

Teaching and Learning Policy

Pristine Pathways

Nurturing Every Pristinian to be Happy, Aspirational and Future-Ready.

Our Beliefs:

At Pristine Private School we *embrace* the individuality of every Pristinian learner and is dedicated to deliver **Amazing Learning**- a transformational experience that inspires all Pristinians to achieve their full potential. Amazing Learning happens when students surprise themselves by getting better to a level beyond which they thought possible.

Learning is about getting better, academically, socially and emotionally. Our curriculum, *Pristine Pathways*, encapsulates our firm belief that all Pristinians are entitled to the highest quality of teaching and learning. This drives us to *engage* children in amazing learning experiences that *empower* them to make informed choices for futuristic learning and successful lives.

We are committed to promoting a culture of continuous improvement and innovation. As education is a dynamic and ever-evolving field and that the needs of our students are constantly changing, we recognise that our teaching and learning practices must be aspirational, constantly striving for excellence and innovation. Through rigorous monitoring and evaluation, implementation of evidence-based pedagogical practices, and continuous professional development, we will ensure that our teachers grow as highly skilled and well-trained practitioners.

We believe that amazing learning is a shared responsibility. All teachers will collaborate to drive excellence in teaching to ensure high-impact learning and outstanding progress. We will work closely with our students, parents, and the wider community to ensure that we are all working towards the same goal - providing an exceptional education that prepares our students for success in the future.

Aims and Objectives

Our teaching beliefs ensure that:

- We create an environment of amazing learning with high expectations where students learn best with a love of learning.
- We aim to develop a citizenry of lifelong learners who are aspirational, confident, co-operative,

- responsible, reflective, resilient and future ready.
- We nurture all Pristinians to be **engaged**, **embrace** learning and are **empowered** to take their learning forward.
 - We personalise learning with *productive learning struggle* to bring out the best within each student in a safe and inclusive learning environment.
 - All Pristinians access a rich and balanced curriculum that provides choices and challenge, encouraging creativity and self-expression.
 - All teachers have clarity and understanding about what amazing learning looks like across the school and in their own subject specialism.
 - All teachers have the skills and knowledge to develop excellent pedagogical practices to establish clear criteria for best practice and consistency.
 - We recognise and develop pupils' personal skills, interests and passions.
 - We believe that positive staff-student relationships are fundamental to our successes.
 - We actively engage families, local and global communities and build strong partnerships.

Principles of Teaching and Learning

1. Amazing Learning
2. Excellence for all
3. High Impact Learning
4. Success through Mastery
5. Thinking Classrooms
4. Innovation
7. Growth Mindset

What is Amazing Learning at Pristine Private School

We focus relentlessly on each child's ability to amaze themselves and inspire others. This is achieved through providing personalized learning opportunities, emphasizing active engagement, setting high expectations, promoting a love of learning, and preparing students for the future. We nurture their unique gifts and talents through a robust, student-focused curriculum and enrichment of co-curricular and extracurricular activities.

We strive every day to instil growth mindset that encourages students to take risks, embrace challenges, and work hard to achieve their goals. Teachers provide ongoing feedback, support, and encouragement to ensure students stay motivated and engaged in the learning process. Students in turn develop a positive attitude towards learning, take ownership of their learning, and achieve academic and personal success.

Language of Learning

The language of learning is essential to create a shared understanding of the learning process between teachers and students, and key to embed inclusive teaching practices. Language is the reflection of one's mindset; all teachers will aim to challenge fixed mindsets and promote a growth mindset. This involves using language that emphasizes the idea that intelligence and abilities can be developed through effort and that mistakes and failures are an opportunity for learning and growth. This will help students develop the skills and attitudes necessary for academic success and

personal growth as they organically adapt positive learning language to boost their skills of metacognition.

Stretch and Challenge

Challenge is the driving force of teaching. Only by challenging our students with learning that make them 'struggle' and by having the highest expectations of them, will we be able to nurture them through Amazing Learning.

The school, SMT and teachers will provide a challenging and enriched curriculum to enable our more/most able and gifted and talented students to emerge, excel, be recognised and develop as confident global citizens. The emphasis will be on increasing the depth of the curriculum above its breadth, enabling our students to know more and remember more.

