



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Teaching & Learning



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Vision: An inspiring and inclusive community hub, developing future leaders.

1. Vision

At GEMS Metropole School (MTS), we empower students to celebrate their uniqueness and develop innovative, creative problem-solving skills to drive positive change in the world. Through our core values, 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.

2. 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.

3. Principles of Teaching and Learning at MTS

Our teaching is grounded in the science of learning, drawing on Rosenshine's Principles of Instruction and Cognitive Load Theory, as outlined in the Teach Like a GEM: PLAYBOOK.

Teachers explicitly sequence learning in manageable steps, beginning with the review of prior knowledge and building new understanding through carefully modelled instruction.

Using the **Teach Like a GEM: PLAYBOOK**, teachers embed high-frequency, high-impact instructional strategies that maximise engagement and learning. Lessons are deliberately designed to reduce cognitive overload and promote long-term retention through clear modelling, guided practice, effective sequencing, and scaffolded tasks.

Across all phases, teachers guide students through explicit instruction, guided practice, and the gradual release of responsibility, developing independence and metacognitive awareness. Lessons foster curiosity, resilience, and the core learning skills students need for lifelong success, while maintaining high expectations and adaptive teaching so that every learner is appropriately supported and challenged.

4. Implementation of Teach Like a GEM: PLAYBOOK Teaching Strategies GEMS Essentials

These are the key techniques required to be implemented in all lessons, regardless of year group, curriculum, or subject. They foster a structured, consistent, and impactful learning experience.

All teachers at MTS are expected to consistently and deliberately integrate the **GEMS Essentials** into their lessons:

Do Now, Learning Outcome, To Know, I Do, We Do, You Do, Affirmative Checking and Exit Tickets.

These form part of our shared instructional language at MTS.

GEMS Talk

GEMS Talk strategies promote open communication, encouraging students to share ideas, ask questions, and engage in collaborative discussions that develop critical thinking and deeper learning.

Techniques include: **Turn & Talk, Show Call, Show Me, Everybody Writes, Cold Call, Stretch It, Right is Right and Habits of Discussion.**

GEMS Culture

GEMS Culture strategies build strong learning environments where high expectations are clearly established, positively communicated, and consistently met by all students.

Techniques include: **What To Do (directions and corrections), Whole Class Reset, Teacher Radar and Securing Student Attention.**

5. MTS Learning Skills and their Development through TLAG

A high-expectation, high-performance mindset is deeply embedded at MTS. Fundamental learning skills, such as collaboration, innovation, critical thinking, leadership, and communication, are woven throughout our approach.

At MTS we equip students with the values, attitudes, and attributes they need for lifelong success, both in the classroom and beyond.

The consistent use of the Teach Like a GEM: PLAYBOOK techniques actively supports the development of these skills in every lesson. High-leverage instructional techniques such as Turn and Talk, Cold Calling, Affirmative Checking and I Do, We Do, You Do, provide structured opportunities for students to engage in academic dialogue, develop leadership in learning, and strengthen collaboration and communication.

6. Assessment and Monitoring

To measure student progress and skill acquisition, MTS implements a variety of assessment methods fully aligned with feedback and checking techniques embedded within the TLAG Playbook:

- **Formative Assessment:** Continuous monitoring through Affirmative Checking, Cold Call, Exit Tickets, quizzes and reflections as well as structured self/peer assessment. These ensure frequent checks on learning are embedded in lessons and address misconceptions immediately.
- **Summative Assessment:** Evaluations such as topic/unit tests, end-of-term assessments, mock examinations, and external examinations provide key data on mastery of the curriculum.

- **Feedback:** High-quality feedback is integral to our practice. Teachers provide ongoing, responsive feedback through questioning, Affirmative Checking, and verbal/written comments. FS teachers use Blank Level Questions for verbal reasoning.

Feedback is immediate, actionable, and designed to drive improvement. (See *Feedforward Policy* for further guidance.)

7. All GEMS Shine

MTS is committed to ensuring equitable access to quality education for all students. Teachers adapt their language and presentation (e.g., use of Widget) to support students of determination, using visuals, symbols, or simplified language.

For Gifted & Talented (G&T) and Higher Attaining students, teachers provide extension questions and open-ended prompts that promote deeper and creative thinking.

8. Role of Teachers and Leadership

- **Teachers:** Integrate TLAG Playbook techniques and GEMS Essentials to maximise engagement and progress. Provide responsive, high-quality feedback and foster a high-expectation learning culture.
- **Leadership Team:** Oversees teaching quality through the Continuous Professional Learning and Development (CPLD) and Quality Improvement Cycle. This includes Practice Clinics, Instructional Coaching, Learning Walks, and structured feedback to drive continuous improvement.

