



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
- BWA Everyday Excellence
- 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:

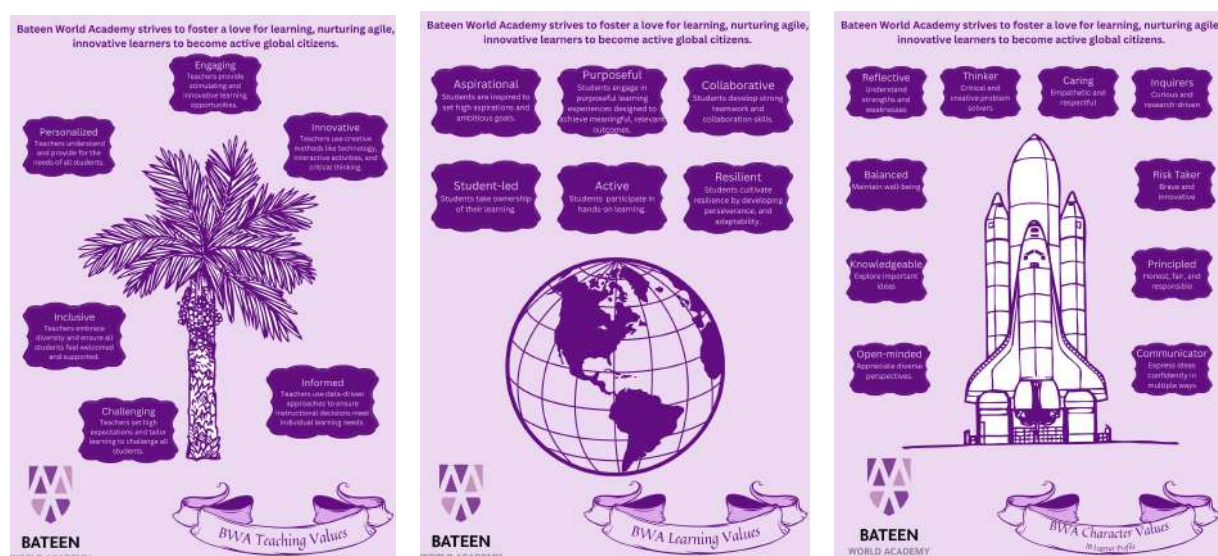
- *Challenging and Inclusive:* Lessons are designed to stretch all learners, catering to diverse needs and abilities.
- *Personalized and Informed:* Teaching is tailored to individual student data and feedback.
- *Engaging and Innovative:* Creative and interactive methods are employed to stimulate learning.

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.



BWA Everyday Excellence:

The BWA Everyday Excellence document highlights our expectations for high-quality, day-to-day teaching. These expectations are aligned with our Teaching & Learning values. This document should be used as a tool to support you when planning and in your everyday practice.

Planning:

Unit Plan/ SOW: Check your unit plan/ scheme of work to ensure alignment with the long-term goals of the curriculum. Is it challenging for our students? Are we stretching their thinking? Does it guide them successfully towards their end of unit assessment?

Planning for Progress: Look at the planning for progress document. Identify who your POD, EAL and G&T students are. Is your data informing your planning. How are you personalising the planning for specific groups of students? Is your seating plan effective in creating a purposeful learning environment?

Plan Backwards. Start at the end. What do you want students to achieve and learn?

LO/Driving Questions: Use carefully planned learning objectives or driving questions to clearly communicate what you want your students to master?

Learning Outcomes: Create personalized/differentiated learning outcomes through the use of Bloom's Taxonomy/DP Commands.

Success Criteria: Ensure there is clear success criteria that is linked to the overall assessment criteria/rubrics. Do students know how to be successful within their learning activities?

Learning Activities: Do learning activities stimulate and engage students to want to learn? Are there opportunities for students to make connections to relevant and real-world examples? Does educational technology and opportunities for innovation enhance learning?

Scaffolded: Are tasks progressive and personalised in enabling learners to reinforce, build and master key knowledge and skills. Are they scaffolded efficiently to stretch and support students?

Literacy: Plan to teach explicit vocabulary (literacy), habits of discussion, writing and reading.

Questioning: Script purposeful and intentional questions for students to think deeply about their learning.

Feedback: Plan for feedback and check for understanding to see if our students are making progress. If not, reteach in the moment and address misconceptions.

Learning and Teaching:

Routines and Expectations: What are your classroom routines and expectations? Have you taught students what your routines are? How do you maintain your routines?

Building Strong Relationships: How do you build strong relationships with students? Have you made a positive phone call home? Are you following up on low level disruption? Are you ensuring an inclusive classroom environment?

Modelling: Explain well. Is the information broken down into clear steps for students to understand and apply in their own work.

Using Exemplars: Share models of excellence with students. Use exemplars and success criteria (WAGOLL) to show what students must master. Do you they know what they are working towards and how to get there?

Formative Assessments: Check for understanding and respond. Build in quick formative tasks to check that all students have mastered content. How do you know they have mastered key content? What evidence are you using? How are you moving them forward?

