



Al Rabeeh Academy Teaching & Learning Policy

Implemented September 2021

Updated September 2022

Review August 2023

Vision: Forging Future Leaders: We are a global community of thinkers, creators, innovators and leaders who aspire to have a positive impact on the world of tomorrow.

Aims and Objectives

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will underpin all future learning
- To promote, facilitate and enable the inclusion of all groups of children
- To provide a broad and balanced curriculum which provides opportunity for all learners to make progress through enjoyment and challenge
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To promote positive attitudes through our school's core values of
Respect, Responsibility and Resilience

Introduction

Our school provides a high standard, well-rounded education to students in all year groups. Our student-body influences our programme as we tailor the traditional English curriculum to meet the needs and expectations of the future leaders of the UAE.

At Al Rabeeh Academy, students learn through innovation, pursuing excellence and developing an understanding of global citizenship which form a key part of our teaching philosophy. We encourage students to understand themselves, develop their identity, competencies and learning skills to allow them to take opportunities as they grow into lifelong learners

Purpose of policy

There are four main purposes to this policy:

- To establish an entitlement to high quality teaching and learning for all learners;
- To establish expectations for teachers in teaching and learning in all subjects;
- To promote continuity and coherence across the school;
- To state the school's approach to teaching and learning in order to promote public and parents' understanding of the curriculum

Teaching and Learning Ethos

At ARA, learners are encouraged to lead their own learning with teachers facilitating the process. Through this approach, learners will be provided with a range of learning opportunities that focus on the skills of: communication, collaboration, creativity, critical thinking and curiosity.

Effective Learning

Our expectations at ARA are as follows:

- Collaboration – students work actively within a group to achieve a common goal
- Communication – students use a range of techniques to share information
- Creativity – students can use new and imaginative ideas to and turn them into a reality
- Critical thinking – students will analyse and evaluate effectively to form a judgement
- Curiosity – students will have a strong desire to ask how? and why?

Effective Teaching

Our expectations at ARA are as follows:

- Teachers firstly need to get to know their learners so that they can engage students in their interests and motivations while supporting their needs; the teacher is the facilitator to learning
- Teachers must have secure subject knowledge and understanding of how learners learn and when support is needed.
- Teachers can seek advice from Senior Leaders, Middle Leaders or colleagues from across the school community
- Teachers need to plan imaginative and engaging lessons and provide an inspiring learning environment. Time and resources should be used creatively to enable all groups of learners learn successfully
- Every lesson has a clear Learning Objective and Success Criteria which are explained to the class and which remain on display throughout the lesson. Learning objectives should be specific, achievable and measurable
- A feature of lessons should also include elements of explanation, modelling, scaffolding, practice, review and reflection
- Every lesson includes a progress measure/traffic light for children to self-assess their learning, demonstrating that our students are assessment capable learners
- Teachers must use Assessment for Learning (AfL) in their practice so they can accurately understand what their learners know and what progress they are making
- Questions need to be carefully planned in order to challenge learners' thinking and promote critical responses and develop problem solving, to design lessons and support differentiation
- Every lesson is differentiated with challenges that allow for depth of learning, ensuring that all individuals meet the learning objective which supports assessment capable learners
- Teachers provide appropriate resources, which support learning outcomes and provide challenge for the more able
- Teachers have high expectations of presentation, quality and quantity of work
- Assessment data from a variety of sources is used effectively to inform the next steps in teaching, curriculum design and adaptation to support all the learning needs of all groups of learners.
- Learning Support Assistants (LSAs) and Teaching Assistants (TAs) are fully involved and active in lessons. For those children with additional needs, LSAs who are part of our inclusion team, help provide curriculum adaptation to ensure entitlement
- Teachers spend time reflecting on their practice to understand the impact they are having on their learners' learning and how they can maximise this progress further
- Walk Thrus are evident throughout our weekly CPD sessions. Teachers have time to independently research Walk Thrus which will benefit their own teaching as well as embedding strategies which have been discussed as a whole school.
- Teachers take an active stance in their own Professional Development to impact positively on their practice

Monitoring

Observations

Lesson observations are carried routinely at Al Rabeeh Academy. As well as formal, termly observations there are more regular, informal opportunities for the Middle Leaders and Senior Leaders to carry out learning walks and monitoring.

Formal Observations

These are carried out once a term and written feedback is provided for teachers. Lessons are graded against the ADEK framework with the following ratings: Outstanding, very good, good, acceptable, weak or very weak.

In Term 1 & 2, joint observations are carried out by the senior leadership team. In term 3 observations are carried out by middle leaders and senior leaders. Feedback will always be given promptly and will

summarise the key strengths of the work as well as areas for improvement. A rigorous and content-rich CPD programme will ensure that all staff take part in deep and engaging pedagogical reflection and apply this consistently to their practice.

