

This policy is designed to promote best practice and to establish a consistent and reliable guide to teaching and learning across the whole school. Its aims and objectives are to ensure that all TAMOS Education children are provided with high quality learning experiences that will lead to a consistent high level of pupil achievement and attitude.

Our main aim with this policy is to guide our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. Our objective is to promote a learning environment and culture so that pupils will engender a love of learning as well as a desire to continue to learn long after they have left school and into their adult and professional life. We want to enable our pupils to take every opportunity to succeed.

The Supportive Learning Environment

The main responsibility of teachers is to provide a caring, supportive, warm, safe and stimulating learning environment whereby all students are guided and helped to reach their emotional and academic potential. Children learn the best when they are in an environment where they feel safe to take on challenges, are engaged, interested and motivated and feel valued. We recognize the importance of building positive self-esteem in children

The essentials of positive self-esteem:

- **Belonging:** recognizing each student has a contribution to make to make and we value and encourage all contributions
- **Aspirations:** Teachers express high aspirations and expectations for themselves and their students. Children are encouraged to work towards a realistically achievable goal
- **Safety:** Consistent standards and expectations for all pupils feel safe to learn within their environment. Behavioral expectations are set and good behavior is recognized and rewarded
- **Identity:** We respect and encourage equality and diversity, guiding children to learn from and thrive within our globally diverse community, a sense of identity and self-knowledge is upheld by the belief that individuality is not to be threatened by undue pressure to conform
- **Challenge:** gaining strategies to cope with life are an important part of development and learning. Children are taught that it is OK to take risks and we learn the most when we make mistakes

The Physical Environment

The physical learning environment can have positive effects on student standards and motivation. Some factors that can affect students include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are engaging, exciting, warm, stimulating and a welcome place to learn by:

- Creating a safe space to create, arranging furniture to make a flexible learning environment including a carpet attention area
- Creating an environment where topics can be focused and stimulate interest in the themes of study e.g. wall/door display, themed book corner or role play area
- Creating a personal space for each pupil; lockers labelling trays, where applicable, and pegs so students can experience their own personal identity



- Showing children how to respect and care for their environment
- Keeping classrooms inviting and all areas are clear and clean
- Providing an inviting book corner
- Providing role play areas (where and when relevant)

Display

Display areas are used to support, reinforce and revel in learning. Displays should aid recall, stimulate further thinking, provide extra information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each in the schools should have:

- A writing display which is noted with relevant information to support the current learning
- Modelled and scaffolded examples of current teaching and learning
- A Math room or display which should promote conceptual understanding around number including concrete, pictorial and abstract examples.
- Science room or displays showing the topics being taught;
- Visual timetables on display at all times during the day
- Well-presented displays of children's work to raise students esteem reflecting their achievements
- Posters or displays that reflect the make-up of the school population

The Curriculum

All teachers are responsible for continuing professional development outside of training and seminars provided by the school and maintaining a very good subject and pedagogical knowledge, to ensure the best possible learning opportunities are planned and delivered. The expectations of all staff are to be learning leaders, disseminating knowledge and sharing best practice with all their colleagues.

Literacy is at the center of our approach to our curriculums. Students have a reading program throughout each term which is informed by pupil questions and book reports and presentations.

The state and Cambridge curriculums are covered in more detail in our Curriculum Policy.

Focus/Week days

Throughout the four terms we hold a series of special days or weeks; these range from specific academic areas such as history week or science/math week to health or community based events e.g. recycling and men's day and women's day. The purpose of this approach is to include real world activities and raise the profile, engagement and enthusiasm for an academic area and to provide pupils the opportunity to practice their skills in a variety of ways.

Pupil Outcomes

At the center of everything we do at TAMOS education is to try to ensure that students grow up to lead safe, happy, healthy and successful lives. Through direct teaching and extra-curricular schools provision our intention is to integrate and promote these concepts throughout the entire curriculum so that all pupils can.



- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

The Learning Path

All teachers at TAMOS Education are responsible for the planning, preparation and delivery of opportunity to enable learners, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior achievement, learning targets, learning needs, language stage, cultural backgrounds and personal interests). The requirement of very good subject knowledge with effective lesson planning, an engaging and stimulating use of strategies, resources and personnel to encourage and enable all pupils to learn to their fullest potential.

Teachers are expected to create a secure and friendly environment in which high standards of positive behavior can be maintained. Our purpose as teachers is to help learners to succeed, enjoy developing the skills and capacities to work independently and collaboratively to make good progress in all areas of their learning. As a staff, we constantly considering teaching styles, the learning environment, school and class rules, and expectations of behavior to ensure that every child is feeling confident, happy and secure.

The recognition and celebration of success through assemblies, displays and performances is a very important practice at TAMOS Education. We try to ensure that there is a broad range of opportunities so that everyone has the opportunity to shine.

Questioning the Students

The usage of open and closed questioning is extremely important to teaching and learning. Questions are used in many ways such as to assess children's starting points, to deepen understanding and to check children's progress.

