Teaching and LearningTeaching and Learning

Policy and Procedures

Ratified: February 20222

Reviewed: February 2024, February 2025, February 2026,

February 2024, February 2025, February 2026, October 2026

Next Review Date: February 2027

Philosophy and Aims

At the International School of Morocco, we believe in every child having a bright future. Our motivation comes from the desire for all of us to 'Be the Best We Can Be'.

This policy aims to:

- Explain how we will create an environment at our school where pupils learn best, and love to do so;
- Summarise expectations, ensuring a common commitment to implementing a consistent approach to teaching and learning across our school;
- Promote high expectations and raise standards of achievement for all pupils in our school; and
- Involve pupils, parents and the wider school community in pupils' learning and development.

We know that a community where children feel safe, supported, and valued is a place where children can learn. We believe in empowering children to become curious, lifelong learners. We aim to create a culture of aspiration where children are encouraged to have a growth mindset and approach the unknown with self-belief and positivity. We aim to inspire and nurture a strong sense of resilience in our children, equipping them to face challenges with determination.

Objectives

- To create a supportive and caring ethos where children have a high regard for themselves and others; where mistakes are seen as a process of learning.
- To demonstrate that every child's work is valued and there is shared expectation of quality.
- To purposely plan and structure learning and teaching so that every child achieves and develops skills and knowledge appropriate to their level of ability and understanding.
- To plan for and ensure equality of opportunity.
- To organise an enjoyable and creative learning environment so that children develop the skills necessary for current and future learning.
- To provide consistency in the delivery of teaching and learning, making the most of every learning opportunity

Teaching and Learning

ISM recognises that quality-first teaching is the starting point of good learning. We believe that high-impact teaching strategies* are key components of an excellent teaching and learning program. Teachers need to have a deep understanding of pedagogy, and flexibility in presenting the content of the curriculum.

High-quality assessment is vital to continuing effective instruction, with data gathered being used to plan the next steps for our pupils, whilst also tracking their progress. Please see our Assessment Policy for more detailed explanations.

ISM teachers build strong relationships with all pupils in the class. We model our British values of Tolerance, Respect, Democracy, Personal Liberty, and Rule of Law both within the classroom, and outside. We treat children fairly and give them equal opportunity to take part in class activities. We praise children for their efforts not just their attainment, and, by so doing, we aim to build positive attitudes towards school and learning in general. ISM weekly awards are based on the Characteristics of Learners, which promotes ways of thinking and habits of strong learners.

It is our aim to develop pupils who:

- Communicate clearly in speech and writing in ways appropriate to various occasions and purposes.
- Read fluently and accurately, with understanding and enjoyment.
- Apply mathematical skills and concepts to a variety of everyday settings.
- Have developed an enquiring mind and enjoy problem solving.
- Are enterprising.
- Can work both independently and in collaboration with others.
- Have an understanding of the use of new technology in a range of situations.
- Have an understanding of healthy lifestyles, inclusive of their physical, social and emotional wellbeing.
- Have developed values that show social, moral, spiritual, and cultural understanding (SMSC).
- Understand their role within the community.

* High impact teaching strategies include: explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies, and questioning.

The Curriculum

At the International School of Morocco, we are committed to following programmes of study meeting the objectives required by the British National Curriculum 2014. ISM curriculum is designed on a rolling two-year plan to guide our teaching and learning. We desire our children to develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting, and challenging curriculum. We provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding, whilst focusing on depth of learning and mastery of content in core learning areas. This enables teachers to ensure pupils have mastered the content before accelerating into new material.

Our approach to learning means some subjects are taught through an integrated unit, while some are covered as discrete subjects. This enables us to ensure balance and progression across the school and to identify cross-curricular links for deeper understanding, and opportunities for educational visits. We

recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.

Equal Opportunities

As far as we are able, within the bounds of Moroccan law, ISM upholds fundamental British values, and does not discriminate on the basis of any protected characteristics. All children are provided with their full entitlement to the curriculum regardless of their differences.

Managing the needs of all pupils

- Progress of pupils with special needs is regularly monitored and assessed.
- The needs of children receiving SEN support, or have an IEP are catered for within the school, and with the advice and support from the SENDCo.
- Children who have identified SEND have Individual Support Plans, and may also have input/ advice from outside agencies.

Roles and Responsibilities

Staff

To bring our ethos to life, Staff will ensure that they:

- Establish a welcoming, supportive, and well organised classroom environment which enables children to become independent leaners.
- Promote a Growth Mindset (Dweck 2016) in which all children and staff see themselves as learners; staff model this to children.
- Work closely with parents and carers to ensure all children are well supported both at home and at school.
- Provide a creative and engaging curriculum.
- Build a 'high challenge, low threat' classroom culture (Myatt 2016).
- Promote ISM's values and SMSC understanding.

Planning

Staff-will ensure that they:

- Work closely with colleagues so that continuity and progression of learning is achieved across the curriculum and throughout the school.
- Carefully plan and adapt work according to the needs of the children, using IEPs, pre-testing, and standardised assessments to inform planning.

- Consider the children's prior knowledge and experiences to ensure that the planning caters for a range of needs and starting points.
- Give children a context for their learning.
- Plan for a wide range of first-hand experiences both within and outside the classroom.
- Include exciting and motivating 'Entry' and 'Exit' points where relevant.
- Planning is accessible to all staff.
- Ensure teaching assistants are clearly directed to support learning.
- Maintain planning records on internal systems.

