GEMS Cambridge International Private School Sharjah
Teaching and Learning Policy

Last Amended: October 2023
Policy Review Date: October 2024

1. Our Mission Statement

GEMS Cambridge International Private School-Sharjah provides a world class, outstanding education whilst ensuring individual and collective excellence in learning, teaching and leadership. We empower lifelong learners for their future.

As a Bring Your Own Device school, our students use digital technologies and applications as part of their everyday learning. When the school is closed due to exceptional circumstances, digital technologies and applications can provide sustained elements of curriculum delivery and a means of communication.

*This policy should be read in conjunction with our Curriculum, Inclusion, Distance Learning, Assessment, Safeguarding and E-safety Policies.

2. Aims of the Policy

To provide guidance to staff, parents and students on our expectations of Teaching and Learning. The success of GCS is directly related to the quality of our teaching and the learning that takes place because of it. The purpose of this policy is to achieve high levels of attainment by ensuring that effective learning takes place in the classroom.

3. Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment.
At GCS we recognise that education involves students, parents, staff, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community.
- recognise the needs and aspirations of all individuals and provide opportunities for all students to make the best possible progress and attain the highest personal achievements.
- ensure students can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum.
- provide rich and varied contexts and experiences for students to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the moral, social, cultural, physical, mental and emotional development of the students.
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes.
- encourage all students to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being.

- develop students 's confidence and capacity to learn and work independently and collaboratively.
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust.
- encourage students to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world.
- encourage students to value the diversity in our society and the environment in which they live.
- encourage students to become active and responsible citizens, contributing positively to the community and society.

4. Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each student can produce his or her best work.
- providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- providing positive role models.
- providing a fair and disciplined environment, in line with the school's Behaviour Policy.
- effective management of their professional time.
- developing links with all stakeholders and the wider community.
- valuing and celebrating students' success and achievements.
- reviewing personal and professional development to ensure a high level of professional expertise.

5. Roles and Responsibilities

Teaching and Learning is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)
All members of the school community should work towards the school's aims by:

- esteeming students as individuals and respecting their rights, values and beliefs.
- fostering and promoting good relationships and a sense of belonging to the school community.
- providing a well-ordered environment in which all are fully aware of behavioural expectations.
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- encouraging, praising and positively reinforcing good relationships, behaviours and work.
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all students to reach the highest standard of achievement.

- recognise and be aware of the needs of each individual student according to ability and aptitude.
- ensure that learning is progressive and continuous.
- be good role models, punctual, well prepared and organised.
- keep up-to-date with educational issues.
- provide clear information on school procedures and student progress.
- have a positive attitude to change and the development of their own expertise.
- establish links with the local community to prepare students for the opportunities, responsibilities and experiences of life.
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health.
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- providing support for the discipline within the school and for the teacher's role.
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme.
- participating in discussions concerning their child's progress and attainment.
- ensuring early contact with school to discuss matters which affect a student's happiness, progress and behaviour.
- support the school's homework policy and give due importance to any homework.
- ensuring that all contact addresses and telephone numbers are up to date and correct.
- allowing their child to become increasingly independent as they progress throughout the school.
- informing the school of reasons for their child's absence.
- actively supporting the Home-School Agreement.

Students are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep.
- attending school regularly and punctually.
- being organised, bringing necessary equipment, taking letters home promptly, etc.
- conducting themselves in an orderly manner in line with the expected Behaviour Policy.
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, special outings, clubs, parental events and assemblies etc.
- presenting themselves as positive role models to be emulated.

- organising activities and events throughout the year to extend and deepen students' knowledge and skills.
- supporting school events.
- voluntarily helping in the classroom.

6. Planning

At GCS we are committed to following the programmes of study as required by the National Curriculum for England and the Ministry of Education Curriculum. We follow a cross-curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning consists of year group overviews or subject long-term plans, schemes of work or medium-term plans and weekly plans. This is with reference to the National Curriculum 2014, the New Early Years Foundation Stage Framework, the Ministry of Education Curriculum and the Whole School Long Term Curriculum Mapping.
Plans are based upon previous assessment data; student need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At GCS we are committed to raising the standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in the preparation of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.
- monitoring progress in their subjects and advising the Heads of School on action needed.
- keeping up to date through reading and attending relevant courses.
- completing Book Looks with the leadership team and sharing constrictive feedback with their teams.
- supporting with lesson observations during the formal lesson observation cycle.

 Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

7. Organisation

Lesson Structure
Lessons, which are structured and well planned, create a purpose to learning. All lessons must be built upon the same underpinning foundations and follow the Design Thinking, inquiry-based learning processes.

Effective lesson planning takes account of students' prior learning. Dividing lessons into sections helps to maintain pace and challenge.

An appropriate structure will include the principles of Design Thinking. (Empathise / Feel, Dream & Define, Discover / Ideate, Create / Prototype, Test / Evaluate)

- A precap based on which the lesson will be executed.
- A starter activity or big question to engage students' interests.
- Lesson objectives that allow students to engage with the process of learning.
- Teachers making learning objectives and learning outcomes explicit to all students.
- Introduction of new learning.
- A variety of activities to explore and embed learning.
- A review of learning.

Resources and The Learning Environment

Resources and the learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- Whole-class teaching
- Scaffolding and support
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc).
- one to one teaching
- cut-away teaching
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject.
- book corners will be comfortable and attractive (if applicable).
- visual labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school.
- areas for imaginative play will change regularly, to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.
- students will be involved in the maintenance and care of all equipment and resources.
- working Walls that are updated in line with the current teaching and learning.
- classrooms provide a stimulating and purposeful learning environment, including thought-provoking and stimulating displays.

Excellence is celebrated in display and performance. Each student is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all students to demonstrate their own best performance. Students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Value Role Models' awards are given weekly to celebrate individual academic or behavioural achievement. 'GEM of the Month' awards are given every term to a student by the Head of Year in each class for achieving their personal best in an area of learning.

Learning Environment Expectations

Please ensure displays are backed neatly and that work is displayed in line with GCS' expectations.

- Parent board with bio (outside)
- Class Rules & Expectations
- GCS Priorities
- UAE Display
- Design Thinking Display
- Behaviour, Rewards and Sanctions ladders
- Working Walls with key vocabulary related to current topics
- Student and class information–timetable, groupings, seating plans, any other important information

In Primary–English, Maths and Science working walls-fluid changes reflect current learning.

8. The Expectation of a Lesson at GCS

	The Teacher	Students	Parents
The Learning Environment			
The environment is safe, comfortable, and supportive where students feel able to take risks.	Encourages students to be independent and confident learners, praising them for their efforts, achievements and the learning process they have taken.	Demonstrate independent learning. They are not afraid of getting something wrong or trying something new.	Feel comfortable talking to teachers about their students.
The learning environment is stimulating.	Creates displays that are used positively as a teaching and reflective learning resource. Classrooms are well organised, managed	Are resourceful and have a good awareness of how to use the environment as a tool for learning. Interactive	Are able to view learning environments at specified times and during Parental

	and celebrate the students' learning experiences.	displays encourage them to contribute to displays as part of their learning experience.	Engagement events.
Personalised Learning	Growing expertise as a learner empowers students to apply these attributes when constructing understanding and building concepts.		
Learning is purposeful and set into a meaningful context.	Sets learning into a context relevant to students' own experiences and cultures.	Are able to connect learning with everyday life.	Are encouraged to reinforce students' learning at school with experiences at home.
Students are motivated and engaged in their learning	Plans stimulating and creative lessons which include an enquiry-based and problem-solving approach that actively encourage students to think critically and to take responsibility for their own learning.	Students are encouraged to see learning as a reward within itself and to extend the learning experience outside of the realm of the classroom. They are motivated by learning and are given the freedom to participate in extended enquiry and to think for themselves.	Are engaged in their child's learning through regular communication including parent information evenings and workshops.
All students are appropriately challenged and the needs of individual students are catered for	Plans differentiated activities including open-ended tasks for more able students and ensures that all students can access the learning by being aware of IEPs and putting any recommendations in practice.	Are involved in learning which provides an element of challenge and receive appropriate support.	Show awareness through regular communication of individual targets.
Different learning styles are catered for.	Plans lessons using a variety of approaches which will support several	Are given the opportunity to learn through a variety of styles	Support students with projects using variety of learning styles.

