



## Policy on Teaching and Learning

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Signature



### **Our School:**

- Provides a safe, **supportive** stimulating learning environment;
- Has a **team** of respectful, tolerant, open minded educators;
- Is a community where everyone **aspires** to be the very best they can be;
- Is a community of **resilient** lifelong learners;
- Is a center of excellence where all achieve **success**.

### **Rationale**

In line with the School's Vision Statement, of nurturing mindful global citizens, The Millennium School consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students.

### **Aim**

Through this policy we aim to enable our students to be resilient, resourceful, responsible learners who have the confidence, skills and attitude to be successful life-long achievers. We aim to promote a nurturing yet challenging learning culture that helps them develop as mindful global citizens. Specifically, the aim is to enhance student outcomes as they learn at TMS.

### **Student Outcomes**

Educating children to ensure they grow up as mindful global citizens in a nurturing environment is the school's vision. Through the broad based and robust curriculum, innovative and researched pedagogical practices and extended school provisions, we purposefully work towards integrating and promoting these ideals so that all students can:

- Improve attainment and progress across all subjects
- Develop subject specific skills
- Hone personal, social and emotional skills
- Achieve mental wellbeing
- Imbibe moral values

### **School's Philosophy on Teaching Learning**

At TMS, we believe that:

- All students can learn and progress from their existing levels.
- Learning from mistakes is an integral part of the learning journey; it is okay to make mistakes.
- Students learn best when they feel safe to take on challenges, are interested and motivated and feel valued. Students learn when they are actively engaged in the learning process.
- As learning is a social process, students need to collaborate with peers and faculty to strengthen their learning.
- Students need choice and voice to learn effectively.
- Students have individual needs, skills, aspirations and interests that provide the leads while designing the teaching learning experience.
- A positive learning culture across the school community (students and adults) builds life-long learners.



### **Teaching -Learning Approach**

The teaching-learning approach followed at TMS is as follows:

- Kindergarten: uses the Reggio Emilia approach which is student-centered, and believes that students learn from school, parents and the external environment. The approach believes that children must have the ability to decide what they want to learn and how they want to learn it, so that they develop their potential. The role of a teacher is to learn alongside children, becoming involved in group learning experiences as a guide and resource. Teachers carefully observe and track the growth of children and the classroom community.
- Primary School: uses an approach that engages students in inquiry- based learning through well thought off schemes of work. Teachers provide students with learning opportunities that weave around investigation, critical thinking, reasoning and reflection.
- Middle and Senior Schools: The approach here is to provide students with opportunities to become independent learners and take responsibility for their own learning through personalized instruction and flipped lessons. Teachers use master classes with well-defined tutorials to engage all types of learners and support varied learning groups.

### **School's Learning Environment**

To meet the outcomes stated above, TMS provides:

#### ➤ ***A supportive, social and emotional learning environment***

At TMS, we recognise the importance of building self-efficacy and positive self-esteem in students through creating a learning environment that gives a sense of belonging, helps promote aspirations, supports individuality, encourages challenges and celebrates success. The wellbeing of students is of top priority in all the learning experiences we provide at school.

At TMS, teachers are responsible for providing a secure and psychologically safe environment in which students feel:

- Cared for and valued.
- Supported and guided in their learning.
- Respected as individuals.
- That mistakes are opportunities to learn from.
- That there is an adult to reach out to at school.
- That their successes are celebrated.
- Motivated to demonstrate appropriate behaviour.

#### ➤ ***A safe physical environment***

At TMS, conducive learning environment is provided through a well thought of physical environment that supports and reinforces learning. Classrooms are a place where students feel safe, are able to share their learning and grow as happy individuals. Specifically, teachers are expected to:

- Create classrooms that are exciting, stimulating and welcoming.
- Ensure the physical safety within classrooms and other learning spaces.
- Provide attractive displays and resources.



Classroom and corridors are expected to have:

- Class rules co-constructed with and agreed upon by the students.
- Learning tools in the form of key words, posters, word banks, diagrams, latest information in the form of newspaper cuttings, technological advancements in the field of study.
- Marking codes and rubrics being used.
- Well-presented displays of high-quality student work that reflects their achievements.
- Positive inspirational slogans.
- Interactive displays reflecting current topic to promote investigation and curiosity.
- Mission and Vision statement of the school, information on who to contact at school, evacuation plan, important dates and class timetable.
- Furniture that creates a safe, flexible learning environment including a carpet focus area (where applicable).
- Creating a topic focused environment which stimulates interest in the theme of study through display, book corner, board work.
- Appropriate equipment for learning corridors, free flow areas, laboratories, ICE center.
- Focus area around the board and ensure that it is at the students' eye level.
- Clutter free and tidy spaces that promote a calm, productive learning environment.

### **Teaching Learning Culture**

The culture of learning is based on the bedrock of the school's philosophy of learning and the environment. Further, the value of trust is integral to building a strong culture. The school provides intellectual rigour and has high expectations of educators and students.

### **Teachers' Expectations**

All educators are expected to:

- Have excellent subject and pedagogical knowledge.
- Be leaders of learning, enhance their own subject and pedagogical knowledge.
- Engage in a culture of self – learning, share best practices, undertake professional development and build capacity, observe good practice.
- Be reflective practitioners to strengthen their teaching practice.
- Have high expectations from students and believe in their ability to learn.
- Understand students' strengths and weakness and providing them with learning that suit their needs.
- Use data driven decisions to inform teaching-learning.
- Have open channels of communication with students and parents.
- Set goals that are built together with learners.
- Use time appropriately while adhering to timelines for effective work ethic and culture.
- Model and expect students to respect and care for themselves and their environment.
- Partner with parents in the learning journey of their wards.
- Raise any concerns about a student's learning or behaviour with parents as and when the need arises so that appropriate strategies can be designed in partnership to resolve issues.

