

LEARNING AND TEACHING POLICY

Goal

The Learning and Teaching Statement Policy of The Multinational School Riyadh aims to ensure that the students are provided with high quality learning experiences that promotes intellectual independence and transferable skills on a life-long basis

Introduction

At MNS-R teaching and learning are processes of cooperative teamwork where good practice and innovation is encouraged and shared across the school. We welcome and encourage the involvement of parents and others in the community as we strive to achieve our purpose.

Aims

At MNS-R we aim to:

- Embrace a culture throughout the school that expects teachers to reflect on their pedagogical practice and strive for personal excellence.
- State the expectations of the school about learning and teaching.
- Ensure all teaching reflects the learning needs of students so that they attain their full potential as learners.
- Maintain an environment in which students feel valued, happy and successful.
- Promote a range of effective pedagogies that promote student achievement.
- Share effective practice across the whole school.
- Provide the basis by which to monitor the effectiveness of teaching and learning across the school.

The aims for learning and teaching are that all students will be:

1. Self-regulated learners
2. Effective problem solvers and communicators who use their initiative
3. Confident, creative, and critical users of knowledge
4. Confident and capable to learn and work independently and cooperatively
5. Highly numerate and literate
6. Able to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
7. Respectful of self, others and their environment
8. Curious about the world and believe they can make a positive difference to the world they and others live in
9. Lifelong learners who view themselves positively and act with integrity

Teachers support the learning and teaching policy aims by:

- Delivering the school mandated curriculum
- Following the school mandated marking, assessment and feedback policies and procedures
- Demonstrating a commitment to ongoing personal and professional growth
- Using a variety of assessment for learning (AfL) procedures to inform both students and teacher of what has been achieved and what needs to happen next.
- Giving students opportunities to review and reflect upon their progress and, where possible, involving them in planning the next steps in their learning.
- Providing a challenging, stimulating text rich learning environment
- Managing students in accordance with the principles of positive behaviour for learning
- Ensuring the curriculum is modified to meet the needs of all learners
- Offering varied and challenging learning opportunities that promote a high standard of student achievement
- Ensuring students make links to prior learning including cultural competencies
- Providing lessons that are structured and paced to make effective use of learning time
- Having high expectations of student behaviour and outcomes
- Making positive home school partnerships
- Celebrating excellence in achievement and effort
- Promoting leadership opportunities for the leader

A teacher must:

1. Set high expectation which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- Encourage pupils to take responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of development in the subject and curriculum areas, and promote the values of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy articulation and the correct use of English, whatever the teacher's specialist subject.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regards to pupils' achievement and well-being

Responsibility for the Policy and Procedures

The School Principals are responsible for this School Policy