



Teaching and Learning Policy

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Introduction

The policy for Teaching and Learning guides what teachers and support staff will do, how time should be managed, the organisation of the classroom, the roles of parents, and what the school will do to evaluate and monitor the learning process. See also the Learning Framework and the Early Learning Framework for the school.

The field of education has gone through significant changes in the past few decades and a number of different paradigms have evolved to meet the needs of an ever changing society at an individual and global level. We recognize the merit of both old and new paradigms, realising that each individual is unique and special in their own way. Therefore, teachers select appropriate teaching and learning approaches to suit the personal, academic, emotional and social needs of each student. The following is a brief description of the main Teaching and Learning Paradigms:

1. Reality Pedagogy – My lived experiences are honoured

This Approach is based on the belief that human beings are responsible for each other and that individual differences should be valued. In this approach, teachers willingly acknowledge their own limitations and explore and learn with students. Conscious efforts are made to make connections between students' home lives and their classrooms. In the classroom, great emphasis is placed on ensuring that teachers use their understanding of the culture that the students inhabit not just inside but also outside of the classroom, including the culture of the playground, the culture of the sports field as well as the culture of the home and family. For example, teaching uses household and community artefacts to deepen understanding in a social and cultural context.

2. Learning through my cultural and historical heritage – My ancestry is respected

Heritage and ancestry are appreciated as the foundation and basis in the development of any curriculum area. The learning and teaching is embedded in a context which is in harmony with the culture of the place we inhabit. Teachers and students together work on the conversation, restoration and promotion of cultural heritage, as well as the contributions made by their ancestors to their existence. This may range from the appreciating and showing ownership for their native, ethnic languages and folk tales to studying the artefacts, manuscripts, architecture, art and music.

3. Social Vision and Citizenry – I collaborate and cooperate in the world

A sense of collaboration and cooperation between peers and the outside world is fostered in the classroom. Students gain an appreciation of how they are citizens of a global economy and how even individual actions can have lasting effects on the environment, people and the outside world.

4. Project Based Learning – I respond to the complexities of life

Project based learning is a powerful teaching and learning strategy to promote student directed learning. It serves as a bridge between classroom and real life experience. It usually starts with a challenging question or problem and involves students in planning, investigating, exploring alternatives, problems solving and decision making. It fosters curiosity and willingness to work independently as well as collaboratively.

5. Learning through Understanding – I learn to remember

Knowing is not the same as understanding. Learning by understanding refers to developing an in-depth conceptual understanding in the context of the subject being taught. Hence students are not the recipients of knowledge but contractors of knowledge. How student process knowledge is as important as the knowledge acquired. Teacher provide a wide range of experience e.g., kinesthetic, visual, auditory and verbal, in order of students to develop an in-depth understanding of the concept learned.

6. Learning through my ethics and values – I am my thoughts and actions

Any teaching and learning that ignores the importance of moral and ethics in human life is incomplete. This paradigm recognizes that each individual is an important part of the human community and therefore must be raised with a strong moral core. Teaching focuses on building character and promoting socially conscious, humane, proactive and just members of society.

7. Adaptive Teacher – My teacher as mentor and instructor

In this approach, teacher often starts the teaching and learning experience as the main provider of knowledge, whereas students act initially as the recipients of the information. Emphasis is on the acquisition of knowledge. Teacher demonstrations and expositions in the classroom are the two main forms of the adaptive teaching approach, which is enhanced in modern classrooms by feedback and 'assessment for learning'.

8. Critical Awareness of what I am learning – I learn to argue and debate

An open, reflective and safe environment is fostered where students are encouraged to introspect, analyses and debate issues pertinent to their own lives and the greater world. This paradigm looks towards inculcating a habit of self-reflection, analysis and awareness within each and every student, so that they can emerge as critical, evaluative adults.

9. Student voice and empowerment – I establish my dignity and integrity as a person

The most valuable voice in the learning environment is that of a student. It is important to foster student voice in classrooms as it allows them to take ownership of their learning as well as making

learning more memorable. Allowing students opportunities to discover their own voice further develops the ability to create their own opinions backed by research, as well as leadership skills that will follow them beyond school. Students are given a voice by creating an inclusive environment of cooperation, trust and equal opportunity.

