



Al-Hijrah
Secondary School
مدرسة الهجرة الثانوية

TEACHING AND LEARNING POLICY

Reviewed: November 2009

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TEACHING AND LEARNING POLICY SUMMARY.

At Al-Hijrah school we aim to:

- Promote successful learning for all our students through highly effective teaching.
- Excite students about learning and develop for student's independent learning.

Lessons should be:

- Well structures with explicit learning objectives
- Engaging, motivating and challenging
- Active and inter active
- inclusive
- make use of new technologies

Teaching Styles

We emphasise a range of teaching styles and select the appropriate styles to achieve effective learning in a particular situation. We recognise that students have preferred learning styles and therefore offer a variety of learning activities within lessons.

We regard questioning techniques as a central strategy for extending pupils' learning and put a premium on teachers developing skilful questioning.

Learning Environment

We agree that students learn best when they:

- Are in a supportive environment
- Enjoy a positive purposeful working relationship with the teacher

We recognise our responsibility to:

- Develop a positive working ethos in our teaching areas
- Keep the teaching area tidy with displays that engage students' interest
- Follow school policy on rewards and sanctions

Keeping up to date

We recognise our obligation to keep abreast of developments in teaching and learning.

Vision Statement

The Al-Hijrah community envisages itself as a **beacon of knowledge and learning** in which **pupils and staff** are inspired by the **teaching of Islam** to become the **best of citizens** in this **world and candidates for a successful hereafter**.

Al-Hijrah staff aspire to work at and attain the highest of professional standards so as to ensure that pupils of all abilities will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.

It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

Aims

- To provide a safe, stimulating learning environment for all pupils and teachers.
- To enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To ensure that, as pupils leave school, they have a desire to continue to learn.
- To equip pupils with the tools necessary to positively influence their own lives.
- To set high expectations for all pupils in order to raise their aspirations; and
- To raise standards of both teaching and learning.

Effective Teaching

In order to have the most effective teaching, parents need to support teaching staff at the school by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

All teachers will aim to:

1. Make their lessons purposeful

- Through carefully planned, well structured (3 part) and paced lessons and lesson episodes.
- By making aims / objectives and success criteria explicit to students at the beginning of each lesson, task or topic (see department schemes of work) and involving students actively in their evaluation of learning achievement (A4L)(not just a passive process).
- Through explicitly checking understanding and reviewing work covered in each task or topic.
- By delivering schemes of work or a syllabus which incorporate spiritual, moral and cultural elements to department deadlines.
- By starting lessons on time and avoiding *dead* minutes at the end.

2. Make lessons interesting and stimulating

- By consciously showing enthusiasm and positivity for and about their subject and learning.
- By devising imaginative/creative approaches to the development of knowledge and skills.
- By varying teaching style, learning activities and the learning environment to maintain students' interest and take account of learning styles.
- By structuring lessons in three parts (**S**tarter, **M**ain, **P**lenary with each section having further lesson episodes).
- By using praise and positive reinforcement to foster self esteem, motivation and confidence.
- By regularly displaying examples of students' work and other relevant stimuli.
- By encouraging students to demonstrate their skills through formal presentations, drama, debate and role play.
- Using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome.

3. Create an orderly environment and manage classes efficiently

- By matching teaching style to lesson objectives and group dynamic
- By organising physical resources in ways which will promote orderly classroom management.
- By being consistent about classroom procedures and the Code of Conduct which has been agreed by the whole staff.
- By setting and marking homework regularly (identified by the published homework timetable)
- By keeping up to date and accurate records of marking and submitting assessment data for reporting in line with the published deadlines.
- By being flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group.
- By setting and achieving high standards of behaviour and motivation.
- By regularly reviewing student grouping and seating to promote effective learning.

4. Match learning activities / opportunities to all abilities and preferences (PERSONALISATION).

- Be aware of the specific learning needs of their pupils e.g. Literacy, dyslexia, G & T.
- Use IEP's as working documents
- By using evidence of prior attainment to gauge students individual capabilities.
- By using information on individual's preferred learning styles.
- By testing understanding and acquisition of knowledge through a variety of means
- By using appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most able students as well as for those with SEN.
- By working proactively with Teaching Assistants.
- By setting high expectations for all students, rewarding achievements with praise.

