



AJ GROUP OF SCHOOLS

Title: TEACHING AND LEARNING POLICY	Issue Date: April/Sept 2016
School: Al Ain Juniors	Next Revision Date:
Reference No.: AJS-GDC-001	Version No.: 6

TEACHING and LEARNING POLICY

“Aspire to Succeed”

RATIONALE

The school acknowledges that children learn in different ways, variety of experiences; therefore, recognizes the need to develop strategies that allow children to learn in ways that best suit them.

Teaching and Learning is central to academic life at A Ain Juniors School. The quality of teaching has the greatest impact on the children’s learning and the standards that they attain. Therefore, it is the key policy of the school.

It also acknowledges the importance of on-going research on how people think and learn in doing. There is high regards and value to the strengths of the children, teachers and support staff.

AIMS

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at AJ Group. This statement represents the agreed view of how the children learn and how to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

The school aims to help the children to:

- Enjoy their learning through experiencing success and by increasing their self esteem
- Become independent, confident learners who take increasing responsibility for their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- 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 co operatively
- Recognize and develop their own personal skills to the best of their ability
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression.
- Use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum.

What does good teaching look like at Al Ain Juniors School?

The school firmly believes that teaching is most effective when combining the following four elements during a teaching session; as many times as necessary

1. Introduction to the session- warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning

2. Main teaching session- learning is modelled to enable children to feel confident



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3. Differentiated tasks and activities that require learners to think and develop their understanding either individually or collaboratively

4. Pupils actively involved in reviewing their learning within an effective plenary. Pupils celebrating and sharing achievement and looking forward to the next step

Throughout all these stages good teaching can be characterized by the following:

- Challenging but achievable expectations, clear explanations and rigorous pace.
- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual – Auditory - Kina-esthetic)
- Teachers show secure subject knowledge of the areas they are teaching.
- They have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- Clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve.
- Good use of teaching assistants and resources is made to support the children's learning.
- Positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.
- Opportunities for self-evaluation and reflection are built in throughout the session.
- A consistent approach is used, in line with whole school policies and procedures.
- Each and every child makes progress in their learning, regardless of ability.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types are used e.g. open questions and closed questions. Pupils are encouraged to generate their own questions.

EFFECTIVE TEACHING

Al Ain Juniors aims to deliver consistently good and therefore outstanding teaching and learning. Effective teaching takes place when the teacher provides;

- Thoroughly planned lessons based on assessment
- Shared learning objectives
- Clear expectations of what pupils are expected to achieve
- Open ended, thought provoking, challenging questioning
- Support for children with differing abilities
- Interactive innovative teaching
- Opportunities to review and reflect upon learning
- Active, practical, first hand experiences
- Opportunities to talk, question and share



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- Developmental feedback and constructive criticism of pupils work
- A good balance of individual, group and whole-class teaching
- A good balance of teaching style which reflects the learners preferred learning style
- Links between curriculum areas and to real experiences and situations

EFFECTIVE LEARNING

The school believes that people learn in many different ways and recognize that we should develop strategies that allow children to learn in the way that best suits them. The school is responsible in providing different learning styles when planning and teaching.

It offers opportunities for effective learning by providing an environment where children;

- are happy
- are interested and motivated
- achieve success and gain approval
- are given tasks which match their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated.

The Learning Environment, be it classroom, the grounds, a visit, the library etc. is organized to ensure that children have the opportunity to:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically.

and which:

- is challenging and stimulating
- is peaceful and calm
- feels safe
- is happy and caring
- is organized
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a working atmosphere
- is inclusive.



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ASSESSMENT FOR LEARNING

DISPLAY

Display enhances the children's work and impacts upon learning. It arouses the curiosity about a topic and poses questions for stimulation and inquiry.

Well planned, purposeful displays are used throughout school as

- a learning resource
- as a means of imparting information
- to present educational materials well
- to create visually stimulating environments
- to value children's work
- to further children's understanding
- to communicate aspects of the curriculum to parents

CURRICULUM

The curriculum is all the planned activities that are organized in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organizes in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. It aims to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

SCHEMES OF WORK

The staff have worked hard preparing schemes of work which link with each other. These schemes encompass the progression, continuity, skills and knowledge that must be covered. All staff prepares their plans for the term and these are available for parents to look at.

