

# Teaching and Learning Policy



*This policy includes definitions and guidelines related to procedures involved in ensuring teachers follow the correct procedures during lessons.*

September 2024

*Fundamental to this policy, all students will develop a coherent and informed understanding of the UAE's culture and society. They will also have an awareness of, fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs and other protected characteristics.*

*References to Hartland children should be read as pupils in the Primary phase and students in the Secondary phase of the school and are interchangeable.*

## **Purpose**

The purpose of this policy is:

- to ensure that all pupils and students experience high quality learning opportunities through access to outstanding teaching
- to raise attainment and demonstrate exceptional student progress through increased levels of motivation, participation and development of independent learning skills
- to promote and develop the sharing of best practice
- to provide a consistency of approach and expectation

At Hartland International School we believe in the concept of lifelong learning and the intellectual freedom to be creative, for both the students and our teachers. It is our aim to equip each child and young person with the appropriate skills to develop their academic potential fully, as well as developing their personal and social values in preparation for adult life. We aim at all times to provide a caring, supportive and stimulating environment with high quality learning.

We believe that learning and teaching that is motivating, rewarding and stimulating leads to success. Students are encouraged to take responsibility for their own learning, recognising that each learns differently. We also believe that making mistakes and taking risks are part of bettering ourselves. Thus, learning is at the heart of our school as we strive to build knowledge, enrich understanding and develop so that our students leave equipped and with a positive attitude to learning.

## **Principles of Effective Learning**

We believe students learn best when:

- they are happy, valued and treated with respect
- there is a culture of high expectation and praise
- they are able to build upon existing knowledge, understanding and/or skills
- they find learning challenging and enjoyable
- they are encouraged to think creatively and critically
- they understand that making mistakes can be an important step towards greater understanding and learning
- they are prepared to take risks and ask questions
- they are given time to reflect and self-evaluate
- feedback and strategies for improvement are given frequently
- the curriculum is well planned and adapted
- they are supported and given the self-confidence to think for themselves
- they are actively encouraged to take responsibility for their own learning
- they are aware of the need to be respectful of those around them and the environment in which they learn

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all students to learn. These include but are not limited to:

- Investigation and problem solving
- Research and analysis
- Group, pair and independent work
- Questioning and enquiry
- Use of ICT, multimedia and online resources
- Fieldwork and visits to places of educational interest
- Creative activities including design
- Debates, role-plays and oral presentations
- Physical activity

### **Who/what was consulted?**

Staff, students and academic research have provided input towards the development of this policy.

### **Relationship to other policies**

This policy should be read in conjunction with the curriculum policy, assessment recording and reporting policy, marking and feedback policy, gifted and talented policy, Inclusion policy.

## **Roles and Responsibilities**

### **Principal and Leadership Team will:**

- provide appropriate support, resources and training for departments and individuals
- monitor and evaluate the standard of learning and teaching in the school
- modify and update this policy as the needs of the school change
- ensure that this policy reflects inspection findings and targets for improvement as appropriate

### **Teaching Staff will:**

- at all times strive to deliver consistently high-quality learning opportunities to students
- be responsible for individual planning, both short and medium term
- understand the components and delivery of an outstanding lesson
- not undermine fundamental British values and discriminate against students for their protected characteristics

### **Curriculum and Subject Leaders will:**

- be responsible for medium and long term departmental planning of schemes of work
- monitor and evaluate the standard of learning and teaching in their areas
- provide adequate support and guidance to staff
- Work with members of SLT to guide and focus the work of the school to ensure best provision for all members of its community

**Students:**

- work positively and to the best of their ability throughout
- take responsibility to extend their learning through independent study opportunities

**Parents:**

- support the school in its aims by providing support for learning opportunities at home

## **Principles and Practices**

### **Principles of Effective Teaching**

All staff will ensure that:

- all lessons are planned with clear identifiable learning objectives
- learning objectives are made clear and apparent to students
- planning allows opportunities for students to learn through a variety of learning styles and skills
- they make use of available data and information to set clear, realistic yet challenging targets
- they plan lessons that build upon prior learning
- they make effective use of LAs and other in-class support
- assessment/success criteria are made explicit to the students
- they deliver lessons with clarity, pace and appropriate levels of challenge
- they provide opportunities for all students to develop their knowledge, understanding and skills
- students understand expectations and nature of high-quality work
- they use a variety of skills to assess and maximise learning
- they give constructive, positive feedback
- they adapt teaching and learning to be inclusive of the needs of all individuals
- set a variety of homework tasks to deepen and extend learning – this is especially applicable in the secondary phase of the school

### **Assuring the Quality of Effective Teaching**

We believe that rigorous, frequent and transparent self-evaluation and strategic planning are vital components of ongoing school improvement. In short, the aim of self-evaluation and strategic planning is to ensure constant improvement in the quality of education provided to our children by:

- ensuring that areas for development within the school's provision are rapidly identified
- encouraging all members of staff working within the school to be reflective practitioners and professionals
- ensuring that the school has a constantly evolving short, medium and long term strategic vision
- ensuring that self-evaluation and strategic planning are non-threatening processes which are central to a dynamic school culture

Self-evaluation and improvement planning are inextricably linked. Targets for improvement are identified through a wide range of self-evaluation mechanisms. Initiatives aimed at achieving these improvement targets are implemented through strategic planning. The results and/or progress of the initiatives are then reviewed through further self-evaluation mechanisms.

Hartland engages in a cycled schedule of monitoring and evaluation activities, informing school improvement processes, to drive high standards in effective teaching schoolwide. These schedules operate on a termly basis and are conducted within phases or across the whole school. The table below outlines the mechanisms used by leaders to evaluate quality and identify priorities and next steps.

