Al Kamal American private school– Ramtha

Teaching and Learning Policy

This procedure is to be reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
School Principal	
Date of review	August 2022
Date of next review	August 2023

Introduction

At Al Kamal American PVT School (AKAS),we believe in life-long learning and the notion that learning should be challenging, engaging, rewarding and enjoyable for everyone. Through our teaching, the school environment and partnerships, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices; preparing them for the future.

In line with the School's Vision Statement, of nurturing innovative global citizens, The School consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students. We provide high quality teaching and learning experiences that enable all children to reach their full potential.

Our School:

- Provides a safe, supportive stimulating learning environment;

- Has a team of respectful, tolerant, open-minded educators;

- Is a community where everyone aspires to be the very best they can be;

- Is a community of resilient lifelong learners;

Aims and Objectives

Through this policy we aim to enable our students to be resilient, resourceful, responsible learners who have the confidence, skills and attitude to be successful life-long achievers. We aim to promote a nurturing yet challenging learning culture that helps them develop as innovative global citizens. Specifically, the aim is to enhance student outcomes as they learn at NIPS. Through our teaching we ensure that:

- We develop creative, courageous and critical thinkers. We expect our children to be cooperative and caring with excellent communication skills.

- We develop independent, confident learners who take increasing responsibility for their own learning.

- Our children are reflective and effective participators.

- Our children acquire the necessary skills for learning, now and in the future, by developing

lively, enquiring minds and the ability to question, share ideas and work cooperatively.

- Our children access a rich and balanced curriculum in a variety of ways, this includes encouraging creativity and self-expression.

- We recognize and develop pupils' personal skills and interests.

- We meet the needs and aspirations of all our learners.

Student Outcomes

We purposefully work towards integrating and promoting best practices so that all students can:

- Improve attainment and progress across all subjects

- Develop subject specific skills

- Enhance personal, social and emotional skills

- Achieve mental wellbeing

- Adopt moral values

Effective Teaching and Learning

Personalized learning is at the heart of effective teaching and learning. At Nibras Al Iman School, we recognize the need to develop strategies that will allow all children to learn in ways that best suit them so that they will fulfil their potential.

Many learning opportunities are made available to the children that take account of visual, auditory and kinesthetic learning styles. Such opportunities include:

- investigation and problem solving;

- research and finding out;

- group work;

- paired work;

- independent work;

- whole-class work;

- asking and answering questions;

- use of technology throughout all areas of the curriculum (mainly middle school)

- a range of experiences including outdoors learning and field trips

- debates, role-plays and oral presentations;

- designing and making things;

- participation in athletic or physical activity

School's Philosophy on Teaching & Learning

At AKAS, we believe that:

• All students can learn and progress from their existing levels.

• Learning from mistakes is an integral part of the learning journey; *it is okay to make mistakes.*

• Students learn best when they feel safe to take on challenges, are interested and motivated and feel valued. Students learn when they are actively engaged in the learning process.

• As learning is a social process, students need to collaborate with peers and faculty to strengthen their learning.

• Students need choice and voice to learn effectively.

• Students have individual needs, skills, aspirations and interests that provide the leads while designing the teaching learning experience.

• A positive learning culture across the school community (students and adults) builds life-long learners.

Teaching -Learning Approach

The teaching-learning approach followed at AKAS is as follows:

A) **Kindergarten**: In the early years, we provide an enabling environment that allows children to explore, investigate and learn through a wide range of first hand and multi-sensory experiences in the indoor and outdoor classroom and especially in the Discovery Center. in the KG section, we follow three prime and four specific areas of learning.

The Prime areas of learning

      i.   Communication and language

      ii.   Physical development

      iii. Personal, social and emotional development

The specific area of learning

      i.   Literacy

      ii.   Mathematics

      iii. Understanding the world

      iv. acquiring Islamic & world values

B) **Primary School**: uses an approach that engages students in inquiry-based learning through

schemes of work. Teachers provide students with learning opportunities that weave around investigation, critical thinking, reasoning and reflection.

C) **Middle School**: The approach here is to provide students with opportunities to become independent learners and take responsibility for their own learning through personalized instruction and flipped lessons. Teachers engage all types of learners and support varied learning groups.