ENGLISH

The clear aim of the English curriculum throughout the school is that children should be able to communicate with one another and with adults clearly and confidently. This communication takes the form of speaking, listening and writing. Children will be encouraged to converse, discuss, reason and argue in many forms as they pass through the school. A primary classroom usually has a busy hum of conversation as children discuss their various tasks. Real listening takes various forms from quiet concentration to lively conversation. Children will be encouraged to listen to stories, poetry, rhymes and opinions and respond to what they have heard.

The art of reading, both for pleasure and for the acquisition of knowledge, is an integral part of communication. There are numerous reading schemes, which use both Phonic and Look and Say methods. The schemes are carefully graded so that children can move easily from one to another. Children are encouraged to take books home to read with their parents. Books reflect the range of stories available from our culturally diverse world and a range of texts is used to stimulate language work.



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Children are taught to write in a variety of genres: reports, recounts, discussions, explanations, instructional, information and persuasive. These are used in written work across the curriculum.

Children are also taught and encouraged to write imaginatively and creatively using different stimuli.

Handwriting is therefore very important. Correct formation of letters is taught from the start and by the 2nd year children will be developing joined handwriting. Spelling, punctuation and grammar are also very important. These are encouraged by exposing children to good practice and by correcting mistakes, relating to the learning objective, in individual work.

Formal exercises and practice are used in a limited way when necessary. A spelling scheme is followed in school.

Drama is an exciting aspect of communication and takes the form of open-ended situations which require the children to use improvisation, imagination and sensitivity.

MATHEMATICS

As children leave the school, they are expected to have enough knowledge acquired in Mathematics and able to tackle a practical mathematical problem with confidence, knowing which materials to use and which methods of calculation to follow.

The aims of teaching Mathematics:

- to develop mathematical knowledge, skills and understanding
- to develop a positive attitude towards mathematics
- to provide each child with a secure foundation in mathematics
- to develop and encourage the use of mathematical language
- to develop mental agility skills in problem solving and investigative work
- to develop a questioning approach to the subject
- to encourage children to ask questions, identify and follow patterns, make and test predictions and form generalizations

In order to ensure a clear progression of learning, the school use several well- structured Mathematics Schemes. The schemes are supplemented by many other mathematics resources and apparatus, including computer programs and calculators.

The National Numeracy Strategy Framework is followed. The framework has five main strands

- Numbers and the number system
- Calculations
- Solving problems
- Measures, shape and space
- Handling data

The approach to teaching mathematics is based on **four** key principles:

- dedicated mathematics lessons every day
- direct teaching and interactive oral work with the whole class and groups



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- an emphasis on mental calculations
- controlled differentiation, with all children engaged in mathematics relating to a common theme

SCIENCE

Science for children at Al Ain Juniors means exploring, discovering and investigating the world around them. These "finding out" activities help children to gather the experience they need to understand the world.

Science is being taught as part of cross-curricular topics as well as a subject where the children develop skills in research, planning, obtaining evidence recording and concluding. The emphasis is on practical work and first hand experiences such as visits to interactive science museums, allotment and wildlife pond projects and the yardstick program.

INFORMATION COMMUNICATION TECHNOLOGY

An IC timetable suite of 31 PCs and 15 laptops which are used by the older children is available in the school. In addition, the Reception classes have their own tablets.

ASSESSMENT, RECORDING AND REPORTING

Effective assessment provides information to improve teaching and learning; thus, children are given regular feedback on their learning for them to understand what it is that they need to do better. The information collection from assessments is being used as basis for lesson planning based on detailed knowledge of each pupil. The school strives hard to ensure that all tasks set are appropriate to each child's level of ability. Clear learning objectives are reflected for each lesson. Notes for those individual children who do not achieve the expected level for the lesson are being used as additional information when planning for the next lesson. A progress record is kept and maintained by each class. Parents are regularly informed through reports on their child's progress; thus, parents-teachers relationship is very evident in achieving the standards for the children. *(please refer to Assessment, Recording, Marking and Reporting Policy)*

THE ROLE OF PARENTS IN TEACHING AND LEARNING

Parents have a fundamental role to play in helping children to learn. The school regularly informs parents about what and how their children are learning by:

- holding parents' evenings to explain the school strategies for teaching and learning and to provide information about children's attainment;
- sending information to parents at the start of each term in which topics are outlined as basis for children's studying;
- sending annual reports to parents in which the progress made by each child and indicate how the child can improve further are being explained; and,
- explaining to parents how they can support their children with home/school learning. Suggested activities such as storytelling before bedtime, support for older children with their home/school learning projects are being laid down.



