GHERAS
INTERNATIONAL SCHOOL

We Instill Today ..

You Reap Tomorrow..

GHERAS INTERNATIONAL SCHOOL

Teaching & Learning Policy

2022 - 2023

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TEACHING & LEARNING POLICY
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Teaching and Learning Policy

1. Purpose
The purpose of this policy is to outline the expectation at GIS for teaching and learning.

2. Scope
The Teaching and Learning policy outline the key principles which underpin teaching in GIS. Rooted in research and best practice from the U.K. and beyond, it provides a basis of the fundamental elements that contribute to excellent pupil outcomes.

3. Approach
We expect to prepare our students to be Confident - Responsible - Reflective - Innovative - Engaged – Tolerant. We aim at bringing up a new generation that is innovative, morally committed, scientifically distinguished, keeping up with the modern age, participating with the community and loving their nation.
Through this policy we aim to promote best practice and to establish consistency across all GIS. It aims to ensure that the children are provided with high-quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

4. Key Principles
Our aim is to ensure every child reaches their potential; we do this by focusing on key principles. These are:

- Re-capping prior knowledge.
- Lessons begin with a brain-gym to engage learners.
- New material is presented in small steps, with student practice after each step.
- Limiting the amount of new material students receive at one time (Cognitive Load Theory).
- Focusing on clear, concise, and detailed teacher instructions and explanations.
- Asking high-quality questions to check for understanding.
- Utilising feedback at a whole class, small group and individual level.
- Utilising models and scaffolds (extended writing, worked examples, thinking out loud and modelling key steps etc.) to help pupils develop a depth of understanding.
- Ensuring a sequence of lessons provides ample time to guide student practice and for students to practice independently.
- Based on feedback and the checking of pupils' work, adapt, and re-teach material when necessary.
- Daily, weekly, and monthly reviews of key concepts.
- Give many opportunities for students to explain what they have learned.
- Transdisciplinary approach is followed in all classes.
- Responsive classrooms, student-centered, social and emotional learning approaches to be taught and discipline is used across GIS.

5. Staff Development and Training

To ensure that all aspects of this policy are effective, appropriate staff development programmes are maintained. Some aspects of development are to be actioned through the Development/Staff Meetings. The school will publish in advance a calendar of internal CPD to contribute to staff development and school improvement.

Possible areas of internal CPD:

- Engagement in staff/development meetings
- Lesson study model
- Peer-to-peer observations
- Collaborative planning time
- Reflecting on quality assurance feedback
- Performance management
- Middle leadership training
- training Possible areas

of external CPD:

- Webinars
- Cross school moderation
- Subject leader meetings
- Learning hubs
- Self-study