



مدرسة الكويت الانجليزية
KUWAIT ENGLISH SCHOOL

Learning and Teaching Policy

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Learning and Teaching Policy

At Kuwait English School we believe that Teaching and Learning are at the core of what we do. Quality learning, teaching and subsequently achievement are what we want for every student.

Through Effective Teaching We Aim:

- To enable all students to fulfil their potential
- To develop confident, disciplined, self-motivated and independent learners
- To equip students with the skills to make informed choices
- To foster a lifelong love of learning
- To ensure that all students have equal opportunities at school regardless of gender, race etc.

In order for effective learning and therefore effective teaching to take place we need to consider the following areas:

Curriculum content

Teachers will follow established schemes of work **based** on the National Curriculum up to year 9, and/or external examination specifications from in years 10 - 13, to ensure that the students receive a broad and balanced curriculum. **Heads of Department are responsible for reviewing the effectiveness of the schemes of work annually.**

Differentiation

Work must be differentiated to take into account the needs of all learners and ensure that they are set challenging goals and make expected progress. Teachers need to be aware that different students have different needs and their lesson planning should take into account the variety of student abilities in order to maximise progress for all. Differentiation can take many forms but basically can be grouped into differentiation by process [how students learn] and/or differentiation by content [what students learn].

Differentiation by Process includes:

- Providing a range of alternative tasks
- Grouping of students according to tasks eg by ability; mixed ability grouping to enable peer teaching etc.]
- varying degrees of challenge within teacher questioning and response.

Differentiation by Content includes:

- The qualification students are studying for

- Developing and adapting resources to both support and extend students, taking into account all students' needs.

Use of Intervention Strategies to help students make the expected progress:

- Teachers should be aware of students who are making less than expected progress and plan for intervention.
- where lack of progress is sustained despite this intervention, HODS should be informed and work with teachers and students

Curriculum Delivery

Statement of teaching expectation:

Students will learn better when lessons are good or outstanding. **Teachers at Kuwait English School** are expected to teach good lessons and to achieve at least "good" in formal lesson observations. Lessons will be measured according to Ofsted standards.

Fundamental for effective teaching at Kuwait English School:

- Planning based on prior learning and **assessment** to ensure that realistic but **challenging** targets are met.
- The development of understanding due to excellent subject knowledge.
- The use of effective questioning.
- A consistent outline for lessons to include explicit Learning Objectives, self and peer assessments and informative plenaries.
- Good pace and use of time.
- **Relevant** use of ICT
- Regular progress checking
- Using a variety of teaching styles/activities in order to **inspire** the students. These to include individual, small group, whole group work
- The teacher will model the work [eg through sharing students' work, working through examples, using guided writing, sharing planning and demonstrations]
- The teacher will provide formative feedback to students both individually and as a group

The teacher will praise good work thus **encouraging** high standards

- The teacher will mark students' work meaningfully giving thorough feedback and provide through 'assessment for learning' strategies, targets for improvement
- The teacher will use marking and assessment to inform subsequent lesson planning
- The teacher will display and thus celebrate students' work
- The teacher will be prepared to take risks to promote greater motivation

Assessment

The aim of assessment is to give students clear guidance about how to improve their work and how they have been successful. [See Assessment Policy]. Feedback from the teacher should encourage and support the individual needs of the students and allow them to take ownership of their learning. [See marking and feedback policy]. Students must be given the opportunity to act upon their assessment, by enabling them to make improvements, or by redrafting the work, or through a peer assessment activity etc.

Monitoring and Evaluation of the Quality of Learning and Teaching

Responsibility for the **progress** of the students in their lesson, initially, lies with the subject teacher. The teachers are also responsible for self evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring student progress to ensure that they achieve well against prior achievement and level of achievement expected of them for their level

The subject teachers are accountable to the Heads of Department, and it is vital that the HODS take on the responsibility of monitoring and evaluating the subject staff to ensure the quality of teaching and learning is as expected, and for providing support and professional development where needed. Records must be kept of all findings.

The HODS are accountable to the Assistant Principal, Academic and the Principal.

It is their responsibility to ensure that effective monitoring and evaluation are taking place at all stages of the assessment process, and to react accordingly should this not be so.