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THE ROLE OF THE EXECUTIVE MANAGEMENT IN TEACHING AND LEARNING

The Executive Management determines, 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 pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes.

The Executive Management is actively involved in supporting and monitoring teaching and learning.

They do this in a number of ways. They receive reports from Phase Coordinators and academic heads. (Progress Meetings, SALT monitoring, Academic Head Report, Quarterly Status Meetings) which gives them information about the current status of the progress in teaching and learning, followed by focus visits to the school to look at a specific aspect of teaching and learning.

Continuous Professional Development

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at subject meetings in order to share good practice; and
- plan their own CPD program in conjunction with their Team Leader and Department Head as a result of the Performance Management process.

Reviews/Monitoring of Teaching and Learning

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with ADEC criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Improvement Plan;
- identify key aspects of teaching for development by departments and for the whole school;
- identify and support weaker teachers; and
- standardize monitoring procedures including lesson observations through paired observations, MODCo program and work scrutiny.



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Department Review Meetings

- Every year members of the School Leadership Team meet each Subject Leader with the aim of:
- monitoring the effectiveness of leadership and management of their curriculum area;
- analyzing performance data and setting targets for improvement;
- giving support and arranging training for development;
- ensuring quality of standards and verifying judgments of middle leaders; and
- ensuring the quality of teaching and learning

TRANSITION

The children and parents are actively involved in the transition process wherein perceptions about the process are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience similar ease of transfer as other pupils.

- Approaches to teaching and learning are harmonized at the point of transition
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / Key stage
- There is a professional regard for the information from the previous setting / phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives particular attention to the particular needs of the children

Continuity of Teaching and Learning

Al Ain Juniors implements the following process:

Transition from Pre-School Settings to the Foundation Stage:

- Discussions occur between our teachers and staff from other settings.
- Individual tours offered to all incoming parents and children
- Parents of prospective EYFS children are invited to a meeting during the summer term.
- Parents receive an 'information pack' with information about the school
- Prospective Reception children visit school during the term before they start, to become familiar with their new school and setting
- Nursery staff visits all children in their early childcare settings and/or children attend 'open sessions' during the summer term.
- Through observations a base line record is completed within the first few weeks of entry to the EYFS. This will also highlight the needs for any early intervention
- A meeting for parents during the 1stTerm is arranged to explain the teaching of English and mathematics and the use of Learning Journals
- EYFS staffs are always available before and after school to chat to parents.
- They are proactive in talking to parents about issues that may arise with individual children



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Transition from the Early Years Foundation Stage to Y1

- The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.

Although Year 1 is the first year within which the NC is followed, it continues to develop the independent learning skills established in the EYFS. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Early Years Foundation Stage into KS1:

- Teaching staff meet to discuss the children’s progress. Foundation Stage teachers inform the future teacher of the child’s level of ability, special educational needs and any other information relevant to the wellbeing and development of the child

Information passed onto Yr 1 teachers includes:

- knowledge of sight vocabulary
- knowledge of sounds/phonics
- reading ability
- writing – profile level
- printed version of each child’s Early Years Foundation Stage Profile (EYFSP) highlighting
- each of the targets achieved

Information is used to group pupils, adjust/fine-tune the curriculum and set future targets.

