



TEA Vision

The vision of The English Academy is to be considered an outstanding school. This will be gauged through both the BSO accreditation standards and other generally accepted international education benchmarks.

The English Academy Excellence in Learning, Teaching & Assessment Policy 2022 - 2025

TEA Mission Statement

The mission of The English Academy is to provide a learning experience that will encourage students to be successful learners, confident individuals and responsible citizens with a global perspective.



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Consultation:	Learning, Teaching and Assessment Coordinators, Senior Leadership Team, Middle Leadership Team
Approval:	Principal
Version Date:	November 2022
Next Review:	Annually

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TEA Mission Statement

The mission of The English Academy is to provide a learning experience that will encourage students to be successful learners, confident individuals and responsible citizens with a global perspective.



1. Background

The English Academy **Excellence in Learning, Teaching and Assessment Policy** provides a framework to ensure a culture where the quality of education is clearly positioned as our core aim to support continuous improvement in standards throughout the whole school. The policy also reflects our vision of being an Outstanding School.

The policy recognises that investment in our teachers, their professional development and their continuous improvement will have the greatest impact on the quality of education for our students. This is in line with our Whole School Improvement Plan; Strategy 1 / Action 1: Improving Memory & Metacognition Online Course, Strategy 5 / Action 5: Implementing the Great Teaching Toolbox to further improve teacher pedagogy and Strategy 6 / Action 6: Create a digital platform to store all resources related to LTA which is available for staff access.

This policy takes into account the latest BSO inspection in October 2018, and provides an opportunity to refresh our approach and to align practice between the different key stages that believe passionately in the importance of continuous quality improvement, innovation and being unapologetically relentless in setting high standards and expectations of delivery.

In addition, the policy is reflective of recent and current developments around curriculum and pedagogy with the growing importance and opportunity to develop a culture of research in pedagogical theory and practice.

2. Our Vision

The policy aims to continue to build upon our strengths whilst also addressing those areas where there needs to be more improvement. The English Academy needs to support the development of expert teachers, not just experienced ones. Ultimately the aim is to create a culture, linked to our British and Kuwait values, where our teachers are:

- Highly ambitious for all our students, regardless of background, and their potential to succeed
- Inclusive in their approach, fully cognisant of their student's individual needs and highly effective in adapting their practice
- Recognising themselves as "growing professionals" with a focus on developing their academic subject knowledge as well as continuously improving their pedagogical approaches
- Working collaboratively with their colleagues and their students to continuously develop and improve their practice as part of a self-improving system
- Able to effectively structure learning around knowledge acquisition and skills development with a clear focus on starting points, setting goals and enabling learners to make sustained progress over time
- Continuously reflecting on the impact of their strategies on enabling learning, and engaging in action research around pedagogical practice



3. Strategic Objectives

We will focus on the following objectives to deliver the Whole School's Excellence in Teaching, Learning and Assessment Strategy:

1	Ensuring high standards and continuous improvement in the quality of teaching, learning and assessment throughout the school (to enable students' development and progress)
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To achieve this, we will:

- 1) Formalise a standard and approach to planning learning that is linked clearly to the development of metacognitive skills and knowledge and aligned to learning over time so that students are well prepared for their next steps
- 2) Ensure curriculum planning is effective in developing both storage and retrieval strength through interleaving, spaced and intelligent practice to enable successful learning and to reduce cognitive load.
- 3) Ensure teachers take into account: potential misconceptions or common errors, desirable difficulties and the importance of recall/retrieval practice for schema construction.
- 4) Establish a clear and common understanding throughout the school of what "excellence" in teaching, learning and assessment looks like by embedding "**Professional Development Review**" (currently known as PMR) that accurately assesses the performance of teachers. Use this to effectively support development, through targeted support, peer observations, and tackle underperformance whilst minimising the impact on students progress.
- 5) Ensure every teacher has a clear annual personal development plan to reach or maintain this standard and that is linked to the personal development record and continuous professional development using the Great Teaching Toolkit.
- 6) Further embed the observation process in place across the school focused on professional discussion and clear feedback about strengths to build upon and areas for improvement.
- 7) Ensure assessment and feedback is accurate, effective and timely, to allow students to make sustained progress over time as well as teachers using this data to plan effective lessons, and that student work scrutiny and monitoring of target setting are carried out regularly.
- 8) Formalise the involvement of students in the quality improvement of teaching, learning and assessment with the use of the Great Teaching Toolkit.



2	Creating a collaborative and research-based training, learning and assessment culture and developing a self-improving system that will enable student's academic and personal progress and development
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To achieve this, we will:

- 1) Further embed mechanisms to share and disseminate good, inclusive practice across the school including the activity of the Great Teaching Toolkit, developing Research groups, holding TLA showcase events and developing a TLA digital platform.
- 2) Develop a formalised system for peer observation and review to enable all teachers to become observers and reflectors on practice.
- 3) Develop an approach to enable evidence-based research in pedagogy to complement the approach in place within the different key stages of Education, enabling sharing of good practice across the whole school.
- 4) Ensure effective mechanisms are in place to raise standards and share practice amongst all teachers – with a particular focus on effective and inclusive planning; conducting effective reviews of learning; facilitating learning in the long-term memory to prepare students for end- point assessment and embedding wider skills and knowledge acquisition.

3	Provide personalised delivery models of Maths and English to enable students to make good progress from their starting points
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To achieve this, we will:

- 1) Review baseline and diagnostic assessment processes, including the capture of prior learning and attainment at each key stage, to enable more effective establishment of starting points.
- 2) Ensure all students have clear targets based on gaps in knowledge linked to English and Maths skills that are monitored more frequently and effectively so that students are clear on what they need to work on and the progress they are making.
- 3) Review the monitoring academic performance process for Maths and English to provide leaders, managers and directors with clear progress data and enable swift intervention where students are underperforming.
- 4) Ensure provision of highly effective additional learning support for students underperforming to enable good progress in Maths and English.



4	Continue to drive improvements in the quality of teaching, learning and assessment including integration of Maths and English skills across the curriculum
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To achieve this, we will:

- 1) Establish a commonly fortnightly timeslot to enable Maths and English colleagues across the school to share good practice.
- 2) Ensure that the effective integration of Maths and English skills across the curriculum is a key priority within the annual CPD schedule.
- 3) Utilise Heads of School / Heads of Department / Subject Coordinators effectively across the school to support continued improvement in the delivery of Maths and English as well as the integration across the curriculum and making this explicit.

(Abbreviations: **TLA** = Teaching, Learning & Assessment)