Amazing teaching ensures that students are pushed out of their 'comfort zone' but, do not enter the 'panic zone'. This means teachers will:

- Know their students and their data
- Notice the learning struggle and scaffold accordingly
- Address misconceptions swiftly so no learning time is lost

Teaching:

We are committed to extending and developing the skills of all teachers and staff in the provision for the more/most able and gifted and talented students. The SLT and SMT *provide direction to the academic staff in keeping up to date with educational research in order to share and disseminate the best teaching practice and pedagogy.* These are shared through T&L Briefing sessions and whole school CPD sessions as appropriate. Teachers are also provided coaching and individual support in the form of one-one mentoring, and team teaching to enhance provisions for more/most able and the gifted and talented. where necessary.

Teaching and Learning Responsibilities at PPS:

a) Planning and Preparation

Teachers should plan lessons which:

- Sets high expectations and ambition for all children to achieve.
- Stems from a thorough understanding of children's needs gleaned through effective and rigorous assessment and tracking
- Are built on higher order learning objectives and communicated with clarity for deeper learning.
- Adopt 'Teach to the Top'/High Impact Teaching approach to provide stretch and challenge for all.
- Use skilful questioning to probe and facilitate high-order thinking.
- Personalise learning with challenge and support, and differentiation (by task, resources, outcomes and/or method, VARK-preferred learning styles)
- Capture and build upon the teachable moments to maximise learning
- Plan for mini plenaries in order to systematically check for understanding.
- Ensure equal opportunities for all including Students of Determination to meet their

specific needs.

- Establish cross-curricular links and real-life contexts for meaningful learning.
- Use stimulating resources including the use of technology.
- higher order and probing questioning to direct and challenge students' thinking
- Enable students to develop and practise 21st century skills
- Nurtures a growth mindset while adopting the language of learning.
- Focus praise on effort, value the “struggle of learning”

b) Teaching Approaches

Teachers should use teaching approaches which support learning through:

- Enquiry, investigation, problem solving and research
- Asking and answering questions
- Use of learning technologies
- Fieldwork and visits to places of educational interest
- Creative activities
- Discussions, debates, role-plays and oral presentations
- Designing and making things
- Group / paired/independent/ whole-class work
- Participation in athletic or physical activity
- Outdoor learning provisions

b) Assessment, Recording and Reporting

- Assess students work regularly through formative and summative assessments.
- Use prior achievement to plan for the different needs of students
- Provide time for students to reflect upon what they have learned and understood and to identify where they still have difficulties
- Adjust planning, evaluate effectiveness of tasks as a result of assessment

c) Teachers' Role in Developing Students' Learning Skills

Teachers should encourage students to:

- Set high expectations for themselves by using effective process praise
- Interact and collaborate in a wide range of learning situation to achieve agreed goals.
- Lead their learning by describing and thinking about their learning process
- Describe their learning struggle to work towards finding solutions
- Think critically and problem- solve
- Take pride in their learning and achievements
- Take responsibility for improving their own learning
- Reinforce learning through carefully designed home-work

Monitoring and Evaluation of Quality of Teaching and Learning

Review of Teaching and Learning

Comprehensive reviews of teaching and learning practices take place bi-annually in order to gain a snapshot of standards. On-going reviews within phases take place to focus on particular issues or to provide the appropriate support where the need for development has been identified.

The aim is to:

- Evaluate the quality of teaching in line with DSIB criteria and set targets for improvement
- Track progress on teaching and learning priorities identified in the School Improvement Plan
- Identify key aspects of teaching for development by departments and for the whole school
- Standardise monitoring procedures including lesson observations and work scrutiny through paired observations

School Leadership Team

Sets priorities and targets for improvement at whole school level based on the evidence gained from monitoring procedures. They track progress made against the priorities and criteria identified in the School Improvement Plan. Monitoring and evaluation takes place through department reviews and classroom observations of teaching and learning.

