The Gulf School Teaching Learning

: Learners Today.. Leaders Tomorrow :

English and Policy

Author: Leadership Team

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This policy applies across all campuses:
GES Gharafa (Infants, Juniors, and Secondary)
GES Bin Omran

The Gulf English School's

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

Mission Statements

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

Aims and purposes of Learning and Teaching Policy

Any attempt to continue to raise standards in our school must be focused on learning. Continued and sustained improvement is dependent upon sustaining the high quality of learning and teaching that takes place on a daily basis. Across our school, the expectation is that all students are provided with high quality learning experiences that lead to consistently high levels of student achievement.

Definition of Internationalism

Internationalism at the GES encompasses global citizenship, conflict resolution, social justice, values and perceptions, sustainable development, human rights, interdependence, and diversity.

GES believes in reflecting and celebrating the diverse backgrounds of its community (students, staff and the local community) within a safe and secure environment. All members should be enriched and affirmed by this experience and be appropriate role models for others.

A member of the GES community:

- Reflects upon his or her role and responsibility as a global citizen.
- Is willing and able to communicate about culture, language and beliefs.
- Is prepared to take action and to be an effective contributor.
- Respects and celebrates diversity, language, culture and beliefs.
- Appreciates multiple perspectives including environmental and economic systems and current global issues.

Global Citizenship

As global citizens at the Gulf English School, we celebrate differences with open mindedness and respect. Whilst understanding our place in the wider world and taking responsibility for a more sustainable future and shared environment, we also cultivate a profound appreciation for our own roots and heritage, instilling a sense of pride in where we are from. Our Core Values: Responsible, Respectful and Resilient guide us beyond academics and enable us to develop skills to thrive in a modern, intercultural world.

INCLUSION

At The Gulf English School, inclusion is at the heart of our teaching and learning approach. We believe that every pupil has the right to access high-quality education, regardless of their individual needs, background, or abilities. Our commitment to inclusion ensures that barriers to learning are identified and addressed, enabling all pupils to thrive academically, socially, and emotionally. Through tailored support, equitable resource allocation, and a culture that celebrates diversity, we strive to create an environment where all pupils feel valued, respected, and empowered to achieve their full potential. This section outlines the inclusive practices embedded within our teaching and learning framework, reflecting our dedication to fostering a truly inclusive school community.

Individualised Education Plans (IEPs)

Teachers will develop and implement Individualised Education Plans (IEPs) for pupils with identified additional needs, such as SEND and EAL learners. These plans will outline specific, measurable targets and strategies tailored to each pupil's unique requirements. Regular reviews of IEPs will be conducted with parents, and pupils to ensure the effectiveness of interventions and adjustments.

Tailored Interventions

GES provides targeted interventions to support pupils requiring additional help. These interventions include one-to-one and small-group sessions designed to address specific learning challenges. Teachers will regularly evaluate the impact of these interventions and make adjustments to align with each pupil's progress and goals.

Monitoring and Evaluation of Inclusion Practices

GES will conduct regular reviews of teaching and learning strategies to ensure inclusivity is embedded in all classrooms. Observations and feedback from pupils, parents, and staff will inform ongoing improvements. Data from interventions and IEP reviews will be analysed to measure the impact of inclusive practices on pupil outcomes. Regular Team around the Child meetings will be conducted with relevant stakeholders to monitor and evaluate the needs of students on the SEND register throughout the year.

Connection to Inclusion Practices

The teaching and learning framework integrate inclusive methodologies to ensure all pupils feel valued and supported. This includes the use of differentiated instruction, scaffolding techniques, and assistive resources to meet diverse learning needs and enhance accessibility.

Definitions of Teaching and Learning at GES

GES believes that high-quality learning should enable students of all ages to develop socially, emotionally, and academically. This is done through an environment where learners are empowered, nurtured, respected, and prepared for the world beyond the classroom.