Learning Walks

Learning walks are carried out routinely at ARA and there is an open-door policy in terms of leaders accessing the classroom in a supportive manner. Learning walks will have a set foci and this will be shared in the termly monitoring timetable. All levels of leaders (SLT, MLT) will carry out learning walks and relevant feedback will be shared with year groups or specific teachers as appropriate.

Whole School Curriculum Planning

Our curriculum is broad and balanced, aiming to develop a depth of learning, content, skills and the application of this to the real world. We use a range of resources to support our curriculum design:

The Early Years Foundation Stage Framework, supported by: The Primary National Curriculum for England 2014, The Secondary National Curriculum for England 2014, The Ministry of Education Curriculum for Arabic, Islamic, Social Studies and Moral Education, Oxford AQA and Edexcel.

Our curriculum is enriched in a number of ways, including but not limited to: Extra-Curricular activities such as arts, creative clubs and events such as Sports Day. Additionally, educational visits take place on a local and national level. Importantly, in recognition of Emirati culture, our school celebrates a range of local events, including UAE National Day, Flag Day and International Day and more.

Early Years Foundation Stage

For our youngest children, their care, happiness and development is our highest priority at Al Rabeeh Academy.

In the Early Years Foundation Stage (EYFS) there are seven key areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding of the World, Expressive Art and Design

Learning through play is a key element of the EYFS framework and teaching and learning at ARA reflects this. Learners experience a balance of adult-led planned purposeful play (indoors and outdoors) with dedicated time provided for children to initiate their own learning. In this time, children can consolidate and practise the knowledge and skills experienced and taught in adult led activities. The development of children's learning skills known as 'The Characteristics of Effective Learning' (Playing and Learning, Active Learning, Creating and Thinking Critically) are supported throughout the daily routine and teaching and learning approaches are adopted. The individual needs of children are identified (following the Inclusion Policy) so that their needs can be met and talents can be honed.

Inclusion

At ARA we believe that all learners can achieve and make progress including those with additional needs. Through careful lesson planning, modification of assessments and expectations, we ensure that learning is accessible or challenging enough for all. Where there is an additional need, class teachers work collaboratively with the Inclusion Team, the individual pupil and parents to ensure that they are supported through an effective or an Individual Education Plan (IEP). The learner's individual targets will then be the key focus for them in their lessons and if required, additional intervention sessions with an Inclusion specialist. Guidance will also be followed to achieve targets within the whole class setting. (Please refer to the Inclusion Policy for more detail)

Equal Opportunities

ARA recognises the value of, and seeks to achieve a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create a culture through the school board, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences.

Parental Involvement

At ARA we recognise how important parents are in supporting the education of their children. We encourage parents to support learning at home by carrying out daily reading and supporting with homework tasks. Termly parent workshops also take place to enrich parents with knowledge of our curriculum, ways to support at home, assessment procedures and more.

Assessment and Recording

Learners have baseline assessments when they first arrive at ARA. Regular progress checks across the academic year ensure that all learners are supported effectively. Intervention processes are in place to narrow their gaps in learning. Assessment data is recorded either on Engage or on internal assessment trackers, the results of which are analysed and inform planning to ensure pupil progress. There will also be mandatory assessments in certain year groups as per ADEK guidelines. Parents will receive regular progress updates, be invited to attend parent teacher consultations and a comprehensive end of year report.

Resourcing

Each classroom is fully equipped with an interactive board. Class teachers will create imaginative and engaging classroom environments for their learners. Children will visit the school library on a weekly basis to support current learning and reading for enjoyment. Learners are provided with sufficient exercise books and writing materials. Any additional resources required will be communicated with parents. A CPD library also exists for staff.

Roles and responsibilities

Governors - The school will carry out regular internal reviews to monitor the standards of teaching and learning across the school and provide support for the ARA team.

Leadership Team - The members of the Leadership are accountable for standards of teaching and learning across the school. On the basis of the monitoring and evaluating cycle, including pupil data and pupil progress interviews, appropriate in-service training will be identified and offered. Teachers are encouraged to engage with colleagues through core-curriculum meetings and are directed to where appropriate for external training.

Subject, Year and Department Leaders - To be effective, collaboration between all leaders is required. All leaders need to take responsibility in achieving the highest standards of teaching and learning in all subjects, supporting their team members and senior leaders.

Teachers - Teachers are responsible for meeting all of the non-negotiables for teaching and learning which are noted in the Teaching and Learning Handbook.

Monitoring and Evaluation

This policy will be reviewed annually.

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| Draft Date: | 2 nd September 2022 |
| Principal Approval: | |
| Review Date: | August 2023 |