Links are made between Early Learning Goals (ELG’s) and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills)

Once transferred to Year 1:

- Children continue to work and be assessed within the FSP for their first term

Transition in subsequent years throughout the school

- Weekly whole school sharing assembly.
- Children encouraged sharing good work with teacher of ‘next class’.
- Teachers meet in summer term to discuss individual children.
- All children visit new classes and work alongside new teachers in the summer term.
- Teachers plan initial unit of work with their new class, including a knowledge harvest and a discussion around what the children would like to know about a particular theme.
- Annual tracking of children’s progress through formal test results, Assessing Pupil Progress (APP) assessment records, spelling, reading and mathematics assessments. Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and curriculum opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other



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- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEN children.
- Targets in reading, Writing and numeracy are continued over from July to September
- Books move with children to provide evidence of previous years' progress and targets. It is anticipated that these books will be used for the first month in the new class to ensure consistency of expectation.
- Transfer of records: IEP's and other assessments in the Assessment and Pupil Tracking File.

Children Joining from Y1 to Y6

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and/or SENCO
- A 'buddy' identified to help the new child to integrate
- Records from previous school made available to class teacher and SENCO



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3. Teaching and assessment

3.1 Teaching for effective learning

Elements

- 3.1.1 Teachers' knowledge of their subjects and how students learn them
- 3.1.2 Lesson planning, the learning environment and the use of time and resources
- 3.1.3 Teacher-student interactions including the use of questioning and dialogue
- 3.1.4 Teaching strategies to meet the needs of individuals and groups of students
- 3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
3.1.1 Teachers' knowledge of their subjects and how students learn them					
Most teachers expertly apply their knowledge of their subjects and how students learn them.	Most teachers effectively apply their knowledge of their subjects and how students learn them.	Most teachers consistently apply their knowledge of their subjects and how students learn them.	Most teachers demonstrate secure knowledge of their subjects and how students learn them.	A minority of teachers are insecure in their knowledge of their subjects and / or how students learn them.	A large minority of teachers have inadequate knowledge of their subjects and/ or how students learn them.
3.1.2 Lesson planning, the learning environment and the use of time and resources					
Teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully.	Teachers plan engaging lessons, provide motivating learning environments and use time and resources skillfully to enable all groups of students to be very successful learners.	Teachers plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners.	Teachers plan lessons, manage time and use resources appropriately to provide environments where students can meet learning expectations.	Teachers' planning, time management and use of resources are variable. Teachers do not consistently provide environments that encourage learning.	Teachers' planning, time management and use of resources are ineffective and the learning environments are bleak and uninspiring.



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3.1.3 Teacher-student interactions including the use of questioning and dialogue				
Teachers' interactions with students ensure that they are always active and focused learners. Questioning challenges students' thinking and promotes insightful responses. Dialogue engages students in insightful discussions and reflection.	Teachers' interactions with students ensure that they are engaged learners. Questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection.	Teachers' interactions with students ensure that they are willing learners. Questioning and dialogue engages students in meaningful discussions.	Teachers' interactions with students result in disinterest. Questioning is not sufficiently challenging and dialogue does not engage students effectively.	Teachers' interactions with students result in demotivation and disengagement. Questioning and dialogue are ineffective.
3.1.4 Teaching strategies to meet the needs of individuals and groups of students				
Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.	Teachers use strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support.	Teachers use strategies that adequately meet the needs of groups of students. They provide challenge and support generally but this is not always sufficiently personalised.	Teachers do not use strategies that meet the needs of groups of students. They do not provide appropriate challenge and support.	Teachers have low expectations. They lack the knowledge and understanding of how to meet the needs of students. They do not provide any challenge or support.
3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills				
Teachers skillfully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers systematically develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers rarely develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers do not develop students' critical thinking, problem-solving, innovation and independent learning skills.



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The quality of teaching illustrated below would be evaluated as outstanding.