Mission Statement	What this looks like in our school
An adaptive curriculum that is progressive, differentiated, well-resourced and engaging.	▪ Teachers plan lessons effectively using different methods
	▪ Teachers assign students responsibility and guide their learning
	▪ Teachers use their student's knowledge to scaffold and challenge
	▪ Teachers use technology to support teaching and learning
	▪ Teachers model appropriately
	▪ Teachers plan carefully to build on students' prior knowledge
	▪ Students can access a curriculum that enhances their learning experiences
	▪ Students are presented with opportunities to link learning to real-life experiences

Mission Statement	What this looks like in our school
A safe environment built on mutual respect where students are confident to apply their skills and take risks.	▪ High expectations of behaviour modelled by teachers and students
	▪ Teachers know their students in a holistic sense and can tailor learning outcomes
	▪ Teachers plan for an inclusive environment
	▪ Teachers model our core values
	▪ Students have access to a range of Extra Curricular Activities (ECA) activities
	▪ Students take an active role in service learning and value the importance of being a global citizen
	▪ All staff and students adhere to the behavior policy

Mission Statement	What this looks like in our school
Students are actively involved, motivated, have a positive attitude and take responsibility for their learning.	▪ Teachers provide opportunities for students to reflect on their learning and take accountability for their work
	▪ Students can work both individually and in cooperation with peers and teachers
	▪ Students can determine their goals and make plans for those goals
	▪ Students understand their learning journey
	▪ Students demonstrate transdisciplinary skills
	▪ Students model our core values
	▪ Students' achievements are acknowledged and celebrated

Mission Statement	What this looks like in our school
Assessment informs teaching and learning to drive student progress and attainment	▪ Teachers use data to inform curriculum planning.
	▪ Teachers assess the learning of students systematically.
	▪ Teachers are aware of progress and attainment and take an

	active part in pupil progress meetings reflecting on impact, and interventions, planning next steps and sharing with TAs to target support where needed.

GES teaching and learning definition and statements is to set our standards and develop our Teaching and Learning and maintain a consistent approach across all campuses. It is based on educational research and the expertise of our staff. It focuses our direction in terms of Teaching and Learning and it feeds into our Observation Cycles, CPD and Appraisal System. We expect our staff to keep the following principles at the fore front of their planning, teaching and assessment. So that, our students and our staff can achieve their personal best.

GES Transdisciplinary Skills

All students within the GES community are given the opportunity to learn subject specific skills and life-long learning skills through our curriculum. These come in the form of our transdisciplinary skills and are aligned vertically and horizontally across our curriculum.

Transdisciplinary skills are mapped according to topics/units of learning, building on key skills. See below as an example:

In classes, Transdisciplinary skills are referred to in lessons using the infographic below, this is to support students learning in class.

These skills sets are split into 5 key areas:

1. Thinking Skills
2. Social Skills
3. Communication Skills
4. Research Skills
5. Self-Management Skills

Thinking Skills

T1. Metacognition: Having knowledge of how we learn.
T2. Creating: Making, inventing or producing something new using gained knowledge.
T3. Evaluating: Making sense of information and drawing conclusions.
T4. Analysis: Studying or examining information in detail to gain more understanding
T5. Applying: Using learned material in new situations.
T6. Understanding: Interpreting, constructing meaning, inferring or explaining material.
T7. Recalling: Knowledge retrieval from memory.

Social Skills
S1. Empathy: To understand and share the feelings of another person.
S2. Collaboration: Work collaboration in a group and make a decision based on all opinions
S3. Respecting others: Displaying Global Citizenship through understanding each other's differences and what we have in common.
S4. Resolving Conflict: Show awareness of being able to resolve conflict.
S5. Compromising: Being able to settle differences and make concessions.

Communication
C1. Written: Writing to communicate information logically and coherently using language with precision
C2. Oral: Speak clearly and coherently to a range of audiences giving opinions when required.
C3. Non-Verbal: Communicating information using body language, facial expressions and gestures.
C4. Reading: Reading a mixture of fiction and non-fiction to improve vocabulary and inform opinions.
C5. Modelling: Communicating a new concept to peers using oral, written and visual communication
C6. Listening: Actively listen to others
C7. Presenting: Presenting to an audience effectively

Research
R1. Formulating Questions: Identifying and asking compelling and relevant questions which can be researched.
R2. Collecting Data: Gathering information from a variety of sources.
R3. Recording Data: Recording information from a variety of sources.
R4. Planning: Planning research through identifying relevant information.
R5. Organising Data: Sorting and catagorising relevant information.
R6. Interpreting Data: Drawing conclusions from researched information and looking for relationships and patterns.

Self-Management
SM1. Time Management: Using time effectively and appropriately.
SM2. Self-Motivation: To have drive, ambition and passion.
SM3. Stress Management: To act in a respectful and calm manner when under pressure.
SM4. Adaptability: To be flexible and adaptable to change.
SM5. Decision Making: To make informed decisions.
SM6. Goal Setting: To set goals for success.

Our Curriculum

We strive for our students to experience a relevant interdisciplinary curriculum which is based on our context. Students will have the opportunity to explore themes that are exciting, that stimulate their curiosity, capture their imagination and provide appropriate challenge. The aim of our curriculum is to meet the needs of all learners, ensuring that they reach their full potential and enabling them to develop as global citizens.