School's Learning Environment

To meet the outcomes stated above, NIPS provides:

- *A supportive, social and emotional learning environment*

At NIPS, we recognize the importance of building self-efficacy and positive self-esteem in students through creating a learning environment that gives a sense of belonging, helps promote aspirations, supports individuality, encourages challenges and celebrates success. The wellbeing of students is of top priority in all the learning experiences we provide at school.

At NIPS, teachers are responsible for providing a secure and psychologically safe environment in which students feel:

✓ Cared for and valued.

✓ Supported and guided in their learning.

✓ Respected as individuals.

✓ That mistakes are opportunities to learn from.

✓ That there is an adult to reach out to at school.

✓ That their successes are celebrated.

✓ Motivated to demonstrate appropriate behavior.

- *A safe physical environment*

At AKAS, encouraging learning environment is provided through a well thought of physical environment that supports and reinforces learning. Classrooms are a place where students feel safe, are able to share their learning and grow as happy individuals. Specifically, teachers are expected to:

✓ Create classrooms that are exciting, stimulating and welcoming.

✓ Ensure the physical safety within classrooms and other learning spaces.

✓ Provide attractive displays and resources.

Classroom and corridors are expected to have:

- Classroom rules co-constructed with and agreed upon by the students.

- Learning tools in the form of key words, posters, word banks, diagrams

- Marking codes and rubrics being used.

- Well-presented displays of high-quality student work that reflects their achievements.

- Positive inspirational slogans.

- Interactive displays reflecting current topic to promote investigation and curiosity.

- Mission and Vision statement of the school.

- evacuation plan, important dates and class timetable.

- Furniture that creates a safe, flexible learning environment including a carpet focus area (where applicable).

- Focus area around the board and ensure that it is at the students' eye level.

Teaching Learning Culture

The culture of learning is based on the base of the school's philosophy of learning and the environment. Further, the value of trust is integral to building a strong culture. The school provides intellectual consistency and has high expectations of educators and students.

Teachers' Expectations: All educators are expected to:

- Have excellent subject and pedagogical knowledge.

- Be leaders of learning, enhance their own subject and pedagogical knowledge.

- Engage in a culture of self-learning, share best practices, undertake professional development and build capacity, observe good practice.

- Be reflective practitioners to strengthen their teaching practice.

- Have high expectations from students and believe in their ability to learn.

- Understand students' strengths and weakness and providing them with learning that suit their needs.

- Use data driven decisions to inform teaching-learning.

- Have open channels of communication with students and parents.

- Set goals that are built together with learners.

- Use time appropriately while adhering to timelines for effective work ethic and culture.

- Model and expect students to respect and care for themselves and their environment.

- Partner with parents in the learning journey of their wards.

- Raise any concerns about a student's learning or behavior with school leaders as and when the need arises so that appropriate strategies can be designed in partnership with parents to resolve issues.

Teachers are responsible for the design, preparation and delivery of learning opportunities which enable learners, in relation to their starting points, to achieve very high standards.

Planning and Preparation for lessons:

Teachers should:

- ✓ Have a thorough knowledge of each individual student and his/her interests, skills, aspirations and needs.

- ✓ Provide videos, power point presentations, other reading material to students prior to lessons

so that they can come to class with pre-read resources.

- ✓ Design lessons that:

  - Introduce the topic through a recap or a big question.

  - Allow students to engage with content through flipped learning.

  - Are linked to building 21st century skills, subject specific skills, and enhance the social, emotional and wellbeing needs of students so that they are prepared with the future focused fluencies to enter graduate school.

  - Connect learning to real life and promotes cross curricular linkages.

  - Include mini plenaries to establish progress in learning.

  - Use differentiated tasks based on Bloom's taxonomy, ie. provide choice and voice to students.

  - Are challenging and raise students' curiosity to learn.

- ✓ Develop students' capacity to work independently and collaboratively.

- ✓ Provide a broad range of opportunities for every student to shine.

- ✓ Provide appropriate support for those with special educational needs, gifted and talented.

In lessons:

- ✓ Use the data to create a variety of grouping that best meet the learning needs.

- ✓ Share the learning intention for the unit and co-construct the success criteria with students so that they are aware of what is being learnt and why they are learning it.

