



Al Yasmina Academy: Teaching and Learning Policy

Policy Information

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Rationale

Al Yasmina is a community of visible learners with a commitment to improving the learning and achievement of Teachers and learners.

Knowledge about effective teaching to promote outstanding learning is increasing and developing all the time and being continually refined; however, this policy does not aim to provide a manual of what should be done. This policy expresses the general principles that should inform outstanding learning and teaching within Al Yasmina and to promote continuous improvement.

The Continua is one of the main tools we use within Al Yasmina Academy to achieve excellence for all of our learners. As such it has been used to inform much of the principals that are outlined in this policy. The Continua is a developmental tool that enables teachers to pinpoint specific strengths and individual areas for development. It provides clear expectations and progressive pathways to achieve consistently outstanding learning experiences for all of our students.

In addition to the Conitnua, there is considerable overlap between policies which aim to ensure outstanding teaching and those which aim to promote outstanding learning. However, this policy does separate them in order to distinguish between **teaching**, which is directly under the control of teachers and **learning**, which the school promotes, but which is done by the Learners. The learning of Teachers via CPD is addressed in other policies and documents.

This policy should be read in conjunction with the Continua for Teachers, Lesson Observation proforma, ADEK requirements, Feedback Policy, the Climate for Learning Policy, the Behaviour Policy, Rewards and recognition Policy and the Assessment, Recording and Reporting (ARR) policy.

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Vision

Outstanding progress and attainment are only parts of the story. In preparing our students with the **contemporary skills, attributes** and **morals** needed for their **fast-changing, globally connected and uncertain futures**, students, from an early age, are guided to take **ownership of their own learning**, to be **curious** and to **actively participate** in **real-world learning**.

Al Yasmina Academy Strategic Aims



This policy links to the Core Aim, Aim 2 and Aim 4.

Core Aim 1 - All students 'thrive'.

Positive moral values, an appreciation of cultural diversity and a shared respect for others and the environment, permeates through the actions of all students at Al Yasmina Academy. Through the promotion of positive mental health and wellbeing, all our students are helped to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn. The positive effect our teachers have on students learning means that the 'value-added' measure for achievement puts our Academy in the top 5% of all schools for achievement. Our students leave us as ethically informed global citizens, and future leaders of the world.

Core Aim 2 - Academic excellence beyond the ordinary

Al Yasmina Academy offers our students experiences beyond the ordinary, where their personal ambitions are nurtured by inspirational teachers and challenged by exceptional learning opportunities. Our students excel and in challenging external examinations, consistently achieve well beyond expectations and seeing them study at some of the most selective and high performing colleges and universities from around the world. `

