

Quwwat ul Islam Girls' School



QUWWAT-UL-ISLAM GIRLS' SCHOOL

www.quwwatulislam.com

Together we can achieve more

Teaching and Learning Policy

This policy outlines the fundamental aims, which underpin all Learning and Teaching at our school.

1. Aims
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
6. Assessment

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

School Expectations

- Staff have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect pupils to make rapid and sustained progress in Lessons.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and where appropriate individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps.

Teaching

We expect:

- Staff to have secure subject knowledge and understanding
- when support is needed teachers can seek advice from Senior Leaders or subject coordinators
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective which is explained to the class and which remains on display throughout the lesson
- That all lessons demonstrate key elements of good AFL practice

- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for the more able
- That staff have high expectations of presentation, quality and quantity of work
- TA's to be fully involved and active in lessons

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson.

Teaching Timeline

Introduction - 20 Mins

Introduce learning objective and success criteria

Direct teaching of new learning and Modelling (TA active participation with pupils)

Interactive strategies (think/rehearse/reflect)

Set out expectation for end of the session

AFL Strategies Used Throughout

Main activity 30 mins

Children reflect on previous learning and marking

At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups.

Mini- Plenary used within independent learning time to: make connections /address misconceptions & refine/ rehearse

AFL Strategies used throughout

Plenary 10 mins

Address success criteria and learning within groups - who has achieved?

Demonstrate depth when appropriate using application questions

Teacher evaluation next step - Where do we go from here?

AFL Strategies used throughout

Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material.

We use a range of resources to support our curriculum:

- The new Primary National Curriculum 2014;
- the Early Years Foundation Stage Framework ;
- The national curriculum for computing is supported by the 'scholastic' scheme.

Long Term Planning

- Our 'Whole School Curriculum Map' plots the content covered from Reception to year six for each individual year group and each curriculum area;
- This is broken down carefully and opportunities to promote mastery are available throughout.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
- For mathematics we use the national curriculum and Abacus Activelearn as a resource

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each term we have an assessment week which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

We analyse the assessment data to gauge whether children are working above or below age related expectations. Our system monitors progress based on age-related expectation over time, prior expectations and the depth of a child's learning to show simply and easily who is making the right amount of progress through the new depth-orientated National Curriculum.