

Teaching and Learning Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to the following important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment;
- Believing in Excellence for our Islamic values;

Date of Policy	October 2017
Date agreed by Lead Governors	December 2017
Date of next review	July 2023
Lead Member of Staff	Yousef Fares / Reham Taher

Introduction

Teaching and Learning at Al Kamal School is based around the Four Pillars of Learning: Engagement, Feedback, Learning and Challenge. This is designed to ensure that all lessons enable pupils to reach their full potential and to get the most out of their learning experience.

Aims of Al Kamal School – Halwan

1. To provide a personalized learning experience for every pupil that takes full account of their individual needs, interests and aspirations.
2. To ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
3. To ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond. To make links with the learning that pupils do outside the classroom.
4. To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff.
5. Enhance the kids performances by monitoring their progress and performance and planning for the below achievers, high achievers, SEN students, local students, talented, and gifted learners.
6. To identify and share good practices in teaching and learning across all curriculum areas.
7. To provide guidelines for teaching and learning and establish clear criteria for best practice pupils levels by introducing critical thinking, challenge, and real life applications of lessons.
8. To improve levels of achievement and attainment as a consequence.
9. Improve the school exams to match the international exams for a real learning.

Objectives of policy

This policy exists to clarify what we see as best practices and to clarify the expectations, the school has for staff and learners to ensure that all our pupils learn well in every lesson. Guidance for cover supervision is detailed in Appendix 1.

Principles of policyStaff will:

- Support and **challenge** pupils to achieve their best
- Provide high quality, dynamic and **engaging** lessons
- Provide high quality **feedback**
- Encourage **independent learning**

Learners will:

- Rise to **challenges**, working collaboratively and supportively.
- Participate and **engage** fully in lessons.
- Respond positively to **feedback** and improve their work as a result of effectivefeedback.
- Take an **independent** and active part in learning within and beyond the classroom.

Our Vision: To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.

Teaching:

The aim of everything we do is to ensure that pupils make progress in our lessons. There is no 'expected' way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve the students' skills. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment = **Consistency**

Staff Rituals	Pupil Expectations
<p>Check pupils are correctly prepared for learning (uniform and equipment) during tutor time in Secondary Phase and registration in Primary Phase</p> <p><i>Why- ensure colleagues are supported by eradicating lost learning time in lessons.</i></p>	<p>Pupils arrive prepared for learning within the correct equipment.</p> <p><i>Why- Pupils show a positive attitude to learning?</i></p>
<p>Meet and greet pupils at the door, reinforcing positive language and behavior.</p> <p><i>Why- Manage corridors, check uniform and a positive start to the lesson, "Fresh start".</i></p>	<p>Pupils wear correct school uniform throughout the day</p> <p><i>Why- Pupils show a pride in the school and a positive approach to learning?</i></p>
<p>Seating plan for every class which promotes learning for every pupil, using Class charts.</p> <p><i>Why- help planning for differentiation and pupil engagement within the lesson</i></p>	<p>Respect- Pupils show respect by listening to others and using appropriate language.</p> <p><i>Why- Allow all pupils to learn and develop pupils' social skills</i></p>
<p>Set homework frequently, in accordance with Homework policy and track frequency using Class Charts.</p> <p><i>Why- Enhance learning and develop independent learning skills</i></p>	<p>Complete homework on time to best of ability</p> <p><i>Why- Enhance learning and develop independent learning skills</i></p>

Finish lessons in an orderly manner with Secondary Phase pupils standing behind desks, in silence, before being dismissed.

Why- Preparing pupils for next lesson by leaving in a calm, and staggered manner.

Pupils will follow corridor expectations with regard to walking on the left, correct uniform and appropriate positive language.