Data Source	Details
Lesson observations	To make judgements on the quality of teaching and learning at the school and share best practice
Learning walks	To either inform judgements on an agreed area of focus or identify more general areas for review
Curriculum reviews	To make judgements on the quality of the curriculum (intent, breadth, depth, scope, cohesion implementation, impact)
Planning scrutiny	To make judgements on the quality of planning and implementation of the curriculum
Book Look: Walk trawls	To assess the quality and presentation of work produced by pupils of all ages and abilities
Book Look: Assessment and marking scrutiny	To make judgements on the quality of assessment, feedback and marking
Moderation	To assess the quality and accuracy of teacher assessment in a range of contexts (writing, mock examinations, coursework)
Student Progress Meetings	To review student progress and provide opportunities for self-reflection and target setting
Deep Dives	To review all aspects of a single department or area of school (Teaching and Learning, Curriculum, Assessment, progress and attainment, leadership and management, Emirati students)
Hart to Hearts	To gather feedback from students and offer opportunities for supportive pastoral mentoring
Student focus groups	Discussions with pupils about their learning and experiences in school to either inform judgements on an agreed area of focus or identify more general areas for review
Student Pursuits	To make judgements on the provision for and experiences of identified groups of pupils;
Parents, Student and staff questionnaires	To ascertain the views of key stakeholders
Statistical analyses of a range of data sources	Including - = examination data, benchline data (GL), attainment data, progress data, value-added data, = university entrance data, attendance data, punctuality data, behaviour data, lesson observation data, rewards/sanctions data
Policy scrutiny	To make judgements on the effectiveness of key policy documentation
Case studies	To provide a narrative for key strengths and identified areas for improvement in specific areas of the schools work (EAL, Safeguarding, Enrichment, Service)
Action plans	An analysis of the development, suitability and impact of any specific action plans that may be in place

## **Sustaining Effective Teaching**

Effective teaching is monitored, identified and shared at Hartland through several forms. Best practice is disseminated by the following means:

- Drop-ins/lesson visits by colleagues
- Live modelling of lessons/techniques
- Mentoring & coaching
- Showcase/town hall events/teach-meets
- Professional Learning Communities

The school operates an active professional growth programme aligned with staff voice drawn from professional development dialogues, surveys and ongoing evaluation mechanisms. This is supported by web based platforms, affording all teaching staff the opportunity to access high quality professional learning content derived from the National College, as well as Hartland's own bespoke resources.

Regular line management meetings with leaders, supported by annual professional dialogue meetings, support the identification of development needs and individuals can make application for courses, qualifications and resources to support their professional growth.

### **Arrangements for monitoring and evaluation of this policy**

This policy will be evaluated through discussion at Senior Leadership level with input from staff, students, parents and Governors.

Review of Policy

Date for review

August 2026

Signed.....Date.....

School Principal

## Appendix 1:

### Our Teaching/Pedagogical Framework – The Hartland Way





# THE HARTLAND WAY TO... TEACHING AND LEARNING

## Adaptive Teaching



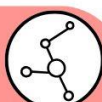
This approach involves tailoring instructional methods and materials to meet the diverse needs of individual learners. It emphasizes flexibility and responsiveness to student differences, adjusting teaching strategies based on ongoing assessment and feedback.

## Teach to the Top



This strategy encourages staff to set high expectations for all students and provide challenging tasks that push them to reach their full potential. It involves offering opportunities for deeper exploration and critical thinking, regardless of students' current proficiency levels.

## Connected Learning



This strategy involves making connections between different concepts, topics, or skills to enhance understanding and retention. By highlighting relationships and similarities across subjects or within a single subject, staff help students build a cohesive understanding of the material.

## Retrieval Practice



Retrieval practice involves actively recalling information from memory, rather than simply reviewing or re-reading it. This strategy enhances long-term retention and strengthens learning by promoting active engagement and reinforcing connections between concepts.

## Questioning



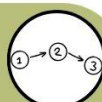
Questioning is a fundamental teaching strategy that involves posing thought-provoking questions to stimulate critical thinking, deepen understanding, and promote active engagement. Effective questioning techniques include asking open-ended questions, probing for reasoning, and encouraging discussion among students.

## Modelling



Modelling involves demonstrating or exemplifying a skill, concept, or problem-solving process for students to observe and emulate. By providing clear examples and step-by-step demonstrations, staff help students develop a better understanding of how to approach tasks or solve problems effectively.

## Small Steps



This strategy involves breaking down complex information into manageable chunks and introducing new material gradually. By presenting content in small, digestible steps and providing clear explanations, staff support student comprehension and reduce cognitive overload.

## Independent Practice



Independent practice involves students working on tasks or assignments on their own, without direct teacher guidance. It provides opportunities for students to consolidate their learning, develop self-regulation skills, and apply knowledge independently.

## Feedback to feed forward



This strategy focuses on providing constructive feedback to students that not only informs them of their current level of understanding but also guides them on how to improve. Effective feedback should be specific, timely, and actioned regularly, helping students progress in their learning journey.



## **Appendix 2:**

### **High Performance Learning**

Hartland is aiming to be a HPL World Class School so as to enrich the teaching and learning ecosystem with the ultimate goal of:

- Almost everyone in the school, regardless of background or starting point, achieving the highest academic standards
- Students equipped with the values, attitudes and attributes that will serve them well in university, the workplace and their life
- The school delivering this outcome consistently year on year regardless of changes to context or circumstances

The HPL framework contains a series of rubrics intended to guide schools, teachers and students as they use high performance learning to drive continuous improvements in teaching and learning and progress towards high performance for all. These rubrics are not intended to restrict or dictate the methodologies individual teachers and departments may use but they do provide a clear sense of what progression looks like and this enables the school to move through the stages of familiarisation, embedding, systematising and optimising the HPL philosophy.