	different learning styles.	and in pairs and groups as well as individually.	
There is adequate time to think, complete activities and reflect	Incorporates thinking, reflection time and plenary into lesson planning. Ensures activity is achievable in time available.	Are given time to think and reflect on learning. Have satisfaction of completing tasks.	
Teaching			
Expectations are clear, relevant and achievable. Students will know what success looks like	Explains the learning outcomes and success criteria and employs modelling techniques. Self and peer-assessment techniques are used to raise student awareness of achievements and thought processes. Uses a variety of strategies to develop use of dialogue in lessons to achieve reflection.	Understand what it is they are trying to achieve and how they will know that they have succeeded. They can reflect on their learning. They can also talk about their learning to a partner, group and whole class.	Share their child's success and targets using parent/teacher consultations and termly reports.
Questioning	Plans effective and appropriate questioning, including, where possible, higher-order questioning. Encourages students to develop questioning skills.	Are challenged by questions and can ask/answer higher-order questions.	
Prior learning is built upon	Identifies what students already know, planning learning accordingly. Consistently adds to and monitors learning through the school's tracking data.	Learn, building on their existing knowledge, understanding and skills.	Are aware of progress through parent-teacher meetings and termly reports.
Marking and feedback is positive, constructive, and related to	Provides meaningful feedback both orally and written. Helps students to identify the next steps	Values feedback and knows how to use it to respond to it to move learning forward.	Have constructive discussions about their child's progress and wellbeing at

the learning intentions.	through dialogue marking.		parent/teacher meetings.
Students as Leaders	The student voice is represented at many levels ranging from the classroom through to specific roles such as lesson observers, learner groups and the school is committed to continuing to offer meaningful opportunities for students to lead on the active development of the Core Values.		

9. Differentiation

We always have the highest possible expectations of individual students at GCS so they can demonstrate what they can do, understand and achieve. Teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- questioning
- relevance
- resources
- extension
- autonomy
- outcome
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate.

Students with special educational needs (including gifted and talented students) should be planned for. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Inclusion Policy)

Teachers set individual targets for students in all subjects. This is in addition to the formative assessment targets the teachers communicate to the students on a weekly or daily basis where appropriate. These are shared with the student and parents to encourage partnerships in learning.

10. Assessment, Recording and Reporting

(See Assessment, Marking and Feedback Policy)

Suitable tasks for assessment include:

- group discussions
- short tests in which students write answers
- specific assignments for individual students
- discussions in which students are encouraged to appraise their own work and progress
- projects

- End-of-term assessments in Secondary School and MoE subjects
- External assessments-GL Progress tests

Summative Assessment occurs through:

Phonics–Year 1's are tested at the start of the year, their progress is monitored through Phonics Passports, and they are tested again at the end of the year. They are re-tested where necessary in Year 2.

Smaller summative assessments/quizzes are taken at the end of each topic.

In Secondary School and MoE subjects, longer summative assessments are carried out at the end of each term.

At the end of the National Curriculum academic year GL Progress tests are taken in Year 2 upwards.

Feedback to students about their own progress is achieved through discussion and the marking of work.

Formative Assessment

At GCS we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every student can improve and an awareness of the importance of students 's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all students can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment
- focusing all feedback on specific performance improvements which can be acted on
- sharing an overview of content, process and benefits of the learning to come
- engaging students by posing problems and challenging thinking
- providing opportunities for students to meet the challenge in a variety of pairings and with multiple ways of representing their understanding
- creating space for reflection and meaningful dialogue
- reviewing what has been learned, how it was learned and how it will be used.

Formative assessments are made of students' work to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual students. It involves identifying each student's progress in each area of the curriculum, determining what each student has learned and what therefore should be the next stage in his/her learning.

