



*Unlocking the Potential of Every Child*

# **Learning and Teaching Policy 2020 – 2021**

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### 1. Rationale

The Learning and Teaching policy reflects the unique values and ethos that underpins the school's vision. As a school, even during the current Global Pandemic of Covid 19, our overarching philosophy - 'Unlocking the Potential of Every Child' is no less true as we teach and nurture our students. "The goal is to produce an inquiring and accepting atmosphere that leads each student to reaching his or her full potential, if the teacher is attentive and guides each student through the process." (Powell and Kalina, 2009).

### 2. Purpose

At SBS we aim to 'Unlock the Potential of Every Child'. We believe that the Learning and Teaching in SBS is driven by the following areas which are crucial in providing our children with daily engaging learning opportunities that will enable them to develop academically, emotionally and socially whilst also providing them with lifelong learning skills.

At SBS, we firmly believe happiness, health and a growth mindset are key factors for a successful life learner. The focus on metacognition through our 6 learning gears Creativity, Collaboration, Critical Thinking, Self-Manager, GRIT and Curiosity ensures that the children learn how to learn.

The Plan It Curriculum lends itself to inquiry-based learning successfully. The central aims of our curriculum work in collaboration with the Safa families and community. Our school follows the EYFS curriculum where children learn by playing, doing, observing, experimenting, taking risks as well as repeating and talking.

This year the Blended approach to Distance Learning, use of technology has been integrated effectively as the world of education continues to change. At SBS, we aim to encourage the children become independent. The introduction of the Recovery curriculum ensures the smooth transition of the children back into the school and preparing them for the purpose built new school.

### **3. Our Learning Principles at SBS are:**

- All children are given the opportunity to learn and achieve to the best of their ability.
- Learning is targeted through the use of differentiated questioning, success criteria, resources and learning experiences.
- Learning is enhanced through the use of positive behaviour management.
- All learning experiences have clear learning outcomes and well-planned success criteria where pupils are provided with opportunities to make better than expected progress.
- All pupils receive timely, focused feedback which guides learning forward and requires action and a response from the learner.
- Pupils' progress and attainment is tracked, moderated and targeted constantly throughout the academic year against curriculum objectives. These are managed through the use of Tapestry (Foundation Stage) and Learning Ladders (Year 1 to 6).
- Learning is contextualised and purposeful and when relevant, enhanced through the use of technology, resources and the wider community.
- All children are actively engaged in learning where they are challenged through the use of relevant questioning and thinking opportunities.
- Driving questions are used to engage and motivate pupils so that they can make connections with prior and future learning.
- Learning is enhanced through the use of the Safa Learning Gears.

#### **How We Learn**

##### **A. Safa Learning Gears**

#### **As children we:**

- Always have high expectations in our own abilities.
- Discuss, debate and reflect to enhance our own performances.
- Show independence and organisation when posting work to Seesaw.
- Think creatively and critically and apply this to real life situations.

- Have a shared understanding of the importance of well being, enabling us to become successful learners.
- Lead our peers and are willing to be led
- Take risks in our learning
- Are reflective learners who are emotionally resilient and can manage our attitudes, using strategies such as Growth Mindset
- Master lifelong learning skills and transfer these to other areas of our lives.
- Understand and respect the history and cultures of the UAE as well as countries from all over the world
- Are independent learners and effective communicators
- Recognise that feedback has the biggest impact on our learning.
- Make links in our learning
- Use technology to solve problems creatively and develop products
- To collaborate and listen to others point of view (kagan).
- Utilise our online learning platforms as effective self-managers.

**As teachers we:**

- Have a holistic view of each individual child and value their overall happiness.
- Create relevant cross-curricular lessons within meaningful contexts.
- Create flexible, calm and safe learning environments where teachers and children have mutual respect.
- Make problem-solving and innovative opportunities an intrinsic part of our lessons.
- Scaffold children in becoming effective communicators.
- Model necessary strategies to ensure all children become reflective learners.
- Continuously embrace professional development and personal reflection to ensure we are using the newest and most engaging teaching strategies.
- Plan activities that exploit the interests of our learners and allow them to work both independently and collaboratively.
- Utilise our new learning platforms to further support and challenge our learners.

**As parents we:**

- Encourage our children to be resilient learners by embracing a growth mindset
- Model reflective strategies and act on feedback given
- Model being a good citizen of the world and how to treat others
- Use the strategies at home which SBS recognizes and encourage their use throughout every day life.

**B. SBS Personalised Learning**

**As children we**

- Have the opportunity to learn and achieve to the best of our ability.

- Receive timely, focused feedback which guides learning forward and requires action and a response.
- Can discuss SOLO taxonomy learning verbs which guide us through the cognitive domain of critical thinking and allow us to identify our level of understanding. (Appendix 3)
- Lead our own learning by contributing ideas to planning as part of our Plan IT curriculum (Appendix 1), leading our own projects, asking and answering our own questions.
- Are actively involved in setting and reviewing our own personalised targets.
- Reflect on our learning based on our SBS learning gears (see Appendix 4) which supports us to take ownership over our own learning and mindsets.
- Engage in personalised pathways developed for specific groups of learners (High Flyers).
- Use artificial intelligence (Century Learning) to deepen our learning and challenge ourselves.

