TEACHING & LEARNING POLICY

2024-25

Principal: Ms. Sadia Wajid

Contents

1 Purpose of the Policy

Rigorous monitoring and evaluation of each student's progress and attainment; and to modify the lesson in accordance with latest pedagogy leads to a striking impact on all students' learning. All staff take an active interest in their own professional development and how it has an impact in the classroom. Teachers constantly seek feedback from students and peers about the effectiveness of the learning in the classroom, their practice, feedback is used to adapt and improve the learning process.

The Dubai Schools Inspection Bureau's expectations for Teaching & Assessment are as follows:

1. Teachers' knowledge of their subjects and how students learn from them – including the use of assessment data CAT4/GL Progress Test Data to inform planning and differentiate
2. Lesson planning, the learning environment and the use of time and resources
3. Teacher-student interactions including the use of questioning and dialogue
4. Teaching strategies to meet the needs of individuals and groups of students
5. Teaching to develop critical thinking, problem-solving, innovation and independent learning skills

All teachers should plan and prepare to ensure that all lessons incorporate evidence of the above and that all students and groups or students are enabled to do their very best due to the very good and outstanding actions taken in relation to the above.

2 Rationale

The principles of teaching and learning which guide the work at Al Sadiq Islamic English School are as follows:

- To include all pupils in a culture of the highest aspirations and expectations of work and behaviour
- To enable all pupils to achieve their best
- To establish the centrality of literacy and numeracy across the curriculum
- To infuse learning skills across the curriculum, thus enriching the learning experience
- To encourage independent learning so that pupils excel
- To expand teachers' repertoire of teaching strategies and techniques, including assessment for learning strategies, thus making learning worthwhile and enjoyable

We have high expectations of everyone in our community. Thus, we believe by working collaboratively and harmoniously, high quality teaching and learning will take place.

3 Principles Guiding this Policy

3.1 Teachers' Learning

- All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans
- Professional development is essential for supporting all adults to develop their own learning. Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this by requesting, recording and reporting all CPD opportunities and training needs

3.2 Teaching & Learning with Children

We believe that children learn best when they:

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

3.3 The Learning Experience

This should be organised to ensure that children have the opportunity to:
- work independently, 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

Children should be encouraged to develop **organisational skills and independence** through:
- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities
- use of technology

3.4 The Learning Environment

Learning takes place in an environment which:
- is challenging and stimulating
- is peaceful and calm
- is organised
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming

4 The ASIES approach to Effective Learning

At Al Sadiq Islamic English School we believe that consistent parameters for effective teaching and learning are essential to outstanding student progress and attainment success. We understand that young people only get one chance.

We ensure that this is achieved by:
- Teachers having a thorough knowledge of their students and use CAT4/GL Progress Test data effectively to inform planning and differentiation for both individual and specific cohorts of student
- Focusing on student centered learning and teachers facilitating students through their learning
- Tackling literacy deficiency in the school; by incorporating reading skills, spelling and extended writing frequently in most lessons
- Effectively dealing with any inappropriate uniform swiftly and robustly as the students enter the classroom
- Forming positive relationships with the children in class and other members of the school community
- Using resources effectively, including other adults, to support children's learning
- Ensuring Inclusion support is effectively implemented to rapidly improve progress of SOD students
- Making successful inclusive provisions; Seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children
- Giving full access to the Curriculum, in accordance with the school's policy, unless their SOD status indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, gender or age
- Including opportunities for project based learning

- Providing students who receive additional or extra support, including those with statements of SEND have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time
- Ensuring Gifted and Talented students are encouraged to take leadership roles in lessons
- Ensuring that students sit according to the seating plan – starter task may be placed on the desks for students to begin as they enter the classroom
- Ensuring that a register is taken (not necessarily called out loud)
- Ensuring all lessons are created on PowerPoint slides and displayed on the (interactive) whiteboard
- Ensuring that Upper KS2, KS3 and KS4 lessons effectively incorporate BYOD where appropriate
- Ensuring all planned activities have visible timers which create a sense of urgency with students
- Setting clear learning objectives that are always clearly displayed on the board, integrated into every PPT slide in every lesson. Ensure that objectives are well communicated to all students in every lesson
- Ensuring that home learning is set, recorded and communicated to parents clearly; students complete home learning set and that this is monitored and feedback given regularly
- Ensuring that all lessons follow a clearly defined teaching and learning model which involves pedagogy to develop higher order thinking skills, innovative use of technology and student led learning; questioning should be open-ended and allow a teacher-student dialogue
- Students should be empowered to work independently, using any given technology, to problem-solve and critically evaluate to find solutions through teacher facilitation, discussion, research and analysis
- Ensuring that target grades, assessment and success criteria are used in all lessons. This includes ensuring that all student books have clear attainment flight-paths which are referenced in lessons
- Ensuring that lessons end with a summary of what has been taught and learned. How well learning objectives have been met is assessed. Using WWW/EBI
- Ensuring that students are dismissed in an orderly fashion at break and directed promptly to their next lesson at the end of break. Pupils are not kept back from lessons