Long Term Planning

ISM curriculum is designed to meet the objectives of the UK national curriculum through a rolling two-year plan to guide our teaching and learning. Our Long-term planning sets out what is to be taught to each year group, in each year of the two-year plan. This allows our composite classes to experience challenging new content each year without repetition. This planning is reviewed prior to each year's implementation by the Head of Teaching and Learning and classroom teachers, to ensure currency, relevance, and updating of new texts, artefacts, etc., which may have become available.

Medium Term Planning

Using the long-term plans, classroom teachers are responsible for planning weekly overviews for each half-term, detailing content-specific information for each subject to be taught. They add assessment dates to this planning, as well as other, extra-curricular activities that will be part of the half-term classroom experience (such as Book Week, Culture & Heritage Week).

Weekly Planning

From the half-term plans, ISM teachers create detailed weekly plans for English and Mathematics. Here, they carefully consider the Curriculum outcome requirements, accessibility concerns for SEND students, possible extension opportunities, and then design lessons to move pupils forward in their learning, using an explicit teaching approach. Teachers plan lessons that model and explain new concepts, give opportunities for guided practice, and then release the students to practice independently. Questioning, feedback, collaborative activities, scaffolding, flexible grouping, cognitive and metacognitive strategies are embedded in our daily planning.

Teaching & Learning

Staff-will ensure that they:

- Meet the teacher standards in all curriculum areas.
- Understand and apply a range of pedagogical principles.
- Share clear, child friendly learning objectives with the children. (Recorded in work books in KS2.)
- Use high impact teaching strategies to include all children in learning.
- Implement an explicit teaching pedagogy which models a skill, provides guided practise of the skill, and then individual demonstration of the skill.

- Assess children's understanding during lessons, with regular checkpoints (check for understanding) built into lessons.
- Ensure appropriate repetition and recap to build retrieval skills and consolidate previous learning.
- Give opportunities for quality oral language using partner talk. Partners should change regularly. Allow partners time to 'Think, Pair, Share' after the teacher has asked a question.
- Use an open approach to answer giving, for example 'Hands on Head' technique and 'lollipop sticks' when questioning children in whole class situations. The expectations are that everyone should be included/ engaged in the learning.
- Be clear about 'steps to success' or success criteria. Use task boards where appropriate.
- Use mentor texts, and other high-quality examples and exemplars of work as a guide to successful completion of a task
- Select quality resources to support learning e.g. high-quality texts or artefacts.
- Ensure regular cycling of groups being worked with, especially those with SEND.
- Use effective questioning to build critical thinking and deep thought.
- Set homework (when necessary) to allow further independent practice or rehearsal of learning.

Assessment and Feedback

Staff will ensure that they:

- Provide timely and specific verbal feedback to pupils throughout each lesson
- Provide written feedback to pupils where appropriate (KS2)
- Plan and give weekly spelling and dictation tests, as well as end-of-unit assessments
- Update the school assessment system on a regular basis, and complete summative assessments in accordance with the school's assessment schedule.

Wider responsibilities

Pupils will ensure that they:

- Take responsibility for their learning.
- Strive to be confident and curious learners.
- Listen and respond to targets and ways to improve.
- Complete home learning set.
- Try to reach their full potential.

Parents will ensure that they:

- Value learning and encourage their child as a learner.
- Support good attendance and readiness to learn.
- Communicate with the school to share relevant information.
- Support home learning.
- Participate in discussions with teachers about their child's learning.

Senior Leaders will ensure that they:

- Have a clear and ambitious vision for providing the best possible education.
- Support teachers to ensure the best education for the children, through coaching, PD events, in-class support.
- Plan and evaluate strategies across the school to secure high-quality teaching and learning.
- Promote team working at every level.
- Monitor impact across the school to ensure improvement where needed.
- Conduct informal and formal staff appraisals each semester to monitor the quality of ISM's teaching and learning.

Enrichment of the Curriculum

- Children have opportunities for field trips and clubs throughout the year.
- Children participate in many educationally- and/or culturally-relevant celebrations throughout the year, including an end-of-year Musical.
- Visitors come into the school to enhance learning.
- Children have opportunities for brain breaks and mindfulness activities.
- Children have opportunities to further their learning in home learning tasks and projects.
- The learning environment aids the further learning and development of the children.

Teacher Continuing Professional Development

ISM Leadership recognises that on-going professional development is vital to continued excellence in teaching and learning. Not only does it increase our professional knowledge and efficacy, but it also models lifelong learning to our pupils.

ISM believes that often, our best CPD can be found in another teacher's classroom. To this end, we endevour to give time in our weekly staff meetings to share ideas, successful lessons or implementation of our Teaching and Learning framework, and to discuss the ways in which we can continue to improve our professional skills.

ISM leadership identify needs and gaps in teacher professional knowledge and skills through regular classroom visits, formal and informal teacher appraisals and observations, and analysis of data. We encourage a balance of school-initiated and teacher-initiated CPD where possible. Teachers of students with specific diagnoses or disabilities are provided with CPD from organisations or specialists specific to the condition or need to increase teacher knowledge of the needs of the individual child. Given our location, most of our CPD is undertaken online through webinars, online training modules, or other internet-based learning. The Head of Teaching and Learning also prepares in-house CPD, developed to meet a perceived professional need.

References

Dweck, C. (2016). Mindset: Mindset: Changing the way you think to fulfil your potential. Little, Brown Book Group.
Myatt M. (2016). *High Challenge, Low Threat: How the Best Leaders Find the Balance*. John Catt.