comment made in pink ink is made by the teacher with reference to the lesson objective, and how well the child has achieved it.
- **G** – Next step marking is done in green ink by the teacher which is a challenge to extend the students thinking.

In Secondary SID marking is used:

Students are informed of their Strengths (S) in reference to subject specific KSU as well as suggested areas for Improvements (I) to further learning. Development (D) tasks must be provided where students must respond to demonstrate their further development. If a student understands everything related to the L.O. extended development tasks should be given.

6.3 Home Learning

See Primary and Secondary specific policies with TT overviews.

7: *Monitoring Learning and Teaching - MER*

The monitoring of learning and teaching takes place to ensure that:

- the learning and teaching policy is being implemented consistently across the School;
- to share good practice within and between staff and schools;
- to raise standards of learning and teaching;
- to offer PLD to staff

The monitoring of Learning and Teaching will include the following:

- Book looks
- Learning Walks – formal and informal
- Lesson observations
- Looking for Learning Visits
- Learning Conversations

7.1 Lessons Learned

MER including learning walks, lesson observations, book looks, planning reviews, inclusion provisions, Emirati learning reviews. These are done through our online system where staff will receive any feedback and grading only after having face-to-face feedback first and dialogue exists between both parties involved. After any review targets for improvement must be set and these will be reviewed at the next point for MER to ensure progress is made and challenged if not. It is the responsibility of any observee/mentee to complete their reflective comments after receiving any published form on Lessons Learned as well as ensuring they action any targets given. For any formal lesson observation 24 hours' notice should be given on a working day prior to the observation. Learning walks do not require any advanced notice although best practice may involve notifying your team that you are coming in to observe a particular focus next week following on from a recent PLD session or where a concern has been identified. Any capability concerns identified should be flagged to SLT for your school section. Analysis of dashboards for year groups/departments should be carried out to identify PLD needs triangulating with PLD analysis of needs surveys.

7.2 Looking for Learning Visits

Small staff teams visit each other during the course of the term. They glean information from students through questioning as well as observing.

7.3 Learning Conversations

The team meet as soon after the visit as possible to discuss the learning. This is kept focused by a series of questions for the teacher. Targets are discussed and agreed.

7.4 Formal Learning Walks

A learning walk is an organized visit to a schools' learning areas e.g. classrooms, library etc to focus on various aspects of how teachers teach and how students learn.

The purpose of the formal learning walk is to (collect data) that can be used to share good practice throughout the school and to improve the quality of learning and teaching. It is also designed to facilitate a dialogue amongst staff about learning and teaching.

The focus of formal learning walks should generally be determined in advance and could include the following: Questioning Strategies; Use of ICT; The Classroom Environment; Starter Activities; Plenaries; Classroom Management; Differentiation; Collaborative Learning.

Best Practice Process

1. The focus of the learning walk is determined and shared by the relevant middle/senior leader.
2. The evidence required is agreed prior to the walk and a list is produced and disseminated to all staff.
3. A timetable is sent out for the learning walks stating which days within the week and at what times the walk will take place.
4. The learning walk will take place during the designated week using the following guidelines:
 - a. The team will visit as many classrooms as they can in order to collect the required evidence. They will spend between 5 and 10 minutes in each learning area.
 - b. The team will not disturb the lesson in anyway.
 - c. If students are working independently or in groups it will be established in advance whether the members of the group will talk to the students.
 - d. Following a visit to each lesson the team will briefly discuss what they have seen before they move on to the next learning area.
5. The team meet following the learning walk to produce a report that can be shared with all staff describing best practice.

Informal Learning Walks

These learning walks are not graded. They are done for developmental purposes and do not involve any formal grading system. Examples include seeing how a new member of staff is settling in, to provide feedback to a colleague who has requested a visit to his/her lesson, an informal drop in by MLs/SLT to see how students are learning in general. Although you may be given notice in advance it is not a requirement.

Note: We have an open door policy and should anyone visit your room just continue to teach as normal. If someone stays in your room for more than 5 minutes, you should expect some form of feedback either online in Lessons Learned (informal learning walk) or an email with a quick "what went well" and "even better if".

8: Professional Development Programmes

All staff will experience bespoke PD relevant to their school role and duties. They will be supported and guided professionally by their line manager and in some cases assigned mentor/coach. Additional agreed professional development linked to needs and/or career goals may stem from appraisal meetings.

8.1 Mentor Programme

Staff with a keen need to be professionally developed ,or in some cases those who have been identified as staff who would benefit from extra support/guidance, may be assigned a mentor as part of our 12-18 weeks mentor programme. Those on the programme will have a dedicated mentor for weekly meetings, feedback from observations, target setting and general guidance.

