

Teaching and Learning Policy

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School Vision:

Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others with a lifelong love for learning and a strong foundation for future success.

School Mission:

At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning so that they are equipped to face the opportunities and challenges of the 21st century wherever they may be.

To Do This:

We provide the best possible learning opportunities in academic subjects, personal development, moral values, and life skills. Staff members and students work together in a spirit of cooperation and mutual harmony.

Introduction:

The Teaching and Learning Policy Is a statement of how students are enabled to learn and how teachers are empowered to impart knowledge. In an endeavor to ready K-10 students for the 21st century, teachers are required to fuse the 3 Rs- reading, writing and arithmetic with the 6Cs:

- Creativity and innovation
- Critical Thinking and problem Solving
- Communication
- Collaboration
- Citizenship and culture
- Character education and connectivity

Preamble:

In line with the School's Vision Statement, of nurturing independent and lifelong learners, The Woodlem Park School consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students.

Aim, Scope and Significance

Through this policy, we aim to enable our students to be resilient, resourceful, and responsible learners who have the confidence, skills, and attitude to be lifelong learners. We promote a nurturing yet challenging learning culture to develop mindful global citizens.

Expectations from the students

- A commitment to their own learning.
- A commitment to working independently and collaborating in pairs and in larger groups.
- A courteous and co-operative conduct towards others.
- A respect for all forms of resources.
- A willingness to seek and accept guidance or help.

Student Outcomes

Educating children to ensure they grow up as mindful global future-ready 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 and Learning

At Woodlem Park School, 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 lifelong learners.

The policy supports teachers by clarifying the learning process and linking these with the NCERT/CBSE standards. This enables staff to be proactive in managing their own performance and development; acknowledging that it is the professional responsibility of OUR SCHOOL staff to keep the evidence of their own practice and feedback in their folders.

Teaching-Learning Approach

The teaching-learning approach followed at The Woodlem Park School is as follows: Kindergarten: uses the 'play way' approach at the core of the conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the overall experience of the child. The term 'play' in the context of ECCE includes all activities that are fun and engaging to the child. This can take the form of physical play, interaction, conversation, question-and-answer sessions, storytelling, read-aloud and shared reading, riddles, rhymes or other enjoyable activities involving games, toys, visual art, and music. Play provides active and stimulating learning opportunities to children and can be organized in different ways such as:



- Free Play
- Guided Play
- Structured Play (also known as Directed Play)
- Play-based learning has been described as a teaching approach involving playful, child- directed elements along with some degree of adult guidance and scaffolded learning objectives.
- Play of any kind and organized to be free, guided or structured -can be enabled and facilitated by various methods (e.g. Activities, tools, artifacts) that engage children. Some of the key methods are mentioned below.
- Learning through Play- Art, Craft, Music, Movement, Conversations, Poems, Stories, Material, Toys, Using the Immediate Environment, Outdoor Play.

Primary School, Middle, and Senior School: Children are natural learners. They are active, eager to learn, and respond with interest to new things. They have an innate sense of curiosity- they wonder, question, explore, try out, and discover to make sense of the world. There are different approaches to pedagogy, and we have identified a set of ideas about how children learn that have practical implications for teaching:

- The brain plays an important role in learning.
- Learning is based on the associations and connections that children make.
- Emotions are deeply connected to learning.
- The learning environment matters
- Learning occurs in particular social and cultural environments

Key Elements of Pedagogy:

- Knowledge (concepts, theories, principles)
- Capacities (abilities, skills)
- Values and dispositions
- Respect and care
- Positive teacher-student relationships
- Scaffolding and differentiated instruction

School's Learning Environment:

To meet the outcomes, The Woodlem Park School follows these Principles of Pedagogy:

- Belief in every child's capability to learn.
- Active learning involves understanding and doing.
- Respect, value, and involvement in the learning process.
- Diverse learning methods (e.g., making something, participating in discussions, questioning).
- Connection with students' lives and prior experiences.
- Importance of practice in learning.

