TEACHING AND LEARNING POLICY

1. AIMS

Through our teaching, we aim to:

- Raise attainment and accelerate progress.
- Relentlessly drive improvement in the quality of teaching and learning that enables the acquisition of skills, knowledge and understanding which will underpin all future learning
- Promote and facilitate the inclusion of all groups of children (including those with special educational needs and disabilities, the More-able Gifted and Talented, English Language learners, Emirati children, boys and girls)
- Teach effectively setting high expectations to enable students to learn efficiently and make sustained progress.
- Learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.
- Promote positive attitudes through values of "mindfulness" (mindful of self and mindful of others) ," languages" (developing key communication skills and openness to others as world citizens) and " character" (focusing on personal character development)

2. OUR EXPECTATION

At Oxford our expectation of effective learning is:

- Students feel valued as individuals and are actively involved in the learning process.
- Students are made aware of what is being learnt and how it will impact their future and the wider development of skills.
- Classroom relationships are built on mutual tolerance and respect.
- Students are encouraged by all teachers in the classroom and are given opportunities to enjoy a genuine sense of achievement.
- Tasks and resources are appropriate to students' ability range, irrespective of social class, race, religion, or gender.
- Students act reasonably towards other group members, making carefully considered decisions. They encourage others to contribute.
- Students are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available to them.
- Students demonstrate innovation, enterprise, enquiry, research, critical thinking and can use learning technologies to support them in their learning.
- Students are provided with skills to reflect and evaluate their own work and that of others so that they can develop an understanding of their strengths and areas for development and can take targeted actions to improve.
- Students regularly demonstrate enthusiasm, a curiosity for learning, a questioning mind, determination, adaptability, and an ability to take the risk and learn from mistakes.
- Students complete home and schoolwork together successfully.

For **effective teaching** to take place there are a number of factors that we expect:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- Lessons must have clear learning objectives and outcomes that reflect development of subject specific higher order thinking skills.
- Planning purposefully differentiates methods based on students' assessment information.
- Lessons deliver the school curriculum, including appropriate cross-curricular links.
- Teacher must have secure subject knowledge and understanding of how students learn and when support is needed.
- A clear link to previous and future learning.
- Create learning focused environments that are motivating, inspiring, safe, and supportive. These promote and celebrate student achievements and stimulate their creativity and innovation.
- Timely interventions and mini plenaries to clarify misconceptions, secure knowledge and deepen learning further.
- Plenaries which could happen at any time during the lesson and prepare the child for the next stage of learning.
- Carefully planned differentiated activities to match the learning needs of all students.
- Teacher modelling through effective use of 'teacher talk' time.
- Imaginative and well-judged teaching strategies that enthuse students and engage them in the learning.
- Establish high expectations for learning, supporting and challenging almost all students, in all groups, to make at least expected progress.
- Model a positive outlook, through words and actions and teachers act as students' learning partners, motivating them to optimize their learning, and set self-improving goals.
- Teaching methods take into account individual students' starting points, their next steps and their learning styles to meet their individual needs.
- Pace of Learning and Teaching commensurate with capabilities.
- Basic skills embedded across the curriculum.
- Questioning challenges students' thinking and promotes highly perceptive responses.
- Dialogue engages students in insightful discussions and reflection. This inspires students to be inquisitive learners, who independently extend their learning beyond the curriculum
- Positive relationships based on mutual respect which motivates students to optimize their learning and set self-improvement goals.
- Opportunities for independent learning and resilience development.
- Excellent behaviour management and behaviour for learning.
- Elements of visual, auditory, reading, and kinesthetic (VARK) learning.
- Sensitive informal (verbal) assessment of student adjusts teaching content to their needs; learning reinforced by supportive marking and discussion of work.
- Teaching assistants to be fully involved and active in lessons from the Foundation stage to year Two. For those children with additional needs, learning support assistants (LSA's) who are a part of our inclusion team, help provide curriculum adaptation.

- Teachers' collaborate in planning, reflecting practices, teaching, evaluation, and curriculum review to optimize students' outcomes.
- Teachers take an active involvement in their own professional development to impact positively on their practice.

Good **indicators of raised achievement** across the school are:

- High expectations and achievements of most students in most subjects.
- Good or rapid progress of most students in most subjects.
- Consistently good standards in each year group achieved across most subjects.
- Skills in speaking and listening, reading, writing and in practical and expressive activities are high and contribute effectively to the standards reached.

3. Planning

Planning is to be shared with all teachers in the year group and uploaded onto the school system on a weekly basis.

Learning Coach, Academic heads, Subject leaders and Co-ordinators monitor the planning and samples of associated work.

Curriculum Planning

Our curriculum provides an appropriate balance of opportunities for students to extend their knowledge, skills and understanding. National Priorities are well integrated across the curriculum for all age groups in content and skills. The curriculum is modified to provide continuity and flexibility in the covid 19 scenario and ensure in depth mastery of skills needed for progression.

Long Term Planning

Our long-term planning is based on:
- The Cambridge curriculum
- The Early years' foundation stage Framework
- The Ministry of Education curriculum for Arabic, Islamic, Social Studies and Moral Education
- Skill-based Schemes of Work

Short Term Planning

Our short-term planning is based on
- our skill-based schemes of work in line with the Cambridge Curriculum
- weekly and monthly planning completed by individual teachers in all subjects
- taking into account individual students' starting points
- accurate and precise assessment information of students' prior knowledge and understanding
- IEPs for SEND, Gifted and talented.

4. THE LEARNING ENVIRONMENT

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning.

The visual environment is very important and should display work which is interactive, representative of all students and all ability levels. Displays should reflect the taught curriculum and be changed regularly to sustain interest and discussion.

