



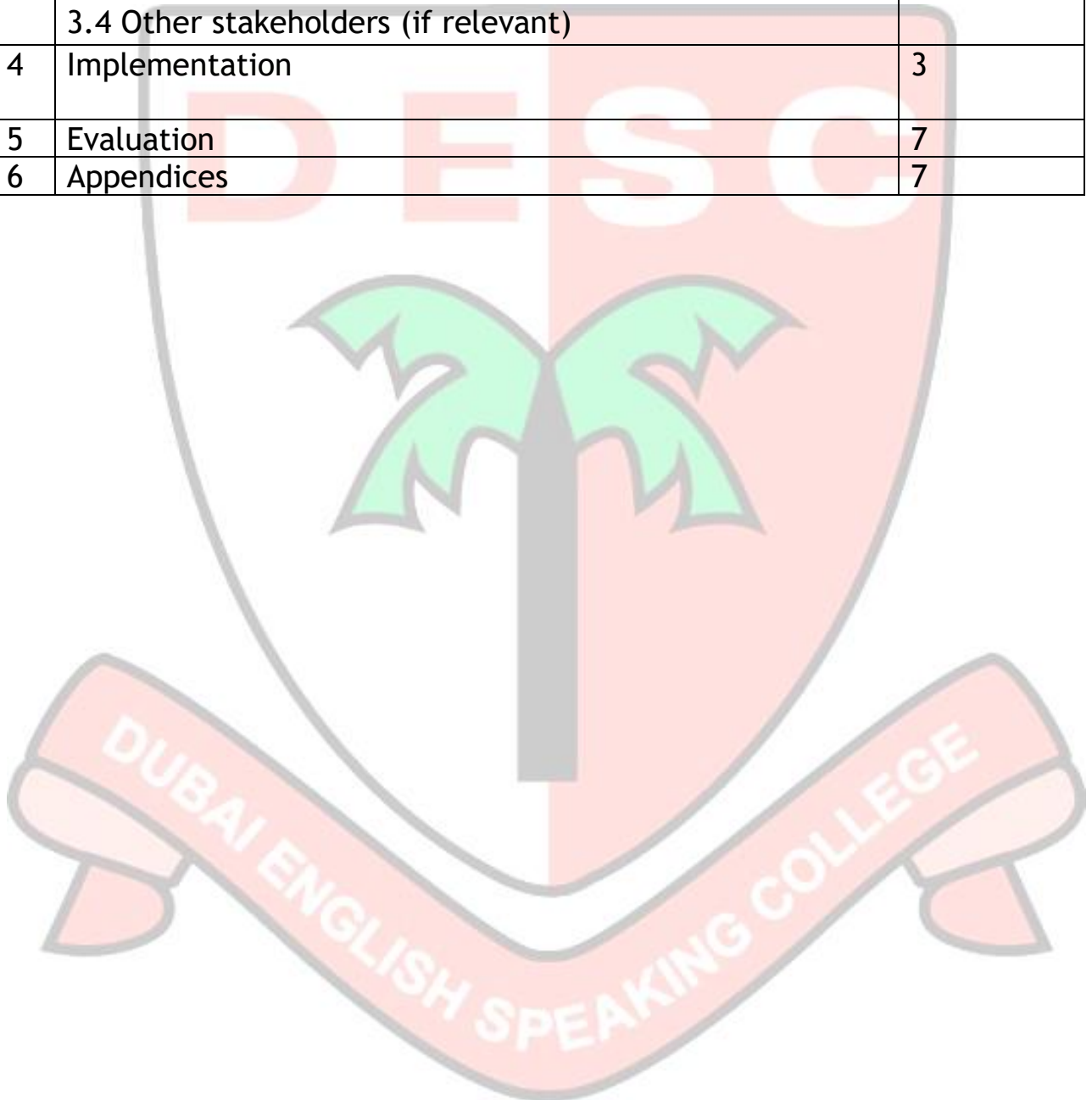
**Dubai English Speaking College**

# **Teaching and Learning Policy**

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# DUBAI ENGLISH SPEAKING COLLEGE

## TEACHING AND LEARNING POLICY

### 1. RATIONALE

Since DESC opened in 2005, developing high-quality Teaching and Learning has been central to the core aims of the College. At the heart of this is the notion that for students to be fully prepared for life after their time at DESC, they must develop their learning skills as well as a deep understanding of the curriculum. To enable this, teachers must carefully plan student-centred, interactive lessons that are appropriately challenging for all learners. The mindset of staff at DESC is one of determination to continually improve their practice.