Why- Pupils show a pride in the school and a positive approach to learning and respect for others

Planning and Preparation:

- The lesson should have a structure which will typically be based around the Four Pillars of Learning (Engagement, Challenge, Independent Learning, Critical thinking, and Feedback).
- Data and information on Class Seating plans should inform planning for the class differentiations, learning strategies, and learning styles for kids.
- All teachers should plan lessons that allow all pupils to progress in their learning.
- The use of resources, including ICT, must be carefully planned to enhance learning.
- All teachers should have an in-depth knowledge and understanding of the scheme of work/exam specification they are teaching.
- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning.
- Positive behavior for learning strategies should be used with a classroom ethos of praise and encouragement.
- Subject Standards, learning objective and success criteria shared with pupils.
- High expectations for the level, quality and quantity of work, including presentation in their learning and to improve through the activities and through reflection.

All support staff aware of what they are doing and how they are contributing to student progress.

Homework

In Secondary Phase, homework should be logged on Class seating plans , in accordance with departmental policy.

In Primary Phase, homework is logged on Class Charts, in accordance with the homework policy.

Literacy, Numeracy and ICT

Alkamal Halwan School is committed to raising the standards of literacy, numeracy and ICT for all pupils. Pupils should develop their literacy and numeracy skills effectively in all areas of the curriculum.

Assessment & marking

- Teachers should assess pupils' work regularly, according to the school's marking and feedback policy.
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies and plans.
- Effective use of data is critical to inform pupils, parents and other staff of pupil progress towards targets.

Tracking student progress

All staff have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress made against individual target grades. This is reported to parents every two terms. All teachers will identify pupils in their class in need of additional support, including vulnerable groups such as pupil premium pupils, SEN pupils and the most able.

All subject leaders and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyze data using 4Matrix, to identify individuals or groups who are making less progress than expected and to intervene where necessary to ensure pupils get back on track.

In Primary Phase, interventions put in place will be identified in class pupil progress meeting trackers which will consist of:

- List of all pupils including their relevant groups, prior attainment, current targets and end of key stage targets
- Termly data snapshot.
- Barriers to learning both individual and whole class.
- Targeted intervention both individual and whole class

Review of teaching and learning is on-going and regular, and will involve:

- Appraisals
- Learning observations
- Drops ins
- Work scrutiny
- Pupil voice
- Data

Monitoring and Evaluation of Teaching and Learning aims:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress, attainment, and achievement of pupils during a lesson and over time.
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify group and individual training needs across the teaching and support staff by the staff PD” Professional Development”.

Teachers are responsible for the progress of all pupils in their classes and for evaluating their own performance and professional development.

This can be investigated by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.
- Reviews of T&L will take place on an on-going basis and will involve:
- Management of performance overtime in line with the Teacher Standards, by their Line Manager.
- Learning observations conducted by members of the Senior Leadership Team and/online manager/performance reviewer
- Drop ins on a regular basis
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the work scrutiny criteria.
- Pupil voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

Protocols

At The Cavendish School, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards. This will consist of the following classroom visits per academic year:

- Three formal learning observations
- Regular drops, with a focus on the Four Pillars of Learning, conducted by senior leaders and the OLT (not linked to appraisals)

The purpose of these drop ins is to identify specific and departmental CPD needs which will inform FIT planning.

Observations can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

**Teachers on a CPD Support Plan or an Intervention Plan will be observed more than threetimes in the academic year. Please see the flowcharts in the Teaching and Learning Handbook for further information. Drop ins will be used for accountability in this circumstance.*

Protocols for Learning Observations (including joint observations) During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons **will not** be graded but will be measured against the Teachers Standards. If teachers do not meet all of the standards, they will likely be placed on a CPD Support Plan.
2. The observer may need to talk to student or look at their work as part of the self- evaluation process.
3. Observers will use the information on Class charts to inform their observations.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Feedback will be provided via lessons learned
2. Feedback will be honest and clear, setting out strengths and areas for development
3. Learning observation forms will be stored on lessons learned so that teachers can access their information easily. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal, the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support for coming year.
4. Measuring progress in the lesson and overtime – work scrutiny, tracking data, homework, pupil voice. Learning observations will take into account progress over time.

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5. Areas for improvement that have been identified in observations should be supported through effective CPD, directed by the HOD/line manager.