10. Inquiry Based Learning – I ask the questions to seek the answers

Inquiry-based learning is an approach to teaching that places students' questions, ideas and observations at the center of the learning experience. The power of an inquiry-based approach to teaching and learning is its potential to increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and research-based disposition towards teaching and learning. Teachers play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving students from a position of wondering to a position of enacted understanding and further questioning. Underlying this approach is the idea that both teachers and students share responsibility for learning. For students, the process often involves open-ended investigations into a question or a problem, requiring them to engage in evidence-based reasoning and creative problem-solving,

11. Learning through my intuition and my spiritual world view - I am more than the sum of my parts

Intuition is regarded as rapid or sudden cognition which happens on sub-conscious level. Within this paradigm, teacher help train students to become self-aware and conscious of their inner voice and make informed decisions using their intuition as a guide. It hopes to create a healthy balance between the cognitive and spiritual self and recognizes that individuals can function effectively by balancing both.

12. Reflections on self and others-who am I? Who are we?

Learning and teaching facilitates reflections on the self on others. Students realise their place in society, the world and even the cosmos. The questions "who am I?" are discussed and debated and reinforced through different perspectives, resulting in enhanced understanding of the 'self' contributing to a positive self-image. Reflection also refers to the ability to reflect both on one's actions as well as the actions of those around us. Students are encouraged to analyse their past experiences and learn from them, thereby inculcating a habit of self-analysis and growth.

13. Learning by Doing – I move from theory to practice

This refers to the process of active learning, i.e. moving the student from mere memorization of theory to the real life application of concepts. Students learn by practicing important academic and social skills. The material created makes more personal and meaningful connections when students learn by doing rather than passively listening to a lecture.

14. Design Thinking – I learn by design; empathizing and making

The Design Thinking approach helps develop students' creative confidence. Teachers and students engage in hands-on design challenges that focus on developing empathy, encouraging ideation, analysis and research, iterative thinking, fostering active problem-solving and developing metacognitive awareness.

From Policy to Practice

Our Teaching and Learning impact will be achieved through: Planning curriculum well, the quality of our teaching, the quality of learning, student of lessons, good timetabling, the use of supportive ICT, opportunities to learning, student responsibility, parental support, the learning environment and evaluation.

Planning Curriculum

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in way that best suit them. Teachers will take these into account when planning lessons and ensure planning matches the needs and abilities of all learners.

Long term planning

An annual curriculum will be drawn up by the Principal working with the Heads of Section, to cover each year group. This plan works alongside the national Curriculum and Primary Framework for English and Mathematics.

Medium term planning

Medium term plans will be produced by class teachers with guidance from subject leaders. They state clearly what will be taught, when and how. Medium term plans for every half term will include:

- Learning objectives to be covered each week
- Reference to the Primary Strategy Schemes of work
- Content to be covered each week
- Outcomes
- Communication with the parents, to share practices.
- Core values to take place in planning

Short term planning

Short term planning will be produced by class teachers to guide them in delivering what is in medium term plans. Short term plans will show:

- Clear learning objectives and learning outcomes

- Differentiated tasks for at least 3 ability groups
- Opportunities to extend the higher achievers
- The contribution the teaching assistant will make to the children's learnings for that session
- How ICT will be undertaken in the different subject areas

The Quality of Teaching

It is our expectation that teaching staff at the school will:

- Help build a community that is tolerant, respectful of cultures and teachers service to others
- Provide a good academic education and enable each learner to make the most of his or her gifts
- Teach the students that education is much more than passing examinations
- Make the school a place where students will learn about character and grow their whole personality
- Foster good relationships between staff and students

To achieve this goal, teachers must seek to challenge and inspire students with high expectation; show good subject knowledge and understanding; be technically competent in teaching basic skills, including phonics; plan to use a variety of teaching methods that will enable students to reach their potential; plan the use of resources including teaching assistants; give clear and specific instructions and explanations; act promptly to address any inappropriate behaviour; praise pupils for effort and good behaviour; set homework effectively to reinforce and extend what is learned in school; assess pupils both for summative purposes (to measure how well they have achieved) and on an on-going formative basis to guide planning.