#### **As Teachers we:**

- Ensure that learning and teaching approaches meet the personal, social, emotional and academic needs of all including SOD, EAL and MAGT children both onsite and Distance Learning.
- Ensure that all learning experiences have clear learning outcomes and well-planned Steps to Success where pupils are provided with opportunities to make better than expected progress.
- Use effective characteristics of mastery learning (Appendix 2) to challenge and extend those who have already met curriculum objectives.
- Ensure teaching approaches include a balance of whole-class, group and individual activities based on individual needs and next steps.
- Ensure pupil's progress and attainment is tracked, moderated and targeted constantly throughout the academic year against curriculum objectives.
- Use a wide range of teaching methods for different learning styles.
- Use the blended approach to learning to integrate digital learning.
- Ensure that Teaching Assistants and LSAs are used effectively to maximise progress for all.
- Use Century Learning and Doodle to create individual pathways for each child.

#### **As parents we:**

- Take an interest in our child's learning, targets and next steps through attendance at Parent Teacher Conference, Parental engagement and discussions with our child and their teachers.
- Support the community of Safa and have the same expectations at home and in the wider community.
- Support our child to use digital platforms to continue to develop their own individual pathway.

### **Safa Learning Environment**

#### **As children we:**

- Create a positive and safe working environment by listening and supporting our peers.
- Maintain social distancing rules
- Explore all the resources available and familiarize ourselves with them to support our progress.
- Share our ideas and opinions.

- Understand that making mistakes together is all part of the learning journey
- Actively take part in creating our learning environments and working collaboratively to design useful visual resources
- Respect our learning spaces by using resources responsibly.
- Understand that bubbles keep us safe.

#### **As teachers we:**

- Have lively, safe and characterised classrooms created for purposeful inquiry whilst adhering to social distancing regulations.
- Create learning areas to encourage the development of international mindedness where teachers and children show respect, tolerance and empathy towards others.
- Celebrate individual and collaborative achievements, ongoing learning and thinking in progress.
- Provide a safe, supportive, engaging and appropriately challenging learning environment.
- Develop purposeful and empowering online profiles to enable children to be autonomous learners.
- Create positive working environments where mistakes are seen as part of the learning process.
- Value contributions from and listen to all children.
- Foster positive relationships with all children and parents.
- Develop spaces that adhere to social distancing rules where children are safe and can still participate in learning activities.
- Develop learning spaces that are modern, calm, safe and secure which can support enquiry based learning and continuous provision. The neutral tones and colour scheme of the school's Learning environment promotes a calm atmosphere which is conducive to learning.
- Provide opportunities for learning to be taken outside of the classroom to our central learning areas as well as outdoors.

#### **As Parents we**

- Understand the purpose of child-led learning through continuous provision and how the learning environment supports this.
- Celebrate children's achievement through displays.
- Engage in family activities on Seesaw and other digital platforms
- Respect and acknowledge all the guidelines to maintain a safe working environment for our children.

#### **Safa Digital Learning**

##### **As children we:**

- Stay safe online using the SBS E-safety guidelines for children.
- Demonstrate our learning using creative digital platforms.

- Explore digital platforms Century Tech, Busy Things and SPAG.com, which support and challenge our learning.
- Publish my work on Seesaw Class as well as the Seesaw Blog.
- Give peer feedback using the Seesaw Class Blog.
- Create and innovate projects using digital media.
- Read and comprehend online books using Epic and Accelerated Reader.

**As teachers we:**

- Promote safe use of online tools.
- Support the school's BYOD policy
- Foster positive use of digital tools to enhance learning.
- Prepare engaging and exciting learning that can be accessed digitally.
- Provide feedback through a range of platforms to stimulate further learning.
- Experiment with new digital tools, new platforms and the latest forms of technology to engage 21st century learners.
- Model creative ways for children to design and publish their work online.

**As parents we:**

- Consolidate the importance of online safety.
- Encourage our children to utilise online learning platforms.
- Celebrate our children's work and the process of learning.
- Create an appropriate balance between screen time and non-screen time at home.

**Supporting Documentation for Learning and Teaching**

- Why We Do What We Do
- SBS Assessment Policy
- SBS Feedback Policy
- SBS Curriculum (Plan- It) Policy
- SBS Innovation Policy
- SBS Professional Development Policy
- SBS CPD Schedule
- SBS MER Schedule
- SBS Behaviour Policy
- SBS [E Safety Policy](#)

**Monitoring and Evaluating**

The school has a committee, board, senior leadership team and senior leaders for Learning and Teaching who regularly monitor Learning and Teaching in their areas of responsibility.

## Appendices

### Appendix 1

#### 'Plan It Curriculum

The School Curriculum at Safa British School comprises of all learning and other experiences that we plan for our children. The central aims of our curriculum is to work in collaboration with families and the local community to provide opportunities for all children to learn and to achieve. We strive to promote children's moral, social and cultural development and prepare all children for the opportunities, responsibilities and experiences of life.

The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full. Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, children are helped to:

- Gain a joy and commitment to learning that will last a lifetime
- Develop appreciation and concern for the environment
- Explore real-life, worldwide issues and contribute to meeting the ***Sustainable Development Goals*** 2030 at class and school level, through dedicated curriculum time
- Develop the essential literacy and numeracy skills needed to learn
- Develop the attitudes, understanding and skills to become successful, independent learners
- Foster creativity
- Develop lively, enquiring minds
- Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions
- Work co-operatively with others
- Work toward achieving their potential

Our curriculum is designed to reflect our aims and to meet the requirements of the National Curriculum for England. Our teachers will bring the National Curriculum alive by making links between the individual subjects and applying them through themes and interests generated by the children. We aim to put the children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and cooperation.

### Appendix 2

#### Characteristics of Mastery Learning:

<b>Characteristic</b>	<b>Meaning</b>
Independency	Apply the skills of knowledge without recall to the teacher.

Fluency	Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding.
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re-visit	Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain	Able to explain to others their understanding and perhaps be a learning buddy to others.

**Appendix 3**

**SOLO Taxonomy**



## Appendix 4

### Safa Learning Gears

