



NADEEN
SCHOOL
BAHRAIN

Teaching and Learning Policy

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning.

Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive

Our students have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- have a positive impact on the world

Values

Respect

Unity

Compassion

Growth

Teaching and Learning Policy

Purpose

Teaching and learning at Nadeen School serves to:

- ensure best practice and consistency across the school
- provide high-quality learning experiences that inspire lifelong learners
- enable students to develop 21st Century Skills to prepare them for rapidly changing world
- be effective, passionate and enthusiastic
- be nurturing so students can grow, expand and succeed in their learning

Planning and Curriculum

Nadeen School is a British international school that uses the National Curriculum for England across all Key Stages. Where applicable, cultural sensitivities and national celebrations pertinent to our host country are taken into account. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance teaching and learning. The curriculum at Nadeen School strives to build lifelong learners who showcase 21st Century skills. Our students become independent thinkers who are stretched and challenged to develop and progress regardless of talent or ability. Further details on planning of the curriculum are outlined in our curriculum and subject specific policies.

Curriculum in the Primary Setting

Our IPC curriculum is integral to the teaching and learning experience at Nadeen School. IPC incorporates History, Geography, Art & DT and has a cross curricular focus to embed skills and for students to make connections and better understand the world around them. It sits alongside all other areas of the National Curriculum which are woven into everyday practice through the IPC and as stand alone subjects through our Cambridge schemes of work for English, Maths and Science. In addition, our students have Computing lessons and ChromeBooks are integrated from Year 3 upwards. In addition, Year 5 and 6 have a weekly PSHE lesson.

The Secondary Setting

In the secondary setting students have discrete subjects following the Cambridge curriculum. PSHE is taught as a complement to Social Studies and Citizenship for Arabic students, and also alternates fortnightly for the whole class with Assemblies.

Staff traits at Nadeen

The staff at Nadeen take pride in getting to know their students. They show kindness, compassion and care towards every student in their care. They ensure they create an environment that empowers students. They are highly skilled at recognising students' needs and talents and establish opportunities for students to think, explore and grow. The staff respect their students and mentor them to become confident, outgoing and responsible learners. Nadeen is a multicultural community which celebrates uniqueness through our diverse teaching team.

At Nadeen School, we take pride in our educational approach and the strategies we continuously review, adapt and improve to suit all of our learners.

Learning Environment

Lessons at Nadeen provide opportunities to deepen students' thinking beyond the shallow and toward the more profound. Teaching staff use a variety of questioning styles in order to deepen knowledge and understanding.

In Nadeen School, we understand that students learn in different ways and therefore;

- we plan and deliver the curriculum using various differentiated strategies to engage all learners and develop the whole child
- a wide range of resources are utilised to support teaching and learning in every lesson
- we provide a range of opportunities for students to demonstrate their understanding
- our students engage in whole-class work, group work, paired work and independent work
- we provide opportunities for students to stretch and challenge their learning, develop a deeper understanding and a growth mindset

Our outdoor areas contain spaces and resources for physical exercise, creative play and problem solving. With the move to our new campus the students access challenging play equipment to engage them in taking physical risks. They can access a sand pit and water trays and pipes for engineering challenges. Students can access blocks and mathematical resources for additional opportunities to develop and explore.

Learning Behaviours at Nadeen

We believe compassion should be evident in all members of the Nadeen School community. We look to help and support our community and the wider world with a compassionate outlook and a collective responsibility to do good and make the world a better place.

High Performance Learning (HPL)

At Nadeen, we are striving towards becoming a HPL School. This means we believe every student can become a high attainer and we focus on current performance and future performance. We believe success is a mix of academic confidence and attainment, personal values, attitudes and attributes, and an enterprising, problem-solving mindset. We use the cognitive language of the ACPs and VAAAs to provide a cross-school language for teaching and learning. We plan the curriculum to deliver high levels of subject knowledge and subject skills for all students. Lessons are pitched at a high level and help everyone master the content by making use of the ACPs and VAAAs, using minimal differentiation. Our aim is to use intelligent student grouping (ISG) for learning experiences as we move forward as a school.