Formative assessment occurs through:

- clarifying learning objectives at the planning stage
- sharing these learning objectives at the beginnings of lessons
- involving students in self-evaluation against learning objectives E.g. All, Most, Some criteria.
- focusing oral and written feedback around the learning objectives
- appropriate questioning
- raising students' self-esteem using praise and celebration
- marking work with next steps where appropriate
- listening to readers and giving advice on strategies
- in EYFS, observing students engaged in independent and self-directed activities and using this to guide students to develop their understanding.

Effective marking:

- helps students understand how to improve and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between student and teacher
- of written work is used sensitively and with discretion so that a student can assimilate a limited number of corrections at one time
- this will vary according to the age, ability and task
- focused on clarifying and addressing misconceptions to move learning on.

All results from assessments are analysed and used to inform future planning. (See Assessment, Marking and Feedback Policies.

11.   Assessment for Learning (AfL) in Practice

A variety of assessment methods will be used to enable students to demonstrate their knowledge, understanding and skills, inform them of the standard of their work and provide personalised strategies that enable them to improve to fulfil their potential. Marking/assessment will provide students with constructive feedback and targets for progression and improvement of future work. Students will be provided with opportunities to engage with teacher assessment so that they can use it to improve subsequent written work. Written work will be marked and feedback given back regularly (see Marking and Feedback Policy).

12. Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum
- teacher observation
- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- collaboration
- interactive teaching
- conferencing
- listening
- brainstorming

- providing opportunities for reflection by students
- demonstrating high expectations
- providing opportunities for repetition/reinforcement
- providing encouragement, positive reinforcement and praise
- making judgements and responding to individual need
- intervening, as appropriate, in the learning process to encourage development
- providing all students with opportunities for success
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole-class work.

The emphasis of our policy is on a good variety of experiences, and we encourage students to increasingly take an active role in their own learning.

Thus:

- investigative work is used
- students are encouraged to communicate findings in a variety of ways
- opportunities are provided for students to become involved in decision making and to take responsibility, along with staff, for their own learning.

At GCS we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number
- communication
- computing skills
- problem solving
- working with others
- critical thinking and innovation skills.
- thinking skills
  - creative thinking
  - enquiry
  - information processing
  - reasoning
  - evaluation.

Opportunities are organised to allow students to access these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each student has a unique way of learning, and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset.'

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning
- collaborative learning in small groups, or pairs
- one to one learning with an adult, or more able student
- whole class
- independent learning.

Group work may include matched ability, mixed ability, etc., appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers at GCS feel that students learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the student
- learning is built on existing knowledge and experience – needs are clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale.

Effective learning is ensured through the process of monitoring successful teaching and students' learning outcomes i.e. Baseline Assessment, reading ages and GL results.

Successful teaching takes account of students' prior learning and must ensure continuity and progression.

13.   Homework

Homework is a valuable element of the learning process.

At GCS, we use weekly plans to encourage parents to work with their students at home. Students are expected to take pride in their work and can be as creative as they like and present their work in a style which they prefer. Additional, more formal activities may be set by the teacher depending on the needs of the students.

14.   Wellbeing

Wellbeing is paramount at GCS, we have a supportive and caring ethos and are committed to supporting the emotional health and wellbeing of all our students and staff. Our wellbeing framework is fundamental to our vision and has been incorporated into the daily schedule through an innovative timetable which embeds

wellbeing into all our lessons. Lessons incorporate an array of wellbeing activities designed for students.

During learning walks, the leaders will report on the effectiveness and impact of wellbeing in the classroom and regular wellbeing surveys are conducted, results of which are analysed and then actioned.

15.   Staff Development

Within the context of the School Development Plan, staff can receive appropriate training. Additional development opportunities are based on feedback from Drop-ins, Learning Walks, observations, Book Looks, planning reviews and direct requests for help from individual teachers.