- ✓ Implement the lesson plan to meet the individual needs of all students.

- ✓ Use a variety of strategies and multi-sensory resources to enable all students to learn effectively.

- ✓ Give the key information and vocabulary needed for the lesson.

- ✓ Make learning more student led.

- ✓ Pose critical thinking questions and problem-solving case studies to enrich students understanding of the learning context and its application in real life situations.

- ✓ Ensure tasks are clearly understood by using questioning, recall, exit ticket systems

- ✓ Undertake frequent assessment for learning (digital and others) to help students track their progress.

- ✓ Allow for reflective time for students to answer questions.

- ✓ Allow students to reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.

Post lessons:

- ✓ Reflect on the learning that has occurred.

- ✓ Use the data from AFLs to inform and plan the following day's teaching.

- ✓ Mark student work as per the Correction Policy of the school.

- ✓ Give written and oral feedback in line with the school's policies on assessment, feedback.

Teachers Support

Teachers are supported in improving their teaching practice in the following ways:

- ✓ Tours of strength (observing good practice from colleagues)

- ✓ Learning Circles (teachers working in small groups to enhance their own planning and practice)

- ✓ Hubs of Learning (professional learning communities to share best practice)

- ✓ Development time (targeted continuing professional development (CPD) sessions)

- ✓ External courses when necessary

Learners' Expectations:

At AKAS, learners are expected to:

- ✓ Believe in themselves that they are capable of learning and achieving.

- ✓ Be self-respecting and positive individuals, with an enthusiasm for learning.

- ✓ Be independent learners who take responsibility for their own learning.

- ✓ Set goals and strive hard to achieve them.

- ✓ Think through the consequences of their behavior and be able to learn without being disrupted by others.

- ✓ Be active, collaborative learners and consistently strive hard to achieve success.

- ✓ Be aware of time management and the consequences for non-compliance.

- ✓ Answer questions in class in a systematic and respectful manner.

- ✓ Use rubrics to reflect on their learning during their study.

- ✓ Engage in their social, emotional development.

✓ Provide feedback to peers and self-evaluate learning.

✓ Know their next steps towards learning.

Working with Other Stakeholders

Regulatory Authorities

School will uphold the proposed requirements and statutory mandates of the regulatory authorities, namely SPEA and MOE. The senior leadership team is responsible for aligning the teaching learning processes to the requirements of the CCSS, NGSS and MOE.

Parents

We actively seek parents as partners in their wards' learning journey. Specifically, the school:

- Informs parents of their children's learning and performance and ways to support learning through monthly, mid-term and termly feedback.

- Conducts two official parent-teacher meetings across the year to discuss their children's progress, but parents are also entitled to make an appointment to see the teacher/leader at other times.

- Invites parents to a range of school related activities to help parents understand the learning at school.

Monitoring and Evaluation

Monitoring and evaluation is a key contributing factor to ensure Teaching and Learning is consistently at a high standard. Below are the main areas for monitoring and evaluation that directly link to Teaching and Learning at NIPS. Please see the Monitoring and Evaluation Policy for more detailed information.

Lesson observations:

Each member of staff will have three formal Lesson Observations each academic year. The minimum

Lesson Observation time is 40 minutes. One of these observations will form part of the Department

Review. Feedback from Lesson Observations will always be given within 1 working day of the

observed lesson.

Learning Walks:

At AKAS, learning walks will take place as part of a continuous follow-up of teaching and learning quality and are completed by the Principal, Vice Principal, HODs.

The focus of the learning walk will be assessed against the needs from the lesson observation and staff will be made aware of what the focus is.

By conducting lesson observations and learning walks, The Senior Leadership Team SLT at NIPS is responsible for monitoring and evaluating the quality of teaching-learning process.

The following process is followed for teaching:

- Mentoring of teachers by their respective HODs.

- Provision of need-based and generic professional development to support teachers' practice.

- In an academic year, 3 developmental lesson observations by an SLT member other than the teacher's supervisor.

- Teacher's self-reflection and feedback from SLT provides areas of strength and development.

- Gaps across departments and phases are identified, which flow into the next professional development program.