Growth Mindset

As a school striving towards becoming a HPL School we aim for students who are optimistic about what they can achieve, engage in their own learning and are positive about the opportunities they can create for themselves. We want our students to embody a positive growth mindset and understand the purpose and effectiveness of the power of 'YET' in their daily learning. Students in Nadeen are taught to improve their individual skills and talents with persistence, continued practice and an open mind to trying new things and mastering both old and new skills. Our growth mindset teaches all members of our community that learning is not about immediate

success. It is about learning something over time; embracing challenges and progressing. It takes time for potential to flower and we do not all bloom at the same time or in the same ways. We support the whole school community to:

- embrace challenge
- persevere in the face of setbacks
- know effort is the only path to mastery
- learn from your mistakes and from criticism
- be inspired by and learn from the success of others.

21st Century Skills

Students will also develop a range of 21st Century skills including:

1. Critical Thinking and Problem-solving
2. Collaboration and Communication
3. Creativity and Innovation
4. Information Literacy
5. Digital Literacy
6. Global and Cultural Awareness
7. Adaptability and Resilience
8. Emotional Intelligence

Evidence and progress of the above 21st Century skills will be found in (this is not an exhaustive list):

- Lessons
- Group Discussions
- Electronic work
- Written work
- Portfolios
- Achievements
- Presentations
- School Performances
- Events
- Student Displays
- Plus many more...

Learning Routines

We support our students in becoming resilient independent learners. Our students are encouraged to solve their own problems, seek collaborative support or carry out their own research to support their learning. See Appendix A for further information on this.

Learning Objectives (L.O.s) and Success Criteria (SC)

We share learning objectives at the start of each lesson. This informs the students of the learning that will take place during the course of the lesson. The students record a short title of the L.O.'s key words in their books. Success criteria are also shared with the students. We believe that teachers need to know where the students are headed for learning to be much more successful and efficient and that if students know the outcome of the learning and the steps taken to get there, then they will have ownership of their learning.

Our success criteria

- shows the students how success in learning looks
- provides the students with an opportunity to assess their own learning and that of their peers
- makes the learning journey visible to the student and the teacher (enabling developmental feedback)

Success criteria can run over a single lesson, several lessons or a whole unit of study. For further information on SCs, see Appendix B.

Meeting the Learning Needs of our Students

Meeting the learning needs of all students at Nadeen School is integral to the delivery of our curriculum. Where necessary, we ensure that students' needs are met through:

- differentiated learning outcomes, pace, content, tasks, resources, extension assignments, autonomy and teacher/adult support;
- our Inclusion Programme, where students also receive support provided by an inclusion teacher;

- Individual Education Plans (IEPs) for students with special educational needs work towards specific developmental targets;
- advice sought from relevant external support agencies when and where the need demands it (see our Inclusion Policy);
- stretch and challenge extension activities and targeted interventions that provide for our more able students (see our More Able Policy).

We strive to achieve outstanding teaching and learning with the following elements in mind:

Role Modelling

All teachers should role model appropriate subject specific content and all expositions made clear. Students should be presented with an exemplar and helpful success criteria. Specific units of work should be broken into small bite-sized chunks in order to match the learning needs of students and prevent cognitive overload.

Impact and inclusivity

Teaching staff will differentiate lessons according to students' abilities and ensure that high expectations are set and that students feel challenged. Where applicable, teachers will plan authentic lessons that match the future skills required by students.

Challenging expectations

Across all teaching environments, students are challenged to achieve the intended lesson objective relative to their starting point, gathered from assessment for learning. From this data, teaching staff ensure that lessons are differentiated whether by outcome, resource or task.

Engagement

Students should be engaged in all learning environments that promote independent thought; variety over a series of lessons; a good pace of learning appropriate for their age; working both independently and collaboratively and; time for supporting and assessing peers.

Focus days/weeks

A series of focus days and weeks are led to expose students to contemporary issues that impact themselves and the wider world. Not only do these events support our curriculum but they also give all students an opportunity to experience and learn about real life events that prepare them for the future.

Assessment

At Nadeen School, we will use both formative and summative assessment to inform teaching and learning. (see our Assessment Policy). We use assessment to measure current performance and the current gap between it and high performance. We then use this information to plan the next steps. We do not see assessment as a predictor of long-term outcomes. As a school working towards becoming a HPL School, we expect exam results to reflect high performance for all rather than the traditional bell curve.

Monitoring and evaluating the effectiveness of teaching and learning

Teaching and learning at Nadeen School will be regularly monitored by the leadership team and the outcomes will inform the professional development of our staff (see our Appraisal Policy). The leadership team will monitor and support planning through attending planning meetings to ensure consistency and effectiveness across the school.

