



# **Teaching and Learning Policy and Procedures**

**Ratified: February 2022**

**Due for Review: February 2024**

## **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 to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

We believe in empowering children to become 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 so that any challenges that lie ahead of them can be faced with determination.

- A curriculum that gives equal opportunities and access to all and allows each child to realise his or her full potential
- Effective and quality teaching and learning across the whole curriculum
- To develop academic skills and social, moral, spiritual, and cultural understanding and skills

## **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 plan and structure the learning and teaching in a meaningful and purposeful way 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 so all lessons are good or outstanding.

## **Teaching and Learning**

We aim to provide an abundance of experiences and activities so that by the time the children leave our school they will be well on the way to becoming independent, confident learners 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.

## **The Curriculum**

At The International School of Morocco, we are committed to following the programmes of study as required by the National Curriculum 2014. We ensure that our children can 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, focusing on depth of learning and mastery of content. 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 a theme and some are covered as discrete subjects. This enables us to ensure balance and progression across the school and to identify cross-curricular links 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.

## **Ethos**

Staff-will ensure that they:

- Establish a welcoming, supportive, and well organised classroom environment which enables children to become independent learners.
- Promote a Growth Mindset (see Dweck 2017) 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.
- There should be a 'high challenge, low threat' culture (Myatt 2016).
- Promote The 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 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.

## **Teaching & Learning**

Staff will ensure that they:

- Meet the teacher standards in all curriculum areas.
- Understand and apply a range of pedagogical principles.
- Use 'Quality First Teaching' techniques to include all children in learning.
- Assess children's understanding and prior knowledge.
- Ensure appropriate repetition and recap to build retrieval skills.
- Give opportunities for quality talk through the use of Learning Partners. Learning Partners should change regularly and random or mixed ability pairings. Allow Learning Partners time to: 'Think, Pair, Share'.
- 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.
- Share clear, child friendly learning objectives with the children. (Recorded in children's books)
- Break learning into small steps to ensure that children learn processes and do not feel overwhelmed.
- Be clear about 'steps to success' or success criteria. Use task boards where appropriate.
- Share 'WAGOLLs' (What a Good One Looks Like), to enable children to have a model of what they are aiming for.
- Use effective modelling to demonstrate learning to children.
- Select quality resources to support learning e.g. high quality texts or artefacts.
- Use guided teaching to move the learning of targeted groups forward. Teachers should self monitor to ensure they regularly work with all children, especially those with SEND.
- Use effective questioning.
- Build independent practice into lessons.
- Set homework (when necessary) to allow further independent practice or rehearsal of learning.

## **Assessment and Feedback**

Staff will ensure that they:

- Mark work in accordance with the Feedback Policy.
- 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.
- 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.

### **Equal Opportunities**

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 EHCP 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.

### **Enrichment of the Curriculum**

- Children have opportunities for trips and clubs throughout the year.
- 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.

### **Relevant reading**

- ❖ *Rosenshine's Principles in Action* Tom Sherrington (2019)
- ❖ *Outstanding Formative Assessment: Culture and Practice* Shirley Clarke (2014)
- ❖ *Mindset: Changing the way you think to fulfil your potential* Carol Dweck (2017)
- ❖ *Assessment for learning without limits* Alison Peacock (2016)
- ❖ *Powerful Teaching: Unleash the science of learning* Pooja K. Agarwal and Patrice M. Bain (2019)

- ❖ Why Don't Students Like School? A cognitive scientist answers questions about how the mind works and what it means for the classroom. Daniel Willingham (2021)
- ❖ Teaching WalkThrus: Five step guides to instructional coaching Tom Sherrington and Oliver Caviglioli (2020)
- ❖ High Challenge, Low Threat: How the Best Leaders find the Balance Mary Myatt (2016)
- ❖ <https://www.marymyatt.com/>