

IQRA INDEPENDENT SCHOOL POLICY

Teaching and Learning Policy

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Teaching and Learning Policy

What is Teaching and Learning

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum. Teaching and learning takes place within a whole school context (both within the classroom and the wider school environment) and beyond school boundaries into the community.

Aims

The school's aims are:

To encourage the mental, physical and spiritual growth of the children; to stimulate their imaginations; to open their eyes to the world around them; to develop their powers of reasoning and to enable them to apply the skills they have learnt to situations they may meet in their every day lives.

To prepare them to become confident, well-grounded and informed adults by teaching them skills which will form the basis of their future needs.

To enable them to read and express themselves fluently and knowledgeably, to compute accurately and to write legibly.

To help them to develop an appreciation of the humanities, movement and the arts through direct experience.

To help them to understand the religion of Islam and to enable them eventually to make critical and realistic judgements about such concepts as truth, fairness, justice, tolerance and co-operation. To give them opportunities to explore their natural heritage and to understand themselves.

Our Principles of Teaching and Learning

We see teaching and learning as a process of co-operative teamwork. We welcome and encourage the involvement of parents and others in the community.

We encourage all members of the school community (teaching and support staff, parents, pupils and trustees) to work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are aware of behavioural expectations.



- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Working as a team, supporting and encouraging one another.

More specifically:

TEACHERS and Support Staff work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child.
- Ensuring that learning is progressive and continuous.
- Being good role models - punctual, well prepared and organised.
- Maintaining an up-to-date knowledge of the National Curriculum and assessment.
- Having a positive attitude to change and the development of their own expertise through INSET and school based activity.
- Working collaboratively with a shared philosophy and commonality of practice.

We encourage PUPILS to work towards the schools aims by:

- * Coming to school in good health maintained by adequate diet, exercise and sleep.
- * Attending school regularly and on time.
- * Following the school's behaviour code.
- * Being increasingly more organised as they progress through the school e.g. bringing PE kit, taking home letters and messages, returning reading books.
- * To take increasing responsibility for their own learning.

We encourage PARENTS/CARERS to work towards the school's aims by:

- * Ensuring that their child attends school in good health, regularly and punctually, avoiding term time holidays.
- * Ensuring that their child is dressed in school uniform, and has PE Kit and suitable outdoor protection for playtimes.
- * Being realistic about their child's abilities and participating in discussions concerning their child's progress and attainment.
- * Contacting school as early as possible to discuss matters affecting their child's happiness, progress and behaviour.
- * Supporting their child in his/her learning, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- * Providing support for the discipline within the school and for the teacher's role.
- * Showing respect for the Islamic principles on which the school is based.



TRUSTEES work towards the schools aims by:

- * Fulfilling their statutory duties and contributing towards orderly and effective school management.
- * Maintaining an appropriate overview of the school's organisation and curriculum.
- * Supporting members of the school community.
- * Taking an interest in school activities and showing commitment and support.

Strategies for Teaching and Learning

Planning

Staff have agreed a process of planning for teaching and learning. This includes planning for curriculum coverage, teaching methods and strategies, teaching organisation, resource management, personnel management and assessment.

The school has a set procedure to ensure that lessons are properly planned and structured to ensure that every pupil will benefit from every lesson. The medium term and short term plans are produced according to a directed format, thus providing consistency across the whole school.

The Planning Cycle

<u>Yearly</u>	<ul style="list-style-type: none"> • Yearly Curriculum map: This consists of topics covered for each subject on a half termly basis
<u>Termly</u>	<ul style="list-style-type: none"> • Termly curriculum map: with stated learning objectives (as reference numbers) divided up weekly. Teachers will forecast when they will teach each of the learning objectives taken from schemes of work provided by curriculum co-ordinators. • Medium Term Plans: learning objectives taken from schemes of work provided by curriculum co-ordinators.

This procedure ensures that all children at Iqra will undertake the same learning Objectives in specific year groups. Teachers will have the opportunity to decide when to teach each objective during the term. This is beneficial if there is a shortage of resources.