- Teachers have excellent subject knowledge and are able to put it in a meaningful context for the learners. They understand the difficulty of certain concepts and have a good repertoire of examples to reinforce their relevance to students.
- Lessons are very effectively planned. The purpose of activities is clear and learning is reviewed as an integral part of the lesson. Lesson objectives are evident to all and learners have a clear sense of achievement. There is a very good balance of activities with the use, where appropriate, of whole class, individual and group work. Time, activities and resources, including learning technologies are used to optimum effect to ensure a strong momentum to learning. Teachers make full and effective use of many resources to vary their teaching and succeed in promoting outstanding learning. Teachers create a positive learning environment, where they encourage students to feel respected and that their efforts are worthwhile.
- Teachers make highly-effective use of formative assessment methods. They are skilled in their use of questions and arouse students' inquisitiveness, inspiring them to want to find out more. Their questions are well focused and usually individualised for particular students. Teachers adjust the pace of learning as a result of students' responses. As a result, students make excellent progress in their learning.
- Classrooms are well organised and the learning activities are very well matched to the needs of individual students and groups with differing learning needs and abilities. The tasks, activities and resources support and challenge all students to maximise their progress. Teachers' expectations are consistently high and appropriate for students at all levels of attainment.
- Teachers expect students to take responsibility for their own learning. They promote collaborative and/or independent learning, as appropriate. Problem-solving and opportunities for students to be innovative and engage in enterprise activities are intrinsic parts of learning. Teachers give ample time for reflection and require students to reason and think deeply.



The quality of teaching illustrated below would be evaluated as good.

- Teachers have a thorough knowledge of their subjects and are able to convey their knowledge clearly and confidently to the learners. They understand how their students learn in different ways, and so adapt their approaches well to ensure that students make good progress.
- Lessons are planned carefully and with due consideration for the needs of students. Teachers make sure that students are clear about what they should learn and that they have enough time at the end of lessons to review how well they have learned. Teachers provide a range of learning activities to ensure that students develop different skills, such as collaboration and independence. Time and resources, including the use of learning technologies are used creatively to improve the opportunities for learning. Lessons are usually interesting so that students concentrate well and work hard. Teachers create positive learning environments, where students feel relaxed and focus firmly on their work.
- Teachers use formative assessment well. They ask probing questions that encourage students to reflect and think for themselves. Their questions are well focused and often modified for particular students. As a result, students gain confidence in their new learning and make good progress in the lessons.

- Teachers are well aware that students have different needs and lessons are planned accordingly. Such planning takes account of all groups of students, including those with special educational needs. Teachers are mindful of students' potential and have good expectations of the students. They set work that is demanding so that students are motivated and enjoy learning.
- Teachers encourage students to take responsibility for their own learning by providing ample opportunities for students reflect on their work and think for themselves. Teachers routinely provide work which involves problem-solving and research activities so that students gain confidence in their own abilities to innovate and rely increasingly less on teachers.

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The quality of teaching below would be evaluated as acceptable.

- Teachers have sufficient and secure subject knowledge and can share this at a suitable level with students. They appreciate students' needs and include appropriate examples in order to establish relevance.
- Lessons are planned effectively so that the purpose of activities is clear. There is variation and sufficient pace in learning activities and time is allocated to review learning. Teachers make adequate use of additional resources beyond the textbooks. There is a positive climate for learning where students are encouraged to learn from their mistakes. Consequently, students' learning skills are acceptable.
- Teachers ensure that students are sufficiently engaged in lessons. Teachers use a range of questions to test students' understanding. Consequently, students make acceptable progress.
- Teachers recognise that different groups and individuals, including those students with special educational needs, have different learning needs and they adapt their methods and resources accordingly. As a result, students make steady progress.
- Teachers expect students to think about their responses and their work but students rely too much on adults for guidance. Teaching strategies sometimes include opportunities for students to think critically and be innovative.

The quality of teaching illustrated below is unlikely to be acceptable.

- Teachers have inadequate subject knowledge and they have little awareness of how students learn.
- Lessons are not planned adequately and time is used unproductively. Lessons are monotonous with little variety. Few resources are used other than textbooks or teacher-talk. The learning environment does little to promote curiosity, understanding or learning.
- Teachers are not skilled at using questions to check understanding. Consequently, students are unlikely to make progress.
- Teachers do not meet all the learning needs of all groups and individuals, including those students requiring additional help with their learning. Not all groups of students make sufficient progress.
- Teachers do not give students enough scope to develop their own approaches to learning and to think for themselves.



