



**البطين BATEEN**

**أكاديمية عالمية WORLD ACADEMY**

## **TEACHING AND LEARNING POLICY**

***"Locally Educated, Globally Minded World School"***

## **Table of Contents**

- Rationale
- Vision for Learning at Bateen World Academy
- Aims of Teaching and Learning Policy
- What does high quality teaching look like at Bateen World Academy
- What does high quality learning look like at Bateen World Academy
- Expectations for Lesson Planning at Bateen World Academy
- Quality Assurance for Teaching and Learning
- Teaching and Learning Documentation
- Academic Support at Bateen World Academy
- The Learning Environment
- Evaluation of Teaching and Learning Policy at Bateen World Academy

## **Rationale**

Our core business is learning, and continuous improvement in the quality of teaching and learning is fundamental to delivering high quality education. This policy will help to ensure that the school delivers its vision and aims for learning.

## **Vision for Learning at Bateen World Academy**

Bateen World Academy strives to foster a love for learning, nurturing agile, innovative learners who become active global citizens.

### ***"Locally Educated, Globally Minded World School"***

*High Quality Teaching: To provide challenging, inclusive, and personalized learning experiences that are informed, engaging, and innovative.*

*Student Character: To cultivate caring, thoughtful, and knowledgeable students who are open-minded, reflective, and principled.*

*Effective Learning: To foster purposeful, active, and collaborative learning environments where students are resilient, aspirational, and student led.*

## **Aims of Teaching and Learning Policy**

1. To ensure a high quality and engaging experience, for all students, to help maximise potential to develop the 'learning skills', like those of Critical Thinking and Problem Solving, required by universities, employers and life-long learners.
2. To provide teachers with a clear criteria for lesson planning and a framework to maximise student learning and progress.
3. To develop a consistent approach to ensure high quality teaching and learning takes place, supported by a rigorous quality assurance process.

## **Key Principles**

### **1. Teaching:**

- *Challenging and Inclusive:* Lessons are designed to stretch all learners, catering to diverse needs and abilities.

- *Personalized and Informed:* Teaching is tailored to individual student data and feedback.

- *Engaging and Innovative:* Creative and interactive methods are employed to stimulate learning.

### **2. Character:**

- *Caring and Thoughtful*: Students develop empathy and critical thinking skills.
- *Risk Takers and Communicators*: Encouraging students to take intellectual risks and communicate effectively.
- *Knowledgeable and Principled*: Promoting deep understanding and integrity in all actions.

### 3. Learning:

- *Purposeful and Active*: Learning activities are meaningful and involve active participation.
- *Collaborative and Resilient*: Emphasis on teamwork and developing resilience in facing challenges.
- *Student-Led and Aspirational*: Students are empowered to take charge of their learning with high aspirations.

### **What does high quality teaching look like at Bateen World Academy?**

- The Learning objective is clearly stated at the lesson's outset and progress towards that objective is maintained and assessed throughout the lesson.
- Lesson outcomes are contextualized, and reference made throughout the lesson. They are clearly differentiated.
- Teachers model positive learning expectations from the outset of the lesson and develop positive relationships.
- Teachers consistently reference and provide opportunity for students to demonstrate their progress of the IB Learner Profiles during lessons.
- There is a purposeful link between the provocation and the lesson objectives with reference to prior/future learning.
- The provocation is part of a common thread that guides students towards the lesson objectives.
- Lessons support students' individual learning needs and challenge and stretch Gifted & Talented, POD, EAL and low ability learners.
- Questioning challenges students thinking and promotes insightful responses. Dialogue engages all students in insightful discussions and reflection.
- Feedback and feedforward to students is comprehensive and constructive and there is opportunity for students to act on it. Students are routinely involved in assessing their own and others' learning.
- Teachers use data to inform planning, creating a learning experience tailored to the individual needs of students with an awareness of their strengths and weaknesses.
- Teachers design success criteria which enables pupils to check the progress of their own learning during the lesson.
- Teachers embed literacy and/or numeracy very effectively within the lesson.
- The pace of the lesson is well suited to all the needs of the learners; no learning time is wasted.
- The teacher plans for a wide range of collaborative opportunities. It is evident that collaboration is a clear and well embedded practice within the classroom.
- Teachers actively provide opportunities for students to take charge of their own learning.
- In the classroom and beyond, students receive a stimulating diet of innovative/creative learning experiences and challenges.
- Resources, including ICT/New Technology make a marked contribution to learning.
- Deploys any additional adult support effectively and develops knowledge through scaffolded learning.
- Teachers skilfully develop students critical thinking, problem solving, innovation or independent learning skills.

