



مدرسة سمارت فيجن
SMART VISION SCHOOL

***SVS Teaching &
Learning Policy
2026/2027***

Date of Original Policy: August 2026

Date of Next Review: August 2027

SVS Teaching & Learning Policy

1. Purpose

The purpose of this policy is to:

- Ensure **high-quality teaching and learning** across all subjects and phases.
- Define expectations for lesson planning, delivery, and assessment.
- Promote **inclusive, student-centered learning** that meets the needs of all students, including **SEND, ELL, and Gifted & Talented learners**.
- Ensure **wellbeing and personal development** are embedded in curriculum planning and delivery.
- Support staff with **professional development and reflective practice**.

2. Vision for Teaching and Learning

At SVS, we believe that **every student has the right to high-quality, engaging, and inclusive learning experiences**. Learning should:

- Inspire curiosity and creativity.
- Challenge students to achieve their potential.
- Build resilience, problem-solving skills, and independent thinking.
- Foster social-emotional development, wellbeing, and collaborative skills.

3. Principles of Teaching and Learning

1. **Inclusive Education:** Lessons are differentiated to meet the needs of all learners, including Students of Determination, ELL, and G&T students.

2. **Active Learning:** Students engage in hands-on, collaborative, and inquiry-based learning.
3. **Assessment for Learning:** Regular formative and summative assessments inform teaching and learning.
4. **Wellbeing Integration:** Teaching promotes emotional literacy, resilience, and wellbeing.
5. **Evidence-Informed Practice:** Planning and pedagogy are informed by research, data, and best practices.
6. **Reflective Practice:** Staff regularly evaluate their practice and participate in CPD.

4. Scope

This policy applies to:

- All teaching staff across FS–KS3.
- Non-teaching staff involved in learning support.
- Curriculum leaders and subject coordinators.
- Students, parents, and governors.

5. Roles and Responsibilities

Role	Responsibilities
Principal	Strategic oversight, monitoring quality of teaching and learning, reporting to governors.
SLT / Curriculum Leads	Curriculum development, lesson observation, monitoring outcomes, supporting teacher development.

<i>Teachers</i>	<i>Plan and deliver high-quality lessons, differentiate, assess progress, embed wellbeing and inclusion.</i>
<i>Learning Support Staff / ILSAs</i>	<i>Support individual learners, implement strategies from IEPs, liaise with teachers and parents.</i>
<i>Students</i>	<i>Engage actively in learning, reflect on progress, participate in collaborative learning.</i>
<i>Parents</i>	<i>Support learning at home, attend workshops, engage with progress updates.</i>
<i>Governors</i>	<i>Monitor the implementation of teaching and learning policy, ensure accountability.</i>

6. Teaching and Learning Standards

Teachers are expected to:

- *Plan **well-structured, differentiated lessons** aligned with curriculum objectives.*
- *Deliver lessons that are **interactive, engaging, and inclusive**.*
- *Integrate **cross-curricular links**, including literacy, numeracy, ICT, and wellbeing.*
- *Use a **range of assessment strategies** to monitor progress and adapt teaching.*
- *Encourage **student voice and independent learning**.*
- *Maintain **high expectations for behaviour, effort, and achievement**.*
- *Incorporate **technology and digital tools** effectively to enhance learning.*
- *Provide **timely feedback** to students and parents.*

7. Curriculum Planning and Implementation

- **Long-term planning** ensures progression and coverage of the UK National Curriculum.
- **Medium-term planning** includes clear learning objectives, assessment opportunities, and cross-curricular links.
- **Short-term / weekly planning** ensures differentiation and embedded wellbeing.
- Teachers are expected to **use curriculum maps, lesson plans, and provision maps** to guide instruction.

8. Differentiation and Inclusion

- Lessons must be differentiated according to **students' abilities, learning styles, and needs**.
- **Students of Determination:** IEPs and specialist interventions are incorporated.
- **English Language Learners (ELL):** Support strategies, scaffolding, and language acquisition tools are embedded.
- **Gifted & Talented:** Extension activities, independent projects, and mentorship are provided.
- **Assessment data** informs grouping, support, and differentiation.

9. Assessment, Feedback, and Reporting

- **Formative Assessment:** Daily checks, questioning, peer and self-assessment.
- **Summative Assessment:** Termly tests, projects, and exams aligned with learning objectives.
- **Feedback:** Constructive, timely, and actionable, linked to learning outcomes.

- **Reporting:** Progress reports shared with parents termly; tracking of SEND and G&T students.
- **Data-Informed Interventions:** Learning gaps identified and addressed promptly.

10. Wellbeing and Personal Development

- Lessons embed **emotional literacy, resilience, mindfulness, and social skills.**
- **Wellbeing Passports** and **student check-ins** inform teaching approaches.
- Classroom environments promote **safety, inclusivity, and positivity.**
- Activities such as the **Kindness Calendar** and **Buddy Systems** reinforce social-emotional learning.

11. Professional Development

- Continuous CPD is provided to:
 - Improve pedagogy and subject knowledge.
 - Embed inclusion and SEND strategies.
 - Support wellbeing-informed teaching.
 - Develop digital teaching skills.
- Staff reflect on CPD, peer observations, and performance management to enhance practice.

12. Monitoring and Evaluation

- **Lesson Observations:** Conducted termly by SLT/HoDs using standardised observation tools.
- **Learning Walks:** Frequent informal checks of classroom engagement, differentiation, and wellbeing integration.

- **Data Analysis:** Assessment and wellbeing data inform teaching strategies and interventions.
- **Curriculum Audits:** Ensure coverage, progression, and cross-curricular integration.
- **Student and Parent Feedback:** Surveys and forums inform improvements.

13. Policy Review

- This policy is reviewed annually by SLT and Curriculum Leads.
- Updates are informed by KHDA inspection frameworks, DSIB guidance, and evolving school needs.