Successful staff development encompasses the following:

- staff induction
- lesson observations and feedback
- bespoke professional development sessions
- year group sessions focussed on current areas of teaching and learning
- moderation of marking and assessment
- work scrutiny and feedback
- follow-up observations to explore the impact of training/teachers' learning
- off-site training
- and remote training.

Teachers will be expected to disseminate any areas of expertise by being role models for their colleagues. This will involve allowing them to observe them teach as well as supporting them in their practice.

Heads of Departments and Senior Leaders stay up to date with curriculum development in their own subjects and are responsible to disseminate them to the rest of the staff. They support the staff in their own development and practice and maintain resources for their subject so that this is possible.

16. Quality Assurance, Monitoring and Evaluation

Students' work will be monitored and moderated regularly in all areas by the HoDs and SLT. HoDs will regularly be involved in monitoring sessions. SLT observe each class teacher in a specified curriculum area on a regular basis through lesson observation and learning walk feedback as well as Performance Management meetings. Clear targets for teaching and learning and teaching are identified and reviewed termly.

Learning Walks

GCS will conduct regular Learning Walks for all teachers, focusing on specific areas for development which have been highlighted in the School Development Plan and also in the individual teacher's formal observation. The Learning Walks are part of the monitoring and evaluation schedule created by the teaching and Learning Team.

Learning Walks are unannounced and can happen at any time throughout the week. The observer will complete the simple proforma and always give teachers a copy for their feedback. There is no judgement attached to Learning Walk however, two areas of strength and one for development will be identified.

Peer Observations

Before the first formal observation cycle commences (and if applicable during the year), staff will have the opportunity to work in pairs/trios and plan their lesson, before they observe one another. This has been scheduled into the term one observation cycle to ensure new/less experienced teachers are supported and well prepared for the first formal observation cycle.

Formal Observations

Format observations will take place at least two – three times a year. When a formal observation is carried out it will take place during a scheduled time. Teachers will know the date and the time of the observation. Paired observations will be conducted where one colleague will be part of the senior leadership team. The formal observation will carry a judgement according to the MOE and SPEA's criteria. The observation will be followed up by a feedback session. If the lesson was judged as weak, the teacher will be placed on a support plan for six weeks and a follow-up observation will be scheduled. The teacher will be set specific targets which have to be achieved by the next observation.

The formal feedback session is an opportunity for teaching staff to have a professional dialogue with an experienced observer. The feedback session is an opportunity for colleagues to reflect, ask questions and move thinking forward to ensure improvements in in their practice.

The formal observation process allows the senior leadership team the opportunity to:
- Assess the quality of teaching and learning across the school
- Develop a whole school CPD as well as small group and an individual programme based on the outcomes of the formal observation process and the aims of the School Development Plan.
- Develop individual and small group CPD programmes based on the outcomes of the formal observation process and the aims of the school development plan.
- Identify best practice to be shared across the school.
- Support teachers and managers in identifying areas of focus for the performance management process.

17. Lesson Observation Criteria

UAE Framework Performance Standard 3 'How well does the teaching in the school encourage and enable students to learn?'
Evidence on the quality of teaching will come mainly from lesson observations, samples of students' work, assessment information, discussions with students, and examples of lesson and curriculum planning reflecting responsiveness to students' needs.
The quality of teaching and learning will be judged on:

1. The teacher's **knowledge** and **understanding** of the **subject** he/ she teaches and how **students learn**.	
2 **Lesson planning**, the **learning environment** and the use of **time** and **resources**.	
3 Teacher–student **interactions** including the use of **questioning** and **dialogue.**	
4 Teaching **strategies** to meet the needs of **individuals** and **groups** of students.	
5 Teaching to develop **critical thinking, problem-solving, innovation** and **independent learning skills**.	
6. The **analysis** of **assessment data** to monitor students' progress.	
7. The **use of assessment information** to influence teaching, the curriculum and students' progress.	
8. The teacher's **knowledge** of, and **support** for, students' learning.	

