

BEACON
PRIVATE SCHOOL



مَدْرَسَةُ بَيْكُنْ
الخاصة

Teaching and Learning Policy

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PURPOSE

The purpose of this policy is to provide a framework that guides and supports effective educational practices within our school. It establishes a shared understanding of the principles, strategies, and guidelines that drive our teaching and learning processes, ensuring a high-quality education for all our learners.

SCOPE

The Teaching and Learning Policy applies to all aspects of teaching and learning within our school community. It encompasses all grade levels, subjects, and educational programs offered at our school. This policy is designed to guide teachers, assistant teachers, and support staff in delivering high-quality education and fostering a positive learning environment for all learners. It applies to classroom instruction, assessment practices, curriculum development, instructional strategies, professional development, and the integration of technology in teaching and learning. The Teaching and Learning Policy sets the foundation for educational practices and expectations across our school, ensuring consistency, equity, and continuous improvement in teaching and learning experiences for all stakeholders.

REVIEW PROCESS

The Teaching and Learning Policy is reviewed annually by the Learning Leadership Team which consists of the Principal, IBDP Coordinator, Curriculum Coordinators, Subject Leads, Learning Support Coordinator and Education Technology Integrator to ensure that it remains effective, relevant, appropriate for the grade level and subject, and aligned with the school's vision and mission and with evolving educational practices and the specific needs of the school community.

AVAILABILITY

The most up-to-date version of this policy is accessible to all stakeholders on the school website. Additionally, teachers can find this policy in the Team Teachers' Group.

COMPLIANCE AND RESPONSIBILITY

- All learners, parents, and teachers are expected to comply with the Teaching and Learning Policy as outlined below:
 - ✓ Teachers are responsible for implementing the teaching and learning strategies and practices outlined in this policy. They should align their instructional methods with the curriculum guidelines, utilize effective assessment strategies, and create a positive and inclusive learning environment.
 - ✓ Learners are responsible for actively engaging in their learning process, participating in class activities, completing assigned tasks and assignments, and seeking assistance when needed. They should adhere to the school's behavioral policy and demonstrate respect for their peers, teachers, and the learning environment.
 - ✓ Parents are responsible for supporting their child's education by encouraging a positive attitude towards learning, providing a conducive home environment for studying, and maintaining open



communication with teachers. They should actively engage in their child's educational journey, attend parent-teacher meetings, and support school initiatives.

- Non-compliance with the Teaching and Learning Policy may have consequences for learners, parents, and teachers. These consequences may include additional support or interventions for learners who are struggling academically, parent-teacher conferences to address concerns, or professional development opportunities for teachers to enhance their instructional practices.
- Continuous monitoring and assessment of compliance with the Teaching and Learning Policy will be conducted by school administration and educational leaders. Feedback and support will be provided to ensure effective implementation and address any areas requiring improvement.
- By adhering to this policy, learners, parents, and teachers collectively contribute to creating a positive, engaging, and effective learning environment that promotes academic achievement, personal growth, and the holistic development of every learner.

GENERAL STATEMENT

The Teaching and Learning Policy at Beacon Private School (BPS) serves as a foundational framework that empowers learners to expand their knowledge, develop essential skills, and unlock their full academic potential. Aligned with the school's vision and mission, this policy aims to create a dynamic learning environment where learners thrive. By embracing effective instructional practices, innovative strategies, and comprehensive curriculum guidelines, the Teaching and Learning Policy at BPS fosters a culture of continuous improvement and excellence. It encourages learner agency, provides opportunities for personalized learning, and promotes collaboration among teachers, learners, and parents. Through the implementation of this policy, BPS aims to ensure that every learner receives a high-quality education, experiences academic success, and develops the skills necessary for lifelong learning and success in a rapidly evolving world.

CURRICULUM OVERVIEW

At BPS, our curriculum is designed to offer learners a well-rounded education and to position them for success in a world that is changing quickly. Our comprehensive approach to curriculum creation is centered on aligning the learning standards and frameworks for each grade level and subject with our teaching and learning to ensure that our learners are achieving the required standards for academic success.

- For Nursery and KG1, we incorporate both the New York State Early Learning Guidelines and the Common Ground Collaborative (CGC) Modules of inquiry into our curriculum, to support our learners' development in a holistic way.
- For KG2 to grade 10, we follow the American Education Reaches Out (AERO) Standards for Science, Math, English, Music, Art, and Social Studies. These are applied along with the Common Ground Collaborative (CGC) Modules of inquiry.