At GES our curriculum is based on the National Curriculum of England (2014) for EYFS through to KS3. Furthermore, in Primary we also follow the International Primary Curriculum (IPC) to teach the foundation subjects. At KS4, we follow the GCSE (General Certificate in Secondary Education), iGCSE and BTEC (Business and Technology Education Council) pathways. At KS5, we follow the AS and A2 Advanced level qualifications. Across all Key Stages at GES, students follow an Arabic, Islamic and Qatar History Curriculum set by the Qatar Ministry of Education.

EYFS - Introduction

The Early Years Foundation Stage applies to children from birth to the end of their Reception year. At The Gulf English School, children are admitted to Preschool in September following their third birthday.

Early childhood learning and development is the foundation on which children build the rest of their lives. At The Gulf English School, we greatly value learning through play in laying secure foundations. We provide students with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world around them. They have opportunities in their play to think creatively and critically alongside other students and on their own. They can practice skills build upon and revisit prior learning and experience at their development level and pace. Play allows our students to pursue their interests and inspire those around them, learning to adapt, negotiate, communicate, discuss, investigate and ask questions. Ensuring that learners at the end of Reception are ready to transition to Year 1.

Early Years Foundation Stage Framework

There are seven areas of learning and development that shape the framework. All areas of learning and development are important and interconnected.

There are three prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

And four specific areas:

- Literacy
- Mathematics
- Expressive Art and Design
- Understanding the World

Assessment

Assessment plays an important part in helping teachers to recognise student's progress, understand their needs, and plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves teachers knowing student's achievement levels and interests and then shaping teaching and learning experiences for each child, reflecting that knowledge.

Throughout the year, teachers will track student's progress, considering all areas of their learning and development. Teachers will use these assessments to complete reports sent home at the end of each term.

KS1 and KS2

In the Primary years (Years 1-6), we follow a thematic approach to learning by incorporating the National Curriculum for England (2014) with the IPC (International Primary Curriculum) units of work. This allows for tailored learning to meet the needs of our international community. The curriculum is designed around one core purpose: improving

student's learning. These units are based around themes to help students make sense of the world they live in, nurture their personal qualities and develop in them a sense of international mindedness.

At GES the curriculum is carefully planned to ensure that we:

- Provide a safe and simulating environment in which students can develop emotionally, creatively, physically and academically.
- Provide a broad and balanced curriculum which:
  - Acknowledges and builds upon what the students have already experienced and learned.
  - Meets individual student's needs.
  - Enables learning in a familiar, purposeful and supportive environment.
  - Teaches independence to measure progress in accordance, to monitor and track progress.

At GES the curriculum is carefully planned to ensure that it is relevant to the backgrounds and experiences of our international student body. With the National Curriculum of England at its core, our enquiry-based approach to delivering the curriculum is designed to allow students to fulfil their potential and face the future with confidence. We follow the White Rose Maths scheme, and this is taught as a discreet subject. Physical Education, Music and Spanish or Arabic are all taught by specialist teachers. Talk for Writing is used as a consistent writing approach across KS1 and KS2.

Half-termly plans are monitored with the Primary Leadership Team to ensure skills, knowledge and understanding are carefully built upon across Key Stages 1 and 2. Plans are based upon previous assessment data, pupil need and subject expectation. At GES we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.
Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc.);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding. Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. Excellence is celebrated in displays and performances. Each student is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' awards are given weekly to celebrate individual academic or behavioural achievement. Celebrations are also shared with Parents on various platforms such as Class Dojo.

Assessment

Formative assessments are an important aspect within the delivery of the curriculum and teachers use a wide range of AFL strategies to check learning throughout lessons. Once learning is assessed, this should either enable lessons adaption within the same lesson or inform future lesson planning.

Summative assessments are approved by the Primary Leadership Team. The content and skills within these assessments are based on the learning that has taken place in the classroom and should reflect the National Curriculum objectives on Reading, Writing and Maths. Each half term a range of assessments inform Primary GES Assessment Trackers, which is informed by a combination of teaching assessment data and standardised tests.