GRADE	EVALUATION CRITERIA
(1) OUTSTANDING	• The teacher **expertly applies** his/her **knowledge** of the subject and how his/her students learn • The teacher has **in-depth knowledge** of the **strengths and weaknesses** of individual students • The teacher uses **strategies** that are **very successful** in meeting the individual needs of students • The teacher plans **imaginative lessons, provides inspiring learning environments** and **uses time** and **resources creatively** to **enable all groups** of students to learn **very successfully** • The teacher's **interactions** with students ensure that they are **always active and focused** • **Questioning challenges** students' thinking and **promotes insightful responses** • **Dialogue** engages students in **insightful discussions** and **reflection** • The teacher provides **very personalised challenge** and **excellent support** • **Feedback** to students is **comprehensive** and **constructive** • The teacher has **high expectations** of **all groups** of students • The teacher **skilfully develops** students' **critical thinking, problem-solving, innovation** and **independent learning skills** • **Assessment data is rigorously analysed**. Information about **students' progress**, as individuals and as groups is **accurate** and **comprehensive**. It is **monitored effectively** • **Assessment information** is used **skilfully** and **effectively** to influence teaching and the curriculum in order to meet the learning needs of **all groups** of students and **to optimise their progress** • Students are **routinely** involved in **assessing their own learning** • Progress is consistently evident over time

(2) **V E R Y** **G O O D**	• The teacher **effectively applies** his/her **knowledge** of the **subject** and how his/her **students** learn • The teacher has **very good knowledge** of the **strengths and weaknesses** of individual students and provides **personalised challenge** and support • The teacher plans **engaging lessons**, provides **motivating learning environments** and uses **time and resources skilfully** to enable all groups of students to be very successful learners • The teacher's **interactions** with students ensure that **they are keen to learn** • The teacher's **questioning promotes higher level thinking** and **critical responses** • **Dialogue** engages students in **thoughtful discussions** and **reflection** • The teacher uses **strategies** that are **highly effective** in **meeting the individual needs** of the students • The teacher **consistently** provides **specific levels of challenge** and **support** • **Feedback** to students is **constructive** • The teacher **purposefully develops** students' **critical thinking, problem-solving, innovation and independent learning skills** • **Assessment data** is analysed **well** • Information about **students' progress, as individuals and as groups**, is **accurate** and **very detailed**. It is **monitored well** • **Assessment information** is used **very effectively** to influence teaching and the curriculum in order to **meet the learning needs** of **all groups of students** and to **enhance** their progress • Students are **regularly** involved in **assessing their own learning** • There is evidence of progress over time.
(3) **G O O D**	• The teacher **consistently** applies his/her **knowledge** of the **subject** and how his/her **students learn** • The teacher has **good knowledge** of the **strengths and weaknesses** of individual students • The teacher plans **purposeful lessons**, provides **interesting learning environments** and **uses time and resources effectively** to enable students to be successful learners • The teacher's **interactions** with students ensure that they are **engaged learners** • The teacher's **questioning promotes thought** and **considered response** • **Dialogue engages** students in **meaningful discussion** and **reflection** • The teacher uses **strategies** that are **effective** in meeting the individual needs of the students • The teacher provides **appropriate** levels of **challenge and support**

		• The teacher **systematically develops** students' **critical thinking, problem-solving, innovation and independent learning skills** • **Assessment data** is analysed in **some depth** • Information about **students' progress**, as individuals and as groups, is **accurate and detailed**. It is **tracked over time** • The teacher provides **well focused challenge, support, feedback** and **follow-up** • **Assessment information** is used **effectively** to influence teaching and the curriculum in order to **meet the needs** of all groups of students and **enhance** their progress • Students are **usually involved** in **assessing their own learning** • Progress can be seen.
(4) **A** **C** **C** **E** **P** **T** **A** **B** **L** **E**		• The teacher demonstrates **secure knowledge** of his/her **subjec**t and how his/her **students learn** • The teachers has **reasonable knowledge** of the **strengths and weaknesses** of individual students • The teacher uses **strategies** that **adequately meet the needs** of groups of students • The teacher **plans lessons**, **manages time** and **use resources appropriately** • The teacher **provides** an **environment** where students can meet the learning expectations • The teacher's **interactions** with students **ensure** that they are **willing learners** • The teacher's **questioning** and **dialogue engages** students in meaningful discussions • The teacher provides **challenge** and **support, feedback** and **follow-up generally** but this **is not always sufficiently personalised** • The teacher **sometimes develops** students' **critical thinking, problem-solving, innovation** and **independent learning skills** • The teacher **analysis** the **assessment data**, but information about the **students' progress**, as individuals and as groups, may be **superficial** or **underdeveloped** • The teacher uses the **assessment information adequately** to inform his/her teaching and curriculum planning • Students are **sometimes** involved in **assessing their own learning** • Progress can be seen.
(5) **W** **E** **A** **K**		• The teacher is **insecure** in his/her **knowledge** of the **subject** and / or how his/her **students learn** • The teacher has **insufficient knowledge** of the **strengths and weaknesses** of his/her **students** • The teacher **does not use strategies** that **meet the needs** of groups of students adequately