- We incorporate the Bahraini National Standards for Arabic language learning for Arabic speakers across all grade levels.
- For Spanish and French, we follow the Common European Framework of Reference for Languages (CEFR). Students will be taught according to the different learning phases that they are at.
- Our Arabic B curriculum for non-Arabic speakers in Grades 1 to 10 follows the Ministry of Education (MOE) framework for learning Arabic as an additional language. It incorporates international principles for teaching foreign languages to non-native speakers, providing a structured approach to Arabic as a second language.
- We have developed an IT curriculum for Grades 6 to 10 based on a combination of international standards, which has been approved by the MOE.
- The KG2 to Grade 10 PE curriculum aligns with Ontario Standards, emphasizing the development of fundamental movement skills and physical literacy.
- For Grades 11 and 12, we follow the IB syllabus, which provides learners with an internationally recognized education that prepares them for higher education and beyond.

LEARNING PRINCIPALS

BPS Learning Principles are based on two educational frameworks: the Common Ground Collaborative (CGC) system and the International Baccalaureate (IB) mission and philosophy. These frameworks align seamlessly and share the goal of nurturing well-rounded learners. By integrating these systems, we have established the following learning principles that underpin our educational philosophy and practices:

We can learn how to learn, and have a right to do so

At BPS we give our learners full support in becoming proficient, self-directed learners. For this we focus on the conceptual understanding, competencies and the dispositions of character that build a capacity for lifelong independent learning, regardless of the student background.

Common learning cultures need to construct common meaning through a common learning language

Where learning needs to happen effectively and collaboratively a common meaning is essential. We use a common learning language that reflects what learning is and how we do it. It helps our students to identify and express their learning at the different stages. It allows us to reflect on them, discuss and provide feedback.



Learning is personal as well as a social activity

Individuals have different starting points, different interests, and will follow different learning pathways at varying paces. We personalize learning by allowing ideas to be developed and challenged through feedback and collaboration. Where we are able to secure a safe and positive environment for different perspectives, it leads to deeper learning and understanding.

Learning is both cognitive and emotional

Emotions have a strong influence on learning through imprinting memories as well as driving our motivation and attention.

Authentic contexts allow for meaningful transfer of learning

Genuine learning builds on the transfer from previous learning. We situate the learning in rich contexts that are relevant to the learners. It creates the opportunities to make connections to their prior understandings, to reason and to generalize.

The CGC in BPS Learning Principles

At BPS we define learning as a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, or character, as outlined by the CGC framework. These types of learning interact constantly, forming a 'triple helix' that provides the DNA of the curriculum.

These types of learning interact and form the 'triple helix', the DNA of the curriculum.

CONCEPTUAL LEARNING is happening when learners are:

- connecting new knowledge to prior understandings and important concepts.
- constructing theories about how things work and why they are the way they are.
- testing their evolving theories in different contexts to fine-tune and have an increased explanatory ability and to see when, where and how they apply.

COMPETENCY LEARNING is happening when learners are:

- deconstructing expert performance and compare it with their own.
- identifying and making necessary changes.
- practicing skills, fine-tune and make them increasingly automated.

CHARACTER LEARNING is happening when learners are:

- considering the potential impact of applying traits and values when applied in specific authentic contexts.
- acting as a result of these considerations. reflecting on the effects of these actions

At Beacon Private School we believe that learners become confident independent learners and positive role models through the development of the following character qualities: integrity, resilience, reflection, empathy and playfulness.

The IB in BPS Learning Principles

At BPS we believe the Common Ground Collaborative (CGC) approach aligns well with the International Baccalaureate (IB) learner profile attributes that we aim to develop in our learners, which include the following:

1. Inquirers: Learners are curious and eager to acquire knowledge and understanding.
2. Knowledgeable: Learners explore a wide range of subjects and have a deep understanding of concepts.
3. Thinkers: Learners exercise critical thinking skills and approach problems creatively.
4. Communicators: Learners express themselves confidently and effectively in multiple languages and modes of communication.
5. Principled: Learners act with integrity, honesty, and a strong sense of fairness and justice.
6. Open-minded: Learners appreciate and respect different perspectives, cultures, and ideas.
7. Caring: Learners show empathy, compassion, and respect towards the needs and feelings of others.
8. Risk-takers: Learners embrace challenges, take calculated risks, and are resilient in the face of obstacles.
9. Balanced: Learners strive for a well-rounded and healthy lifestyle, promoting physical, mental, and emotional well-being.
10. Reflective: Learners thoughtfully consider their own learning, strengths, and areas for growth, and actively seek to improve.

PEDAGOGICAL APPROACHES

Beacon Private School aligns with the Common Ground Collaborative (CGC) framework and incorporates the IB Approaches to Teaching and Learning (ATL) framework. The ATL framework encompasses deliberate strategies, skills, and attitudes integrated into the teaching and learning environment, which are crucial for both academic and personal success.