4.1 Demonstrating Pupil Progress – Class Data Profiles

At Al Sadiq Islamic English School we recognise the importance of using all available information to plan effectively for the progress of all students. We make use of class data profiles to show:

- That we know our pupils needs and plan effectively for them – class profile sheets and annotated seating plans demonstrate the strategies we use to create an inclusive and engaging learning environment
- Seating plans include current and target grades, progress stanine and SEND/G&T info that are colour-coded
- That we know our students' strengths and weaknesses and next steps in learning – use of data to highlight our students' prior attainment and the progress they are making currently within our lessons, along with the steps we are taking to address any underperformance
- Class data profiles will triangulate CAT4 data, internal assessment and GL Progress tests, and have all SOD information, target grades, term by term current grades and a narrative about students that include individualised strategies for the classroom

4.2 Presentation of Students' Written Work and Portfolios

At Al Sadiq Islamic English School we believe students should be encouraged to take pride and care in how they present their written work. No graffiti should be present on any pupil books.
- All student work is written in blue or black pen. For diagrams and drawings a ruler and pencil is used, any labels are written in blue or black pen. Student responses are written in exercises books in a colour pen, or with a colouring pencil or gel pen, not felt-tip
- All student classwork should be labelled C/W and all home learning labelled H/L in the margin
- A full date for example '1st September 2023' is written
- All student work should have a centralised title that is underlined with a ruler
- All student work should have a 'Learning Objective' that is clearly displayed in books for every lesson as taken from the PPT
- All work should be ruled off when finished. The next piece of work begins after this and not on a new page
- Any worksheets are stuck neatly into books and labelled appropriately or attached using treasury tags

- All student workbooks are stored in a specified safe place, clearly labelled with the class code
- Teacher marking (SIR) and assessment grades are written in green pen using the appropriate marking codes (see Marking and Assessment Policy for more detailed information)
- Peer and self-assessment is written using a coloured pen (not green)

4.3 Why do we believe that presentation counts?

It conveys a value. It conveys pride and it also enables the learner to communicate understanding effectively and clearly. Research also shows that boys in particular feel better about writing when they can write neatly.

At Al Sadiq Islamic English School all children are supported with developing the quality of presentation by having clear expectations and being shown by the teacher how to achieve quality.

Presentation of staff feedback is just as important as presentation of pupil work. All staff feedback should be written clearly in purple pen in line with the school's marking and feedback policy.

Effective assessment ensures the learner learns about their strengths and areas for development. It ensures the teacher learns about the effectiveness of their teaching and where they need to take the learner next.

Marking and feedback will:
- help students become better learners by giving a clear picture of what they have done and what they need to develop
- provide clear direction for their next learning steps
- enable parents to understand their child's strengths and weaknesses
- identify targets for individuals or groups of children
- ensure regular dialogue between teacher and student
- suggest individual strategies for improvement
- establish an on-going dialogue between teacher and student

4.4 Displays

At Al Sadiq Islamic English School we pride ourselves on the quality of display work which plays a significant role in setting out our shared expectations. We believe that displays are fundamentally important for the following reasons:
- It celebrates students' work and learning achievements
- Publishing students' work well is a reward in itself for pupils
- It communicates the school's shared high expectations for learning
- Displays can inspire, create interest and generate discussion around learning
- Quality work which is carefully displayed values children's efforts and is aspirational for all members of our community

Provided below are some practical guidelines for displaying children's work.

4.4.1 Aim for quality, do not settle for second best

All students are capable of producing quality work regardless of age, ability or need. Having high expectations and timetabling quality time for students to publish work for display is the key for achieving good results. If a student finds it difficult to sustain longer pieces of work for publication, publish extracts or even just a small section of work.

4.4.2 Keep it simple

A good quality display is not about the brightness of the backing paper or the size of the title but more about quality of work. It should speak for itself and should stimulate interest.

4.4.3 Aim for Symmetry

When planning a display, plan the display from a centre point of the board and have a fixed horizontal 'top line' for the display. Work outwards from the centre keeping your top lines level. This creates a symmetrical effect which is easy for the eye to orientate.

4.4.4 Target/Level descriptors

These need to be written in a language that is easy for students to understand, and should be formalised across the department. They also need to be big enough for students to see from their seats.

4.4.5 Levelled examples of students' work with teacher's comments
This should be appropriate to the key stages and large enough to be clearly seen so it can be used as a teaching aid. A range of work at different levels should be included along with clear explanations of the steps needed to move through the levels.

4.4.6 Exemplary work
This should set a clear and achievable standard for students to aspire to. Key features of what makes the work exemplary should be highlighted.

4.4.7 Marked work
There should be enlarged examples of marking on the work following SIR as per the marking policy.

4.5 Learning Environments
At Al Sadiq Islamic English School we believe that a consistent approach to learning environments and classrooms plays a crucial role in supporting student progress.