- Makes connections between the learning environment and the wider society.



### What does high quality learning look like at Bateen World Academy?

- Students are engaged and motivated and take responsibility for their own learning.
- Students develop their critical thinking and problem-solving skills. Students can exercise agency.
- Learning builds on prior knowledge.
- Students are reflective learners who can monitor and review their own progress and learning through peer and self-assessment opportunities.
- Students can respond to various types of feedback to demonstrate progress throughout the lesson.

### Expectations for Lesson Planning at Bateen World Academy

- All lessons should be planned and resourced with consideration to the age, ability and needs of the student.
- Seating plans and planning for progress sheets must be evident for all classes and lessons (this should include POD, EAL and G&T students and reference to CAT data and baseline assessments).
- Lesson preparation / planning should involve using a range of student data, assessments and marking and feedback.
- Planning should provide opportunities for students to develop their learning skills and abilities to work independently and collaboratively.
- The BWA One Page Lesson Plan template must be used for all Probation Learning Observations, Inspections and Accreditation Visits.

Please see the components of an effective lesson plan here: [BWA One Page Lesson Plan](#)

### Quality Assurance for Teaching and Learning

- All teaching and support staff at Bateen World Academy will be involved in the learning observation process. This consists of a minimum of two learning observations within the academic year.

- Learning Observations will consist of Formal Learning Observations, Learning Walks, Drop-Ins, and Peer Observations.
- Learning observations will be conducted by Lead Teachers, Line Managers and/or SLT.
- Learning Observations are mandatory performance management and professional development requirements.
- Quality Assurance Processes will be in the whole-school calendar.
- No final graded judgement will be given. Feedback should be conversational and developmental, with a focus on key areas of strength and development.
- Good practice would be for discussion and feedback to take place within 48 hours, preferably the day after the learning observation.
- Feedback from student voice will be incorporated into the evaluation of teaching practices.

### Teaching and Learning Documentation

#### **Academic Support at Bateen World Academy**

All teachers are responsible for both monitoring progress, over time, and developing appropriate intervention and academic support strategies to improve students' progress and attainment, for each of their teaching groups.

#### **The Learning Environment**

- It is expected that all classrooms at Bateen World Academy present a creative, vibrant, and interactive learning environment that stimulates and enhances learning.
- The Learning Environment must reflect the Learning Environment expectations highlighted in the quality assurance documentation.
- The Learning Environment QA Form will be completed once per term with Heads of Department and SLT Links in accordance with the school calendar.

#### **Evaluation of Teaching and Learning Policy at Bateen World Academy**

This Teaching and Learning Policy will be achieved and supported by:

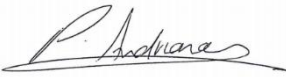
- A commitment to continuous improvement in the quality of teaching and learning, included as a central component in School Development Plan and Performance Management.
- The use of continuing professional development (courses, coaching, inset/training workshops, mentoring, meetings, collaboration, peer planning and observation, T&L Newsletter and Open-Door Weeks).
- Formal and informal monitoring systems which are already in place, supported by lesson observation, work sampling, student voice, the learning environment, and analysis of assessment and examination data.

*The Teaching and Learning Policy will be reviewed annually in the summer term by the Teaching and Learning Team and approved by SLT.*

**Panayiota Andrianou**  
**Assistant Principal of Teaching, Learning and CPD**  
**June 2024**

**This policy was adopted by**

**Bateen World Academy**

<b>On</b>	<b>19 June 2024</b>
<b>Date to be reviewed</b>	<b>June 2025</b>
<b>Signed on behalf of the provider</b>	
<b>Name of signatory</b>	<b>Panayiota Andrianou</b>
<b>Role of signatory</b>	<b>Assistant Principal of Teaching, Learning and CPD</b>
<b>Governor signatory</b>	