The following principles guide our teaching practices at Beacon Private School:

1. Inquiry-based teaching:
Teaching at BPS is centered around inquiry, encouraging learners to ask questions, explore, and actively engage in the learning process.
2. Focus on conceptual understanding:
Our teaching approach emphasizes the development of deep conceptual understanding rather than rote memorization, enabling learners to make meaningful connections and apply knowledge in various contexts.



3. Integration of local and global contexts:
Teaching at BPS is designed to integrate local and global contexts, allowing learners to understand concepts and issues from diverse perspectives and develop a broader worldview.
4. Emphasis on effective teamwork and collaboration:
We prioritize the cultivation of skills related to effective teamwork and collaboration, enabling learners to work cooperatively, communicate effectively, and appreciate the value of diverse contributions.
5. Differentiation to meet the needs of all learners:
Teaching at BPS is differentiated to accommodate the diverse needs, interests, and learning styles of all learners, ensuring that each student receives personalized support and opportunities for growth.
6. Integration of formative and summative assessment:
Assessment, both formative and summative, is an integral part of our teaching process. It informs instruction, provides feedback, and supports learners in monitoring their progress and growth.
7. Reflection to activate metacognition: Learners and teachers use reflection as a tool to evaluate their process, learn from their mistakes and develop better ways to achieve success in the future.

ASSESSMENT

Assessment at BPS is an integral part of the learning process, providing ongoing feedback to learners and parents. Formative assessment is purposeful and linked to curriculum standards, allowing teachers to adjust instruction to meet the needs of each learner. BPS believes in flexible and differentiated instruction, lifelong learning, and the importance of daily and ongoing assessment. Parents are kept informed of learner progress, and assessment is used to support and develop understanding. Learners are actively involved in self-assessment, peer assessment, and individual reflection. Summative assessment is just one part of a holistic assessment, in alignment with learning standards and the school's vision. BPS utilizes four types of assessment: formative, summative, external benchmark assessments, and diagnostic assessments at the beginning of the academic year to enhance teaching and learning practices.

Refer to the Assessment Policy for further details about assessment and reporting processes.

DIFFERENTIATION

We are committed to meeting the diverse needs of our learners through the implementation of differentiated instruction strategies and personalized learning approaches. We recognize that each student possesses unique learning styles, abilities, and interests, and we strive to create an inclusive and supportive learning environment for all.

To ensure effective differentiation, we provide the following guidelines for our teachers:

1. Assessing learner needs: Teachers are encouraged to gather comprehensive information about learners' strengths, weaknesses, learning styles, and interests through various assessment methods. This information serves as a foundation for designing differentiated instruction. This could be done through diagnostic tests conducted at the beginning of the year, as well as through ongoing observation and evaluation of learners' work and progress.



2. Flexible grouping: Teachers are encouraged to use flexible grouping strategies, such as small groups, pairs, or individual instruction, to tailor instruction based on learners' needs. Grouping can be based on academic levels, learning styles, or specific learning goals.
3. Varied instructional materials and resources: Teachers should provide a range of materials and resources to accommodate diverse learning preferences and abilities. This may include visual aids, hands-on manipulatives, multimedia resources, and technology-based tools.
4. Multiple instructional strategies: Teachers should employ a variety of instructional strategies to engage learners and support their learning. This may involve using demonstrations, discussions, cooperative learning activities, inquiry-based learning, problem-solving tasks, and project-based learning. Differentiation by process ensures that learners have opportunities to engage with the content in ways that align with their strengths and preferences.
5. Adjusting the pace and complexity: Teachers should be flexible in adjusting the pace and complexity of instruction to match individual learner needs. Some learners may require additional time or support, while others may benefit from more challenging tasks or accelerated pacing. By differentiating by outcome, teachers can set appropriate learning goals and expectations for each learner.
6. Incorporating learner choice: Providing opportunities for learner choice and autonomy in selecting learning activities or topics can foster motivation and engagement. Teachers should offer options that align with learning objectives and allow learners to explore their interests. Differentiation by content allows learners to pursue areas of personal interest and relevance within the broader curriculum.
7. Ongoing assessment and feedback: Regular formative assessments should be used to monitor learner progress and provide timely feedback. This information helps teachers make informed instructional decisions and adjust differentiation strategies as needed.

TECHNOLOGY INTEGRATION

Technology plays a crucial role in our teaching and learning approach. Our teachers are encouraged to use various tech resources to support instruction and learning inside the classroom. Our approach to integrating technology into classrooms includes the use of digital tools, online resources, and technology-based assessments such as MAP Testing, ABT Testing and others.

To further support our learners' academic journey, BPS provides iPads during class time. Additionally, we have a computer lab equipped with ten computers that are shared during IT lessons. This ensures that technology is utilized purposefully and effectively as a tool to enhance instruction and learning.