Home Learning

Home learning is part of the curriculum in KS3 and informally in KS1 and KS2. Requirements are outlined in our Home Learning Policy.

Roles and responsibility for implementing the Teaching and Learning Policy:

The Senior Leadership Team will:

- Lead, support, guide and advise in the vision, leadership, development, monitoring and evaluation of learning across the school community;
- celebrate excellence and address underperformance through the effective guidance and development of staff;
- act on information provided by the school community.

Subject Leaders and Phase Leaders will:

- monitor and evaluate teaching and learning throughout the whole school by ensuring curriculum coverage, being involved in planning, monitoring, and analysing progress and attainment;
- offer a supportive and collaborative approach to improving pedagogy by developing and sharing best practice across the school through providing and sign-posting appropriate professional development;
- celebrate excellence and address underperformance through the effective guidance and development of staff.

Teachers will:

- implement the curriculum that balances National Curriculum for England and Bahrain National Curriculum expectations whilst encompassing a range of experiences that allow our students to develop academically and personally;
- have clear strategic planning which allows the curriculum to be dynamic and adapted to the context of the school and students' needs;
- use assessment observations and data to inform future planning and raise the achievement of all students;
- be accountable for, adhere to, and consistently practice in line with this policy and our Curriculum Policy;
- commit to improving their own practice through reflection and self-evaluation and seeking additional professional development when necessary.

Assistant Teachers will:

- assist the classroom teacher in all of the above;
- communicate effectively and sensitively with students to ensure learning is accessible to all;
- keep those involved informed of performance and progress or concerns they may have about the students;
- commit to improving their own practice through reflection and self-evaluation and seeking additional professional development when necessary.

Parents and the wider school community will be invited to support the learning in school.

Parents should attend all relevant meetings and events that discuss aspects of academic and personal development that pertain to the wider school community and must attend all meetings that discuss the academic and personal development of their own child(ren).

School Governing Body

All policies developed by Nadeen School to ensure the effective leadership of school business are presented to the school governing body for discussion and approval. The policies are formally adopted by the governors for implementation by the school management. Policies are reviewed periodically, usually every 2-4 years depending upon the nature of the policy, changes in the school approach or the impact of regulatory change.

Standard operating procedures relating to the effective execution of the policy are developed by the school management and are implemented as part of the standard function of the school and do not require governor ratification.

Review:

Written by:	EP & LB & KF & SA
Draft Date:	8.10.23
Reviewed by:	PW
Reviewed on:	October 2023
Indicative Review Date:	August 2024

Appendices

Appendix A

Learning Routines

We support our students in becoming resilient independent learners. Our students are encouraged to solve their own problems, carry out their own research to support their learning or seek collaborative support. This can look different across the school, however, the structure remains consistent.

We have a poster in every classrooms which deliver our Think, Look, Ask approach. Teachers will then discuss the strategies the children can undertake.

3 before me

1. Think - What can you do to help yourself?

- Can you break it down and think it through?
- Can you look at the question in another way?
- Do you need to move on and come back to it later?

2. Look - Can you try one of these?

- Books (look back through your books for something similar or in your textbook,)
- Boards (whiteboard presentations if shared with students and display boards)
- Browser (search online)

3. Ask - Can a friend help you?

- Ask the person on the left
- Ask the person on the right
- Ask the table

Finally: Ask the teacher

Appendix B

Success Criteria

Success criteria are also shared with the student. We believe that teachers need to know where the students are headed for learning to be much more successful and efficient and that if students know the outcome of the learning and the steps taken to get there, then they will have ownership of their learning.

Our success criteria

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Examples

A final draft of a report written in UKS2 may have the following success criteria

I can write a report with

- an introduction
- a main body
- a conclusion

A lesson on column addition/subtraction in KS2 could have the following

I can add/subtract single-digit numbers accurately

I can recognise when to exchange/regroup

I can follow formal methods

I can use the inverse to check my calculations

A short piece of descriptive in KS2 writing may have this success criteria

I can use expanded noun phrases

I can use similes and metaphors

I can use punctuation correctly

Understanding fractions in KS1 may have this

I can explain what the numerator is

I can explain what the denominator is

I can write fractions using this information

You may have a success criteria alongside your WAGOLL on your working wall. This would be the success criteria over a period of time, eg a week or a unit of study.