5. 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 Curriculum Meetings in order to share good practice; and
- Plan their own CPD programme in conjunction with their Line Manager and Head of Department as a result of the Performance Management process.
- Use the 20 unit support materials and guidance from the curriculum and standards (pedagogy and practice: Teaching and Learning in secondary Schools) to enhance your teaching.
- Recognise our obligation to keep abreast of developments in Teaching and Learning.

6. Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans. Teachers should:

- Assess pupils' work regularly according to the school assessment policy.
- Use analysis of assessments to inform their teaching and support pupils' progress.
- Use data to ensure pupils are working at their full potential and set targets to achieve this; and
- Inform parents and appropriate staff within school of pupils' progress or underachievement.

7. Create further opportunities for learning.

- Assemblies should start promptly, be well planned, involve opportunities for student participation wherever possible, offer time for reflection and finish in good time.
- Collective Acts of Worship and tutorials (Islamic Ethos) should also be well organised and allow students to develop their own ideas and thoughts through challenging material.
- The school's code of conduct should be promoted in all lessons around the school and when students are representing the school on trips and visits.
- Extracurricular activities should be open, and encourage all students who wish to attend. They should provide opportunities for extending learning beyond the classroom.
- Encourage and support students to develop an interest in the subject outside of the classroom encompassing the schools Islamic ethos.
- Use of outside agencies and visitors to enrich learning experience ensuring safe guarding of the pupils.
- Use of Immersion Days should provide opportunities to support the personal and social development of the students.

Effective Learning: Where learning is effective, students ...

1. Are motivated to:

- Take an active interest in their studies through encouragement and support from their parents/carers.
- Improve their performance and be willing to learn from areas for development as well as strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Demonstrate, in assessments and tests that they are performing at least as well as can be expected, according to standards for their age and ability.
- Care about the presentation of their work and look after resources.

2. Take responsibility for:

- Their learning.
- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively when appropriate.
- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively as well as independently.
- Developing the ability to work independently and to take responsibility for their own learning.

3. Have developed or are developing the following skills:

- Persevere with tasks they find difficult without losing heart.
- Respond positively to opportunities given to extend their learning.
- The ability to modify and redraft work.
- Meet deadlines.
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work.

4. Understand the implications of social learning by:

- Arriving on time to lessons, appropriately equipped.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and making realistic judgements about it.
- Perceivably gaining in skills, knowledge and understanding, given their age and ability and the time available.
- Being able to decide the best methods to adopt and the resources they should have.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by their teachers and that their achievements are being recognised.

We believe that pupils are likely to be ineffective in their learning and therefore making less progress than expected when they are:

- Unsure about what they are supposed to be doing
- Occupied by purposeless teaching activities
- Finding work unduly hard, or too easy
- Unsure how to improve
- Working at too slow or too fast a pace
- Poorly motivated or working in an unsupportive environment
- Afraid to make mistakes.

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Teachers

- Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:
- Self-evaluation of their subject knowledge and understanding of educational initiatives;
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Self-evaluation of their contribution to the policies and aspirations of the school.
- Promote the Islamic ethos of the school, science specialism and healthy school status.

Form Tutors

- Form tutors are responsible for contributing to, and monitoring the progression and well being of, individual pupils in their tutor group and for providing support and advice to those pupils, both socially and academically. This is achieved by:
- Monitoring academic progress and attitudes of individual pupils through academic tracking;
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.
- Reviewing academic progress based on WAGs / WALs with students on a day to day basis and at parents evening.

Heads of Department

- Heads of Department are responsible for the effective teaching of their subjects, evaluating the quality of teaching and learning, monitoring standards of pupils' achievements and setting targets for improvement. This is achieved by:
- Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- Ensuring curriculum coverage, continuity and progress for all pupils;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, C/D pupils, look after pupils, SEN, G&T);
- Monitoring pupils' work by regular sampling of homework, class work, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement.
- Evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.
- Taking part in Annual Department Reviews – that include completion of Teaching and Learning Department Audit.