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Useful Guidance on Practice

Aspect	Foundation			Emerging		Established		Exemplary
	8	7	6	5	4	3	2	1
	All or most teachers lack key skills or areas of understanding their role needs (e.g. language & communication or curriculum knowledge). Their repertoire of teaching styles & methods is too narrow. These deficiencies limit learning severely	Some teachers lack some of the knowledge &/or skills to teach their curriculum effectively. Their understanding of their students' learning needs is limited & often over-reliant on text books (which narrows attainment & slows progress).	Most teachers have knowledge & a skill base matched to their curriculum duties. Their understanding of higher-order challenge, skill progression & creativity in a 21 st century learning context is in need of development	Students are suitably taught by qualified subject, theme or grade specialists with appropriate subject knowledge & training. There is a need to develop further understanding of 21 st century learning styles	A fully qualified & suitably trained staff are building on appropriate professional & curriculum development opportunities to broaden their 21 st century skill-base & use an enhanced repertoire of teaching styles	A well-qualified staff trained in best practice of teaching & learning & in the role-specific competencies of their curriculum focus continue to develop individual skills linked to their performance targets & area or group aims	The school ethos as a learning institution extends to teaching/support staff so that a culture of professional updating, research, documentation & individual skill development is closely matched to school need	The identified needs of all students & the school's wider organizational requirements & improvement objectives are systematically & actively driven via recruitment, research, career planning, staff development & documentation
The impact of teaching on learning	The alienation, disenchantment, disengagement &/or joylessness of most learners is directly caused by unvaried, dull, undifferentiated & unchallenging teaching (which also causes very limited progress, skill acquisition & attainment).	Progress/personal development & skill acquisition is not good enough & teaching fails to get more from students because it lacks challenge, differentiation, variety, pace, & appropriate opportunities to work creatively & independently.	Standards in many areas are satisfactory for many learners but teaching aims & learning objectives are narrow, didactic & closed, so do not promote high enough attainment in higher-order & creative skills	Students overall make adequate gains in most areas. Their development as independent learners & thinkers is more uneven as teaching styles & methods give less opportunity for individual & high level work.	Students overall make adequate gains in almost all areas including in the personal & high order skills of more effective learners (gained via interactive, enquiry-based, open-ended & creative paths & activities).	Tasks are often challenging, engaging & well differentiated via a variety of methods/styles. Assessment for learning ensures targeted activity & ownership of learning aims by students who gain well in skills & knowledge..	Teaching overall offers a rich & planned variety of learning activity paced & matched to need & ability. The personalization of learning via assessment & individual target/ task setting gets high progress & self-motivation	Teaching inspires, engages & challenges all students to become active & independently motivated participants in a community of learners where high standards are seen as the norm in all areas



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The use of assessment information including student self-assessment	A few teachers may mark/grade students' work within a scheme or worksheet but no further use of this assessment information is made to identify, track or modify future learning needs/ activities for classes or for groups or individuals	There is no formal assessment policy & marking is not a constant nor is it consistent. It fails to offer students a coherent sense of their strengths & what they need to do to improve. Teachers do not use assessment information to inform lessons or future learning	An assessment policy exists but is inconsistently acted on. It is narrow in scope, does not set school-wide or classroom-based systems for using data on performance to inform/shape provision, refine planning or set learning targets.	Assessments & marking is regular & mostly consistent in line with school policy. The range of gains & competency assessed is more focused on knowledge than thinking or personal skills. Student target-setting is limited	The summative assessment of knowledge & skills is balanced by an evolving emphasis on formative assessment for learning/plans. Practice/policy is mixed but student self-assessment & target-setting is a positive agent	Assessment is integral to the teaching & learning process & drives activity planning, target setting & wider curriculum/skill development. Students often assess their own work & this also helps them know how/what to improve	Assessment for learning practice underpins school improvement. Teachers track student progress individually using age/area-specific formative & summative assessments & student & parents are actively involved in target-setting	Teachers routinely use assessment criteria to engage, involve, challenge & inspire all learners in the conditions & components of excellence the curriculum plans for, & expects students to own & strive towards
The range, variety & effectiveness of teaching methods & resources	There is little or no variation in approach from whole-class teaching focused on a text book or single-pathway work scheme. Pace is very slow. Minimal &/or badly-matched resources are not made engaging by lively teaching	Most teaching is delivery driven & not learning-centered - & most characteristically leads all or almost all students through the same standard-length units, & rote fact/knowledge-based routines & drills. Resources uphold this monotony	A range of styles is in evidence. In some lessons, areas & grades, group work & open-ended/enquiry-based methods & materials exists. More commonly didactic, closed, teacher-led or heavily directed activity prevails	Overall students experience a mixed diet of teaching styles & activities in various classes. Appropriate resources (ICT included) are usually used effectively to secure activities matched to class needs	Some teachers are developing a repertoire of methods to suit the learning needs & styles of students. It is more usual for planned activity & resource-use to echo variety in course-content than in learning aims	A majority of teacher delivery & planning achieves variety via a combined focus on 1. the variety needed by curriculum content & 2. The various learning & access needs of students (so resources also target learning).	A vigorous desire to address learning needs drives an exciting & enriched range of individual; group; problem-solving; creative & enquiry-based activities & resources whose diversity engages & challenges all students equally	In & beyond the classroom via teaching & the resource base all students receive a stimulating diet of learning experiences, challenges & personalized pathways mapped & planned to develop talent & ability of all type