Termly Assessments include:

KS1:

- Reading: Phonics Assessments, Star Assessments (Years 2)
- Maths: Standardised Maths Paper Assessment (White Rose)
- Writing: Moderation of independent writing

KS2:

- Maths: Star Assessments, Standardised Maths Paper Assessment (White Rose)
- Reading: Star Assessments, Standardised Reading Paper (NTS)
- Writing: Moderation of independent writing

Secondary: KS3- KS5

Our Curriculum

KS3: Follow the National Curriculum 2014 and deliver a wide range of subjects and topics which are tailored to our context. Furthermore, students also follow Personal, Social and Health Education (PSHE) with some exemptions to respect our local context. Schemes of work are developed by teachers to incorporate topics taken from the National Curriculum. They are approved by Heads of Department and the Deputy Headteacher. These are then delivered by specialist teachers who approach their lessons with the Teaching and Learning Framework at the center of what they do. During KS3, students are encouraged to have a love of learning and be able to display and grasp key skills which they will need when they move on to their IGCSE/GCSE/BTEC (Business and Technology Education Council) courses in KS4 and KS5. Our curriculum is designed to allow our students to develop a range of knowledge, skills and understanding.

KS4: Follow the IGCSE/GCSE and BTEC curriculum's for Cambridge, Pearson Edexcel and AQA. Students have a choice of two learning pathways in KS4. The IGCSE/GCSE pathway and the BTEC pathway.

IGCSE/GCSE Pathway

Students must study the following compulsory subjects in this pathway:

- Mathematics
- English
- Arabic 1st Language (or Spanish)
- Islamic Studies
- Physical Education
- An additional 4 IGCSE/GCSE subjects ranging across Sciences, Humanities, Business and Computing specialisms.

BTEC Pathway

Students must study the following compulsory subjects in this pathway:

- Mathematics
- English
- Arabic 1st Language (or Spanish)
- Islamic Studies
- Physical Education
- BTEC IT (Level 2)
- Global Perspectives
- An additional IGCSE/GCSE in Art, Biology, Media, Travel & Tourism, Enterprise or PE.

KS5: Students entering KS5 will follow one of three pathways:

- AS Level (Advanced Subsidiary) curriculum (one year of study, Year 12)
- A Level (one additional year of study, Year 13)
- BTEC (Level 3) in Business, Travel & Tourism or Media

Students may enrol in a BTEC Level 3 course, along with a maximum of three Advanced Subsidiary (AS) qualifications for one year in Year 12. They may opt into the AS-only route and enrol in up to four AS courses for one year in Year 12. Students are also given the option to continue their AS Level education into Year 13 and receive a full A-Level qualification.

If students are unsuccessful in any GCSE examinations, they are given the option in Year 12 to re-take one or two courses (where appropriate).

All subjects must follow the exam board specification. It is the Head of Department's responsibility to develop schemes of work that incorporate these specifications. These are then delivered by specialist teachers who will approach their teaching with our Teaching and Learning framework at the centre of what they do.

Planning and Delivering

All teachers are expected to plan high-quality lessons in line with our definition of Teaching and Learning. Collaboration is encouraged, enabling teachers to share resources and pedagogical experiences with each other. Schemes of work are updated frequently on our curriculum platform, Rubicon.

All teachers are expected to follow the expectations as per the Secondary Observation Proforma 2023 on Bluesky throughout their lessons. Please see appendix for full details.

Assessment

Formative assessments are an important aspect within the delivery of the KS3, KS4 and KS5 curriculum and teachers use a wide range of AFL strategies to check learning throughout lessons. Teachers use formative assessment to adapt the current lesson or to inform the planning of future lessons.

KS3

Summative assessments are made by the teachers and approved by the Heads of Department. The content and skills within these assessments are based on the learning that has taken place in the classroom and should reflect IGCSE style questions.

KS4 and KS5

Creating the assessment

- HOD to create the following exam papers:
    - End of Year 10 (Teachers can create Term 1, and Term 2 assessments for Year 10.)
    - End of Term/Mocks for Year 11, 12 and 13
- Teachers should submit 5 questions (with the mark scheme) for each topic/subtopic that are to be assessed and HOD will select the ones to go in the exam.
- Exam papers should be put in an envelope and taken to the exams officer so they can be stored in the exam's office until the day of the exam.
- Envelopes must have the exam title, date, year group, number of copies and room number on the front cover.

These examinations will be as close to the real exams as possible and include actual questions from past exam papers. The content and skills within these assessments are based on the learning that has taken place in the classroom. Furthermore, these assessments link to GCSE assessment objectives for all subjects.

Marking the assessment

- Exam papers to be collected by the invigilator, put back into the envelope and returned to the HOD only.
- HOD to distribute marking across the department and ensure that teachers are not marking their own student papers.
- Marker to initial the top of the exam paper once marking is complete and data has been entered.