Heads of Section

- Heads of section are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their section. This is achieved by:
- Monitoring the progress and potential of the year groups, and using pupil data to identify and set targets for specific pupils according to their needs, e.g. underachievement, able pupils;
- Maintaining an overview of the experience of pupils in their year group by e.g. monitoring the number of detentions, use of the ~ Room, cross-curricular activities;
- Monitoring the work of tutors and quality of tutor time, e.g. checking of planners;
- Monitoring attitudes to learning through e.g. attendance and homework, and reporting back to the School Leadership Team and to staff as requested.
- Monitoring and reviewing academic progress based on WAGs / WALs with students during parents evenings.

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through department reviews and classroom observations, inspection trails and drop ins of teaching and learning.

Responsibilities

- The Head Teacher is responsible for monitoring the performance of members of the School Leadership Team.
- Arranging for whole school annual observation schedule.
- Arranging for pupil pursuits.
- Arranging for department reviews annually.

Department Review Meetings / Steering Group Meetings

A member of the School Leadership Team meets each Head of department / head of section according to meeting schedule with the aim of:

- Monitoring the effectiveness of leadership and management of their curriculum area;
- Analysing performance data and setting targets for improvement;
- Giving support and arranging training for development;
- Ensuring quality of standards and verifying judgements of middle leaders, and
- Ensuring that meetings take place in accordance to the meeting schedule with an agenda distributed in advance.

Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place annually in order to gain a snap shot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified. The aim is to:

- Identify and share good practice;
- Evaluate the quality of teaching in line with OFSTED 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
- Standardise monitoring procedures including lesson observations and work scrutiny, through paired observations, focus based observations, pupil tracking, inspection walks, lesson drop ins and department reviews.

Implementing the Teaching and Learning Policy

Improving Teaching and Learning is a key target for whole school development. **We aim to:**

- Agree whole school targets for improving teaching and learning and ensure all staff are aware of these.
- Develop a Teaching and Learning Support Guide which will illustrate recommended methods and strategies.
- Ensure appropriate training in these methods is offered to all staff as required.
- Develop a Teaching and Learning Group Representative of all disciplines to support the Lead Teacher for Teaching and Learning.
- Ensure each Faculty has a copy of the following:
 - - Teaching and Learning Policy
 - - Teaching and Learning Support Guide
 - - Web –based sources of date for their specific subject.
- Encourage Faculties to consider areas for collaboration and share good practice.

Teaching and Learning in OFSTED Inspections

In relation to Teaching and Learning, Inspectors should establish:

- The teacher has expert knowledge of the curriculum, how to teach it, and how students learn. They confidently use National Curriculum Levels or GCSE grades.
- The lesson is planned to a very high standard, with the intention of meeting the needs of different types of learners (using the Al-Hijrah lesson plan pro-forma).
- The teacher has an expert knowledge of how to teach the curriculum. Teaching is stimulating and enthusiastic and teaching methods are well selected. Teaching is consistently challenging.
- A range of activities and resources have been clearly identified which meet the needs of different types of learners.
- There are excellent relationships in the classroom.
- Well directed Teaching Assistants and paired or joint teaching, reinforce and strongly support learning.
- Homework is challenging and extended assignments effectively extend what is learned in lessons.
- Activities and demands are matched sensitively to pupils' needs.
- All pupils make considerable progress.
- All pupils are engrossed in their work. Achievement is very high and time is used productively for independent and collaborative work.

- Progress checks are carefully designed and are used to reshape teaching. Pupils work is assessed thoroughly;
- They receive well focused critiques of their work that help them to see how to improve.
- Information about the pupil's needs and achievements is shared regularly between parents and staff.
- Assessment information is used well to establish challenging targets for all pupils.
- In class, questions are well targeted so that understanding is checked.
- Pupils are regularly involved in helping to assess their own work.

All documents referred to can be found on the Teaching and Learning section of the shared area.

Appendix 1: Drop in form

Appendix 2: Inspection trail form

Appendix 3: Focus - observation form

Appendix 4: Lesson observer's instructions

Appendix 4a: General lesson observation prompts

Appendix 4b: OFSTED - observation criterion

Appendix 5: Lesson observation form

Appendix 6: Basic expectation of teaching staff

Appendix 7: Monitoring of teaching.

Appendix 8: 10 steps to a successful lesson

Appendix 9: Department review form

Appendix 10: Lesson check list

Appendix 11: pupil tracking

Appendix 12: Blank Lesson Plan

Appendix 13: lesson plan guidance