

GFM Policy for Teaching, Learning and Core Learning Skills

Published Date:	December 2024
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	December 2025

Teaching, Learning, and Skills Policy

Vision

At GFM, we empower students to celebrate uniqueness and develop innovative, creative problem-solving skills to drive positive change in the world. Through our core pillars, Grow, Flourish, and Mindful. We ensure a high-quality education that prepares learners for lifelong success. Our commitment is to foster a learning environment where every student can excel academically, socially, and emotionally.

1. Purpose

This policy serves to:

- Guarantee high-quality teaching and learning for all students, ensuring equity and inclusion.
- Establish clear and consistent expectations for teachers, learners, and parents.
- Promote a unified approach to teaching and learning across all educational stages.
- Develop a skills-based curriculum that prepares students for higher education and the workforce.

2. Principles of Teaching and Learning

At GFM, students are active participants in their learning journey. Teachers facilitate learning by guiding students through meaningful discussions, hands-on activities, and real-world applications. Teaching is designed to inspire curiosity, encourage resilience, and develop the skills necessary for lifelong success. Lessons incorporate differentiated instruction, student autonomy, and metacognitive strategies to ensure all students are engaged and challenged appropriately.

3. Core Learning Skills

A **high-expectation, high-performance mindset** is deeply embedded in **The GFM Way**. Fundamental learning skills—such as **collaboration, innovation, critical thinking, leadership, and communication**—are woven throughout our approach. *The GFM Way* equips our students with the values, attitudes, and attributes they need for lifelong success, both in the classroom and beyond. In preparation for future challenges, our curriculum is structured around fundamental learning skills.

4. Effective Teaching Strategies

Teachers at GFM are expected to uphold high pedagogical standards by:

- Designing structured, engaging, and highly adapted lessons with clear objectives to suit learner's needs.
- Employing critical questioning, appropriately designed activities, which may include independent learning tasks, peer work or project-based activities to deepen understanding.
- Utilising a range of assessment techniques to monitor progress and inform instruction.
- Creating inclusive classrooms that support diverse learning needs, including SEND, EAL, and gifted students.
- Providing timely and constructive feedback to guide student improvement.

Teach Like a GEM (TLAG)

- GFM is proud to be one of nine schools participating in the pilot of The GEMS Teacher: Pathway to World Class, a key developmental framework aimed at nurturing teaching talent and driving continuous improvement in classroom practice and student learning. As part of this initiative, we have launched the Teach Like A GEM (TLAG) Playbook, ahead of its network-wide rollout across all GEMS schools in September 2025. This Pilot is due to commence in April 2025.
- TLAG is a codified, research-backed guide that embeds cognitive science techniques into teaching, helping educators refine their practice through microsteps and instructional coaching. This evidence-based approach will empower teachers to deliver more effective and impactful lessons, ensuring that student learning remains at the core of everything we do.
- Coupled with our strategic roadmap, the TLAG Playbook provides all staff with a clear framework for excellence, aligning with GFM's long-term vision and GEMS Education's commitment to 'Embracing the Edge' in world-class teaching. This is not just another initiative—it has the potential to be a transformative strategy that will shape our instructional priorities and operational direction moving forward.

5. Stages of Learning Progression

Our learning model is designed to evolve with students as they progress through different educational stages:

- **Early Years & Key Stage One:** Play-based learning, storytelling, and exploratory activities encourage curiosity and foundational skill development.
- **Key Stage Two:** Hands-on projects, debates, and structured research tasks enhance critical thinking and collaboration.
- **Key Stage Three:** Students engage in interdisciplinary projects, digital collaborations, and independent inquiry-based learning.
- **Key Stage Four:** Focused GCSE and BTEC Level 2 preparation, personalised academic support, and guided pathway planning enable students to achieve strong outcomes and confidently transition into post-16 study and beyond.
- **Key Stage Five:** Rigorous academic study, personalised support, and future-focused guidance and enrichment opportunities empower students to achieve strong examination outcomes and make informed post-16 choices.

6. Assessment and Monitoring

To measure student progress and skill acquisition, we implement a variety of assessment methods:

- **Formative Assessments:** Continuous monitoring through quizzes, reflections, and self/peer assessments.
- **Summative Assessments:** Marked or graded evaluations through topic unit tests, end of term assessments, mock exams or external exams.
- **Feedback:** Continuous teacher verbal feedback is an important part of our T&L processes. Feedback takes the form of teacher verbal or written feedback, as well as student self or peer feedback. See M&F policy for further information.

7. Inclusion and Equity

GFM is committed to ensuring all students have equitable access to quality education. Our inclusion strategies involve:

- Differentiated instruction to cater to various learning needs.
- Targeted interventions and individualized or group support for students with additional needs.
- Extension and enrichment opportunities for high-achieving students.
- A culturally responsive curriculum that respects and celebrates diversity.

8. Role of Teachers and Leadership

- **Teachers:** Serve as facilitators of knowledge & skills, designing dynamic lessons and fostering a supportive learning environment.
- **Leadership Team:** Oversees teaching quality, ensures the implementation of best practices, and provides professional development opportunities.
- **Support Staff:** Learning assistants and inclusion coordinators play an integral role in helping students achieve their full potential.

9. Parental Involvement

We recognise the vital role parents play in a child's education. To strengthen home-school collaboration, we encourage:

- Regular attendance at parent-teacher conferences and school events.
- Active participation in online learning platforms and student progress monitoring.
- Engagement in reading, literacy and numeracy activities at home.
- Open communication with teachers to support students' academic and personal development.

10. Policy Review

This policy will be reviewed annually to ensure its continued relevance and alignment with educational advancements and institutional goals. Updates will be informed by feedback from staff, students, and parents, as well as new research in teaching and learning.