8.2 Teacher Training Programme

Staff on this programme will go through WSD's bespoke teacher training programme, delivered by SLT and middle leaders. Sessions are aimed at developing pedagogical understanding across key areas, with follow up tasks to ensure participants can put the learning into practice and get feedback.

8.3 New Staff Pre-Induction Training Programme

Staff who are new to WSD will be expected to engage in a series of online training videos that help to prepare teachers in joining our school. After each module reflection exercises must be completed and shared with your line manager when you join the school.

9. Appendices

9.1 Good Lesson Framework

Good Lesson Framework

This document is intended to give ideas for what could be included in a good lesson.

Starter

- State the learning objective
- Link the learning objectives to the previous learning
- Check for understanding from the previous lesson or the lesson ahead
- Ensure that students understand the success criteria

Main Body

- Ensure that there is an appropriate pace and that students are engaged at all times
- Differentiate the tasks based on prior knowledge of students and use of data. Use Afl to ensure that any tasks you have assigned are appropriately challenging but still accessible
 - Have you chosen a range of activities that provide all learners with the opportunity to be challenged?*
 - Have you considered the needs of EAL, SEN and Gifted and Talented Students?*
- Use appropriate groupings (*individual/independent, paired, groups*) for guided learning
- Consider the differing learning strategies to meet varied needs (e.g. Phoenix trackers, CAT4, SEN,ELL)
- Try to enrich the experience of the students (*Music, film, use outdoor learning spaces*)
- Make appropriate use of technology (*Interactive TVs, Websites, Digital Platforms, MS TEAMS, Forms*)
- Use Assessment for Learning techniques
- Use Taxonomy to ensure questions/task provide learning experiences at multiple levels to appropriately challenge students (Bloom's, SOLO)
- Make appropriate use of co-teachers
 - Have you briefed the co-teacher before the lesson? Do they know the objectives?*
 - Are they contributing towards the learning?*
- Consider how you are going to prove that your students have made progress
 - How do you know whether your students are learning?*

Plenary and mini-plenaries

- Have the objectives of the lesson been met? (*How do you know? Can you prove it if someone is visiting your lesson?*)
- Link to the next in the series of lessons when appropriate– (*is there an overview – a big picture that links the sequence of lessons covered*)

Home Learning

- Consider why are you setting the task - *Does it extend the learning? Are you going to assess the homework? If not, then why set it? How will the parents know about the homework and be able to support their child's learning?* See HL TT overview and expectations.

9.2 Looking for Learning Visit and Learning Conversation Forms

Looking for Learning Visit Form

Date:	Time:	Visiting Teacher:	Teacher:
L.O.		Subject:	
<p>Is there any learning going on? What are you learning? Are you learning anything new? Are you learning something that you already know? Why are you learning this? What do you know/can you do that you didn't/couldn't at the start?</p>		<p>Is the Learning Appropriate? Is this interesting? How is this connected to your previous learning? Next piece of Learning? Is this difficult/easy/just right? Is this the right kind of learning for children like you?</p>	
<p>Is the learning Sufficient? Do you have enough time for your learning? Too much time? Would you like to learn more? How could this learning be more challenging for you?</p>		<p>Is the Learning Engaging? Are you enjoying this learning? Why? What is the most interesting thing you have learned recently and why? What keeps you interested? Do you enjoy learning in general? Why/Why not? What switches you off? Is it important to enjoy learning? Can you describe how you feel when you are enjoying your learning?</p>	
<p>Help How do you learn best? Who do you like to learn with? What do you, your friends or teacher do to help you learn? What happens if you get stuck with your learning? How do you know that you are doing well?</p>		<p>Hinder Does anything stop you from learning? What makes learning more difficult?</p>	

The Learning Conversation – Suggested Prompts

Learning	Main Points from the Learning Conversation
<p>Was there evidence of learning happening? Was it new learning/treading water/anyone drowning? Was the learning at the beginning level, developing or mastering? Was the learning related to the learning objective or was it different? If it was different, was it relevant?</p>	
Appropriate	
<p>How does this learning fit in to the previous learning and what do you plan for them to learn next? Do the children understand how this fits into the 'Big Picture'? Is this the right kind of learning for this cohort of students at their current level?</p>	
Sufficient	
<p>How long have the children been learning this? Was it too challenging? Too easy? Just right? How could you increase the level of challenge/make the learning more accessible? How did you respond to the differing needs of the children in your class? What teaching strategies did you employ to incorporate all levels?</p>	
Engaging	
<p>Do you think the children were engaged with the lesson? How do you know? Were the children motivated to learn? Did the children enjoy the learning experience?</p>	
Help	
<p>How do you think you helped the learning that was taking place? Do you think you gave everyone the help they needed?</p>	
Hinder	
<p>Were there barriers to learning do you think there were in your lesson? What would you do differently if you delivered the lesson again?</p>	
School Help/Hinder	
<p>Do you have all the resources that you need? How does this learning fit in with the other year groups/levels? What help is available to you in school? Do you think that there is professional learning opportunities that will help the learning in your lessons improve?</p>	
Next Steps	

9.3 Lessons Learned Learning Walk - Graded Sections & Criteria to Meet WSD Expectations:

3.1.2 Lesson planning, the learning environment and the use of time and resources	3.1.2a	Teachers plan purposeful lessons effectively to enable students to be successful learners.
	3.1.2b	Teachers provide interesting learning environments effectively to enable students to be successful learners.
3.1.3 Teacher–student interactions including the use of questioning and dialogue	3.1.3a	Teachers’ interactions with students ensure that they are engaged learners.
	3.1.3b	Questioning promotes thought and considered responses.
	3.1.3c	Dialogue engages students in meaningful discussions and reflection.
3.1.4 Teaching strategies to meet the needs of individuals and groups of students	3.1.4a	Teachers use strategies that are effective in meeting the individual needs of the students.
	3.1.4b	Teachers provide appropriate levels of challenge.
	3.1.4c	Teachers provide appropriate levels of support.
3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills	3.1.5a	Teachers systematically develop students’ critical thinking and problem solving skills.
	3.1.5b	Teachers systematically develop students’ innovation skills.
	3.1.5c	Teachers systematically develop students’ independent learning skills.
3.2.4 Use of assessment information	3.2.4	Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and enhance their progress.
3.2.5 Teachers’ knowledge of and support for students’ learning	3.2.5a	Teachers have good knowledge of the strengths and weaknesses of individual students.
	3.2.5b	Teachers provide well- focused feedback and follow-up.
	3.2.5c	Students are usually involved in assessing their own learning.
1.3.1 Students’ engagement in, and responsibility for, their own learning	1.3.1a	Students enjoy learning and take increasing responsibility for their own learning.
	1.3.1b	Students know their strengths and weaknesses.
	1.3.1c	Students take steps to improve their learning.
1.3.2 Students’ interactions, collaboration and communication skills	1.3.2a	Students interact and collaborate well in a range of learning situations.
	1.3.2b	Students communicate their learning clearly.
1.3.3 Application of learning to the real world and making connections between areas of learning	1.3.3	Students make clear connections between areas of learning and relate these to their understanding of the world
1.3.4 Innovation, enterprise, enquiry, critical thinking and use of learning technologies	1.3.4a	Students find things out for themselves
	1.3.4b	Students use technologies to support their learning
1.2.2 Progress in lessons	1.2.2	In lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards
3.1.2 Teacher marking and students’ work	3.1.2a	Teachers marking is in line with the school policy and work is marked up to date
	3.1.2b	Students’ work is in line with age expectations in terms of quality, quantity and presentation

9.4 Lessons Learned Learning Walks – Categories for strengths and development points

Category	Sub Category
1. Behaviour & Engagement	<ul style="list-style-type: none"> High expectations for all students Clear boundaries and rules established Consistent use of behaviour policy Effective management strategies Relationships and positive attitudes Fair and consistent Motivates students Effective use of House points Develops interest Effective communication Stimulating learning environment
2. Resources, Planning & Delivery	<ul style="list-style-type: none"> High expectations for all students Prior learning and ability recognized Challenging tasks set Support provided Appropriate tasks/resources (age/ability/set) Effective differentiation Effective use of technology Deployment of other adults Pace & timings Subject knowledge Use of 7Cs to enhance learning (planned for)
3. Assessment and Feedback	<ul style="list-style-type: none"> Data sheets and tracking Target setting Monitoring and information gathering Checking understanding (AoL and AfL) Use of assessment to inform planning Questioning that promotes thought & dialogue Awareness of students' strengths & weaknesses Providing Feedback (Oral) Providing Feedback (Written) Marking
4. Learning Skills - Students	<ul style="list-style-type: none"> Articulate targets (know their strengths and weaknesses) Involvement in assessing their own/peer's learning Collaborative (interact positively & with purpose to achieve common goals) Communicate learning clearly Connect areas of learning related to the real world Critical thinking & problem solving Effectively use technology to support learning Independent (find things out for themselves/make their own decisions) Innovative, enterprising and creative Self-disciplined/Self-reliant & respond well to critical feedback Respect for UAE heritage and understanding/appreciation for own/other cultures

9.5 Lessons Learned – Guidance for MLs when writing up learning walks – Dos and Don'ts

Setting Targets

Always add 2-3 targets at the end of the Learning Walk form

- These should not be the same as a development areas although they should help improve in these areas. Targets must be SMART and allow teachers to action them within a reasonable specified time.
- Tip: Involving other people in the target sometimes means it is more likely to be actioned – especially if you tell the other person!

