




Title : **Dukhan English School Teaching and Learning Procedure**

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Department	Prepared by	Reviewed by	Approved by
QatarEnergy Schools			
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"Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future."

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FOREWORD

This procedural guidance has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by user departments before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section. This guideline provides support and guidance for implementation of the **Teaching and Learning Policy** and the **QatarEnergy Schools Quality Framework (QF)**

The document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. on this guideline should be forwarded to the Head, Education Section.

1. PURPOSE

- 1.1 To clearly outline the current procedures for Teaching and Learning (T&L) across DES to enable the school to meet its description of Good Practice, as outlined in the QF.

2. SCOPE

- 2.1 This procedure document is designed to be shared with teachers and school leaders and is accessible to parents or relevant external stakeholders, on request.
- 2.2 It represents the current procedures for T&L, in line with the ambition statement in the QF.
- 2.3 The procedures outlined in this document represent the current practice at DES. DES staff are working towards the recommendations for each for the 4 groupings of T&L competence contained within section 2 of the QF, namely *Planning, Teaching, Learning, Assessment*.
- 2.4 Given the significant focus placed on T&L at QatarEnergy schools, the procedures will continue to change and evolve in the medium and short term. Annual review of the procedures may mean the current practice will change more rapidly than the procedures review cycle. The review cycle therefore should not hinder the progress needed for QatarEnergy schools to reach their ambition for good T&L across DES.
- 2.5 All aspects of T&L contained within this procedure document will be quality assured.

3. DEFINITIONS and ABBREVIATIONS

QatarEnergy Schools	Dukhan English School, Mesaieed International School
VH	Executive Vice President Human Capital QatarEnergy
Senior Leaders	Members of the Senior Management Team of QatarEnergy schools
Head of School	Head of a QatarEnergy Primary or Secondary School
Staff Member	Any employee of QatarEnergy schools
Principal	Principal of a QatarEnergy school
The Complainant	The person raising the complaint
QatarEnergy HR	Human Resources
T&L	Teaching and Learning
QF	Quality Framework

4. PROCEDURES

The procedures for T&L are structured around the four groupings of Good Practice outlined in the QF

4.1 Planning

4.1.1 Documentation

Evidence of planning will be contained in short, medium term and long-term planning. Versions of these documents will be available for both teachers and faculties and for parents (in an appropriate format).

4.1.2 Appropriate planning

Planning will show evidence of alignment to, and consideration of, the ENC and/or the aims, objectives and skills outlined in the various examining boards/curricula, where applicable.

4.1.3 Planning for Progression

Planning will ensure that lessons, learning sequences and learning throughout the year is sequential, progressive and inclusive of all QatarEnergy Schools learners, ensuring that the various needs of learners are taken into consideration. Planning will also be responsive to those needs as they change throughout the year.

4.2 Teaching

4.2.1 Teaching delivery and Strategies

Teaching will be informative, engaging and delivered in a manner which is responsive to the needs of all learners. A variety of methods will therefore be employed to ensure that students with different needs and abilities are catered for.

4.2.2 Subject knowledge

Teachers will have an in-depth and consistently appropriate level of subject knowledge which falls in line with the needs of the content and the varying needs and abilities of learners. Learner clarity, and subsequent progression, will come as a result of appropriately communicated teacher knowledge.

4.3 Learning

4.3.1 Learner needs

Via Individual Education Plans, differentiated resources, effective planning, rigorous and appropriate assessment, and the consistent use of effective data capture, all learner needs will be met.

4.3.2 Learning climate

The teacher will generate a classroom culture which is supportive, inclusive and inspiring. Through consistent application of agreed rules and procedures (e.g. Behaviour Pathway, Attendance and Punctuality Pathway), and through collaborative and supportive work, students will be enabled to support others and challenge themselves.

4.3.3 Talk for Learning and Questioning

Teachers and students will be able to communicate effectively and appropriately the learning that is taking place, and the possible gaps in that learning. Students will communicate the important elements of each lesson with peers and teachers, feeling confident to challenge assumptions and to leverage key terminology in an applied and useful manner. Teachers will support this critical aspect of learning with reference to, and review of, key terminology and the discursive language associated with it.

Vocabulary acquisition will be an important aspect of learning across all phases.

4.4 Assessment

4.4.1 Assessment schedules

Assessment schedules will be planned and communicated to all teachers, learners and parents at the start of each academic year. Assessment will take into consideration the school calendar and any competing demands for whole-school and phase attention (e.g. School drama production etc.)

4.4.2 Assessment content and format

Assessments will replicate the format and assessment objectives intended for each sequence of learning and/or examining board.

4.4.3 Diagnostic, summative and formative assessment

Both formative and summative assessment will be used, and the outcome of each will inform the planning and T&L which takes place after the assessment. Assessment data will be reviewed to take account of curriculum choice, setting and streaming.

Through GL assessments (CAT4) indicative grades in Secondary will be assigned to all students, upon which forecasts and progress assessment will be calculated.

4.4.4 Assessment for Learning

Through a variety of means, learners will be made aware of their progression, and their aspirational targets. Teachers will use assessment to direct students on next steps and areas which they need to develop and progress.

4.4.5 Feedback and Learner reflection

Teachers will build in time for students to reflect on their development, allowing time for drafting and improvement because of written and verbal feedback on work.

5 APPENDICES

- 5.1 QatarEnergy Schools Quality Framework
- 5.2 QatarEnergy Schools Teaching and Learning Policy
- 5.3 Example planning documentation
- 5.4 Example assessment (Primary and Secondary)
- 5.5 Behaviour for Learning Pathway
- 5.6 Attendance and Punctuality Pathway