A varying range of question types should be used from the literal types to higher order. Students should be given thinking time and a range of strategies are employed in TAMOS Education to encourage a 'no hands down' approach: talk partners, think-pair-share, word wave, countdown timer. We encourage our pupils to ask and answer their own questions and use a range of techniques to find the answers to questions that other students have posed.

Learning Styles

Children learn in different ways and at different speeds and therefore we try to plan and deliver a multi-sensory, differentiated approach to engage all learners using the auditory, kinesthetic and visual learning styles and stimuli. We employ a wide range of resources, including, interactive whiteboards, computer pads, buzzers and online resources. We also recognize the idea of multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These opportunities to communicate ideas include speaking, listening, writing, story mapping, music, drama, ICT, art, investigation, problem solving, research, questions, creative activities, debates, role-plays, oral presentations and design. Throughout the day, pupils engage in whole-class work, group work, paired work and independent work, peer work and project work. We aim for each lesson to include a range of visual, auditory and kinesthetic activities so that pupils see, hear and do.



The Assessment of Learning

Assessment lies at the foundation of promoting student learning. It provides the structure where educational objectives can be set and children's progress tracked and monitored. Assessment should be included into teaching strategies in order to spot problems and chart progress. It helps the school to promote learning across the curriculum and helps teachers enhance their skills and judgements.

Using the principles and processes of assessment, we aim to:

- monitor the progress of students and support their learning
- recognize the achievements of pupils in all areas
- help with future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide data and continuity when the pupil changes their school or year group
- comply with statutory requirements

Learning aims and objectives are shared at the beginning of each teaching session so children understand the purpose and direction of the lesson, at the end of the session learning outcomes are evaluated.

Teachers should be constantly assessing; observing, questioning and working with student groups and individuals through the day. Work where possible should be marked alongside or with the child. Marking should be a dialogue and teachers should ask a question or give a challenge when marking written work to check the understanding. We also use summative assessments of learning for continual assessment for each lesson. We use a variety of resources and use the results intelligently to record progress on our tracking system to detect weaknesses in subject knowledge and predict future levels of achievement.

Assessments of children throughout each lesson is integral to our good practice, recording continual assessment for each child, for each lesson is collected along with homework and testing marks. Results of this assessment is used to inform planning, set learning objectives and aid early identification of special needs.

Homeroom teachers discuss with subject teachers assessment results in a weekly grade meeting. Children that have made limited or no progress are the initial focus, with discussions around reducing, or removing, the barriers to learning that these children face. Further discussions around those children that are at ARE, focus on how these children may be challenged to exceed.

Our Kazakh state and Cambridge assessment systems are covered in more detail in our Academic Policy.

Parents Days

Teachers meet with parents individually to discuss progress, at the end of each of the four terms where teachers write detailed transcripts and reports for each child.

Differentiation

The delivery and content of all lessons should be differentiated to ensure all pupils can access and achieve within the learning objectives and indications of the curriculum. Teachers must take



account, gifted and talented, and the language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

Outside Excursions

TAMOS Education is within easy reach of many interesting and educational places which we can use to enhance education and stimulate learning. Events organizers plan a minimum of one outside visit per term with a range of destinations being provided across the year. Teachers must obtain written permission from parents/guardians before a child can participate in an excursion.

Working with others

Parents

We actively encourage a partnership with our parents as our partners in learning and aim to create a welcoming atmosphere for all our stakeholders. Parents are informed of their children's monthly learning targets and advice is given by homeroom and subject teachers on how to support the learning in the home.

Four official parents' day meetings are held across the year but parents are entitled to make an appointment to see the homeroom teacher at other times. Homeroom teachers are expected to raise any concerns about a child's learning or behavior with parents as soon as possible so that work can be done in partnership to resolve issues.

Teaching assistants

Grades that have assigned teaching assistants are used for the effective direction and deployment of TAs to support learning and language. TAs and are responsible for ensuring learning intentions and activities are clear, students are supported, there is a direct communication channel to the parent and supervise the students as the enter and leave the school.

Pupil voice

We have a School Council which meets with a member of the senior administration every two weeks. Each member of the council is elected, as a class president, by their group mates at the beginning of each term. They make recommendations and undertake work to improve our school. All classes have homeroom periods to make sure children have opportunities to raise concerns and voice opinions with their class president. Children's opinions are regularly sought through questionnaires and discussions.

Specialist support

Additional support is provided to identify pupils, through our student support polices, so all pupils can access our learning opportunities and fulfil their best potential. Support may be given to assist pupils with special educational needs or to extend those with a specific gift or talent.

Homework

It is important to the TAMOS Education philosophy that a strong partnership is built with parents, homework can give the chance for parents to become involved in their child's learning. Homework gives the opportunity to reinforce what has been covered in lessons, practice a skill or to introduce a new topic. Teachers are responsible for setting and marking this work in line with the school homework policy.



Extracurricular Activities and clubs

We provide a varied menu of activities to support and enrich learning; these include Olympiads, after-school clubs, summer school clubs, academic clubs, sports tournaments and competitions.

