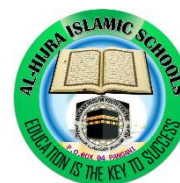




BISMILLAH RAHMAN RAHIM  
**ANSAAR MUSLIM YOUTH CENTER**  
**AL-HIJRA ISLAMIC SCHOOLS**  
**(NURSERY, PRIMARY & SECONDARY)**  
**P.O.BOX 04 PANGANI**



**EMAIL: [ALHIJRAISLAMIC04PANGANI@GMAIL.COM](mailto:ALHIJRAISLAMIC04PANGANI@GMAIL.COM) MOB: +225 715 644666, 656293145, 717095218**

## Teaching and Learning Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	JUNE 2022
Date agreed by SMT & other members of staff	AUGUST 2022
Date of next review	JULY 2023
Lead Member of Staff	Abdulrahman Sena & Omary Yusuph

Al hijra Islamic school (Pangani - Tanga) is an Islamic founded school founded in 2001, under ANSAAR MUSLIM YOUTH CENTER and registered fully by the government with registration number S4846

## Introduction

The aim of the Teaching & Learning Policy is to ensure that the Mission Statement, “*We provide the finest education by inspiring our students to achieve their goals through academic excellence.*” is understood, and applied, by every member of the Academic Team so that all students can achieve their full potential. In order to achieve this, we have identified the following aims and objectives in two key areas; teaching and learning.

## Aims of AL HIJRA Schools

- To provide a personalized learning experience for every pupil/student that takes full account of their individual needs, interests and aspirations.
- To ensure that our pupils/students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that pupils/students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.  
To make links with the learning that pupils/students do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils/students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

## Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and pupils/students to ensure that all our pupils learn well in every lesson.

## Principles of policy

### Staff will:

- Support and **challenge** pupils/students to achieve their best
- Provide high quality, dynamic and **engaging** lessons
- Provide high quality **feedback**
- Encourage **independent learning**

### Pupils/pupils will:

- Rise to **challenges**, working collaboratively and supportively.
- Participate and **engage** fully in lessons
- Respond positively to **feedback** and improve their work as a result of effective feedback
- Take an **independent** and active part in learning within and beyond the classroom

## Teaching:

The aim of everything we do is to ensure that pupils make progress in our lessons. There is no 'expected' way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve standards. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment = **Consistency**

Staff Rituals	Pupil Expectations
<p><b>Check pupils are correctly prepared for learning (uniform and equipment) during tutor time in Secondary school and registration in Primary school</b></p> <p><i>Why- ensure colleagues are supported by eradicating lost learning time in lessons.</i></p>	<p><b>Pupils arrive prepared for learning with correct equipments</b></p> <p><i>Why- Pupils show a positive attitude to learning</i></p>
<p><b>Meet and greet pupils/students at the door, reinforcing positive language and behaviour.</b></p> <p><i>Why- Manage corridors, check uniform and a positive start to the lesson, "Fresh start".</i></p>	<p><b>Pupils/students wear correct school uniform throughout the day</b></p> <p><i>Why- Pupils show a pride in the school and a positive approach to learning</i></p>
<p><b>Seating plan for every class which promotes learning for every pupil/student, using Class charts.</b></p> <p><i>Why- help planning for differentiation and pupil engagement within the lesson</i></p>	<p><b>Respect- Pupils show respect by listening to others and using appropriate language.</b></p> <p><i>Why- Allow all pupils to learn and develop pupils social skills</i></p>
<p><b>Set homework frequently and track frequency using Class Charts</b></p> <p><i>Why- Enhance learning and develop independent learning skills</i></p>	<p><b>Complete homework on time to best of ability</b></p> <p><i>Why- Enhance learning and develop independent learning skills</i></p>
<p><b>Finish lessons in an orderly manner with Secondary school students standing behind desks in a circle, in silence, before being dismissed.</b></p> <p><i>Why- Preparing pupils for next lesson by leaving in a calm, and staggered manner.</i></p>	<p><b>Pupils/students will follow corridor expectations with regard to walking on the left, correct uniform and appropriate positive language.</b></p> <p><i>Why- Pupils show a pride in the school and a positive approach to learning and respect for others</i></p>

## **Planning and Preparation:**

- The lesson should have a structure which will typically be based around the Four Pillars of Learning (Engagement, Challenge, Independent Learning and Feedback).
- Data and information on Class charts (such as current performance, targets levels, etc.) should inform planning.
- All teachers should plan lessons that allow all pupils/students to progress in their learning.
- The use of resources, including ICT, must be carefully planned to enhance learning.
- All teachers should have an in depth knowledge and understanding of the scheme of work/exam specification they are teaching.
- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement.
- Learning objective and success criteria shared with pupils.
- High expectations for the level, quality and quantity of work, including presentation in their learning and to improve through the activities and through reflection.