<u>Short term Plans</u>	<p>From the medium term planning and forecast class teachers prepare their own short-term plan. These can be produced in a number of formats ranging from a weekly plan, daily plan, or individual lesson plans. However, all formats will include:</p> <ul style="list-style-type: none"> ➤ Identification of learning objectives. ➤ A specified amount of time ➤ Identification of teacher activity/focus ➤ Identification of resources used. ➤ Differentiation for individual needs (especially SEN)
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Assessment

Assessment is vital to ensure that the curriculum planning is appropriate to meet the needs of all the children. There are two main types of assessment which teacher collects during the school year. Teachers use formative and summative assessment of pupil's progress and attainment to plan future work.

Informal record keeping.

These are the detailed records, which all teachers are expected to keep on a regular basis and include marks gained; work undertaken, details of rewards gained and any issues related to general behaviour. These records are of an informal nature and as such are not part of the pupil's school records. Although informal, these records must be maintained by the teachers.

Formal assessments.

The formal assessment procedures, which do form part of the pupil's records and may be reported to parents, these are summarised as follows:

Nursery		Basic assessment.
Reception	Autumn	Class based assessment
	Spring	Class based assessment
	Summer	Class based assessment
Year 1	Autumn	Class based assessment
	Spring	Class based assessment
	Summer	Class based assessment; SATs projections
Year 2	Autumn	Class based assessment
	Spring	Class based assessment SAT's projections
	Summer	Key Stage 1 SATs English, Science and Maths
Year 3	Autumn	Class based assessment
	Spring	Class based assessment
	Summer	Optional SATs English and Maths Class based assessment
Year 4	Autumn	Class based assessment
	Spring	Class based assessment
	Summer	Optional SATs English and Maths Class based assessment
Year 5	Autumn	Class based assessment
	Spring	Class based assessment
	Summer	Optional SATs English and Maths Class based assessment
Year 6	Autumn	Class based assessment
	Spring	Class based assessment
	Summer	Key Stage 2 SATs English, Science and Maths



Support Staff

Support staff working with class teachers are used to support children's learning in a number of ways. These may include:

- * working directly with children in or out of the classroom
- * working alongside children so that they can interact with what is going on in class.
- * undertaking administrative/practical tasks.

The class teacher plans work for support staff and is responsible for ensuring that the purpose of an activity is clear and any special instructions understood.

Classroom Helpers

Helpers are welcomed in school. We value the contribution that they can make. Helpers work under the direct instruction and supervision of the class teacher, who should ensure that the purpose of an activity is clear and any special instructions understood.

Provision for pupils with SEN

The school has a SEN policy based on the National Code of Practice. The school actively works towards becoming inclusive by using resources appropriately and by improving it's facilities.

Marking Policy

In addition to general school aims we believe that marking of children's work is essential to successful teaching and learning.

Please see the school's separate marking policy.

Homework

We consider homework as a valuable element of the teaching and learning process.

Please see the school's homework policy for more details.

Our Strategies used for ensuring Progress and Continuity

Policies and Schemes of work

These are formulated by staff and agreed by the trustees. School staff are expected to act in line with these in all aspects of their work.

Planning

Staff have agreed a process of planning for teaching and learning. Details of this can be found in the school's planning policy.

Strategies for the Use of Resources

Classroom resources

These are the responsibility of classroom teachers who ensure:



- * There is a range of appropriate, accessible and labelled resources available from which pupils can select (and return) materials suitable for the task in hand.
- * All children and staff working in the class know where resources are kept and any rules about their use (including issues of health and safety).
- * The classroom is a well-organised environment where resources are respected, cared for and valued.

Central Resources

These are the responsibility of the subject and library co-ordinators, who are responsible for:

- * replacing, maintaining and updating equipment as appropriate within their allocated budget.
- * overseeing storage facilities and systems of retrieval.

There is communal responsibility for classroom and office stationery and supplies. This is ordered and monitored by an appropriate person. It is kept in the resource cupboard with access for all staff.

Time

This is a resource we value. To make the best use of time teachers:

- * organise the time of children in the early years tightly
- * encourage children, as they progress through the school, to take greater control of their own learning, including their use of time
- * reduce time wasting by making tasks specific, clearly defined and keeping to agreed time allocations or organisational arrangements.
- * ensure all children engage in useful activities on entering the classroom and that they know what to do between the end of an activity and the end of the session

Strategies for Raising the Standard of Pupil Achievement

The SMT will collect data on pupil achievement and analyse and monitor trends.

All staff will be involved in tracking individual pupil's progress and setting targets for their future achievement.