



EMIRATES INTERNATIONAL SCHOOL
MEADOWS

Learning and Teaching Policy



EISM Learning and Teaching Policy

Learning & Teaching Statement

At EISM learning is fun, relevant and motivating. Our approach is a synthesis of cutting edge practice and educational research from around the world. Parents are actively engaged as true partners in their students learning to ensure success for all as lifelong learners.

Child empowered learning is at the centre of Early Years practice at EISM. Based on EY philosophy, learning opportunities are carefully structured through class time and free flow sessions to allow students to learn in a style suitable to them. Our learning zones allow students to develop their confidence, independence and investigative skills through carefully structured play activities.

Progressing into primary years, we continue to place learning at the centre of everything that we do. We encourage and challenge the learning of skills, knowledge and understanding through our exciting creative curriculum. This links learning across all subjects to experiences in the world around us. Learning at EISM happens in and beyond the classroom and is designed to use specific challenges to enable/empower students to develop their skills and understanding of themselves as learners. Our focus on the Learner Profile ensures that all of our students are leaders in the development of attributes required for lifelong learning.

The Learner Profile continues to be at the core of learning and teaching within the High School. A heavy emphasis is placed upon developing key learning skills in addition to subject content. We aim to help students develop into independent and empathetic learners who are fully prepared for the rigors of the MYP and DP programs as well as the world beyond school.

At EISM our approaches to teaching and learning involve deliberate strategies, skills and attitudes that permeate the teaching and learning environment. All learning and teaching strategies are intrinsically linked with the IB learner profile attributes and courses are designed to enhance student learning whilst assisting students in preparation for DP assessment and beyond. All learning is inextricably linked to the development of internationally minded students, a central aim of all IB programmes.

High Quality Learning

At EISM High Quality Learning takes place when students are continually aware of where they are now in their learning, where they can or need to get to, and, most importantly, how best to get there. We work with the idea of 'next steps' for students.

When all learners develop skills and concepts at high levels and believe that they are capable of learning anything given the right amount of effort, high-quality teaching has occurred.

Students take responsibility for their learning and can work independently or collaboratively. They evaluate their own work and reflect on the outcomes and are stimulated, inspired and challenged and are working towards targets that are understood and achievable as part of the IB Learner Profile attributes.

- Occurs when students are motivated and enthused by what they are learning;
- Is an active process – a product of doing rather than receiving;
- Builds on prior knowledge;
- Is supported by both the teacher and other students, and takes the form of interaction, collaboration and teacher intervention;
- Is centered on the learners' responsibility for their own learning. They are able to exercise choice, develop goals, plan their approach and work independently;
- Is reflective and enables learners to monitor and review the learning;
- Is where students make progress with their learning;
- Is when students display a strong desire to contribute the effort and concentration required to match the teacher's passion for learning.

What does high quality learning look like for EISM students?

- They make progress through the acquisition or development of new knowledge and skills;
- They are productive and work at a good pace;

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- They are motivated to learn;
- They work with increasing concentration, confidence and independence;
- They are able to apply strategies they have learned in the classroom and transfer their learning to other subjects and situations;
- They show enjoyment and engagement in their learning;
- They understand what they are learning, how well they have done and the next steps that they need to take in their learning;
- They are moving towards taking responsibility for their own learning.

● **High Quality teaching**

High quality learning is not possible without high quality teaching.

- Provides carefully structured activities matched to student needs;
- Incorporates AFL in all its manifestations;
- Gives students responsibility for their own work;
- Develops well planned, prepared and paced lessons that maintain high levels of interaction with the class;
- Provides challenging work stemming from expert subject knowledge, how to teach it and how students learn;
- Maintains high levels of student engagement;
- Creates a positive atmosphere in the classroom through excellent relationship;
- Ensures appropriate pace, variety and challenge;
- Makes expectations clear;
- Incorporates high levels of praise and enthusiasm;
- Uses a variety of approaches; strategies and techniques are well selected and time is used productively;
- Uses homework effectively; particularly to reinforce and extend what is learned in school, if not prepare for a new topic;
- Models positive outcomes;

High Quality learning is most likely to take place when

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways students think about subject content. They identify students' common misconceptions and act to ensure they are corrected.

Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage students' behaviour highly effectively with clear rules that are consistently enforced.

Teachers provide adequate time for practice to embed the students' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students.

Teachers check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Teachers provide students with incisive feedback, in line with the school's assessment policy, about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively.

Teachers set challenging home learning, in line with the school's policy and as appropriate for the age and stage of students, that consolidates learning, deepens understanding and prepares students very well for work to come. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all students with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

Teachers are determined that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of all students' attitudes to learning.

Students love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

Students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of people and communities beyond their immediate experience. Students love the challenge of learning.

Effective Learning

We believe that learning takes place when a student can demonstrate that they have gained or developed knowledge or skills over a given period of time. We recognise that this process of learning is different for each of our students and we strive to design and plan lessons that cater for the needs of all of our learners. Through the design of enquiry based modules we believe that our students will develop into well rounded, independent and life-long learners.

Effective Teaching

Teachers at EISM are facilitators of IB learning. They use their skills and understanding to plan challenge based learning opportunities which require students to acquire and apply specific knowledge, understanding, skills and attributes within a global context. They deepen understanding through use of questioning, reflection time and a range of opportunities for both independent and collaborative learning. Teachers at EISM are encouraged to be reflective practitioners who actively seek to improve their teaching pedagogy through the incorporation of current research and cutting edge practice from around the world.

Assessment for Learning

Assessment is used to identify where students are in their learning, their next steps and how best to successfully achieve this. Through the use verbal and written feedback students are encouraged to reflect on the process of their learning and celebrate their success.

Parents as Partners

EISM values its partnership with parents and strives to ensure we work together to support the child's learning experiences.

Effective learning

We encourage students to be well rounded individual who are celebrating being world citizens. We develop IB learner profile characteristics through well planned interwoven schemes of learning in all subject areas. It is vital to encourage learning in other areas to fully encapsulate all students' abilities

Thinking Skills

The ability to creatively and critically analyse, apply, evaluate, synthesize, conceptualize, contextualize, reason, and solve problems.

Communication Skills

The ability to produce and interpret share ideas and messages effectively.

Social Skills

The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences whilst being encouraging in group contexts.

Research Skills

The ability to determine the extent of information needed, locate and access information, organize and evaluate information and use and share information effectively, efficiently, and ethically.

Self-management Skills

The ability to set goals, manage time and tasks effectively, and manage your state of mind, self-motivation, resilience, and mindfulness.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.