All support staff aware of what they are doing and how they are contributing to student progress.

## **Homework**

In Secondary school, homework should be logged on Class files.

In Primary school, homework is logged on Class Charts.

## **Literacy, Numeracy and ICT**

Al hijra School is committed to raising the standards of literacy, numeracy and ICT for all pupils. Pupils should develop their literacy and numeracy skills effectively in all areas of the curriculum.

## **Assessment & marking**

Y Teachers should assess pupils' work regularly, according to the school's marking procedures in the departmental files.

Y Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies

Y Effective use of data is critical to inform pupils, parents and other staff of pupil progress towards targets.

## **Tracking student progress**

All staff have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress made against individual target grades. This is reported to parents

every two terms. All teachers will identify pupils in their class in need of additional support, including vulnerable groups such as slow learners and the most able.

Review of teaching and learning is on-going and regular, and will involve:

- Appraisals
- Learning observations
- Work scrutiny
- Pupil/student voice
- Data

### **Monitoring and Evaluation of Teaching and Learning**

#### **Aims:**

- To make secure judgments of teaching and learning across the school
- To monitor and evaluate the progress of pupils during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

**Teachers are responsible for the progress of all pupils in their classes and for evaluating their own performance and professional development.**

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.

Reviews of T&L will take place on an on-going basis and will involve:

- Management of performance overtime in line with the Teacher Standards, by the school Manager.
- Learning observations conducted by members of the School Leadership Team and/or school manager/performance reviewer/head teacher.
- Drop ins on a regular basis
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the work scrutiny criteria.
- Pupil voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

### **Protocols**

At The Cavendish School, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards. This will consist of the following classroom visits per academic year:

☐ Three formal learning observations

Observations can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

### **Protocols for Learning Observations (including joint observations)**

#### **During the lesson:**

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons **will not** be graded but will be measured against the Teachers Standards. If teachers do not meet all of the standards, they will likely be placed on a Support Plan.
2. The observer may need to talk to student or look at their work as part of the self-evaluation process.
3. Observers will use the information on Class charts to inform their observations.

#### **Feedback:**

1. Feedback will be given as soon as possible, within 5 working days. Feedback will be provided via lessons learned.
2. Feedback will be honest and clear, setting out strengths and areas for development.

3. Learning observation forms will be stored on lessons learned so that teachers can access their information easily. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal, the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support for coming year.
4. Measuring progress in the lesson and overtime – work scrutiny, tracking data, homework, pupil voice. Learning observations will take into account progress over time.
5. Areas for improvement that have been identified in observations should be supported through effective support plan, directed by the academic team.

## **Support Plans**

Support will be given to staff who have a key area for development. This can be identified through data, learning observations, homework setting. Staff who are on a support plan can expect weekly mentor meetings, two drop ins a week, weekly achievable targets, an observation and review for 4 Weeks and then either a final two weeks on a CPD Support Plan or, if sufficient progress hasn't been made, a transition to an Intervention Plan.

Main scale teachers have two CPD Support Plan opportunities in a calendar year (January-January, etc.)

## **Intervention Plan**

Teachers who have not made clear progress through the CPD Support Plan will move on to an Intervention Plan.

## **Teaching and Learning team**

The Teaching and Learning team are available to offer CPD support. They offer:

- Various CPD training
- The Believing in Excellence Programme, focusing on strategies for underachieving pupils.
- Support with the implementation of the Four Pillars of Learning
- Resources and ideas through Teaching Technique of the Week.

## **Responsibility of Teaching and Learning:**

**The Heads of Secondary & Primary schools and Assistant Head teacher of Teaching and Learning** are responsible for leading the development teaching and learning across the school.

**The Teaching and Learning Leadership Team** is responsible for the development of teaching and learning across the school.

**The school Leadership Team** is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

**Subject Leaders** are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of pupils.

**All staff** are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all pupils.

**Evaluation and development of policy**

The policy will be developed through consultation with staff, pupils and governors

