



The New Horizon School W.L.L. Kingdom of Bahrain

STAFF DEVELOPMENT POLICIES & PROCEDURES

Department Improvement Plan

1. STAFF DEVELOPMENT POLICY

It is recognised by the school that it is important for each member of staff in be able to keep abreast of new initiatives, in addition to developing individual interests in either subject or management.

1.1 New Staff Members

Staff whose main department is elsewhere are attached to a mentor who supports them with their EVS/Science teaching. In addition they can call upon the HoD for support at any time concerning any issue relating to the teaching and learning of their science classes.

Each new member of the Department is entitled to:

- opportunities to visit the department before taking up a post
- opportunities to observe and team teach with other members of the department
- opportunities to be observed by and supported by the HoD
- full access to the school's orientation programme
- opportunities to be fully involved in collaborative planning and reviewing of materials, courses and all other aspects of the Department's work

2. MONITORING POLICY

The HoD will monitor and evaluate throughout the year using a variety of means. It is a supportive, professional and open process encouraging the development of good practice and professional dialogue within the department. It is central to the maintenance of standards and the raising of achievements.

2.1 Lesson Observations

Classroom observations help to share good practice, and encourage developmental and professional dialogue and reflection. The department endorses an informal open door policy where peer observation is wholly encouraged. As part of every teacher's Performance Management Cycle more formal observations are undertaken three times a year – once a term. On such occasions lessons will be assessed based upon specific criteria. Observational forms will be written up and feedback given end of each observation. The feedback session will include discussion and target setting. 'Hot lessons', where members of staff are encouraged to practise new teaching ideas, are strongly encouraged and supported by HoD and should happen fortnightly. This helps teaching, learning and reflection to progress.

2.2 Departmental Review

The department is reviewed by Senior Management periodically /termly, usually at the end of each term. This includes a review of record keeping documentation and lesson observation of HoD.

2.3 Examinations and Results – Internal and External

The examination results of internal exams are reviewed critically by the HoD and used to complete student trackers, assess and evaluate progress and development of key skills.

The examination results of external exams are reviewed each year by the SLT, the HoD and by the department as a team. Successes are acknowledged and targets set. The HoD also uses available data – Score average/ Proficiency / Success Rate– as a means of assessing teacher and class performance. This continual process year by year informs the working of the department on a daily, termly and yearly with the help of analysis report.

3. TEACHER ABSENCE

‘Unknown absences’

When not known in advance, due to unexpected sickness or emergency, follow the school policy and **telephone 17595372**, the HR **between 7:00 – 7:45am** to notify and relay work. A courtesy call to your HoD would also be appreciated. If possible, phone again in the afternoon to let your intentions be known for the following day and again provide work. It is obviously essential that work is relevant, is part of current teaching, and is appropriate for your missed lesson. Work may be sent with a colleague, or preferably sent via e-mail to principalnhsbahrain@gmail.com. Please do cc your HoD in this communication.

‘Known absences’

In the case of known absences, making sure all lessons have been catered for and that the work provided and its resources, if needed, are easily accessible. Ensure that the work set is meaningful and appropriately fitting yet is still deliverable for any substitute teacher. It is expected that work allotted should have learning objectives and clear learning outcomes that can be explicitly told to your students. Again, please do ensure HoD has a copy of work sheet so that the class can be monitored.

The HoD will check at the beginning of each lesson with the class and cover staff to help facilitate departmental expectations and provide support if needed.

Minutes

The minutes will be taken by staff on a rota basis and will contain action points to be published to all department staff. Minutes should be distributed within 5 working days and a copy of the minutes is to be stored on the school network in the Science Dept folder.

Memos

Where a meeting has been cancelled then the HoD will send a memo outlining a summation of issues and needs by use of a memo to all departmental staff. A copy of this memo in replacement of minutes will be stored in the Science Dept folder.

Display Policy

Displays are essential to student motivation by providing a stimulating and supporting learning environment. Each teacher is responsible for the displays in their classroom and responsibility is shared for the display boards in the vicinity of our teaching area.

We all have our own individual styles, but the following should be adhered to when putting up a display:

- use borders to enhance the overall effect
- work displayed should be either self-explanatory or explained clearly by a title or a brief note by teacher or class
- work should represent a range of abilities, but the work should reflect care, effort and attention to detail
- work displayed should be marked

Inclusion Policy

Differentiation

The Science Department recognises the need for clear learning objectives and clear learning outcomes. All students need to be aware of these and be able to engage, feel motivated and challenged by them.

Why differentiate?

- To cater for individual abilities and interests.
- To aid planning procedures and target setting.
- To ensure student achievement and success.
- To enhance individual capabilities, strengths and interests.
- To ensure more accurate record keeping.
- To make assessment procedures more effective.
- It makes teaching and learning more effective.
- To better match task to student.
- It will ensure that students can progress at their own pace.
- Differentiated work can assist with early diagnosis of learning difficulties.
- To identify specific needs and gaps in learning.
- Differentiated tasks can lead to the more effective use of resources.
- Students will be better motivated and fewer behavioural problems will arise.

Science classes are not currently streamed and so are very much mixed ability groups. Consequently it is expected that all lessons should be differentiated to some degree so that the lesson delivered is meaningful and accessible to all. We aim to:

- establish a classroom climate where all students feel that they can contribute, and which secures their motivation and concentration
- adopt teaching and organisational strategies to keep all students suitably challenged, while giving them maximum opportunity to interact with their teacher
- provide appropriate support, aids or intervention to give particular students access to the planned programme and to keep any who might fall behind in step with the rest of their class

What would you expect to see in a classroom where there is effective differentiation?

- Students working independently and showing autonomy.
- Students would be working in a variety of different ways.
- The classroom would be organised in an appropriate way for the lesson.
- Students may be working on a variety of tasks. All the children would be involved and well motivated.
- Students would be on task.
- There would be a positive student-teacher interaction.
- Outcomes would be presented in a variety of ways.
- A variety of assessment techniques would be in use.
- The teacher would adopt a variety of roles.
- Co-operative learning would be taking place.
- Appropriate texts and guides would be in use.
- A range of resources would be in evidence.
- Teachers' planning and records would be on an individual basis.

Learning Support & Intervention

The Department endeavours to make all areas of the curriculum accessible to every pupil whatever their ability. The work is differentiated where necessary to enable all students to achieve success at a level appropriate to their ability and to stretch and encourage the more able to reach their maximum potential. Liaison is maintained with the Special Needs Department so that students and staff can receive support in teaching, differentiation and, if necessary, with assessing a student's ability and developing programmes of study to meet individual need. Students who have Special Educational Needs in NHS will have been identified and be supported in same way or other explained on their IDP(Individual Development Programme). If you have any concerns about a student who seems to be having problems and who needs extra help, advise the HOD and a *focus of concern* referral slip will then be sent to Remedial Section.

The Gifted & Talented

The Science Department aims to provide opportunities to develop independence of learning by the use of initiative, working individually, in pairs, in groups and as a class. Learning will be linked to wider applications across the curriculum using a range of resources.

Students will avail themselves of more complex and demanding text, completing work in greater depth than those carried out simultaneously by other students. There are opportunities embedded in the schemes of work for students to take leadership roles in the classroom. Apart from which students will be identified according to their talents and will be participating