There is a **calm environment** when:

- Students are on task.
- Students are aware of acceptable noise levels for classwork and teachers help to maintain this by example.
- Students are taught to tidy up after themselves.
- Students understand the key elements of our Behaviour Policy.
- Classroom support staff work in a similar way to the teacher.
- Resources are relevant to the particular subject, ready before the lesson, organized and stored properly and carefully used and put away after use by the students and/or teachers.

The room is **well organized** when:

- Resources are clearly labelled and easily accessible
- There is a clear furniture layout which considers both Health & Safety and maximizes learning.
- The room is kept tidy.
- Resources in each area will be grouped according to curriculum subject.
- Book corners will be comfortable and attractive.
- Labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school.
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.
- Students will be involved in the maintenance and care of all equipment and resources.

Organization

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching
- group work, organized according to appropriate criteria (i.e. ability, mixed ability, friendship, etc) and under all safety protocols outlined by health authorities
- one to one teaching
- conferencing
- collaborative learning in pairs or groups under all safety protocols outlined by health authorities
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding, under all safety protocols outlined by health authorities.

Student Groupings

- ☐ Students should be given the opportunity to work in mixed ability groups under all safety protocols outlined by health authorities.
- ☐ Students should be given the opportunity to work in different groups and, from time to time, with different students maintaining 1.5 metres of distance
- ☐ Groupings, together with their ability, should be included in the teachers' Planning and Assessment folder
- ☐ Teaching students to work co-operatively (collaborative group work) needs to be developed and each teacher needs to plan opportunities for this as well as age-appropriate strategies to develop their skills even further.

5. EQUAL OPPORTUNITIES

At Oxford we base our teaching on our knowledge of the students' level of attainment. Our prime focus is to develop further the knowledge and skills of the students. Through careful planning, modification of assessments and expectations, we make sure the learning is accessible or challenging enough for all. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for students with special educational needs and disabilities we give due regard to information and targets contained in the student's IEPs and teachers work collaboratively with the Inclusion team , the individual student and parents to ensure that they are supported . We have high expectations of all students and we believe that their work should always be of the highest possible standard.

6. INTERVENTION

Formative and summative assessments inform the teacher which groups of students require intervention. These intervention strategies will be ongoing for a term before they are reviewed to assess their impact.

These interventions include:
- Classroom interactions
- Small group work to address specific needs
- Intense support program for students with low attainment.

7. DIFFERENTIATION

In order to always have the highest possible expectation of individual learners so that they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension
- autonomy
- outcome
- teacher/adult support

8. STAFF TRAINING

Staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We continuously support our teachers and support staff in developing their skills so that they can continually improve their practice.

We organize staff training to;

- Support priorities identified in the School Development Plan and Appraisals process.
- Network contacts, information, and knowledge of the right practice.
- Encourage colleagues to support each other and share expertise and specialist skills and knowledge.
- To familiarize about the requirements of the Cambridge Curriculum and the EYFS Curriculum.
- Promote knowledge of current trends in education, share philosophy and commonality of practice.
- Provide a forum for the school's self-evaluation and provide the skill to do this.
- Enable all staff to develop the skills required to support the students in their learning.

9. EVALUATING TEACHING AND LEARNING

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked to DSIB criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across the school. The evaluation of teaching and learning is carried out through:

- classroom observations
- Learning Walks
- students' books scrutiny
- displaying work throughout school and discussing quality
- internal moderation of students' work
- external moderation of students' work
- discussion with students

- subject leaders monitoring planning

10. MONITORING AND REVIEW

We monitor and review the school's teaching and learning policy regularly so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will, therefore, review this policy every year.

11. THE ROLE OF PARENTS AND CARERS

We believe that parents have a fundamental role to play in helping students to learn. We inform parents about what and how their students are learning by:

- holding Orientation meetings and workshops to explain our strategies for teaching key areas of the curriculum and how they can support their students at home.
- sending regular notifications to parents/carers that outline such information as special events in the school and key dates.
- sending bi-weekly planner that outlines the topics that the students will be studying for two weeks
- sending out reports to parents twice a term to keep them updated about their childs' progress in ongoing assessments. Also reports will be sent three times a year in which we explain the progress made by each child and what they have been learning at school and their next steps to learning.
- expecting parents to read with their students or to hear them read.
- sharing a homework policy for the school.
- being available to talk to parents at mutually convenient times.
- informing individual parents at parents' meetings about their child's achievements and progress

We believe that parents have the responsibility to support their students and the school in implementing school policies.

We would therefore like parents to:

- ensure that their child has the best attendance and punctuality record possible.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfill the requirements set out in our parent-school contract.

12. ROLES AND RESPONSIBILITIES

a. Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising student attainment
- ensure that staff development and appraisals policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

b. Leadership Team

The members of the leadership team are accountable for standards of teaching and learning across the school. Based on Monitoring and Evaluation cycle, including student data and progress interviews,

appropriate in-house training is identified and provided. Teachers will then be encouraged to identify their own learning needs and will be guided to use a range of support and training materials, e.g. through Cambridge professional development training. The Senior Leadership team will also support directly in the classroom and coordinate CPD opportunities across the school. Workshops will be designed and led by our middle leaders and senior leaders. Teachers will be encouraged to create professional learning communities within the school and outside.

c. Subject Leaders

Subject leaders will collaborate effectively and take responsibility in achieving the highest standards of teaching and learning in all subjects, supporting their team members and senior leaders.

d. Teachers

Teachers are responsible for meeting with the expectation of high standards of teaching and learning. They must comply with the LEAMS Professional Standards, which are aligned with KHDA guidance and UAE Teacher Competency Standards.

The Senior Management Team reviewed this policy. It will be next reviewed in August 2021.