- All learning environments are safe, bright and welcoming. Doors are left open for students' arrival
- All classrooms include a form notice board including the fire assembly points and Form Time Programme
- Subject specific vocabulary and key terms are displayed at the front of every classroom
- Display work is bright, eye catching and always displays current topics and student work
- Subject specific display content in classrooms includes Level/Grade descriptors, levelled/graded examples of work with teachers' comments, guidance on how to secure improvements in work, e.g. level ladders
- Displays support learning and provide an interactive resource that students frequently refer to
- The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities
- Working walls in core subject areas will be updated regularly and provide good quality support
- Displays do not include; generic posters as gap fillers, the same work on display for extended periods of time, scruffy, discoloured, faded and damaged displays

4.6 Storage of Pupils' Books
Student's books should always be stored in a neat, accessible, student friendly way using storage containers, table trays or individual student trays clearly labelled with the class code. This ensures that students' books are always maintained in good order and do not become dog eared or worn

Students' books should be easily accessible for children to find or distribute. Building good routines for students to find their books is key to managing a workable system. By contrast, where books are left on the teacher desk or scattered around a room, this conveys confusing messages to children that their books are not valued and makes it harder for students to access workbooks independently

5 Responsibilities for Teaching & Learning
Classroom Teachers
Classroom teachers are responsible for the rapid progress of students 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 and national initiatives
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally and internationally
- self-evaluation of their contribution to the policies and aspirations of the school
- taking initiative to learn and continuously upgrade their knowledge with innovative teaching pedagogies.

Form Tutors
Form tutors are responsible for contributing to, and monitoring the progression and wellbeing of, individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:
- monitoring academic progress and attitudes of individual students through academic tracking/progress checks
- encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- monitoring of behaviour, homework, use of planners, rewards, sanctions and uniform
- supporting subject teachers with underachievement through parental contact
- Maintaining good parent-teacher relationship to support home learning

Middle Leaders

Middle leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:
- evaluating the teaching of their subject, and the planning of lessons through monitoring and observation and using this analysis to identify and share effective practice and to lead action for improvement
- ensuring curriculum coverage, continuity and progress for all students
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement in line with whole school policies
- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. most able students, gender groups, borderline students)
- monitoring students' work through work scrutiny (at least once per half-term): regular sampling of homework, classwork, students' responses to feedback and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement
- observing teachers regularly and giving constructive feedback. This will also inform appraisal of teachers; and supporting them in professional development.
- evaluating progress of teaching and learning targets in departmental development plans, in line with the school Improvement Plan

Senior 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 termly department reviews and classroom observations of teaching and learning through formal observation periods and daily learning walks.

Teaching Assistants

We have a number of teaching assistants who play a central and specialised role in our learning processes. In FS and Year 1 every class has assigned a teaching assistant. School also has trained learning support assistant (LSA) to support students with special education needs. Key elements of their role include:

- supporting the teaching; either through direct delivery or by enabling access for identified children
- supporting a small group within the classroom
- delivering intervention groups under the guidance of the teacher
- preparing resources
- supporting SODs under the guidance of SENCO, where appropriate

6 Teaching

Planning and Preparation

Teachers should plan lessons which:
- allow students to progress in their learning
- outline the learning that is required to take place in each part of the lesson is clear and checkable; which use a clear structure, where relevant to do so
- follow the 4 part lesson
- use plenaries and stock taking to summarise learning, and help students to understand how to improve

- allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- focus on student centered learning
- are differentiated for varying needs by task, resources, outcomes and/or method (see differentiation)
- are innovative and use stimulating resources including encouraging use of Technology and e-learning, which are differentiated as appropriate to the students
- include opportunities for PBL
- provide pace and challenge for all students
- use effective questioning (Bloom's Taxonomy) and AFL techniques to direct and challenge students
- incorporate the school's Literacy, Numeracy and Technology Policies
- meet external requirements
- are informed, when appropriate, by prior learning
- are enjoyable and interesting

Teaching styles
Teachers should use teaching strategies which:
- allow students to learn in different styles i.e. visual, auditory or kinaesthetic
- allow students to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy
- use topics which are relevant and within students' experience
- use others to deliver the lessons (e.g. other students, auxiliaries, outside agencies) in order to facilitate outstanding progress

Assessment, Recording and Reporting (See Policy)
Teachers should:
- assess students' work regularly according to the school's assessment/marking & feedback policy
- use analysis of assessments to inform their teaching and support students' progress
- use data to ensure students are working at their full potential and set targets to achieve this; and inform parents and appropriate staff within school of students' progress or underachievement

7 Learning
Students should:
- be prepared for lessons with the correct equipment
- complete home learning to enhance their class learning
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
- make positive contributions to class discussions
- follow school policies
- take responsibility for improving their own learning by responding positively to feedback
- ask for help if required

7.1 Pupils' Work and Teaching and Learning Materials
We have high expectations of everyone in our community. Thus we believe by working collaboratively and harmoniously high quality teaching and learning will take place.

