

مدرسة الوحدة العربية

ARAB UNITY SCHOOL



Teaching and Learning Policy



Cambridge Assessment
International Education

Cambridge International School



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Created & reviewed by	Executive Leadership Team

VISION STATEMENT

Our vision is that Arab Unity School aims to provide a stimulating, inclusive learning environment that challenges our students to discover their potential and develop into respectful, reliable, resilient and purposeful leaders of the global community.

MISSION STATEMENT

Our mission is to provide an affordable education with a solid foundation of knowledge, technology and life skills enabling our students to be socially conscious and responsible individuals.

CORE VALUES

Character Building

Morally accountable
Diligent
Trustworthy
Self-regulator
Caring

Progressive Thinking

Technologically competent
Collaborative
Adaptable
Enquiring
Creative

Global Commitment

Environmentally conscious
Persevering
Tolerant
Effective Participant

Leadership Skills

Inspiring
Motivating
Decisive
Consistent
Team player
Reflective Learner

Introduction:

At Arab Unity School, we believe in the concept of lifelong learning, and the idea that both adults and students learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We intend to promote positive attitudes to learning. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

Aims and objectives:

We believe that people learn best in different ways. Therefore, we provide a rich and varied learning environment that allows students to develop their skills and abilities to the in ways that suit them.

Through our teaching and overall school aims we seek to:

- enable students to become confident, resourceful, enquiring and independent learners
- help students to reach the highest possible level of personal achievement;
- help students to develop their innovation skills
- foster students' self-esteem, and help them to build positive relationships with people
- develop students' self-respect, encouraging them to understand the ideas, attitudes and values of others, and teach them to respect other their feelings
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards different people
- enable students to understand their community and help them feel valued as part of it
- help students grow into reliable, independent and positive citizens.

Understanding how learning develops

Research tells us that people learn in many different ways and respond best to different types of input; we must therefore teach in different ways to address the needs of our learners. We take into account the different skills when planning our teaching and provide opportunities to develop the skills and positive attitudes.

We offer opportunities for students to learn in different ways.

These include:

- investigation and problem-solving
- research and discovery
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of IT; *"including iPads and laptops"*
- fieldwork and visits to places of educational interest
- creative activities
- observing and responding to television and other recorded media
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- experiences with practitioners and specialists

- performing.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn. Students are encouraged to report on what helps them learn and what makes it difficult for them.

Success criteria based on the key aspects of learning are used to audit the learning offer opportunities for students to learn in different ways.

Planning and assessment for learning

Teaching is structured to maximise learning opportunities. Activities are planned in accordance with the following principles:

The teaching:

- builds on previous learning and is instigated/designed by our knowledge of the learner
- gives pupils the 'big idea' and purpose of the work being pursued
- makes success criteria explicit and indicates what the next step in the learning will be.

The teacher explains the success criteria, and why the activity is important in achieving the learning objectives.

The lesson:

- is usually presented in a range of styles
- allows opportunities for the pupils to build up their own understanding through various activities
- develops core skills in English, mathematics and information technology (IT) through a variety of opportunities
- allows opportunities for the students to review and reflect on what has been learnt at regular intervals throughout the lesson
- has built-in opportunities for feedback to the students, acknowledging success and reviewing learning strategies.

When teaching, we focus on motivating all the students, and building on their skills, knowledge and understanding so that they reach the highest level of personal achievement. We use the school curriculum maps and medium-term planning drawn from the NCFE/ CAIE/ MOE to guide our teaching. These set out the learning objectives in terms of key areas of learning and detail which skills are taught in each year group.

We plan our lessons using key aspects for learning across the curriculum. We take objectives, key skills and level descriptors from the NCFE/ CAIE documents and frameworks, and where we feel necessary supplement with the rigor of other international frameworks, (such as Michigan Art) and early years foundation stage (EYFS). Our lesson plans centre on personalised learning goals for students and include the way in which we assess the students' work.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons to taking into account the different abilities of students. Our prime focus is to develop further the knowledge, understanding and skills of all our students. We strive to ensure that the tasks set are appropriate to each student's level of ability. When planning work for students of determinations, we give due regard to information and targets contained in the students' individual education plan (IEP), individual behavior plan (BIP) and advanced learning plan (ALP). Teachers modify teaching and learning as appropriate for students with

disabilities as they do for students with varying levels of prior learning.

We value each child as a unique individual, and teachers are familiar with equal opportunities practice covering race, gender and disability. We strive to meet the needs of all our students and to ensure we include them.

Learning support assistants (LSA), individualized learning support assistant (ILSA) and adults are deployed to support learning effectively.

We set curricular targets for the students throughout the year, and we share these targets with students and their parents. We review the progress of each child at the end of each term and set revised targets. (Emiratis)

Conditions for learning

We ensure the best possible environment for learning by developing a positive climate in which students feel safe and that they belong. Students' enjoy being challenged, especially when they are involved in setting the challenge at the right level for themselves.

Teachers and assistants reflect on their practice and plan their professional development accordingly. Teachers are supported in developing their skills so that they can continuously improve in their own learning.