CLASSROOM MANAGEMENT

We prioritize effective classroom management to create a positive and inclusive learning environment. Our approach includes clear expectations, behavior strategies, student engagement techniques, and fostering a respectful atmosphere. Through these practices, we ensure a conducive setting where students can thrive academically and personally.



LEARNING SUPPORT

BPS aims to provide equitable and diverse learning experiences that cater to each learner's needs and prepare them for the future. In the learning support program learners are either receiving academic support or SEN related support. Teachers use individualized approaches to support learners with varying academic backgrounds and challenges through differentiation or push in/ pull-out support. Learners that require academic support may have an action plan to bridge the gap with other learners. Learners with SEN differences follow an individualized educational plan, that is implemented in the classrooms by their teachers, counsellors and at times shadows or outside therapists. The school also prioritizes the balance of intellectual, physical, and emotional well-being to promote overall well-being for students and their community.

GIFTED AND TALENTED

At Beacon, gifted and talented learners are supported by a range of strategies inside and outside the classroom. On the former, teachers develop extension opportunities and on the latter the school offers a range of enrichment activities.

PROFESSIONAL DEVELOPMENT

At Beacon Private School, we prioritize the professional development of our teachers. We provide a comprehensive professional development plan that is shared with all teachers at the beginning of the year. This plan outlines opportunities for enhancing pedagogical skills, staying updated with educational research and trends, and collaborating with colleagues. The plan is designed to be flexible and may be modified throughout the year to cater to the individual needs and interests of our teachers. We believe that investing in ongoing professional development empowers our teachers to continually grow and deliver high-quality education to our students.

CONTINUOUS IMPROVEMENT

We are dedicated to continuous improvement in teaching and learning. Our teachers engage in reflective practices, analyze assessment data, and collaborate to identify areas for growth. By implementing evidence-based instructional strategies, we strive to enhance student learning. Through a culture of continuous improvement, we create an environment that fosters excellence and supports the success of our students.

PRESENTATION OF LEARNER WORK

At Beacon Private School, we value a high standard of learners' classwork. By developing a consistent set of expectations, learners will develop continuity in their coursework in both physical notebooks and digital. A neat, complete, and well-organized notebook is a valuable aspect of the teaching/learning process. It also reflects on the learners' willingness to strive for excellence. The purpose of a complete and organized notebook is for saving, learning, and thinking about what is being taught.



Notebooks Organization & Structure

Notebooks are to be well maintained and labelled with:

- Learner's name
- Subject
- Grade level
- Notebook sections are labeled clearly (vocabulary, writing, spelling, journal, etc.)

Please refer to the "[Notebook Structure](#)" document for information on the titles and types of notebooks for each subject. This document provides detailed guidance on the organization and categorization of notebooks in accordance with their respective subjects.

All learner work should include:

- **Topic and date:** title – date –page, (elementary days of the week and months written in words)
- **Learning objective:** include concept, competency, and standards in learner friendly language (can be simply written or printed). The learning objective can be written in the form of a question. Feedback corresponds to the question. (Ex.: Can I use...? Teacher feedback: *Name*, you are able to... you are showing me, etc.)
- **Feedback:** clear, specific, and constructive. Learner should respond to feedback.
- **Complete set:** learner work is written, pasted in, or referred to when digital (e.g., table of content or reference to digital work on a page). Evidence of work includes, but is not limited to examples, practices, notes, and reflections.
- **Reflections:** included in notebook. For example, the learner reflects on his/her work, learning, or assessment.
- **Digital work:** should be on Teams and should include learning objectives, date, and feedback.
- **In case of absence:** missed work is added to the learner's notebook and labeled as absent. Date completed is added once learner completes the work

Guidelines when writing feedback

- Constructive feedback must be given by the teacher and follow-up is required to ensure that the learner improved his/her work based on the given feedback. This must be evident in the notebook. The feedback must consist of three major parts:
 - Encouraging the learner for the effort that was exerted
 - Be specific about what was done particularly well by the learner
 - Be specific about one or two things which the learner needs to improve



- Constructive feedback given regularly
- Show follow-up
- Learners are given the opportunity to respond in writing to feedback (make corrections, add a reflection, etc.)
- To ensure visibility of reflection on the work and the progression being made in writing, any editing/correction of work made by a learner in response to feedback provided by the teacher is to be done using a colored pencil.
- Proofreading Symbols Chart is to be made visible in the classroom for learners' reference. A small print-out of the Proofreading Symbols Chart can be glued to the English Journal for learner's easy access.
- If rubrics are used, be clear on what is being assessed using the rubric (e.g., be able to write 12 sentences in Arabic by the end of grade 5 should be identified within the rubric)
- Align project rubric to our learning descriptors (Accomplished, competent, developing, emerging, and beginning)

Feedback may include:

- Rubrics for learners
- Specific feedback
- Next steps
- Self-reflection
- QR Code for learners



Samples of good practices:

