



King Fahad  
Academy

**KING FAHAD ACADEMY**

# **TEACHING AND LEARNING POLICY**

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**Reviewed by: Academic Deputy Heads**

**Approved by: Director General**

# Teaching and Learning Policy

When applying this policy, it is helpful to refer to the following policy documents:

- Assessment, Recording and Reporting Policy
- Curriculum Policy
- Behaviour Policy

## Introduction

Outstanding learning is contingent with outstanding teaching. At the King Fahad Academy we believe that teaching and learning interactions are best structured through the following essential elements of learning, in line with the National Curriculum:

- Understanding of concepts
- Acquisition of knowledge
- Learning skills
- Development of attitude
- Taking responsible action
- Holistic learning
- Communication
- Intercultural awareness
- Cognitive skills
- Experiential learning

As indicated in our mission statement, we employ our skills and expertise to nurture our pupils holistically, in terms of their intellectual, emotional, physical, social and spiritual development through a challenging and balanced curriculum. This is coupled with a rich Arabic and Islamic strand to our curriculum which weaves across all year groups.

Our Vision is for The King Fahad Academy to be an exemplary professional learning community where children reap the benefits of an international, balanced, faith-based education.

This policy aims to support teachers and practitioners to plan and deliver outstanding teaching to promote outstanding and effective learning within and outside the classroom.

## Effective Learning

We appreciate the fact that each pupil is unique and would therefore benefit from developing strategies that would meet the needs of our students. Staff are therefore encouraged to provide a variety of learning opportunities in order to meet this expectation. These opportunities include, but are not limited to the following:

- Structured inquiry
- Working cooperatively and independently in the class
- Regular student reflection
- Formulating and answering questions
- Use of IT
- Use of a variety of resources (speakers, guest visitors, multi-media etc.)
- Educational field trips
- Extra-curricular activities

### **Effective Teaching**

#### a. Planning and Preparation

Teachers should plan and prepare lessons:

- State objectives clearly
- Use appropriate differentiation strategies to ensure that each pupil is learning to his/her full potential which will allow progress in learning
- Where necessary utilise EAL strategies to facilitate pupils' learning
- Set tasks that challenge all groups of pupils
- Use a variety of reflection activities
- Promote personal and social development of the pupils (Cultural Capital)

#### b. Differentiation and Special Educational Needs (Refer to SEN Policy) Teaching should:

- Recognize specific learning needs of the pupils and provide the necessary support within the learning environment
- Provide for effective differentiation for the specific needs of pupils according to task, assessment, resources, outcomes, teaching and learning styles
- Incorporate with the in-class support provided in order to ensure that maximum support is provided for student learning and development
- Liaise with SENDCO on specific needs of individual pupils when appropriate

c. Class Management

Teachers should:

- Set out clear expectations in line with the behaviour policy
- Ensure that Essential Agreements between pupils and teachers are displayed and implemented
- Use the classroom space effectively (seating, visibility, and movement)
- Lessons should be well planned and engaging
- Have the necessary resources available at all times
- Create an atmosphere of respect and trust

d. Assessment, recording and reporting (refer to Assessment Policy) Assessment is an essential part of the instructional cycle. It provides information about pupil learning and development, as well as a framework for planning, self-reflection and collaboration. Please see *Assessment Recording Reporting Policy (ARR)*.

### **Expectations**

The King Fahad Academy has a set of shared principles and guidelines for pupils and staff, to enable a productive and collaborative learning environment in the School:

a. Expectations of Pupils

- Pupils are expected to take responsibility for their own learning and strive to become independent, life-long learners
- Pupils should expect advice and guidance from their teachers
- Pupils are expected to contribute to activities and learning in lessons with enthusiasm, effort and a positive approach
- Pupils are expected to be organized and to arrive for lessons on time with the correct equipment for their learning activities
- Pupils must conduct themselves in such a way that allows themselves and others to learn, including listening to others and working collaboratively and supportively with their peers
- Pupils should meet deadlines and hand work in on time
- Pupils are encouraged to be polite, open-minded and respectful of others.

#### b. Expectations of teachers

- Ensuring pupils make good to outstanding progress
- Teachers have a strong understanding of the principles behind best-practice, effective teaching and learning, and are able to demonstrate these principles in the classroom
- Teachers at the King Fahad Academy have high expectations of their pupils and are dedicated to inspire and encourage those they teach
- Teachers listen to pupils' ideas, involving individuals in their own learning and offering guidance in how to progress
- Teachers encourage pupils to take risks and model this in their own approach to teaching and learning
- Teachers assess pupils' work and provide regular feedback (in accordance with the ARR Policy)
- Teachers are helpful, approachable, supportive and understanding of their students' needs. All pupils are treated with dignity, consistency and fairness
- Teachers are positive about their pupils, enthusiastic about their learning and set the highest expectations in the classroom and beyond
- Teachers are role models and model their behaviour on that which is expected from the pupils, and show open-mindedness, courtesy and respect towards the students

#### **Online Learning:**

In instances of lockdown or where the governors deem the safety of pupils to be better catered for at home, online learning will replace in-school learning with provision for live lessons across the primary and upper sections of the school. Please refer to the *Pupil Remote Learning Policy*.