Teaching & Learning Team

The team comprises phase representatives responsible for:

- Developing and implementing policies and practices in consultation with the SLT which reflect the school's commitment to high achievement through teaching for effective learning
- Monitoring progress in lessons and evaluating the effective use of assessment information to inform planning and teaching
- Assisting teachers to evaluate the impact of their teaching on raising students' achievement
- Providing clear and timely feedback to identify effective practice and areas for improvement
- Assume collective responsibility by working with middle leaders to upskill teacher-expertise through support, modelling and provision for identified professional development needs
- Providing examples of coaching and training to assist the middle leaders in improving mentoring practices to enable teachers to be more effective in their pedagogical practices
- Ensuring that the Principal and SLT are well informed about policies, plans, priorities and T&L targets which are properly incorporated into the School Improvement Plan

Department Review Meetings

The Phase Heads meet the middle leaders with the aim to:

- Analyse and present key school contextual factors that frame development opportunities.
- Provide systems and processes that support middle leaders and teachers in gathering and analysing evidence, setting targets and prioritising improvements.
- Gather a range of data on students' personal development, including behaviour and attendance, progress and achievement in curricular and extra-curricular activities and judge the provision against the quality of this development.

- Analyse hard evidence on the quality of provision (teaching, resources, guidance) linked to the quality of learning and student outcomes e.g. curriculum team reviews
- Ensure that the range of evidence is strong and there is consistency across judgements
- Gather, analyse and take into account views of students, parents and other stakeholders from a range of sources.
- Bring together all the above evaluations to judge the overall effectiveness of the provision, determine the steps needed to improve and build capacity for further improvement.
- Deliberate and discuss overall judgements of achievement, standards and cross-curricular aspects based on examination results, teacher assessment, value-added data.
- Identify training needs of the teachers and arrange for continuous professional development.

Subject Coordinators/Head of Departments

They are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their department. This is achieved by monitoring the work of teachers and quality of teaching through:

- Review and support in lesson planning
- Conducting learning walks and lesson observations
- Providing constructive feedback and next steps of improvement in practice
- Conducting Work Scrutiny
- Arranging peer observations and reflecting on its impact
- Participating in team teaching & professional dialogue
- Monitoring the progress and potential of year groups, and using student data to identify and set targets for specific groups of students according to their needs, e.g. underachievers, more able students, students of determination and others
- Maintaining an overview of the learning experience of students including but not limited to enrichment and cross-curricular activities

Teachers are responsible for:

- Monitoring the progress of students in their classes against high-order learning objectives
- Evaluating and reviewing the impact of their teaching against the standards of students' attainment and achievements
- Setting targets for improvement in practice for high impact on students' learning and performance.

This is achieved through:

- Self-evaluation of their subject knowledge and understanding of educational initiatives and pedagogical research
- Critical reflection on the quality and effectiveness of their teaching and classroom management
- Monitoring of attendance, behaviour, homework, rewards and consequences.
- Evaluating the planning of lessons and teaching; using this analysis to identify and share effective practices leads to improved performance
- Ensuring curriculum coverage, continuity and progress for all students
- Establishing and implementing clear policies and practices for assessing, recording and reporting student progress and setting targets for further improvement;
- Analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the



- achievement of individual students and key groups (e.g. able students, gender groups)
- Monitoring students' work by regular sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality and consistency of work
- Evaluating progress of teaching and learning targets in departmental development plans, in line with the School Improvement Plan

The Role of Parents/Carers:

We believe that parents/carers have a fundamental role to play in helping students to learn. We keep the parents informed about their child's learning by:

- Holding orientation meetings in the beginning of the Academic Year
- Parent teacher meetings
- Coffee Mornings/ Parents' Subject Evenings
- Issuing progress reports twice a year
- Liaising with parents when specific needs/ issues arise

We believe that parents/carers have a responsibility to support their child and the school in implementing school policies. We encourage and advise parents to:

- Ensure that their child arrives at school punctually and regularly, has the best attendance record (95%) by doing their best to keep their child healthy and fit to attend school.
- Ensure that their child is equipped for school with uniform and essential equipment for all lessons
- Inform the school if there are matters outside or inside school which are likely to affect a student's performance or behaviour at school
- Support their child by attending Open Evenings, Parent meetings and other informative and guidance sessions
- Promote a positive attitude towards school and learning in general
- Support their child and the teacher by becoming actively involved in the support programme and Intervention strategies for students with SEND
- Ensure that all contact addresses and telephone numbers are up to date and correct
- Agree to School's Conduct of Behaviour Expectations
- Respond to letters sent home from school
- Inform the school of reasons for their child's absence.

This document is made more explicit when read in conjunction with the following policies:

- Curriculum Policy
- Assessment Policy
- Teacher Development, Monitoring & Evaluation
- Marking and Presentation Policy
- Homework Policy
- Gifted & Talented Policy

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