7.1.1 Students' Work
- All books should be free from scribble and graffiti. Good practice is to have all exercise books neatly covered
- All work in exercise books should have a title and date written at the head and be designated classwork (C/W) or home learning (H/L). The date should be written in full
- Title and date should be underlined using a pen and ruler
- Students should not leave unnecessary blank spaces in their exercise books

- All diagrams and pictures should be drawn in pencil and horizontal lines drawn in pencil for labelling in pen
- Coloured pencils should be used for colouring in. Avoid felt tips in exercise book
- All writing should be done in black or blue pen. Other colours should only be used (except for green) when assessing each other's work
- Handwriting should be clear and legible. Students will be encouraged to do their neatest handwriting at all times
- Completed work including home learning should be ruled off at the start of a lesson, leaving enough space for a teacher's diagnostic comment
- In Maths, use one number/symbol per square
- Tippex is not permitted. Cross out mistakes using one neat line

7.1.2 Equipment
- All students must have a large school bag capable of being closed with a zip/buckle
- All students must have a pen, pencil, rubber, ruler, geometry set (protractor, compass etc.) and a small scientific calculator
- All students should bring a reading book each day
- All students should bring a water bottle to keep themselves hydrated

7.2 Target Setting, Assessment & Marking

7.2.1 Setting
We often do teach students in ability sets because we believe that they learn better if lessons are pitched at an appropriate level. However, we do teach some classes in a mixed ability setting where this is more appropriate.

7.2.2 Assessment
Teacher assessment is a continuous process. We aim to ensure that students have their work regularly assessed and their achievement recorded so they are encouraged and shown how to improve in a personalised way.

Assessment of student achievement at Al Sadiq Islamic English School will include regular marking of books, class tests and assessments of coursework, classwork and home learning and peer assessment. Teachers will often take account of both effort and attainment, thus grading based on both formative and summative assessment. Student self-assessment is encouraged when this is possible at both the primary and secondary level.

7.2.3 Marking
We ask teachers to ensure that books and/or home learning are checked regularly. Diagnostic marking should take place at least once every two weeks, using purple pen; work will be diagnostically marked with an appropriate teacher comment written in the folder or exercise book. You may see WWW (What Went Well) and EBI (Even Better If) on students' work in both primary and secondary. This gives a framework for teachers' comments and allows challenge questions to be set and a teacher-student dialogue to commence. Students feedback using a colour pen and teachers should acknowledge this accordingly. (See Marking and Feedback Policy for more detailed information).

Note: AFL is only AFL if you act on feedback from students. Feedback must be used to inform next steps.

7.2.4 Target Grades
The end of year target grade is the minimum grade that pupils should expect to achieve by the end of the academic year according to prior achievement data. The end of Key Stage target gives an indication of the possible final grade. Prior data is taken from Internal baseline assessments at EYFS & KS1, CAT4 Assessments at KS2-4, alongside GL Progress tests from Years 4-10.

Subsequently in every school subject taught, every term, teachers record a grade. This is the level that the student is achieving and is shown as a working at grade. When compared with the target grade it indicates how well the student is progressing. Teachers also give grades based on attitude and behaviour, concentration in class and home learning to give parents, staff and students a further picture of

performance across the board. Students giving particular concern will be subject to a range of interventions and support.

The progress of all students is tracked each term using progress against targets.

8   Observation, Learning Walks, Work Scrutiny and Triggers

We believe that consistent parameters for effective teaching and learning are essential to our students' progress and success. Classroom observation is a vital tool to support appraisal processes and to evaluate teaching and learning. The aim of any classroom observation, be it formal lesson observation or learning walk is to provide developmental opportunities for staff as part of their on-going professional development.

Staff involved in observations will:
- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained

The Principal, or any agent directed by the Principal, will monitor any lesson at any time, as part of their normal duties and statutory requirements.

8.1 Lesson Observations

The sharing of lesson observation within departments and across teams of teachers and associate staff is pivotal in the development and improvement of all professionals. The opportunity to learn from observing each other is fundamental to the improvement of teaching and learning. Some of these observations will be related to quality assurance and some will be in the form of coaching and mentoring to support professional development.

8.1.1 Monitoring of Teaching and Learning

The aim is to:
- identify and share good practice
- evaluate the quality of teaching in line with DSIB Framework 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
- standardise monitoring procedures including lesson observations through paired observations, learning walks and work scrutiny

8.1.2 Notification

In keeping with the commitment to supportive and developmental observations teaching staff will be notified of the date and time of their observation at least one working day in advance. Staff will be aware of the regular department review periods as this will be communicated in advance.

Our SLT will keep an overview of the regularity of lesson observations and a central record will be kept.

8.1.3 Observers

Classroom observation will only be undertaken by those with QTS. Additionally the school will ensure that the observation is undertaken by those with the appropriate professional skills, to undertake observation and who can provide constructive oral and written feedback. Best practice will ensure that the majority of lesson observations will be paired.

8.1.4 Feedback

Feedback will be recorded as soon as possible following the observation and will be readily available prior to meeting with the reviewer. Oral feedback will be provided within 24 hours following the observation.