### 2. AIMS

The Teaching and Learning Centre (TLC) provides the structure for the key components necessary for excellence.

All initiatives stem from this TLC, and each category has corresponding descriptions for what lessons always, aim to, and aspire to include. Teachers can use these to evaluate their practice and understand what could be included for them to move forward.

By using the TLC as a planning tool, DESC aims to deliver excellent lessons that stimulate all students and enable them to fulfil their potential.

### 3. RESPONSIBILITIES

#### 3.1 DESC STAFF

The Deputy Headteacher (DHT)/ Heads of Department (HOD) will:

- be responsible for the day-to-day management of the policy and systems pertaining to Quality Assurance of T&L
- ensure that staff are planning and delivering lessons that are aligned with the DESC vision and enable all students to make good progress.
- keep their Line Manager informed of any areas that are of a concern
- arrange relevant staff and student training, determine how best to involve parents in the solution of individual problems
- ensure proper record-keeping

The Teaching and Learning Team will:

- Provide non-judgemental support through mechanisms such as observation, planning support, coaching, and acting as role-models.
- Identify areas of excellent practice used by teachers. They will then encourage and facilitate the sharing of these strategies,
- Develop the resources, available on the T&L Hub, as well as video examples of activities or strategies in action.

- Design and implement an effective T&L Professional Development (PD) programme (see INSED Policy)

Teachers will:

- Be proactive in approaching the team for ideas and guidance.
- Engage in the opportunities that are offered through the Professional Development programme
- Reflect on their own practise through the Self-reflection/Staff review system and take necessary action to further support their development

### 3.2 DESC STUDENTS

DESC students should fully engage in their learning by:

- Bringing their own personal device to College (iPad or Macbook)
- Completing the Microsoft Teams/OneNote student training programmes
- Ensuring they bring the correct equipment to lessons
- Maintaining high levels of attendance
- Getting to lessons on time
- Participating fully in the learning activities
- Completing tasks to the very best of their ability

### 3.3 DESC PARENTS

Parents should support their child's learning by:

- Ensuring they have the correct equipment
- Having regular conversations with their son/daughter about their progress
- Attend relevant Parental Information and Parents Evenings to discuss their child's progress with teachers
- Contact the relevant member of staff if they have any concerns about any of their child's subjects

### 3.4 OTHER STAKEHOLDERS

- Governors will liaise with HT about T&L strategies where appropriate and ensure that excellent resources are provided for an outstanding PD programme for staff.

## 4. IMPLEMENTATION

### 4.1 FOUR TO GROW AND SUPER SIXTEEN

Tasks promote deep thought and understanding. Students understand the value of the skills they are developing.

DESC Teachers always:

- Define how Four to Grow skills can be developed in lessons using Super 16

DESC Teachers aim to:

- Create moments of reflection where students can discuss how they are learning and the skills that are being developed.
- Encourage students to identify areas for development and strategies to support this.
- Ensure students understand the importance of these skills.

DESC Teachers aspire to:

- Support students in evaluating their proficiency in the skills.
- Develop students who seek opportunities to practise these skills outside the classroom.
- Create students who understand the importance of these skills outside of the classroom context.

#### 4.2 PERSONALISED LEARNING

Appropriate stretch, challenge and support for all.

DESC Teachers always:

- Understand all available data (Go4schools) and how it can be used to meet the needs of all students.
- Discuss with their Learning Support Assistant how they can be most effective (where appropriate)
- Recognise that by using a range of appropriate teaching and learning strategies that they are challenging students and building confidence.
- Remember to include a range of appropriate learning resources to support and challenge the learning of all students.

DESC Teachers aim to:

- Apply their understanding of the student's learning needs into providing appropriate strategies and resources which challenge and support all students.
- Define the Learning Support Assistants role in the classroom so that they can confidently scaffold all students' learning effectively.
- Model effective communication between all adults and students, in the classroom.