<u>The following process is followed for learning:</u>

The purpose of the continuous and comprehensive pattern of evaluation is to gather relevant information about student progress. Teachers are able to reflect on student achievement, as well as special inclinations of the group, to customize their teaching plans. Specifically, teachers:

- Provide opportunities for feedback, peer and self-evaluation in lessons.

- Allow for reflective time

- Help students reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.

- Give written and oral feedback in line with the school's policies

Provision / Intervention

- It is expected all students at Nibras Al Iman School will make at least good rates of progress through quality first, class-based teaching. However, for some students this approach may not be sufficient and these students, at various stages, may benefit from additional small group or 1:1 intervention program to enable them to make the progress required to achieve their full potential.

- Central to the effective planning of an intervention program is the knowledge the teacher has of a particular student or groups of students.

- More able learners are supported through quality first teaching as well; opportunities to take part in activities outside normal lessons and to be challenged inside classrooms as well.

Appendix 1: Lesson Plan Template

Appendix 2: Curriculum Map Template

	Main Skills / Standards	Learning Objectives	Resources	
READING	• RL.1.5 Distinguish letters from words. • 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	To • Do Welcoming activities. • Revise letters and sounds.	worksheets	
WRITING	• W.1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	To Do revisional activities Write uppercase and lowercase of b and c letters.	worksheets	(Week 1) (29/8/2020 - 2/9/2020)
SPEAKING & LISTENING	• SL. 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. • SL.1.1 Understand and follow one- and two-step oral directions.	• Do speaking revisional activities	Speaking session	
LANGUAGE	**(Vocabulary)** L.1.5a Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. 2.1 Describe animals, places, things (e.g., size, color, shape), locations, and actions.	To Do revisional activities Describe the photos, using sentences and key words.	worksheets	

Appendix 3: Unit Plan Template

2022-2023 UNIT PLAN

Name: Grade(s):

Subject: English   Timeframe: 4 week

Stage 1 – DESIRED RESULTS	
Vision/Mission	☐Fulfilling each scholar's aspirations ☐Understanding the values of UAE in a global context ☐Tolerance to ensure equity of all ☐United efforts towards an ever-changing world ☐Responsibility to self and others ☐Empowering learners through collaboration
Values	☐ Care ☐ Integrity ☐ Tolerance ☐ Transparency ☐ Respect ☐ Support ☐ Fairness ☐ Achievement
5 Cs	☐ Creativity ☐ Collaboration☐ Communications☐ Character☐ Critical Thinking
Big Idea for This Unit	Take Control
Essential Question(s)	How do actions define us?
Objectives	Analyze Character Analyze Conflict Analyze Myth Determine Themes Analyze Form in Poetry Analyze Word Choice Analyze Plot Make Inferences Determine Author's Purpose Cite Evidence and Evaluate Details Analyze Setting and Conflict Analyze Structure Compare Characters and People

Appendix 4: NIPS Language of Blooms

BLOOM'S REVISED TAXONOMY					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	EVALUATING	CREATING
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing new solutions.
KEY WORDS RELATED TO BLOOM'S TAXONOMY					
Define describe duplicate examine identify label list locate match memorize name observe omit quote read recall recite recognise record remember repeat reproduce retell select state tabulate tell visualize.	Ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalize give examples group identify illustrate indicate infer interpret judge observe order paraphrase predict relate report represent research restate review rewrite select show summarize trace transform translate understand	Administer apply articulate calculate change chart choose collect complete compute construct determine develop discover dramatize employ establish examine interpret judge manipulate modify operate practice predict prepare record relate report schedule simulate sketch solve teach transfer write	Analyze appraise calculate categorize classify connect contrast correlate deduce devise diagram differentiate dissect distinguish divide estimate evaluate experiment focus illustrate infer order organize plan prioritize select separate subdivide survey	Appraise Argue Assess Choose Compare Conclude Consider convince criticizes critique debate decide defend discriminate distinguish editorialize estimate evaluate judge justify measure persuade predict rank rate recommend reframe score summarize support	Adapt anticipate assemble collaborate combine compile compose construct create design develop devise express facilitate formulate hypothesis integrate intervene invent manage modify negotiate originate prepare produce propose rearrange reorganize revise rewrite simulate speculate structure validate

Lower Order Thinking Skills   **Middle Order Thinking**   **Higher Order Thinking Skills (HOTS)**