



معلوم نافعة وأخلاق راقية

Teaching and Learning Policy





Our Vision:

To be competitive in raising and shaping generations with skills, effective knowledge, and outstanding ethics, to be at the front of those who are the most sought after.

Our Mission:

The school is of a level of distinguished academics; it's truthful to its message and committed to its values and identity.

Our Values

Equity

We support every student in our community and create a learning environment in which all our learners can achieve their highest potential. We believe students have the capability to learn at a challenging level, and we encourage them to live up to their potential.

Engagement

We believe students learn best when they are engaged in a student-centred, standards-based curriculum which emphasizes hands-on and project-based learning. We have a dynamic staff, and we seek to create an engaging learning environment.

High Expectations

We hold the highest expectations for our own achievement and believe in the power of community. We align curriculum, instruction, and assessment as an accountability tool for continuous learning as we prepare our students for the university and life.

Shared Leadership

We are committed to a vision of collaborative leadership that involves all stakeholders. We are led by a team of highly qualified personnel who engage parents and community partners in the decision-making process.



Relevance

Our students are enthusiastic learners who use knowledge to solve real-world problems in their own communities. We believe our students have the power to solve problems that are relevant to their future as leaders.

Objective:

The aim of Teaching and Learning Policy is to ensure all staff, children, parents, and leadership team are aware of clear expectations set at Al Rushed American Private School and can work collectively towards the highest possible standards of education and learning experiences that focus on the development of skills, knowledge and understanding. It is designed in such a way that teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way. A regular monitoring of teaching and learning takes place in our school to ensure that high standards are always met and therefore, the best learning outcomes are achieved.

This Policy is divided into three key sections which are as follows:

- ❖ Active Learning
- ❖ Planning & Teaching
- ❖ Assessment & Grading

Active Learning

Being Cognia certified at Al Rushed American Private School we believe that a learner should meet the following criteria for lifelong and active learning:

A. Equitable Learning

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs.
2. Learners have equal access to classroom discussions, activities, resources, technology, and support.



3. Learners are treated in a fair, clear and consistent manner.
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.

B. High Expectations

1. Learners strive to meet or can articulate the high expectations established by themselves and/or the teacher.
2. Learners engage in activities and learning that are challenging but attainable.
3. Learners demonstrate and/or can describe high quality work.
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analysing, applying, evaluating, synthesizing).
5. Learners take responsibility for and are self-directed in their learning.

C. Supportive Learning

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.
2. Learners take risks in learning (without fear of negative feedback).
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks.
4. Learners demonstrate a congenial and supportive relationship with their teacher.

D. Active Learning

1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate.
2. Learners make connections from content to real-life experiences.
3. Learners are actively engaged in the learning activities.
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.



E. Progress Monitoring

1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored.
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/ or revise work.
3. Learners demonstrate and/or verbalize understanding of the lesson/content.
4. Learners understand and/or can explain how their work is assessed.

F. Well-Managed Learning

1. Learners speak and interact respectfully with teacher(s) and each other.
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.
3. Learners transition smoothly and efficiently from one activity to another.
4. Learners use class time purposefully with minimal wasted time or disruptions.

G. Digital Learning

1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning.
2. Learners use digital tools to conduct research, solve problems, and/or create original works for learning.
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning.



The above-mentioned criteria are maintained by teachers in the classroom and monitored by HODs on a weekly basis by using the following [form](#).

Outside classroom:

Learners learn best when they are working in an environment which is safe, caring, supportive and stimulating. We ensure that our students:

- value the national and Islamic customs;
- are secure and happy in a safe, purposeful environment;
- feel they can explore their own ideas and feelings and to respect the views of others;
- are following the class and school rules;
- responding well to encouragement, praise, and rewards;
- are showing care and respect for each other and their own and others' property
- are aware of how to keep themselves and others safe around the school and in the wider community
- are aware of cyberbullying and other technological threats.
- and are modelling the values and skills of the school independently.

Details of the Wellbeing Policy can be viewed [here](#), and the Child protection policy can be viewed [here](#).

Planning & Teaching

Planning is a learning process and not a product. Its purpose is to enable high quality delivery which meets the needs of all students. To plan the teaching, we should first focus on the following questions:

1. Where are the students starting from?

Admission test, Diagnostic tests, CAT4, Previous years student performance analysis.



2. Where do you want them to get to?

All students should attain levels that are in line with international standards.