A copy of the written feedback will be provided. The reviewee will be able to append any written comments to the feedback and will be expected to ask questions or follow-up on any points for development.

Teachers will be expected to keep a log of all lessons that they have been observed including the formal write up, for appraisal purposes.

8.2 Learning Walks

Learning Walks are a series of organised and highly structured enquiry walks through the school in order to collect evidence about teaching and learning, evidence of progress and areas for development. Learning walks will always monitor the expectations listed in the ASIES Approach to Effective Learning; intended to be developmental and constructive rather than judgemental. All staff are encouraged to undertake learning walks.

Senior and Middle Leaders will commit to learning walks regularly in 2023-2024. Weekly, there will be a particular focus which will be mapped into your departmental calendar, and this might include use of data, book marking and student response, home learning, setting, differentiation and higher-level questioning or consistent application of BfL policy. To ensure teachers benefit from the constructive feedback of learning walks, observers will spend 10-15 minutes in a lesson. They are not graded but written feedback will be given.

On alternate weeks, learning walks will have a generic focus on stretch and challenge, higher-order questioning, innovation and use of technology and evidence of student progress, and other published foci in line with current school priorities.

8.2.1 Process

- Observers should spend 10-15 minutes in a lesson which is long enough to review the ASIES Approach to Effective Learning expectations and one key developmental aspect; this should include an observation of student work and assessment where possible
- Observer to give written feedback within appropriate time frame
- Observer to outline one (in the majority of cases) key developmental aspect to support further improvement of student learning
- Learning walk records are to be recorded and copied to the line manager and the Principal
- Learning walk record sheet records teaching standards based on KHDA standards which includes
  - Teachers in depth subject knowledge to stretch and challenge the students
  - Lesson planning, implementation of seating plan and effective classroom routines
  - Students work in pairs or groups for effective collaboration
  - Student-teacher interaction, questioning and dialogue
  - Opportunities for critical thinking, innovation, and use of learning technology
  - Students' responsibility of their own learning and evaluating their success criteria
  - Challenge and support for different groups of students

However, if a learning walk raises a serious concern then a full lesson observation will follow within 48 hours. If the learning walk indicates areas for improvement rather than a serious concern then a drop-in will follow within five working days. If no improvement is observed then a personalised development plan will be outlined.

8.3 Teaching and Learning professional development triggers - Lesson observation

Outcome	Action
Full observation graded 'outstanding' or 'very good'	Prompts letter from Principal to go on file Teacher to be encouraged to act as coach/mentor to other teachers
Full observation graded 'good'	Observation of 'outstanding'/'very good' teacher(s) encouraged and arranged if accepted Offer support to develop teaching further, including re-observation
Full observation graded as 'acceptable'	Support/intervention plan with clear targets discussed and agreed. Re-observation within 48 hours If 'acceptable' on re-observation placed on a 6-week PDP with LM/SLT; Continues until secure a 'good' is achieved

Full observation graded as 'not yet acceptable'	Short term support/intervention plan with clear targets discussed and agreed. Re-observation within 48hrs If lesson is graded to be 'acceptable', 6-week PDP with LM/SLT discussed and agreed; support package continues until a secure 'good' is achieved Consecutive inadequate observations will lead to support through a capability process.

8.3.1 Work Scrutiny

Work scrutiny graded 'acceptable'	Support/intervention plan with clear targets discussed and agreed. Further work scrutiny within two weeks and continues until a secure 'good' is achieved
Work scrutiny graded 'weak' or 'very weak'	Short term support/intervention plan with clear targets discussed and agreed. Further work scrutiny within 5 days If work scrutiny is graded to be 'acceptable', subsequent scrutiny to take place to ensure at least consistent good practice Consecutive inadequate work scrutiny will lead to support through a capability process.

Presentation of student work, learning environments and the following of daily routines are subject to scrutiny. Where improvement is required a short term action plan is to be implemented to address concerns.

9 Questioning

The Importance of Questioning

Quality questioning by the teacher is essential for ensuring good levels of challenge. Skilful questioning can transform average learning into great learning. Questioning is something we do in every lesson and is a skill we constantly need to develop.

Research by Hattie (2009) found that only 20% of questions required thought by students. 60% required factual recall and 20% were procedural.

To ensure that our questions require students to think, we use Blooms Taxonomy to plan questions.

Ineffective questioning often occurs when:

- We don't allow students enough think time
- We expect a particular answer and do not accept or discuss divergent answers
- We do not explain or make use of wrong answers to improve learning
- We only ask certain people to participate
- Our questions are not challenging
- Our questions are not differentiated

Great questioning means that all learners are involved and engaged. It can be very difficult to get all students to participate but below are some ideas that teachers have found effective:

1. Allowing time to discuss in pairs before answering (think, pair, share)
2. Establishing no hands-up to ensure all students join in and are alert
3. Targeting individuals is important to ensure that questions engage and challenge every student. A key rule is to ask the question first and the student name second
4. Bouncing the question around the room 'who can add to this?', 'who can develop…answer?'
5. Posing a statement to agree or disagree with justification
6. Framing questions with 'Why', 'How' or What if'

Questioning is paramount to success. Asking deeper questions are important because, by asking 'why' questions – '**elaborate interrogation**' students become more active learners, which, aids recall. Knowing what the students know, and what they don't know, is crucial for we, as professionals, in accurately identifying what students are learning and understanding. We can ask ourselves the question: **Are students being asked enough 'why' questions in my classroom?** This connects intimately with the question: 'are my students making progress?'