Moderating the assessment

- Once all marking has been completed, the HOD should take a 10% sample of the papers, by subject and year group for moderation (moderations form to be completed).
- These papers should be marked by a second member of staff and initialled using a different colour pen.
- EOY/Mock exam papers should be kept by the department until the end of the following academic year (students may photocopy their exam paper to help them revise).

Coursework marking and moderating

- Initial draft and final submission deadlines should be clearly communicated with students and parents via Microsoft Teams, One Note and Schoolbase (liaise with exams officer if you are unsure about exam board deadlines)
- Marking and feedback of coursework should begin as early as possible to give students the opportunity to improve.
- Moderation of coursework should take place with at least 10 pieces of work or 20% of the cohort, whichever is higher.

Arabic

Our language of delivery across the whole school is English. Arabic is used only in Arabic lessons, Islamic and Qatar History lessons. These Arabic language subjects, as well as our 'Qatar History taught in English' course, follow the Qatar Ministry of Education's curriculum. Students for whom Arabic is an additional language are encouraged to undertake some conversational Arabic lessons in place of regular Arabic lessons All students are required to take Qatar History, either in English or Arabic.

From Year 6, students who are at age related expectations or above in English will enrol in Spanish. Spanish is also on offer to students in the Secondary school as a GCSE option.

An overview of marking at GES

Across our school, we think of marking in terms of feedback about a student's work. This feedback may take a number of forms – oral, written, formal and informal - and may be given on a group basis as well as an individual one (see Marking Policy for further details).

We use a combination of summative, formative, internal and external assessment to build a clear picture of where a student is at. Data is centralised and collaboratively reviewed each term between Classroom Teachers, Year Group Leaders, Heads of Departments, Curriculum Co-ordinators and Deputy Head Teachers (see Whole School Assessment Policy for further details).

Curriculum Enhancement and Enrichment

Intercultural learning

This is the process of developing awareness and having a better understanding of one's own culture and other cultures around the world. The aim of intercultural learning is to reaffirm an individual's identity whilst also increasing global and cross-cultural tolerance and understanding. This can take lots of forms and has exponents in all fields of education.

Culture refers to the way of life, social practices, belief systems, and shared history or experiences. This may be synonymous with a country, region, or nationality, or may cross many countries or regions. It is possible (and likely) to belong to or identify with more than one culture.

The GES Core Values are the foundations of promoting intercultural awareness within our students. By learning how to be respectful, responsible and resilient students have established the conditions to learn about others.

This is also embedded throughout the curriculum. Subjects such as IPC, Creative Arts, Humanities and Literature build the capacity to observe and inspect material from around the world. Teachers should explore opportunities within lessons for students to become aware of alternative cultures. This is also embedded in the service learning programme, where students can address global concerns and investigate solutions to problems.

Service Learning

This is learning through service to the community and environment. Service learning is a pedagogical model which addresses the needs of the local/global community. Students are given a focus each half term to explore and research issues around the world. Each year group is given an opportunity to lead the program for a half term. This enables our students to develop their transdisciplinary skills, as well as a varied experience throughout their school life, as they lead a different theme each year.
Each programme follows a three-stage process:

- **Preparation** - students prepare for their service by learning about the issue, building their skills and knowledge, and developing an action plan for service.
- **Action** - students engage in meaningful service by working on a project.
- **Reflection** - teachers enable students to analyse and make sense of their experience through discussion, journaling, and presentation opportunities.

The program follows our GES Service Learning calendar which is incorporated into the school calendar. This is led by the Director of Studies working alongside PELT/SELT. Students are exposed to global issues such as pollution and animal welfare. Service learning is an invaluable part of the student's experience and supports them in recognising and understanding important issues around the world.

Use of Additional Adults

Learning is enhanced through the… *Effective use of additional adults.*

- Additional adults are clearly directed in order to support learning.
- Teaching assistants are fully engaged with students on the carpet and tables during lesson times. **They are not to be photocopying work, sharpening pencils, or sticking work in books during learning time.**
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with teaching assistants.
- They sit next to the student/students they are working with, quietly engaging the students, explaining the task
- . or using other resources, e.g. a number line to facilitate learning.
- They are involved in assessing student understanding and feeding back to the teacher.

- Teaching assistants to annotate in books to indicate support – see marking policy.

This policy should be read alongside other policies of the school, in particular:

Marking Policy
Subject Policies

Whole School Behaviour Policy
Assessment Policy
Gifted and Talented Policy
Staff Appraisal Policy
Communication Policy
Reporting to Parents
Home School Agreement