DESC Teachers aspire to:

- Retain an in depth understanding of students' needs and implement effective personalised strategies and resources in order to challenge and support all students.
- Develop Learning Support Assistants who add value to the learning of the classroom, by encouraging student independence and using a range of scaffolding techniques.
- Create students who demonstrate their confidence by directing their own learning according to their needs.
- Develop exceptional progress over time (evidenced beyond the scope of single observation and supported by a variety of data) for all students



### 4.3 INSPIRATION AND MOTIVATION

Students are interested and engaged in the lesson and express a desire to learn.

DESC Teachers always:

- Provide a safe learning environment by forming supportive working relationships through Positive Behaviour for Learning strategies.
- Define a range of both student-centred and teacher led activities that are appropriate to the class and the lesson objectives.
- Discuss the relevance of students' learning and make it explicit.

DESC Teachers aim to:

- Vary the activities and pace of the lesson (including the use of technology where appropriate).
- Identify opportunities that will build confidence and empower students.
- Predict moments of confusion or misconceptions which could, if left unidentified, lead to demotivation.
- Construct 'hooks' and tailor activities to exploit the interests of all students.

DESC Teachers aspire to:

- Validate student driven learning, in which they are able to make their own links with their experiences, prior knowledge and the wider world.
- Empower students to lead learning.
- Construct cross-curricular knowledge and links to further enhance the relevance of the lesson.

### 4.4 ASSESSMENT AND QUESTIONING

Students demonstrate and evaluate their understanding in a variety of ways. Quality feedback helps students move forward. Students confidently discuss learning and challenge each other.

DESC Teachers always:

- Understand how effective questioning ensures that all students are made to think critically.
- Recognise that feedback has a positive impact on student progress and ensure that students respond to written feedback systematically.
- Define regular assessment points to monitor student progress within the lesson and inform future planning.

DESC Teachers aim to:

- Investigate and use questioning techniques that are appropriate to the intended learning outcomes and needs of the students.
- Identify opportunities for self and/or peer assessment to compliment teacher assessment in the lesson.
- Adjust the planned activities in response to assessment during the lesson.

- DESC Teachers aspire to:
- Develop questioning over time, to deepen thinking and encourage critical reflection.
- Support students in direct their own learning and making choices as a result of effective self-assessment (the teacher acts as facilitator of learning where appropriate).
- Predict misconceptions based on prior assessment and plan learning tasks accordingly.

#### 4.5 TECHNOLOGY

Teachers implement the SAMR model to enable students to use technology, where appropriate, to enhance their learning.

DESC Teachers always:

- Embrace opportunities to use technology as a way of engaging students.
- Facilitate students' use of technology, if appropriate, to encourage ownership of learning.
- Provide opportunities for students to use a range of technologies appropriately to support and enhance the learning process.

DESC Teachers aim to:

- Demonstrate to students how to consolidate their learning by using technology independently.
- Construct opportunities to use a range of digital resources (online and offline) to further support student learning.
- Identify moments for students to use technology collaboratively and creatively to solve problems.
- Value technology as a means to measure progress and generate personalised targets.

DESC Teachers aspire to:

- Validate technology as driving progress in learning.
- Construct opportunities for students that would not be possible without the use of technology.
- Integrate technology into lessons in a way that extends learning and deepens thinking.

#### 4.6 QUALITY ASSURANCE

- A number of Quality Assurance processes will run concurrently throughout the Academic year, including:
  - Probation programme for new staff
  - Learning Walks

- Departmental Observation and Feedback
- HOD work scrutinies
- Staff self-reflections
- HOD/SLT Staff Reviews
- SLT Learning Walks
- External inspections
- Student Voice

#### 4.7 STAFF DEVELOPMENT

An extensive T&L PD programme, which all staff are expected to engage in, will include:

- T&L Passport
- Menu of Choice
- DESCpert observations
- Observation and Feedback
- Professional Learning Conversations
- Student Experience observations
- External PD courses

#### 5. EVALUATION

This Policy will be reviewed annually and amended/added to reflect the direction of T&L at DESC.

#### 6. APPENDICES

None.