CPD Support Plans

CPD support will be given to staff who have a key area for development. This can be identified through data, learning observations, homework setting and work scrutiny. Staff who are on a CPD support plan can expect weekly mentor meetings, two drop ins a week, weekly achievable targets, an observation and work scrutiny review Week 4 and then either a final two weeks on a CPD Support Plan or, if sufficient progress hasn't been made, a transition to an Intervention Plan.

Main scale teachers have two CPD Support Plan opportunities in a calendar year (January-January, etc.)

UPS teachers have one CPD Support Plan opportunity in a calendar year (January-January, etc.)

Intervention Plan

Teachers who have not made clear progress through the CPD Support Plan will move on to an Intervention Plan.

Teaching and Learning Team

The Teaching and Learning team are available to offer CPD support. They offer:

- Various CPD training (INSET, T&L Twilights, PDSM support, etc.)
- The Believing in Excellence Program, focusing on strategies and project-based learning for underachieving Learners.
- Support with the implementation of the Four Pillars of Learning
- Resources and Ideas through Teaching Techniques of the Week.

Responsibility of Teaching and Learning:

Responsibilities of Teachers

- Treat learners fairly, respectfully, and without bias related to their age, race, gender, sexual orientation, disability, religion or national origin.
- Distinguish between the Socratic method, in which insightful questions are a stimulus to learning and discovery, and overly aggressive questioning, in which detailed questions are repeatedly presented with the end point of belittlement or humiliation of the learner.
- Give learners timely, constructive and accurate feedback and opportunities for remediation, and submit grades and evaluations within 2 weeks and no later than 4 weeks of the end of a course or clerkship.
- Be prepared and on time for all activities.
- Ensure proper supervision of medical students during required clinical activities.
- Provide learners with current material and information and appropriate educational activities.
- Disclose familial relationships to avoid conflicts of interest.

Clinical Supervision of Medical Students

PURPOSE

To ensure the safety of patients and learners and a supportive environment for student learning and growth in the clinical setting.

Responsibilities of Learners

Once a student is formally admitted to Al Kamal School (AKAIS), our responsibility is to ensure that our graduates meet certain standards of professional conduct and responsibility. These standards include reliability, honesty and integrity, responsibility in professional relationships, responsibility in relationships with patients and families, responsibility in relationships with others, including members of the AKAIS community, and responsibility related to personal health issues and substance abuse.

WHO IS RESPONSIBLE FOR A STUDENT'S LEARNING?

There is no one answer to this question as responsibility for a student's learning can be shared by many different people. In most cases, responsibility for a student's learning ultimately lies with the student themselves. However, there are many others who can play a role in supporting and promoting a student's learning, such as teachers, parents, and guardians.

What Does Student Responsibility Mean For Learning?

As individuals, we are in charge of taking ownership of our actions in order to improve safety and to create positive learning environments. Students who are held to account for their academic performance and achievements benefit from increased learning. As a teacher, you can bring these opportunities to life.

When students take responsibility for their learning, they are more likely to be successful. They are more likely to be engaged in the material and to remember what they have learned. Additionally, they are more likely to be able to apply what they have learned to real-world situations.

THE ROLE OF A TEACHER IN THE LEARNING PROCESS

Educators are most concerned with developing meaningful experiences that allow students to solve real-world problems and show that they have learned the big ideas, powerful skills, and habits of mind and heart that are expected of them by their peers and the **educational community**.

- A teacher is a leader, role model, and identification for students and their surroundings in the classroom.
- Students must understand the concept of responsibility, independence, authority, and discipline in order to learn, and it is mandatory for teachers to have these qualities. It is necessary to have certain qualities and standards in order to become a teacher.
- In order to help students, a teacher must translate empirical and intelligence into more sophisticated languages that they can understand.
- A teacher must be able to make learning environments comfortable and conducive for students.
- A teacher must examine his or her own personality in order to know what an advisor he or she is and what a more profound belief person he or she is.
- As a teacher, you can influence students' motivation and motivation to learn.

The process of education and learning, whether intellectual or motoric, **necessitates skills lessons**. His character, as well as the fact that he is so important and influential, makes him the ideal Hero of Service.