Avoid fluffy EBIs for Targets: *“consider a hands-down approach when questioning” or “try not to talk over students”*

Be as specific as possible:

e.g. *“Observe Ms. teach her Year 7 boys this week and identify effective strategies used. Try at least two strategies with your Year 7 class and write a statement of reflection to be shared with your line manager next week”*

OR

e.g. *“Find a fun learning resource that can be used to engage students during a starter activity – try this with at least one of your classes next week and share your activity in our next departmental meeting”*

OR

e.g. *“Ask the Learning Ambassador for 9G2 to keep a record of how many times you talk whilst the class is talking this week and note how effectively you are using the PLD strategies from this week in order to establish silence in class”*

Finally...

Staff member comments:

After digesting all the feedback provided staff must respond with their thoughts, further reflections and acknowledgement of target areas. They can also highlight improvements made based on previous development points.

Lesson Learned: **Learning Walk – Informal**

You may choose to carry out informal learning walks at various points or ask coordinators to do so or an AST. This should be when you feel a grade is not actually going to have a positive effect.

***This does not replace the MER formal learning walks as part of your MER cycles.**

- When you have a weak teacher and you want to be as positive and developmental as possible
- When you have a new member of staff who has only recently arrived and it would be unfair for grade formally
- When an observation has been requested by a teacher for coaching purposes

What went well:

Always try to celebrate positives and highlight strategies/behaviours that you want staff to keep using in class. If someone has clearly improved upon a previous development point this is a great place to give praise for the achievement. Try to focus on actions that positively impact students and where possible explain the impact.

Avoid: “The class was engaged” (your rating here already says that) OR “Well done on your marking”

Instead try:

“The main task had students fully engaged due to interesting links to the real world and effective use of House Points for reward:

OR

“A fantastic improvement seen in marking where developmental comments are personalised and student response is clearly evident”

Even better if:

These should not be negative criticism or pointing out weaknesses but positive comments to help staff develop their teaching practice. Suggestions and questions to provoke thought are particularly useful – you may explain what was observed at the time to provoke this suggestion from you.

Avoid: “You did not explain to work properly” OR “Your questioning technique needs to improve”

Instead try:

“A significant number of students were unable to access the main task, could you have broken the steps down into smaller chunks for LAPS? Before setting students off to work it is good practice to check their level of understanding to clear up any doubts”

OR

“Although good questions were asked to students only 2-3 students go to think and respond. Try giving all 1 minute to think independently then select a child at random or allow students to all tell their partner their answer before selecting a volunteer who will share with the class”

Another effective approach: Number WWW statements and match with EBI statements to link what is effective practice and how to take this to the next level.

This is especially useful for teachers with limited teaching experience or greater development needs.

See example below

What went well:

1. You allowed students to share their prior knowledge on food and nutrients. Involving students to break this down into further examples. You also wrote these on the board to allow students to see how they are spelled
2. You are projecting your voice so instructions can clearly be heard by students
3. When students give answers you involve others by asking them if they agree or disagree and to explain why starting to develop higher order thinking
4. You circulated the class to help students but take care not to spend more than a minute before moving on to another group and keep track of time planned for the activity.

Even better if:

1. Could you reveal key words on the ppt after initial student suggestions to save time writing them? Define what they are not just write them for better understanding
2. Perhaps talk a little slower to allow students to process and don't give too many instructions all at once. Pause to allow students to clarify or ask questions
3. Could students explain to partners if they agree or disagree with answers to ensure all are involved and thinking for themselves instead of choosing one
4. Pace of the lesson could be faster - how much time is taken copying S.C. and method from the board? Rather than blindly copying how can you get students thinking and doing work that develops scientific skills and knowledge in a more engaging manner? Your more able students are held back whilst slower workers are still copying or answering questions, what should they move on to next? This should happen as soon as they finish the task
5. Having a group discussion to answer key questions and bringing this back to a class discussion led by you could then mean students can summarise understanding rather than just being told to write as some do not understand

Targets:

1. Set a timer in lessons and new learning must start within 10-15 minutes from the start of the lesson. Keep a tally of how many lessons you do this successfully in and share with PDI
2. Observe or to see how they question students and facilitate discussions and write a reflection this week to share with your line manager
3. Observe as another new teacher at WSD (after LM informs them) and write a summary of *what went well* and an *even better if* list of suggestions for him/her