Deeper questioning doesn't just happen: it is modelled and scaffolded by the class teacher. Some ideas for reciprocal questioning to add to your lesson plan/context sheet:

Guided reciprocal peer questioning: question bank:

- What is a new example of…?
- How would you use…to…?
- What would happen if…?
- What are the strengths and weaknesses of…? How does…tie in with what we learned before?
- Explain why… Explain how…
- How does… What is the… Why is… How are…different? Compare…and…with regard to… What do you think causes…?
- What conclusions can you draw about…?
- Do you agree or disagree with this statement: …? Support your answer.
- How are…and…similar?
- How are… and…best…and why?

Blooms Revised Taxonomy:

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

01 KNOWLEDGE:	02 UNDERSTAND:	03 APPLY:	04 ANALYZE:	05 EVALUATE:	06 CREATE:
Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote	Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite	Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer	Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart	Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe	Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write

10 The Reflective Practitioner: Questions to ask about your lessons

Planning:

- ☐ What were the learning objectives for the lesson and for (named individual/group)?
- ☐ How were the learning objectives differentiated to meet the needs of (named individual/group)?
- ☐ How do the learning objectives for the lesson develop from previous work?
- ☐ What are the next steps in students' learning in this issue/ area?

Differentiation:

- ☐ What did the higher/medium/lower ability students achieve in this lesson?
- ☐ What else might you do to ensure that named individual/group achieves well?
- ☐ What support was offered to SOD/G&T students?
- ☐ How did named individual/group access the tasks and content in the lesson?
- ☐ How does the lesson link to previous learning/the next lesson for named individual/group?
- ☐ What might you do to ensure that named individual/group needs are met?
- ☐ What were the objectives for the teaching assistant in this lesson?
- ☐ How did the teaching assistant/other adult support named individual/group needs?

Pupil behaviour/attitude:

- ☐ How did named individual/group apply themselves to the task/learning required?
- ☐ What was the impact of the behaviour of named individual/group on their own learning/learning of others?
- ☐ How would you summarise the attitude of named individual/group in the lesson?
- ☐ What might you do to improve the attitude of/behaviour of named individual/group?
- ☐ How was the teaching assistant/HLTA used to support work application and behaviour expectations?
- ☐ How successful was the teaching assistant/HLTA in doing this?
- ☐ What could you do to help him/her become more successful in managing the behaviour of named individual/group?

Learning objectives/achievement/progress:

- ☐ What were the learning objectives for the lesson and for (named individual/group)? Did named individual/group achieve the learning objectives set? What is the evidence for this?
- ☐ Was the level of challenge appropriate for named individual/group? What is the evidence you used to reach this judgement?
- ☐ How much progress did named individual/group make in this lesson? What is the evidence you used to reach this judgement?
- ☐ How easy/difficult did named individual/group find the objectives of the lesson?
- ☐ What else could the named individual/group have achieved in this lesson? How might you help them achieve this?

SOD/G&T/Inclusion:

- ☐ What individual needs does named individual/group have that are relevant to this lesson?
- ☐ How were the tasks/lesson content/your expectations adapted for named individual/group needs?
- ☐ What further provision could be made for named individual/group?
- ☐ How do the objectives of the lesson for named individual/group link to their IEP?
- ☐ What else could the named individual/group have achieved in this lesson? How might you help them achieve this?

Technology/ICT:

- ☐ What were the objectives for the use of Technology in this lesson?
- ☐ What impact on learning did the use of Technology make in the lesson?
- ☐ How did the use of Technology extend students' learning in the lesson?
- ☐ How might ICT have made greater impact on learning in the lesson?
- ☐ In what ways did the use of ICT extend the learning in the lesson?

Learning Styles:

- ☐ How did your teaching cater for the different learning styles of students in the class?
- ☐ Which students or groups need specific emphasis or approaches to support the effectiveness of their learning?
- ☐ How were these students/groups supported in this lesson?
- ☐ How might you develop your teaching/the resources used to support named individual/group further?

Assessment

- ☐ What opportunities for assessment were built into the lesson?
- ☐ What assessment information did you derive from the lesson?
- ☐ What does the assessment information tell you about the students' learning and future needs?
- ☐ How does the evaluation of the lesson contribute to your overall assessment of the students' achievement?
- ☐ What open-ended questions did you ask? How could these be developed further?