	• The teacher's **planning, time management** and **use of resources** are **variable.** • The teacher **does not consistently** provide **environments** that encourage learning • The teacher's **interactions** with students result in **disinterest** and **questioning** is **not sufficiently** challenging and **dialogue does not engage** students effectively • The teacher **does not provide appropriate challenge**, **support, feedback or follow up** • The teacher **rarely develops** the students' **critical thinking, problem solving**, **innovation** and **independent learning skills** • The teacher's **analysis of assessment data** is **limited** and information about **students' progress**, as individuals and as groups, is **inadequate.** • The teacher **does not use** the **assessment information adequately** to inform his/her teaching or curriculum planning • The students are **rarely** involved in **assessing their own learning** • There is a lack of progress.
(6) **V E R Y** **W E A K**	• The teacher has an **inadequate knowledge** of his/her **subject** and/or how his/ her **students learn.** • The teacher's **knowledge** of the **strengths and weaknesses** of his/her **students** is **very limited**. • The teacher **lacks** the knowledge and understanding of how to **meet the needs** of students • The teacher's **planning**, **time management** and **use of resources** are **ineffective.** • The **learning environment** is **bleak and uninspiring**. • The teacher's **interactions** with students result in **demotivation** and **disengagement.** • The teacher's **questioning** and **dialogue** is **ineffective.** • The teacher has **low expectations**. • The teacher gives students **very little challenge, support, feedback** or **follow-up** • The teacher **does not develop** the students' **critical thinking, problem-solving**, **innovation** and **independent learning skills**. • The teacher **does not provide** any **analysis** of **assessment data** and information about the **students' progress.** • The teacher **does not use** the **assessment information** to inform his/her teaching or curriculum planning. • The students **are not involved** in **assessing** their own **learning.** • Progress cannot be seen.

18. Digital Learning at GCS

Digital technology (interactive whiteboards/iPads, laptops, tablets) is an integral part of the teaching and learning process.

The Bring Your Own Device Policy from Year 2 upwards allow students to bring their own devices to school to support them in their learning. They use their devices in their daily lessons for a variety of purposes – collaboration, assessment for learning, interactive tasks, formative and summative tasks. As part of this process, we will teach students how to safely use the internet for learning, communicating and sharing.

All parents have to sign the BYOD Policy upon admission of their child(ren).

19. Governance

The Governors are part of the leadership and management of the school. Their role is to ensure that the Executive Leadership Team have the capacity to improve and raise overall standards. Governors receive termly updates on curriculum developments and students' progress reports from senior leaders. They receive information about the school's performance and compare it with past performance, national averages and 'similar' schools.

The role of the Governors concerning Teaching and Learning is to:

- Ensure the curriculum for the school promotes the spiritual, moral, cultural, mental and physical development of the students.
- Contribute to the school self-evaluation process.
- Establish where the school's strengths and weaknesses are.
- Decide the priorities for improvement.
- Discuss and approve the school's targets and timescales.
- Ensure that the school has a School Development Plan (SDP) that sets out all the actions to be taken.
- Monitor then implement the SDP, mainly by receiving regular updates from the Senior Leadership Team.