



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

Teaching and Learning Policy



Last Review: September 2021

Next Review: June 2022

Reviewer: Policy Committee





DBS Teaching and Learning Policy

1. Purpose

The purpose of this policy is to outline the expectation at DBS for teaching and learning.

2. Scope

The Teaching and Learning policy outlines the key principles which underpin teaching in DBS. Rooted in research and best practice from the U.K. and beyond, it provides a basis of the fundamental elements that contribute to excellent pupil outcomes.

3. Approach

We intend for our pupils to have Resilience, Respect, Motivation and Ambition, Self-confidence, Honesty and Integrity, Inquisitiveness and Community Spirit. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across all DBS schools. It aims to ensure that the children are provided with high-quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

4. Key Principles

Our aim is to ensure every child reaches their potential, we do this by focusing on key principles. These are:

- Re-capping prior knowledge.
- Lessons begin with a hook/spark to engage learners.
- New material is presented in small steps, with student practice after each step.
- Limiting the amount of new material students receive at one time (Cognitive Load Theory).
- Focusing on clear, concise and detailed teacher instructions and explanations.
- Asking high-quality questions to check for understanding.
- Utilising feedback at a whole class, small group and individual level.
- Utilising models and scaffolds (extended writing, worked examples, thinking out loud and modelling key steps etc.) to help pupils develop a depth of understanding.
- Ensuring a sequence of lessons provides ample time to guide student practice and for students to practice independently.
- Based on feedback and the checking of pupils' work, adapt and re-teach material when necessary.
- Daily, weekly and monthly reviews of key concepts.
- Give many opportunities for students to explain what they have learned.

5. Staff Development and Training

To ensure that all aspects of this policy are effective, appropriate staff development programmes are maintained. Some aspects of development are to be actioned through the Development/Staff Meetings. The school will publish in advance a calendar of internal CPD to contribute to staff development and school improvement.



Possible areas of internal CPD:

- INSET training days
- Engagement in staff/development meetings
- Lesson study model
- Action research projects
- Peer-to-peer observations
- Internal moderation
- Collaborative planning time
- Reflecting on quality assurance feedback
- Performance management
- Middle leadership training
- Senior leadership training

Possible areas of external CPD:

- Webinars
- Cross school moderation
- Subject leader meetings
- Learning hubs
- Self-study



Thank you