Resources and the learning environment

- ☐ How effective were students in accessing the necessary resources and equipment in the lesson? How might this have been further improved?
- ☐ What support for the lesson's learning objectives could students gain from the classroom displays and resources?
- ☐ What further resources might have extended this support for students?

Student Independence and ownership of learning:

- ☐ What was the balance between teacher directed learning and independent pupil learning in the lesson? How effective was this balance in relation to the learning objectives of the lesson?
- ☐ How might any shift in this balance be achieved?
- ☐ How much independence did named individual/group take in their learning in the lesson? How might this be extended?
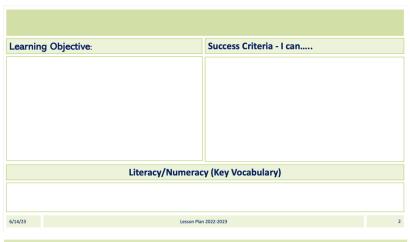
10.1 The 'Key to Success' Grid

Key Areas	Outstanding	Very Good	Good	Acceptable
Learning Objective, Learning outcome and Success criteria	Objective is high on Bloom's taxonomy. Objective and success criteria are shared and reviewed at the end. Concept, context, and skills related to the objective is shared and understood by the students. They make meaningful connection between the objective and the context.	Objective is high on Bloom's taxonomy. Objective and success criteria are shared reviewed at the end. Concept, context, and skills related to the objective is shared understood by the students.	Objective is high on Bloom's taxonomy. Objective and Success criteria is shared in the beginning of the lesson but not reviewed at the end. Concept, context, and skills related to objective are evident in the plan but not shared with students.	Objective is low on Bloom's taxonomy. Objective and success criteria are shared with students but not reviewed by the end of the lesson.
Lesson planning, learning environment, use of time and resources	Teacher plans imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully.	Teacher plans engaging lessons, provides motivating learning environment and uses time and resources skillfully to enable all groups of students to be very successful learners.	Teacher's plan is purposeful, provides interesting learning environment. Time and resources are used effectively enabling students to be successful learners.	Teacher has planned for a three part lesson. Tasks are timed and students work within the expected norms, in a conducive learning environment.
Real life connections and cross curricular links	Teacher is aware of standards (vertical integration), allowing students to regularly make meaningful connections between areas of learning and use these to deepen their understanding of the world.	Students are independent leaners. Subject knowledge is secure and thus teacher gives clear explanations, allowing students to regularly make conceptual connections with ease.	Students make real life connections/cross curricular links independently- by themselves-based on their own experience and knowledge	Well planned, effective cross curricular links/real life connections are used to establish concept
Student's Learning skills	Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly.	Students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. They communicate their learning effectively.	Students interact and collaborate well in a range of learning situations. They communicate their learning clearly.	Students can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately.
Activities, Strategies and Differentiation	Starter activates required previous knowledge, stir interest and curiosity. Differentiation is clearly evident and caters to all student needs / interests/ learning styles / abilities. Questioning challenges students 'thinking and dialogue engages students in insightful	Starter was effective and activates the class. Differentiation is evident and caters to all groups of students. Consistent challenge and support to meeting the specific individual needs of the students. Questioning promotes higher	Differentiated activities planned as high, medium and low ability students. Teacher provides appropriate levels of challenge and support. Questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection.	Differentiated activities are evident in the lesson plan but not cater to all groups of students. Teacher provides challenge and support generally, but this is not always sufficiently personalized. Questioning and dialogue engages

	discussions and reflection.	level thinking and dialogue engages students in thoughtful discussions and reflection.		students in meaningful discussions.
Assessments	Teacher has excellent understanding of how to use formative assessment successfully in lessons. Informal assessment during lessons through, for example, questioning by teachers, adds to the overall view of students' achievement. Assessment data is effectively used to modify teaching.	Teacher uses formative assessment confidently in lessons. Informal assessments are used to keep students learning on track. Assessment data is well used to modify teaching.	Teacher uses formative assessment well in lessons. In their guidance for students, they convey clear expectations and provide helpful comments to promote learning. Data from AFL is not used effectively to modify teaching strategies.	Teacher makes minimum use of formative assessments in lessons. Findings from these checks are not effectively used by the teacher to modify the lesson as required.
Enquiry, Research, Critical thinking and use of learning technology	Students are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem-solving skills are intrinsic features of learning.	Students are innovative and enterprising. They use enquiry and research skills and learning technologies effectively. Critical thinking and problem solving skills are key features of learning.	Students are enterprising. They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of learning.	Students can do basic research and use learning technologies in limited ways to support their learning. Critical thinking and problem-solving skills are developing features of learning.
Closure and Plenary	Teacher activates students as owners of their own learning by self -assessment and identifying steps to move forward. Teacher facilitates effective plenary/mini plenaries and closure to the lesson along with making students aware of the next learning.	Effective plenary in which pupils can demonstrate their learning and from which teacher can make assessments about whether desired outcomes/ objectives have been achieved.	Teacher periodically confirms learning takes place without any misconceptions. (mini-plenary, questions, dialogue) and ensures a formal close to the lesson.	Teacher ensures formal closure before moving on to next learning point. Students and teachers are not fully sure if learning objectives/outcomes have been met.
Progress in Lessons	Most (75% and above) students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	A large majority (61% -74%) of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	Majority (50% -60%) of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	Only a large minority (31% -49%) of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

Appendix

Appendix 1: Example Lesson Plan

Learning Objective:	Success Criteria - I can.....
Literacy/Numeracy (Key Vocabulary)	

Task On Entry

Connection

Activation

Demonstration

Consolidation

Check for Understanding

Reflection

Appendix 2: Medium Term Plan

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Year Group		Term	
Topic/Unit		No. of lessons	

What will students learn?	
Why do they learn?	
How will they learn?	