The Leadership Team ensures consistent implementation of the TLAG Playbook, GEMS Essentials, and evidence-based practices across the school.

- **Support Staff:** Teaching Assistants and Inclusion staff play an integral role in supporting all students, especially those with additional needs. They work collaboratively with teachers to embed adaptive teaching strategies aligned with the school's instructional framework.

9. Parental Involvement

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

- Attendance at parent-teacher meetings and school events.
- Active participation in online learning platforms.
- Engagement in literacy and numeracy activities at home.
- Open communication with teachers to support student growth.

10. Policy Review

This policy will be reviewed annually to ensure its continued relevance and alignment with the school's vision and the latest educational research. Updates will be informed by feedback from staff, students, and parents.

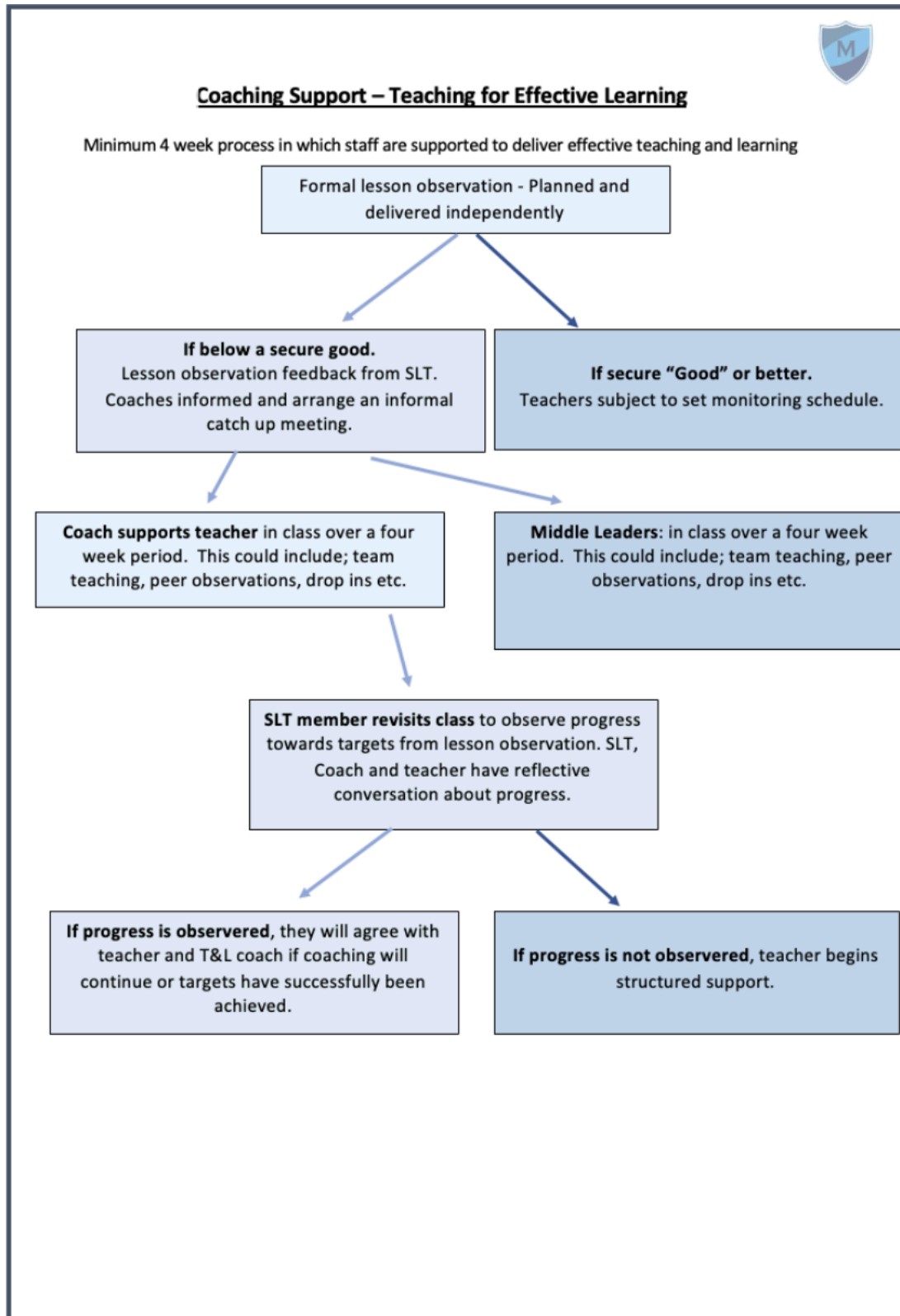
11. Structured Coaching and Support

Where a teacher does not reach a level of Good in a lesson observation, a Coaching programme will be followed. (Please see appendix 1.)

