Learning and Teaching Policy

DOHA BRITISH SCHOOL
مدرسة الدوحة البريطانية

Last Review: June 2023

Next Review: June 2024

Reviewer: Policy Committee

HORSES   ORYXES   CAMELS   FALCONS   SCORPIONS

DBS Learning and Teaching Policy

1. Purpose

The purpose of this policy is to outline the expectation at DBS for learning and teaching to ensure DBS learners receive a first class education grounded in best practice thereby contributing to the fulfilment of the DBS Vision and Mission.

Vision

To be a vibrant, welcoming international school that provides **a first class education** enabling pupils to **thrive** within a dynamic, global environment.

Mission

To prepare all pupils through a **relevant, challenging curriculum and well-resourced facilities**, to become lifelong learners contributing to a global community.

2. Scope

The Teaching and Learning policy outlines the key principles which underpin teaching and learning in DBS. Rooted in research and best practice, 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.

Teaching and Learning is underpinned by our belief that our learners learn best when they are supported, challenged, have purpose, make connections, have ways to manage their learning and are engaged.

Through this policy we aim to promote best practice and to establish consistency of standards across all DBS schools. It aims to ensure that the pupils 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 has the opportunity to succeed. 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.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

HOW2®
teachinghow2s.com

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.
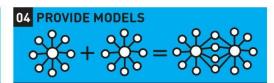
01 DAILY REVIEW

MO   TU   WE   TH   FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.
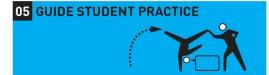
02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1   WEEK 2   WEEK 3   WEEK 4   WEEK 5   WEEK 6   WEEK 7   WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

5. Lesson Study

There is an expectation that every member of teaching staff will over the course of two years:

- Engage in academic reading related to a specific area of teaching and learning.
- Record and present findings around this reading.
- Collaborate in groups of 3 or 4 for peer planning and observations.

6. Quality Assurance

To ensure that high standards and expectations around learning and teaching are embedded the following approaches and practices will be used engaging relevant stakeholders as required.

Internal

- Visit lessons
- Learning walks
- Learner voice
- Parent voice
- Staff voice
- Work scrutiny
- Assessment data (progress, value added)
- Moderation

External

- Collaborative cross school reviews
- Ministry of Education reviews
- External education reviews e.g. BSO, CIS
- Exam Board review of examinations and/or coursework

The data collected informs an action plan as required (Subject, Teacher, whole school approach). Examples of best practice are captured and recognised. This is informed by the data collated, research and an agreed criteria across the cluster.

Each campus will maintain their own QA calendar.

7. Staff Development and Training

To ensure that all aspects of this policy are effective, appropriate staff development programmes are maintained. The school is committed to providing relevant, meaningful and robust professional learning opportunities that lead to improved outcomes for learners.

8. Related Documents

Professional Development Policy

Assessment & Reporting

Curriculum Policy

Campus specific strategy and guidance documents

Performance Management Policy

Thank you