Prior Knowledge	Modification (Data Analysis)

Objectives	Suggested Teaching Activities

Assessment Opportunities	UAE/Real Life Links

Cross Curricular Links	
Resources	

Appendix 3: Learning Walk Success Criteria (Year 1-10)

ASIES Approach to Effective Learning against KHDA Standards (Years 1-10):

Standard 1: Teachers effectively apply their knowledge of their subjects and how students learn them.

- ✓ The teacher uses their in-depth subject knowledge to stretch and challenge the students
- ✓ Students are given key pair/group roles appropriate for their learning development
- ✓ Seating plan is implemented purposefully to reflect the data profile of the group

Standard 2: Teachers plan engaging lessons, provide motivating learning environments and use time and resources skilfully to enable all groups of students to be very successful learners.

- ✓ The lesson has an effective structure that injects a sense of determination and perseverance, with the use of timers
- ✓ The lesson is planned and presented in such a way that the children are actively involved throughout the lesson
- ✓ The learning objectives and success criteria permeate all aspects of the lesson; reflecting and assessing the learning objectives against the success criteria are in place
- ✓ Activities/resources planned enable students to make rapid progress within the lesson

Standard 3: Teachers' interactions with students ensure that they are keen to learn. Questioning promotes higher-level thinking and critical responses. Dialogue engages students in thoughtful discussions and reaction.

- ✓ Student interaction with each other and the teacher is thoughtful and considered
- ✓ Teacher's use of questioning promotes insightful responses by the students
- ✓ Students use of key vocabulary forms perceptive responses to questioning

Standard 4: Teachers' use strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support.

- ✓ A range of opportunities are planned throughout the lesson to enable children to use a variety of learning styles, including differentiated choices that support specific preferences
- ✓ More able students are given opportunities to be challenged
- ✓ A range of strategies and/or LSAs are implemented effectively to support the learning of individuals/groups

Standard 5: Teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills.

- ✓ The children use success criteria to effectively assess their own work, identify strengths and weaknesses and set targets
- ✓ Opportunities are set up in the lesson for students to solve problems, involving high order thinking
- ✓ Opportunities are set up in the lesson for students to design solutions to problems creatively
- ✓ Planning integrates appropriate use of technology to enhance independent learning

Appendix 4: Learning Walk Success Criteria (FS)

ASIES Approach to Effective Learning against KHDA Standards (Foundation Stage):

Standard 1: Teachers effectively apply their knowledge of their subjects and how students learn them.

- ✓ The teacher uses teaching methods that enable all children to be independent and actively involved in their learning both indoors and outdoors
- ✓ There is a balance of adult led and child initiated activities
- ✓ Children attainment matches the learning outcomes planned
- ✓ Seating plan is implemented purposefully to reflect the data profile of the group

Standard 2: Teachers plan engaging lessons, provide motivating learning environments and use time and resources skilfully to enable all groups of students to be very successful learners.

- ✓ Children are given time, space and resources to learn through play
- ✓ Children show that they understand how to access the environment (continuous provision)

- ✓ The learning objectives and success criteria permeate all aspects of the lesson; reflecting and assessing the learning
- ✓ Activities/resources planned enable students to make rapid progress within the lesson

Standard 3: Teachers' interaction with students ensure that they are keen to learn. Questioning promotes higher-level thinking and critical responses. Dialogue engages students in thoughtful discussions and reaction.

- ✓ Student interaction with each other and the teacher is thoughtful ,considered and positive
- ✓ Children's interests are recorded and used to encourage high level engagement
- ✓ Students use key vocabulary to extend their listening and speaking skills

Standard 4: Teachers use strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support.

- ✓ A range of opportunities are planned throughout the lesson to enable children to use a variety of learning styles, including differentiated choices that support specific preferences
- ✓ Pupils understanding is assessed throughout the session
- ✓ Children learn in different ways and at different rates, according to their ages/stages
- ✓ A range of strategies and/or LSAs are implemented effectively to support / model the learning of individuals/groups

Standard 5: Teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills.

- ✓ Open ended experiences are provided to promote creativity and critical thinking
- ✓ Opportunities are set up in the lesson for the students to be motivated, involved and engaged in all the areas of learning
- ✓ Planning reflects the interests and developmental needs of the children. ☐ ICT is used effectively to impact on learning