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Learning environment	There is little or no display of students' work or of stimulus material generally on classroom walls or in corridors around the school. Internal & external space is stark & does not motivate, enthuse or advise students	There is some evidence of some attempt to showcase &/or celebrate students' work & achievement in some areas or classrooms, but it is limited, &/or uninspiring. Display may exclude some groups or focus only on the able	Most classrooms display students' work, though the quality of presentation & its inclusivity is mixed. Many corridors & communal spaces do not celebrate achievement or encourage learning, success or emulation	The learning environment (display of students' work & stimulus material) celebrates & promotes the achievement of students of all levels of ability. Display to guide & support learning is more piecemeal.	The classroom environment establishes scaffolds & models high expectations & achievement for all learners (e.g. through display; <i>aide memoire</i> , examples of good practice to emulate; stimulus materials; etc.).	A school policy establishes a consistent/rich approach/role for the learning environment. Teachers use/refer to visual stimulus (e.g. number lines, key words, texts & rubrics etc.) as an active element in instruction	Students learn in a vibrant/visually stimulating environment in which success in all areas for all is seen, planned & celebrated. A culturally & age-appropriate range of visual & tactile material gives support, structure & wide challenge	There is a seamless link between the curriculum, the community of learners & the environment so that routinely updated & targeted display support material reflects learning & is a driver of student progress & aspiration
Learning ethos, style, experience & relevance	Whole-class teaching is focused on covering the course textbook or scheme. As a result little or no account is taken of matching, adapting or modifying content or style to meet group or individual needs.	Teaching & learning in the school is geared towards delivery & coverage of content & the specified course/ knowledge-base & its assessment regime. No policy or school plan for meeting wider learning need informs practice.	Curriculum content & assessment drives classroom practice but whole-school strategies exist to develop wider learning competencies (e.g. continuous assessment or enrichment) to mixed results.	School policy promotes good standards & equitable approaches to learning: Shared enthusiasms, purposeful routines & an appreciation of the importance of success for all are emphasized & often evident.	An inclusive learning policy impacts positively on teaching. Most lessons offer differentiated support for students & plan for a range of learning styles to support wide access & broad skill acquisition.	An appreciation of inclusion & entitlement promotes a learning climate in which equal access to high-level challenge, enrichment & resources helps all students prepare for the challenges of 21 st century life	An inclusive ethos drives all learners to use & develop their skills, knowledge & understanding productively & flexibly in pursuit of open-ended & higher-order challenges/tasks. Local culture & global issues give balanced values	Access to learning for all within an enriched, creative & personalized entitlement permeates all aspects of school life including a curriculum that meets need & wider aspiration



AJ GROUP OF SCHOOLS

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Blooms Revised Taxonomy

Remembering	Recalling information: recognizing, listing, describing, retrieving, naming, finding
Understanding	Explaining ideas or concepts: interpreting, summarizing, paraphrasing, classifying, explaining
Applying	Using information in another familiar situation: implementing, carrying out, using, executing
Analyzing	Breaking information into parts to explore understandings and relationships: Comparing, organizing, deconstructing, interrogating, finding
Evaluating	Justifying a decision or course of action: checking, hypothesizing, critiquing, experimenting, judging
Creating	Generating new ideas or ways of viewing things: designing, planning, producing, inventing