Student Led: Embed independent practice and collaborative opportunities for students to develop resilience and to take ownership of their own learning. Include opportunities for students to actively engage in hands on learning. Are students thinking deeply about their work? Is the work differentiated? Have you provided resources to enable students to become independent learners?

Collaboration: Is collaboration purposeful? Do students have opportunities to work together? What do you want students to develop? Is everyone involved?

Marking and Feedback:

Live Marking: Are you marking in the moment? Are you planning opportunities to monitor and mark students work in the lesson? Are you tracking misconceptions and addressing them in the moment?

Purposeful: Are your comments clear in enabling students to understand what they have done well and what they need to improve on? Is it guided by criteria shared with students?

Peer/Self-Assessment: Teach students how to peer and self-assess and build in opportunities for students to reflect on their own and peers' work. (Provide clear success criteria/rubrics for students).

DIRT: Build in opportunities for students to work on feedback. Student improvements need to be visible using a red pen.

Reteach Opportunities: Implement opportunities for whole class feedback, celebrate successes and address about the gaps you have identified. Then reteach it!



BWA - Everyday Excellence

Planning

- **Unit Plan/ SOW:** Check your unit plan/ scheme of work to ensure alignment with the long-term goals of the curriculum. Is it **challenging** for our students? Are we stretching their thinking? Does it guide them successfully towards their end of unit assessment?
- **Planning for Progress:** Look at the planning for progress document. Identify who your POD, EAL and GAT students are. Is your **data informing** your planning. How are you **personalising** the planning for specific groups of students? Is your seating plan effective in creating a purposeful learning environment?
- **Plan Backwards.** Start at the end. What do you want students to achieve and learn?
- **LO/Driving Questions:** Use carefully planned learning objectives or driving questions to clearly communicate what you want your students to master?
- **Learning Outcomes:** Create **personalized**/differentiated learning outcomes through the use of Bloom's Taxonomy/DP Commands.
- **Success Criteria:** Ensure there is clear success criteria that is linked to the overall assessment criteria/rubrics. Do students know how to be successful within their learning activities?
- **Learning Activities:** Do learning activities **stimulate and engage** students to want to learn? Are there opportunities for students to make connections to **relevant and real-world** examples? Does educational technology and opportunities for innovation enhance learning?
- **Scaffolded:** Are tasks progressive and personalised in enabling learners to reinforce, build and master key knowledge and skills. Are they scaffolded efficiently to stretch and support students?
- **Literacy:** Plan to teach explicit vocabulary (literacy), habits of discussion, writing and reading.
- **Questioning:** Script purposeful and intentional questions for students to think deeply about their learning.
- **Feedback:** Plan for feedback and check for understanding to see if our students are making progress. If not, reteach in the moment and address misconceptions.

Learning and Teaching

- **Routines and Expectations:** What are your classroom routines and expectations? Have you taught students what your routines are? How do you maintain your routines?
- **Building Strong Relationships:** How do you build strong relationships with students? Have you made a positive phone call home? Are you following up on low level disruption? Are you ensuring an inclusive classroom environment?



BWA - Everyday Excellence

- **Modelling:** Explain well. Is the information broken down into clear steps for students to understand and apply in their own work.
- **Using Exemplars:** Share models of excellence with students. Use exemplars and success criteria (WAGOLL) to show what students must master. Do you they know what they are working towards and how to get there?
- **Formative Assessments:** Check for understanding and respond. Build in quick formative tasks to check that all students have mastered content. How do you know they have mastered key content? What evidence are you using? How are you moving them forward?
- **Student Led:** Embed independent practice and collaborative opportunities for students to develop **resilience** and to take ownership of their own learning. Include opportunities for students to **actively engage** in hands on learning. Are students thinking deeply about their work? Is the work differentiated? Have you provided resources to enable students to become independent learners?
- **Collaboration:** Is collaboration **purposeful**? Do students have opportunities to work together? What do you want students to develop? Is everyone involved?

Marking and Feedback

- **Live Marking:** Are you marking in the moment? Are you planning opportunities to monitor and mark students work in the lesson? Are you tracking misconceptions and addressing them in the moment?
- **Purposeful:** Are your comments clear in enabling students to understand what they have done well and what they need to improve on? Is it guided by criteria shared with students?
- **Peer/Self-Assessment:** Teach students how to peer and self-assess and build in opportunities for students to reflect on their own and peers' work. (Provide clear success criteria/rubrics for students).
- **DIRT:** Build in opportunities for students to work on feedback. Student improvements need to be visible using a red pen.
- **Reteach Opportunities:** Implement opportunities for whole class feedback, celebrate successes and address about the gaps you have identified. Then reteach it!

Expectations for Lesson Planning at Bateen World Academy

- The BWA One Page Lesson Plan template must be used for all Initial Review Observations, Formal 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 three 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, Subject Leads, 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 Policy 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, Subject Leads 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 2025

This policy was adopted by	Bateen World Academy
On	2 June 2025
Date to be reviewed	June 2026

Signed on behalf of the provider



Name of signatory

Panayiota Andrianou

Role of signatory

**Assistant Principal of Teaching, Learning
and CPD**

Governor signatory