







Title: **Policy for Managing Teaching and Learning
in QatarEnergy Schools**

Status: **Current**

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Department	Prepared by		Reviewed by	Approved by
Human Capital Education				 Digitally signed by ABDULAZIZ MOHAMMED A E AL-MANNAI Date: 2022.04.18 11:57:17 +03'00'
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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 document has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by stakeholders before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section of the Human Capital Directorate. This policy is an operational/business level policy which is aligned with The Qatar National Vision 2030 and also supports the QatarEnergy values. The policy document also need to be considered alongside the Procedure for Managing Teaching and Learning in QatarEnergy Schools.

This 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. regarding this document should be forwarded to the Head, Education Section.

TEACHING & LEARNING POLICY STATEMENT

At QatarEnergy Schools, we seek to develop the whole child, enabling all students to become balanced, tolerant, adaptable and responsible members of their community with high self-esteem and in order to prepare them for them to become global citizens and leaders of the future. High quality teaching and learning are at the core of our professional purpose and we know that the better our shared understanding of what constitutes effective teaching and learning, the greater our success will be.

1. PURPOSE

- 1.1 QatarEnergy schools are committed to providing high quality teaching that supports our students to become independent and innovative learners, allowing them to achieve their full potential and take their place as leaders in the future. This policy outlines this commitment and highlights the importance of monitoring and improving provision through professional dialogue and development, see the QatarEnergy Schools Quality Framework document.
- 1.2 The policy reinforces our belief that ongoing professional development is a key driver for raising standards and improving outcomes for all students, the document will outline how the training needs of individuals are met within the overall priorities for each school.
- 1.3 The policy outlines procedure via the aligned document, 'Procedure for the Management of Teaching and Learning in QatarEnergy Schools', whereby the importance of marking, assessment and feedback is highlighted as is the need to accurately record student progress and report this effectively to parents.
- 1.4 The policy reinforces the concept that teachers will use a variety of teaching methods and styles to deliver the curriculum, meeting the needs of all learners via a differentiated, personalised approach.
- 1.5 The policy reinforces the importance of 'home learning' and the procedure documentation outlines the approach taken by QatarEnergy Schools with regard to homework.

2. SCOPE

- 2.1 This Policy applies to QatarEnergy schools and as such includes all students regardless of age. It is acknowledged that curriculum delivery will vary according to the age range of students, however a consistent approach to 'what good teaching looks like', will be shared across the schools.
- 2.2 The expectation is that non-teaching staff are aware of policy and procedure and of the schools commitment to improving levels of attainment and achievement. Classroom assistants play a key part in supporting personalised learning and need access to relevant training and documentation to support this role.
- 2.3 The Policy will be shared with parents, this is particularly relevant with regard to home learning, recording and reporting of student's progress.

3. DEFINITIONS/ACRONYMS

- 3.3 Schools - QatarEnergy schools at Dukhan and Mesaieed
Principal - Principal of a QatarEnergy School
Senior Leader - Member of school senior management team
Middle Leader - Member of staff with leadership responsibility for faculty/department/key stage/subject.
Teacher - All those employed by QatarEnergy who have teaching responsibility be it full time or part time, temporary or permanent in a paid capacity.

4. RESPONSIBILITIES

4.1 Principal

The Principal is responsible for ensuring that policy and procedure across all Key Stages is fully implemented and that monitoring and evaluation takes place on a regular basis.

4.2 The Heads of School

The Heads of School are responsible for the implementation of provision and day-to-day management of this process. They will monitor the quality of teaching and learning within their areas of responsibility and ensure there is support and training to maintain high standards.

4.3 Senior Leaders/Middle Leaders

Will have responsibility for ensuring the curriculum is meeting the needs of all learners and that agreed operating principles are delivered consistently across faculties/departments/key stages/subjects. This to include monitoring and evaluation of the quality of teaching and learning and tracking the progress of students.

4.4 Teachers

Teachers are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students. They will work collaboratively with colleagues within and across schools in order to share best practice and improve teaching.

4.5 Students

Students have the responsibility to work positively within lessons and to respect each other and teaching staff in line with QatarEnergy values. It is expected that they display appropriate behaviours to learning and that they engage with learning experiences outside the classroom by ensuring set homework tasks are completed.

4.6 Parents

Those with parental responsibility are requested to support the policy of the schools, by providing support for students at home, allowing them to continue to develop their learning effectively.

5. COMPLIANCE

Any matters concerning the implementation of this Policy in any particular school should be raised with the Principal or Senior Leaders with a view to reaching a mutually workable solution. Any matters of non-compliance should be raised with the Head of Education.