The role of AUS Governance

Our Executive Board of Governors (EBOG), Board of Advisors (BOA) and Advisory Sub Committee (ASC) determine, support, monitor and review the school's approach to learning and teaching.

The role of parents

Parents have a fundamental role to play in helping students to learn. The school informs parents about what and how their children are learning:

- by holding parents' conferencing to explain school strategies, for example in literacy and mathematics, Emirati performance, Inclusion specific
- by meeting with and sending information to parents at the start of the year, to outline the topics that the students will be studying during that year at school
- by informing parents of assessment outcomes and curricular targets which indicate how their child can improve further
- by explaining to parents how they can support their children at home.

We believe that parents have the responsibility to support their students and the school in implementing school policies.

Monitoring and review

The learning and teaching policy at AUS is a working document and evolves through annual audits and planning by students', staff and governors. We are aware of the need to monitor

the policy, and we take account of new initiatives and research. Specific attention is given to changes in the curriculum, developments in technology and changes to the physical environment of the school. GL tests (PTs, CAT 4, NGRT, PASS) and other measures of students' performance are used in the processes of monitoring, review and evaluation.

On an annual basis, learner representatives review the policy, discuss and plan adaptations, monitor and thus make positive changes to practice.

Appendix one

Support staff statement

The support staff at AUS work with students of all abilities in order for them to achieve well. Attainment of students at AUS should be high and the support given by our highly skilled and motivated staff should have a significant impact on students, resulting in their sustained high rates of progress. The support is reviewed on a regular basis by way of performance review executive leadership group (ELG) meetings, staffing structure and liaison with the staff involved.

Working inside the classroom

Teaching assistants are taught skills, concepts and facts to ensure learning outcomes are met and misconceptions are addressed prior to lessons. The Inclusion team (LSAs, counselors) provide in class support for students to generalize the IEP targets and provide scaffolded support to access the curriculum.

Support for students is reviewed on a regular basis through formal observations, staff appraisal, ELG meetings, staffing structure and liaison between the staff involved.

Support staff enhance the instructional activities within the classroom, focusing on high quality teaching and delivery of specific tasks closely linked to the learning objective of the lesson. Small group teaching enables personalised and tailored teaching for each child.

Time is provided for teachers and support staff to meet so that all staff are familiar with the requirements of the lesson. Support staff make and adapt resources to support individuals on a one-to-one basis and small groups.

Working outside the classroom

Structured intervention programmes are provided by our Inclusion team. These programmes have clear learning objectives and guidance for measurable results. The class teacher and teaching assistant liaise on lesson preparations and post intervention achievements.

Teaching assistants foster and maintain positive relationships with parents and carers as they are often the first port of call before and after the school day. A number of support staff working with students with additional medical needs are trained in pediatric first aid and some staff members are able to administer medication and regular diabetic testing.

Positive relationships with external organisations are encouraged including occupational therapy speech and language, behaviour specialists and physiotherapists.

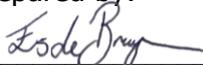
Linking learning between staff

Support staff at AUS attend training and development sessions days and are integral members of the teaching team. This gives them the opportunity to contribute to the school improvement plan (SIP) and share ideas in their chosen subject specialism. They have the opportunity to extend and expand their knowledge by attending both internal and external training courses on specific and identified subjects.

Teaching assistants meet with class teachers on a regular basis to measure progress and thus giving them the opportunity to clarify any new teaching tools/ideas to move the students' learning forward.

Prepared by:

Date: _____



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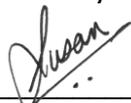
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Reviewed by:

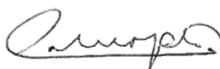
Date: **20.10.2022**



Ms. Susan Rubin Varghese

Approved by:

Date: **24.10.2022**



Mr. Leonard Murphy
Principal

Appendix 1

Environment checklist

Key features	Included
Learners who demonstrate resilience and tenacity, utilising available resources to achieve and accomplish beyond what is expected	
Independent learning areas which encourage students to develop, practise, reflect and extend their key and core skills actively.	
Inspiring and challenging environments where learners show active participation in their own journey	
Peers instructing, assessing and discussing learning in a way that emulates the adult	
Adults facilitating learners to engage in focused discussion forums where learners interact with their peers	
Reflection is paramount and an opportunity to synthesis and develop key ideas and concepts	
Learning processes are visually represented around the classroom and school environment	
Signage shows key skills around the room	
Labelling is consistent in typeface	
Recognition of pupil achievement, reward and feelings are evident in classrooms and around school	
Books and work is stored appropriately	
Sink areas are clean and tidy	
Reflection of diversity and home life of students is ample	
Resources for sessions are stored appropriately and accessible	
Students are responsible for areas and take pride in keeping them tidy	
Equipment is maintained tidily	
Cloakrooms and classrooms are attractive places	
Classroom show variety in their display	
Technological tools and equipment are used to stimulate, support and share learning and respected	
Staff personal resources, including files and records are stored appropriately	