When teaching, the school will focus on motivating all the children, and building on their skills, knowledge and understand of the curriculum, so that they reach the highest level of personal achievement. We will use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

Teacher will make ongoing assessments of each child's progress, and they will use this information when planning their lessons. We will strive to ensure that all tasks set are appropriate to each child's level of ability.

Lessons will be planned with clear learning objectives. These come from the National Curriculum and the Primary Framework. Our lesson plans will contain information about the tasks to set, the resources needed, and the way in which we assess the children's work. We will incorporate culture value and community engagement activities to go in line with our mission.

Each of our teachers will make a special effort to establish good work relationships with all the children in the class. We will treat the children with kindness and respect. We recognize that they are all individuals with different needs, and we will treat them fairly and give them equal opportunity to take part in class

activities. All of our teachers will follow the school policy with regard to behaviour, discipline and classroom management. We will set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We will praise children for their effort and, by so doing, we plan to build positive attitude towards school and learning in general. We will insist on good order and behaviour at all times. When children misbehave, we will follow the guidelines for sanctions as outlined in our policy on behaviour.

All necessary measure will be taken to ensure that the tasks and activities children perform are safe.

The Quality of Learning

Students' learning is monitored by how well they acquire new knowledge or skills, develop ideas and increase their understanding. They should demonstrate their ability to apply intellectual, physical or creative effort to their work. The students should work at a good pace and be productive. They should show an interest in their work and be able to sustain concentration and think and learn for themselves. Student should understand what they are doing, be aware of how of how well they have done and know how they can improve. During the lesson, teachers will check for understanding by listening to students and asking challenging questions. The teacher will ensure they involve all students and that high standards of effort, accuracy and presentation are encouraged. At the end of the lesson the student outcomes will normally be consistent with the objectives set at the beginning.

The structure of lessons

All teaching will be structured to maximize learning opportunities, and lessons will be planned in accordance with the following principles:

- Lessons will start promptly
- Resources will have been planned and prepared before the lessons
- Teaching will build on previous learning
- The lessons will have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies

Timetabling

The allocation of time to each subject is based on the guidelines initially produced by QCA, 'Designing and Timetabling the Primary Curriculum' and in accordance with KHDA's policy and expectations for schools offering the NCFE.

The role of ICT

ICT will be planned to improve learning and teaching in different ways, this is described more fully in the ICT Policy.

- In the teaching of ICT skills

- To enhance the teaching of other subjects, such as putting in data to produce graphs in Mathematics, Science or using multimedia presentational tools to present information in subjects like history, geography and Arabic.
- To track pupil progress
- The enhance work for display
- For writing reports, producing worksheets, research
- For research and bringing the outside word into the classroom

Opportunities to learn

We will offer opportunities for children to learn in different ways. These include:

- ✓ Investigation and problem-solving
 - Research and discovery
 - Group work
 - Pair work
 - Independent work
 - Whole-class work
 - Asking and answering questions
 - Use of ICT
 - Fieldwork and visit to places of educational interest
 - Creative activities
 - Watching video and responding to musical or tape-recorded material
 - Debates, role-plays and oral presentations
 - Designing and making things
- ✓ Participation in athletic

Student responsibility in learning

Children will be encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

The role of the parents

Parents have a fundamental role to play in helping children to learn. Parents will be required to support their children learning process by ensuring best attendance, monitoring behaviour, and follow on homework. Parents will be informed about what and how their children are learning by holding parents' evenings, sending information to parents, at the start of each term, outlining the topics that the children

will be studying during that term, sending regular reports in which we explain the progress made by each child, and indicate how the child can improve further.

The learning environment

A stimulating environment sets the climate of learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. Interactive displays support pupils' learning and teachers will be required to involve children in creating colorful visual display of curriculum topics to enhance ownership and stimulate learning.

Evaluation of our practice

Subject leaders and year coordinators (especially in the primary years) will be responsible for the monitoring and evaluation of their classes. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans providing the coherence, progression, continuity and depth necessary.

More formal observation of teaching will be carried out by Heads of Section on a regular basis; a monitoring week will be held each term and evaluations will be written and monitoring records maintained.

Parents' evening will be held at least once a year, and reports will be written twice a year to inform parents of their child's progress. The schools will have an open-door policy, encouraging parents to call for informal discussions at any convenient time.