#### **Policy in Action**

##### **Planning: long and medium term (Curriculum outlines and Syllabus outlines)**

Long and medium-term curricular planning are essential and expected. These feed into the lesson plans (Primary section) and are agreed with Programme Coordinators.

## Lesson planning

When planning a lesson, teachers should take particular attention to the following:

- To get the lessons off to a **good start**
- To set realistic and progressive **Learning Objectives** for the pupils
- To select and organize suitable **resources**
- To check **pupil understanding**
- **To differentiate**
- **To stage** and **pace** a lesson
- **To monitor progress**
- To bring the lesson to a close with a **plenary**

## Teaching and Learning strategies

The range of teaching strategies used at the school is extensive and caters for the varying needs, abilities and aptitudes of our diverse student body.

The strategies include the following (non-exhaustive) list:

- Collaborative tasks
  - Consideration and practice
  - Demonstration
  - Discussion and debate
  - Inquiry
  - Explanation
  - Extended writing
  - Independent learning
  - Individual work
  - Instruction
  - Investigation
  - Listening
  - Making judgments
  - Modelling
  - Observation
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- Oral and written feedback

- Presentations
- Peer and self-assessment
- Problem solving
- Questioning
- Reporting back
- Research
- Revision and consolidation
- Use of ICT

### **Differentiation**

This is a central element of lessons. It enables all pupils to benefit from a classroom experience. Teachers should use a variety of strategies to differentiate e.g. planning, assessment, questioning, adapted resources grouping and seating plans. Differentiation should not only be considered at the planning stage but also during the teaching, making changes as appropriate during the lesson.

### **Assessment and marking**

Assessment procedures expect that all work assessed for the purposes of reporting must use the specific assessment criteria. Please refer to *Assessment and Marking Policy*.

- The criteria are communicated to pupils in a form appropriate to each grade level
- Guidance specific to particular tasks is used to give pupils clear information about strategies for achievement. The use of exemplars is encouraged
- Teachers should aim for a reliable and valid assessment of the pupils' work against each criterion. The number and type of assessment tasks required to achieve this should form part of the departmental assessment policy
- The reported level reached on each assessment criteria should represent the best standard that the pupil can consistently achieve by the end of the reporting period
- The grade boundary tables published by the exam board (Upper) are used as a guide to set the standards for summative grades according to the departmental assessment document

## **Marking and Feedback**

Pupil work is marked in accordance with ARR Policy and feedback is provided in order to:

- Help the pupil improve
- Identify and correct mistakes
- Provide effective feedback
- Provide information for grades on reports
- Promote the pupils' confidence

## **Professional Standards:**

It is important to recognize that teachers at the KFA must maintain professional standards at all times and to recognize that they are role models for the pupils in many respects. This is in accordance with the U.K. National Teacher Standards.

Such professional standards would include:

- Dress: Teachers are expected to appear at school attired in accordance with the staff dress code
- Punctuality: this is expected in all aspects of work
- Duty of Care: keeping our pupils safe and acting in the child's best interest at all times
- An understanding that all teachers hold a position of trust, being seen to be demonstrably fair, even-handed and consistent in dealing with pupils
- Propriety and behavior: all teachers are expected to adopt high standards of personal conduct
- Being aware of and carrying out the Acceptable Use of ICT policy when using the school network
- Engaging in on-going professional development, in-school training, regular peer observation, and external courses (as appropriate)

## **Appraisal system**

The Appraisal System at the school is operated in accordance with the *Staff Appraisal Policy* and conducted to ensure that teachers are offered the opportunity to:

- Reflect on current practice
- Receive constructive and helpful feedback on professional practice
- Fulfil their full professional potential
- Build on strengths, tackle weaknesses and carry out professional responsibilities more effectively

Appraisal is intended to be a positive process aimed at helping staff to secure the highest possible quality of teaching, and general education. In particular, the procedure should serve to:

- Improve teaching and learning
- Provide regular contact between colleagues
- Motivate staff by considering, above all, the quality of their teaching and the fulfilment of their responsibilities outside the classroom
- Identify professional development requests and needs
- Discuss career development
- Provide an opportunity to raise concerns
- Set objectives to be considered and discussed at the next appraisal, to take place the following term
- Contribute to better motivation and increased job satisfaction
- Recognize work well done and record appreciation of contribution to the academic and wider life of the school
- Provide an opportunity for the appraisee to reflect on his or her teaching and other responsibilities
- Identify areas of strengths and areas for development