Instructional Coaching

Our school uses a structured 1:1 instructional coaching model to drive continuous improvement in teaching practice. Using the StepLab platform, selected teachers will engage in weekly coaching cycles focused on incremental, high-impact steps. Each cycle involves observation, precise feedback, and deliberate practice of a single action step to improve classroom instruction. This process ensures that professional development is ongoing, evidence-informed, and personalised to individual teacher needs. StepLab supports consistency and accountability by capturing coaching notes, tracking progress, and enabling reflection. Through this approach, we foster a culture of growth, collaboration, and excellence in teaching and learning.

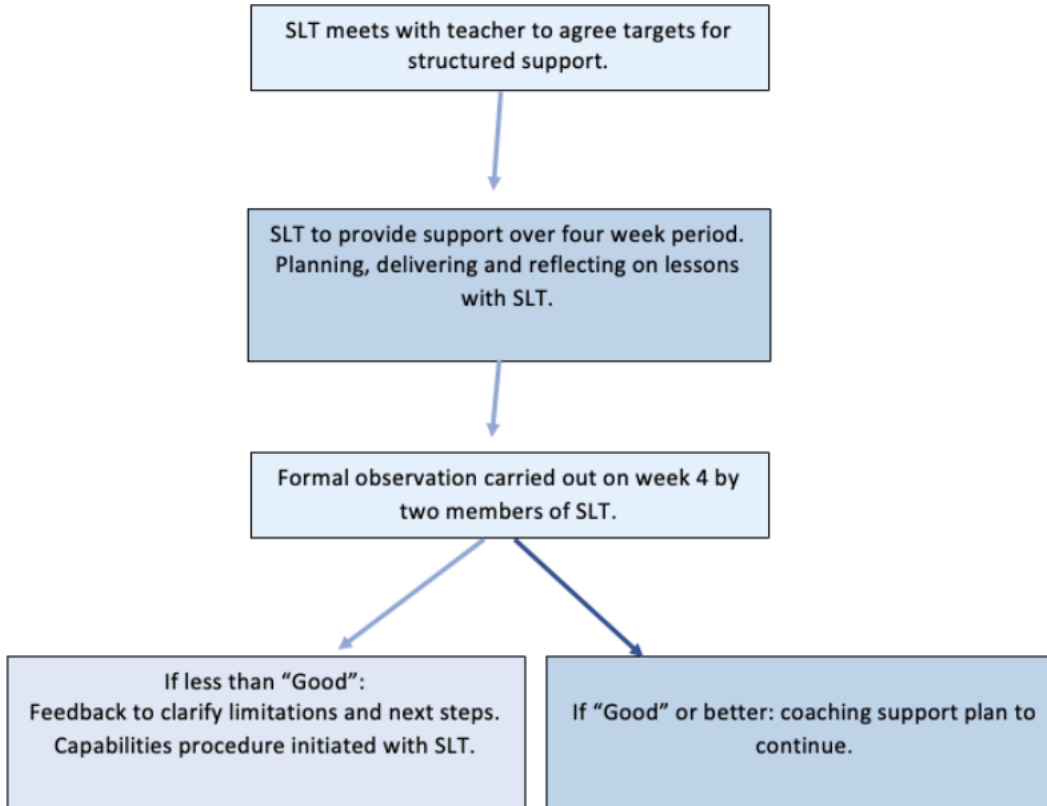
Appendix 1.





Structured Support – Teaching for Effective Learning

Formal 4 week process in which staff are supported to deliver effective teaching and learning





Capability Proceedings

6 week process in which staff are monitored for their teaching and learning effectiveness.

Week 1

Letter to Teacher from HR to explain capability procedure and arrange a formal meeting.

Formal meeting

Teacher + Head of school + SLT + Admin staff (to minute meeting)

During the meeting the following will be discussed:

- Outline of concerns
- Targets to be set with success criteria
- Agree further guidance, counselling and training
- Set arrangements for monitoring
- Share a named member of SLT responsible for support
- Failure to meet required standard may result in dismissal

Weeks 2-5

Weekly Observation to take place by 2 x SLT

Weekly meeting with DHT/HoS to discuss:

- Lesson feedback
- Teacher to share weekly planning
- Teacher to share book samples
- Progress to achieving targets set
- Further support needed to achieve targets

Week 6

Formal Review

Teacher + Head of school + DHT + Admin staff (to minute meeting)

During the meeting the following will be discussed:

- Progress over the 6-week period
- Whether targets have been met
- If targets are met what further support is needed
- If targets are not met dismissal procedures