3. How will you know when they are there?

Students' performance in all formative assessments. Analysis of the result of summative assessments.

4. How can you best help them get there?

Assessment data analysis followed by action plans.

- At Al Rushed American Private School Senior administration develops clear and consistent structures and systems for all aspects of short and long term plannings; our planning starts from Curriculum management where we follow CCSS for English & Math, NGSS for Science and MOE standards for Arabic subjects, other plannings include [annual plan](#), [term plan](#), [weekly plan](#), [lesson plan](#).
- The school participates in a series of external and internal professional development programs to help teachers plan teaching effectively according to modern and standardized teaching criteria.
- Before implementation all plannings are submitted to the HODs for review and verification.

Teaching: ***"Tell me and I forget, teach me and I remember, involve me and I learn"***

At Al Rushed American Private School we believe that good teaching is a lifelong process. And every teacher needs to improve. Our teaching targets are to focus on the following points:

- Lessons to be planned effectively considering children's prior learning and current assessment analysis.
- Lessons to be appropriately differentiated in order that they consolidate, build upon, and extend learning for all children.
- A range of teaching and learning styles to be applied which appropriately match the children's needs to sustain their concentration, motivation, and application.



- A positive relationship to be built with the children in their classes and other members of the school community.
- High expectations of learning and social behavior to be considered.
- Incorporation of national identity.
- Developing a culture that promotes and practices Islamic values and ethics.
- Ensuring that effective direction, support, and feedback are given in order that students make good progress.
- Demonstrating secure subject and pedagogical knowledge to inspire students and build their understanding.
- Assessing and monitoring students' progress effectively in order that they can extend their learning both within individual lessons and over time.
- Developing and sustaining good links and focused communication with parents/guardians to support students' learning.
- Providing clear guidelines through weekly plans on paradigm for upcoming lessons and through required materials for any upcoming assessments.
- Developing and maintaining a safe, secure, and inspiring classroom and learning environment.
- Demonstrating effective lesson structure.
- Using resources and technology effectively to support students' learning.
- Developing the range of reading skills required to access all the curriculum effectively.
- Using questions effectively to measure and extend students' skills, knowledge and understanding.
- Following and adhering to the guidelines set by the school.

We believe that a good lesson should comprise of the following elements:

- Planning – Before the lesson.
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities



- End of the lesson; plenaries and/or mini plenaries within the lesson • Use of assessment– before, during and after the lesson.

Teachers' performance is monitored by the HODs informally by class walkthroughs ([English form](#), [Arabic form](#)) weekly and formally once every two weeks by using [form](#) which are documented, areas that need improvement is individually discussed with the teacher and finally submitted to higher administration upon completion.

Teachers who need to improve are given guidelines and training by HODs by using [this form](#) and followed up for improvement.

Assessments & Grading

Assessments and grading have two purposes. One, students act on feedback to make progress over time. Two; it informs future planning and teaching. Our teachers consider the following criteria for conducting assessments.

- Evaluating whether all students have achieved the learning targets, and whether their learning has moved on and if not, why not?
- Reflecting on which parts of the lesson went well, which parts were students most engaged in; and which parts of the lesson did not go so well and why.
- Reflecting on whether the work needs to be repeated at the start of the next lesson or does the learning objective need to be completely revisited.
- Diagnostically grading students' work, clearly stating what they have done well and what the next stages in their learning are.
- Using assessment data to make future planning for students learning to ascertain whether they are at the required standard and what is needed for them to achieve this.
- Planning a set of required materials from the covered standards. Providing the finalized required materials to parents through the school portal (paradigm) to help parents and learners prepare for upcoming assessments.



- Assessment data is recorded and analyzed by teachers and senior leaders to evaluate learning and achievements of students so that we can plan effectively for a better performance.
- Assessment data is shared with parents in a way that shows students' strengths and areas for improvement through standard-based reports.

Kindly view the [School Assessment Policy](#) for the details of the types of assessments, mode of conduction & marking criteria for all subjects in Al Rushed American Private School.

Monitoring and Review

Each teacher, head of the department, and higher academic management will monitor the effectiveness of this policy throughout the academic year. The HODs will report to the managing **body on the effectiveness of the policy annually and, if necessary, make recommendations.**

Policy Review

This policy is to be reviewed annually.

Created: Nov 2019

Reviewed: AUG 2022