Safe Physical Environment:

- Exciting, stimulating, and welcoming classrooms.
- Ensured physical safety in learning spaces.
- Attractive displays and resources.
- Clutter-free and tidy spaces promote a calm, productive environment

Teaching Learning Culture:

- Trust as a foundation.
- Intellectual rigor and high expectations for educators and students.



Teachers Support:

- Tours of strength (observing good practices).
- Learning circles (small groups (3S) meetings for planning and practice enhancement).
- Hubs of learning (professional learning communities).
- Development time (targeted need based CPD sessions).
- Observing practices of strategies.
- External courses when necessary.

Pedagogical Approaches:

Differentiated Instruction: This method acknowledges that students have diverse learning needs, abilities, and interests. Teachers adjust their teaching methods, content, and assessment strategies to accommodate these differences. It ensures that all students are appropriately challenged and supported in their learning.

Teachers use CAT4 data for differentiation : Teachers refer to the CAT4, which is an assessment tool used to measure students' cognitive abilities in various domains such as verbal reasoning, non- verbal reasoning, spatial ability, and quantitative reasoning. It provides insights into students' cognitive strengths and weaknesses, which can be valuable for educators in differentiating instruction to meet individual learning needs and accommodations based on their needs.

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Inquiry-Based Learning-Encourages students to ask questions and explore topics deeply, fostering curiosity and critical thinking.

Collaborative Learning-Involves students working together in small groups to develop communication and teamwork skills.

Project-Based Learning (PBL)-Engages students in long-term projects that integrate multiple subjects and real-world applications.

Scaffolded Instruction-Provides primarily support structures that are gradually removed as students become more independent.

Mindfulness and Social-Emotional Learning: Integrates practices that promote self-awareness, emotional regulation, and interpersonal skills.

Assessment for learning:

Teaching and Learning at our school is based on the principles of assessment for Learning, with the aim of ensuring that students are actively Involved in their learning.

Therefore, teachers will plan and deliver lessons around the key elements of AFL: Teachers will share learning objectives with students and use these intended learning outcomes as the basis for questioning during the lesson.

Evaluate feedback from students in relation to achievement of the intended learning outcomes to inform the next stages of planning.

Use plenaries to show learners what they have learnt and what the next steps will be.

Oral and Written feedback: Ensure feedback is clear, positive and constructive. Identify what the student has done well, what needs to be done to improve and how to do it Ensure that the students know their target and understand what they need to do to achieve it.

Peer and Self-assessment:

- Identify within the scheme of work suitable places where peer and self-assessment will be used formally.
- Give students clear opportunities to talk about what they have learned and what they found difficult, using the intended learning outcomes as a focus.
- Provide opportunities for students to discuss together how to improve.
- Ask students to explain how they arrived at their answer.
- Provide reflection time for students.
- Involve students in Identifying the next steps in their learning.

Questioning and Dialogue:

- Use questioning techniques bloom stem questions booklets that promote higher order thinking skills.
- Provide a secure environment where students feel confident enough to try out an answer.
- Identify small steps to enable students to see their progress, thus building confidence and self- esteem.
- Encourage students to explain their thinking and reasoning.



Classroom and corridors are expected to have:

- Class rules co-constructed with and agreed upon by students.
- Learning tools such as keywords, posters, diagrams, and technological advancements.
- Use of marking codes and rubrics.
- Displays of high-quality student work.
- Interactive displays on current topics.
- Mission and Vision statement, contact information, evacuation plan, important dates, and class timetable.
- Furniture creates a safe, flexible learning environment.
- Topic-focused environment stimulating interest through displays and resources.
- Appropriate equipment in learning areas and laboratories.
- Clutter-free, tidy spaces promoting a calm 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. 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 the internal assessment, CAT4, ASSET, learning needs-IEPs, feed-forward.
- Provide videos, PowerPoint presentations, and 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 21st-century skills, subject-specific skills, and enhance the social, emotional, and well-being needs of students so that they are prepared with the future- focused fluency to enter graduate school.
- Connect learning to real life and promote 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:

- Take full account of the characteristics of a Successful Lesson Plan and draw up realistic lesson plans.
- Plan lessons to take account of the different learning needs of the students, using prior attainment data and assessment for learning Information.
- Share the learning intention for the unit and co-construct the success criteria with students so that they are aware of what is being learned 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, and exit ticket systems
- Undertake frequent assessments 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 and 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 practices)
- Development time (targeted continuing professional development (CPD) sessions)
- Observing good practice in Good and Very Good schools
- External courses when necessary

Working with Other Stakeholders:

Regulatory Authorities:

- Upholding requirements and statutory mandates of CBSE, KHDA, and MOE.
- Senior leadership aligns teaching-learning processes with regulatory requirements.

Parents:

- Informing parents about students' targets, learning focuses, and ways to support learning through feedback.
- appointments available.
- Encouraging parental observation of lessons.
- Inviting parents to school activities.
- Conducting workshops for parents to support their children's learning needs.

Monitoring and Evaluation:

- The Senior Leadership Team at WPS monitors and evaluates the teaching-learning process using the following methods:
- Mentoring of teachers by supervisors.
- Provision of need-based and generic professional development.
- Four developmental lesson observations annually by an SLT member.
- Teacher self-reflection and SLT feedback.
- Identification of departmental and phase gaps for future professional development



Learning Evaluation: WPSD advocates continuous evaluation through Cyclic and Periodic Tests to gather student progress information. Specifically, teachers:

- Provide opportunities for feedback, peer, and self-evaluation.
- Allow time for reflective activities using notebook rubrics.
- Help students reflect on their learning progress and set future goals.
- Provide written and oral feedback aligned with assessment policies.
- Maintain weekly reflection sheets to inform teaching.

Appendix one

Learning Support Staff Statement:

a) Learning Support staff at WPSD enhance learning outcomes through:

- Providing targeted support within classrooms.
- Conducting structured intervention programs with clear objectives.
- Collaborating with teachers on lesson preparation and post-intervention assessment.
- Maintaining positive relationships with parents and external specialists.
- Engaging in continuous training and development to contribute to school improvement

b) Working inside the classroom

- Teaching assistants are taught skills, concepts and facts to ensure learning outcomes are met and misconceptions are addressed prior to lessons.
- Support for students is reviewed on a regular basis through formal observations, staff appraisal, SLT meetings, staffing structure and liaison between the staff involved.
- Support staff enhance the instructional activities within the classroom, focusing on high quality teaching and delivery of specific tasks closely linked to the learning objective of the lesson. Small group teaching enables personalized and tailored teaching for each child.
- Time is provided for teachers and support staff to meet so that all staff are familiar with the requirements of the lesson. Staff make and adapt resources to support individuals on a one-to-one basis and in small groups.

c) Working outside the classroom

- Structured intervention programmes are provided by our SEND team. These programmes have clear learning objectives and guidance for measurable results.
- The class teacher and teaching assistant liaise on lesson preparations and post intervention achievements.
- Teaching assistants foster and maintain positive relationships with parents and careers as they are often the first port of call before and after the school day. A number of support staff working with students with additional medical needs are trained in pediatric first aid and some staff members are able to administer medication and regular diabetic testing.
- Positive relationships with external organizations are encouraged including occupational therapy speech and language, behavior specialists and physiotherapists.



d) Linking learning between staff

- Support staff at WPSD attend training and development sessions and are integral members of the teaching team. This gives them the opportunity to contribute to the school development plan (SIDP) and share ideas in their chosen subject specialism. They have the opportunity to extend and expand their knowledge by attending both internal and external training courses on specific and identified subjects.
- Teaching assistants meet with class teachers on a regular basis to measure progress and thus giving them the opportunity to clarify any new teaching tools/ideas to move the students to learn.

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