Teachers are responsible for the design, preparation and delivery of learning opportunities which enable learners, in relation to their starting points, to achieve very high standards.



Planning and Preparation for lessons:

Teachers should:

- Have a thorough knowledge of each individual student and his/her interests, skills, aspirations and needs. Specifically, use triangulated data from internal assessment, CAT4, ASSET, learning needs- IEPs, feed forward.
- Provide videos, power point presentations, other reading material to students prior to lessons so that they can come to class with pre-read resources.
- Design lessons that:
  - Introduce the topic through a recap or a big question.
  - Allow students to engage with content through flipped learning.
  - Are linked to building 21<sup>st</sup> century skills, subject specific skills, and enhance the social emotional and wellbeing needs of students so that they are prepared with the future focused fluencies to enter graduate school.
  - Connect learning to real life and promotes cross curricular linkages.
  - Include mini plenaries to establish progress in learning.
  - Use differentiated tasks based on Bloom's taxonomy, ie. provide choice and voice to students.
  - Are challenging and raise students' curiosity to learn.
- Develop students' capacity to work independently and collaboratively.
- Provide a broad range of opportunities for every student to shine.
- Provide appropriate support for those with special educational needs, gifted and talented.

In lessons:

- Use the data to create a variety of grouping that best meet the learning needs.
- Share the learning intention for the unit and co-construct the success criteria with students so that they are aware of what is being learnt and why they are learning it.
- Implement the lesson plan to meet the individual needs of all students.
- Use a variety of strategies and multi-sensory resources to enable all students to learn effectively.
- Give the key information and vocabulary needed for the lesson.
- Make learning more student led.
- Pose critical thinking questions and problem-solving case studies to enrich students understanding of the learning context and its application in real life situations.
- Ensure tasks are clearly understood by using questioning, recall, exit ticket systems
- Undertake frequent assessment for learning (digital and others) to help students track their progress. Could use a pre-test and post-test with a rubric to measure progress.
- Allow for reflective time for students to answer questions.
- Allow students to reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.

Post lessons:

- Reflect on the learning that has occurred.
- Use the data from AfLs to inform and plan the following day's teaching.
- Mark student work as per the Correction Policy of the school.
- Give written and oral feedback in line with the school's policies on assessment, feedback.



### **Teachers Support**

Teachers are supported in improving their teaching practice in the following ways:

- Tours of strength (observing good practice from colleagues)
- Learning Circles (teachers working in small groups to enhance their own planning and practice)
- Hubs of Learning (professional learning communities to share best practice)
- Development time (targeted continuing professional development (CPD) sessions)
- Observing good practice at partner schools
- External courses when necessary

### **Learners' Expectations:**

At TMS, learners are expected to:

- Believe in themselves that they are capable of learning and achieving.
- Be self-respecting and positive individuals, with an enthusiasm for learning.
- Be independent learners who take responsibility for their own learning.
- Set goals and strive hard to achieve them.
- Think through the consequences of their behaviour and be able to learn without being disrupted by others.
- Be active, collaborative learners and consistently strive hard to achieve success.
- Be mindful of time management and the repercussions for non-compliance.
- Answer questions in class in a systematic and respectful manner.
- Use the notebook rubric to reflect on their learning during a unit of study.
- Analyse their AfLs, internal assessment and external benchmarking test (where applicable) to develop a better understanding of self.
- Engage in their social, emotional development.
- Provide feedback to peers and self-evaluate learning.
- Know their next steps towards learning.

### **Working with other stake holders**

#### **Regulatory Authorities**

School will uphold the proposed requirements and statutory mandates of the regulatory authorities, namely CBSE, KHDA and MOE. The senior leadership team is responsible for aligning the teaching learning processes to the requirements of the CBSE, KHDA and MOE.

#### **Parents**

We actively seek parents as partners in their wards' learning journey. Specifically, the school:

- Informs parents of their wards' targets, learning foci and ways to support learning through monthly, mid-term and termly feedback.
- Conducts two official parent-teacher meetings across the year to discuss their wards' progress, but parents are also entitled to make an appointment to see the teacher at other times.
- Encourages parents to observe lessons as a quality assurance measure.
- Invites parents to a range of school related activities to help parents understand the learning at school.
- Conducts workshops for parents to support the learning needs of their children.



### **Monitoring and Evaluation**

The Senior Leadership Team at TMS is responsible for monitoring and evaluating the teaching- learning process.

The following process is followed for teaching:

- Mentoring of teachers by their respective Supervisors.
- Provision of need-based and generic professional development to support teachers' practice.
- In an academic year, 3 developmental lesson observations by an SLT member other than the teacher's supervisor.
- Teacher's self-reflection and feedback from SLT provides areas of strength and development.
- Gaps across departments and phases are identified, which flow into the next professional development programme.
- Instructional Practice Inventory is conducted twice a year to measure the extent of student engagement.

The following process is followed for learning:

We advocate the continuous and comprehensive pattern of evaluation. The purpose of the continuous and comprehensive pattern of evaluation is to gather relevant information about student progress. Teachers are able to reflect on student achievement, as well as special inclinations of the group, to customize their teaching plans. Specifically, teachers:

- Provide opportunities for feedback, peer and self-evaluation in lessons.
- Allow for reflective time to fill notebook rubric that helps students determine their journey through a unit of study.
- Help students reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.
- Give written and oral feedback in line with the school's policies on Assessment and notebook corrections.
- Maintain a weekly reflection sheet on the classroom learning, so that it informs teaching.

