

Published Date:	January 2025
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	January 2026

Teaching and Learning Policy

This policy is applied at GFM alongside our school’s vision, mission and values. Our vision is enacted in line with our core pillars of - **The GFM Way:**

- *Helping each other to **Grow***
- *Helping each other to **Flourish***
- *Cultivating an ethos of **Mindfulness***

1. Introduction

At GEMS Founders School, Al Mizhar we believe that every child is unique and has the ability to achieve the highest levels possible. Our high-quality lessons encourage students to develop the skills they need to be lifelong learners. We encourage student-centered and student driven learning opportunities to ensure all learners maximize their potential and achieve the highest academic standards.

1. Purpose of policy

There are four main purpose to this policy:

- To establish an entitlement to high quality teaching and learning for all
- To establish teaching and learning expectations for teachers
- To promote continuity and coherence across the school;
- To develop a greater awareness of the school’s approach to teaching and learning.

Vision

‘At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.’

2. Aims and objectives

Our aims are as follows:

- To ensure high quality teaching that enables the acquisition of skills, knowledge, and understanding, underpinning all future learning
- To establish inclusive classrooms with support, challenge and equality for all learners.
- To provide a broad and balanced curriculum which provides opportunity for all learners to make progress through enjoyment and challenge
- To promote a wide range of enrichment experiences
- To promote positive attitudes through our school's core values
- To integrate Emirati and Islamic values into learning experiences.

3. Teaching and learning style

At GFM students are encouraged to take responsibility for their own learning, with teachers guiding and facilitating. Through this provision, all students are expected to perform and achieve highly.

Our teaching and learning policy champions student autonomy by allowing them to frequently choose tasks aligned with their interests and learning preferences. To ensure success, we provide scaffolding and supporting tools tailored to individual needs. Beyond proficiency, we offer extension and challenge opportunities, fostering a dynamic, collaborative and engaging learning environment that promotes self-directed learning and equips students for lifelong success.

Vision

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a. Effective learning

Our expectations at GFM are that all learners will aim for the top, regardless of their starting points or the tools required for their learning journeys. To do this, students must:

- Show an exceptional attitude to learning – they are positive, hard-working, enthusiastic, and responsible for their own learning
- Listen carefully to their teachers and peers
- Communicate their views/ideas confidently to others
- Respond well to their teachers and peers
- Reflect and evaluate their own work and that of others, to develop an understanding of strengths and areas for development.
- Apply their learning to the world around them and make meaningful connections between all disciplines.
- Questions and take risks to develop resilient learning.
- Develop systematic ways of supporting their own learning through meta-thinking and planning strategically
- Demonstrate innovation, enterprise, enquiry, research, critical thinking and can use technologies to support their learning
- Students develop skills to work in isolation, as a team and in wider collaborative learning communities

b .Effective teaching

Our expectations at GFM are as follows:

- Teachers have high expectations of all stakeholders
- Teachers develop exceptional subject knowledge and understanding of how students learn in their subject.
- Teachers are agile, adaptive, open-minded and innovative in their teaching approaches and are continually learning from best practice and research
- Teachers plan imaginative and engaging lessons and provide an inspiring and creative learning environment.
- Every lesson has a clear learning outcome and steps to success

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- Every lesson comprises of recall, teacher-led instruction, modelling, guided practice, student-led activities, effective questioning and reviews/plenaries
- Teachers cater for a range of learning styles and cultural diversity thus ensuring full student participation and understanding
- All staff at GFM have the highest expectations for presentation, quality, and quantity of work
- Teachers use assessment data from a variety of sources (CAT4, GLs, baselines, AfL, etc.) to inform planning and next teaching steps. This data also informs curriculum design and adaptation to support the needs of all groups of students
- Where applicable, teachers direct Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) to be fully involved in lessons so that all learners are supported. For those students with additional needs, Learning Support Assistants (LSAs) who are part of the inclusion team. Help provide curriculum adaptation to ensure entitlement
- Teachers take responsibility for their own Professional Development and are always seeking ways to improve their practice.
- Teachers network with other professionals in the cluster, across GEMS, and the BSME network.

5. Inclusion including reference to SEND, EAL, G&T

At GFM, we believe that every student, including those with needs, can achieve high levels of success. We make learning accessible or challenging for each student through careful lesson planning, modified assessments, and appropriate expectations. When extra support is needed, our teachers collaborate with the Inclusion Team, students, and parents to create effective individual support plans. (See Inclusion Policy).

6. Equal Opportunities

The school recognizes the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create a school culture through its governing body, managers, and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

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7. Parental involvement

At GFM we encourage parents to support learning at home by being part of the GFM community. Opportunities include visiting the school regularly, engaging with online platforms (Seesaw, MS TEAMS, and GEMS Connect) and attending pupil celebration events.

8. Resourcing

Each classroom is full equipped with a Clevertouch interactive board. Teachers create imaginative and engaging classroom environments for their learners. Classroom libraries are accessible, as well as the school library, which students visit regularly. Students are provided with the resources required to learn effectively. Any additional resources required will be communicated with parents. There is also a CPD library available for staff.

9. Roles and responsibilities

- a. **Local Advisory Board/GEMS – GEMS will carry out regular internal reviews to monitor the standards of Teaching and Learning across the school.**

- b. **Leadership Team and Middle Leaders – Leaders are accountable for standards of Teaching and Learning across the school. Leaders monitor, model, evaluate and instruct on all matters. Leaders are expected to identify problems and support all staff to explore robust solutions. All leaders need to comply with the UAE Leadership Standards.**

- c. **Teachers – Teachers are responsible for meeting all expectations for teaching noted in the employee handbook. They must comply with GEMS Global Teacher Standards which are aligned with KHDA guidance and the UAE Teacher Competency Standards. For the Teacher Licensing process, all teachers should keep a portfolio of evidence. We seek regular teacher feedback, particularly through the PDP process, meetings, and surveys.**

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10. Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School, Al Mizhar teaching staff and leadership teams for implementation.

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