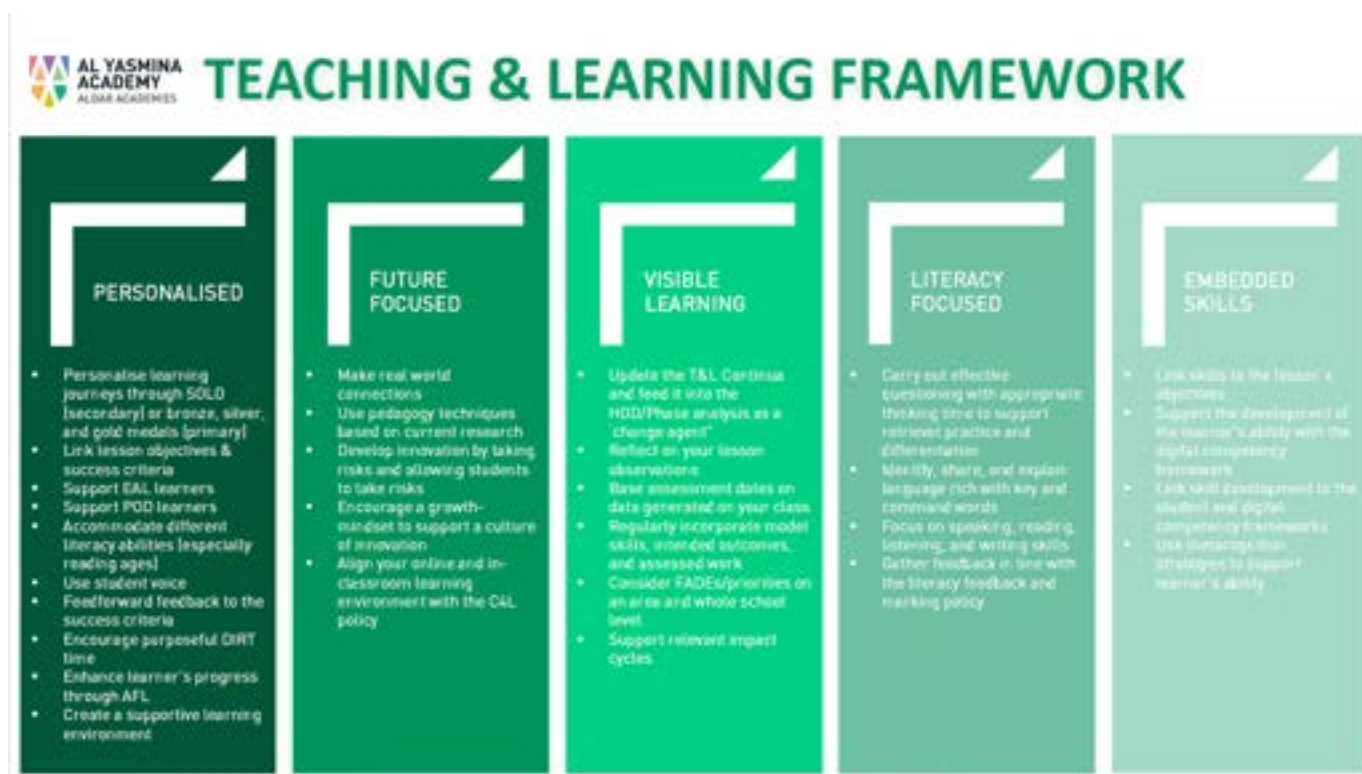
Core Aim 4 - Improving by Innovating

To cultivates reflective practice, instils positivity and promotes dynamic and stimulating teaching and learning. It motivates our learners to be confident critical thinkers with independent skills for enquiry, innovation and problem solving. Our students have the knowledge but also the ambition to transform this knowledge into real world action

Aims for Learning

AYA Teaching and Learning framework

The teaching and learning framework is a summary all the key features required in an outstanding teaching and learning at AYA



Our aim is to ensure that learning is systematically supported, guided, and encouraged so that all students can become effective and visible learners; understand how they learn; possess a range of effective study techniques; and most importantly, take responsibility for their own learning.

In order to achieve outstanding learning such as this across Al Yasmina Academy, we have the following aims for all of our learners, including those that are vulnerable or have barriers (e.g. EAL, POD):

Vision, Values and Expectations (Continua Section 1)

1. Alignment with the school's vision (Continua Section 1.1)
 - a) Learners feel safe at school due to staff commitment to the safeguarding policies and procedures in place.
2. High Expectations for Learners (Continua Section 1.3)
 - a) Learners have a resolute commitment to the highest aspirational expectations which is also shared by Teachers and learners.

Planning and Preparing for Effective Learning (Continua Section 2)

1. Teachers secure strong and effective relationships with learners (Continua Section 2.2)
 - a) Learners work with teachers to build strong and secure relationships.
 - b) Learners respect and value teachers and staff.
 - c) Teacher and student interactions are consistently strong, warm, and supportive.
 - d) Learners feel safe at school and their well-being is secure.
2. Real-life Authentic Contexts (Continua Section 2.5)
 - a) Students initiate their own learning through planning, developing, and reflecting.
 - b) Students often have the opportunity to influence lesson content through student voice.
 - c) Pupils can use SOLO and Blooms language to articulate where they are in their learning journey (See Appendix 1 and 2)
3. Provision to Support Well-Being (Continua Section 2.8)
 - a) Learners are supported to shape and lead on the creation of a high-quality learning environment.
 - b) Learners have frequent opportunities to share their well-being.
 - c) Learners have the confidence to actively demonstrate and discuss their areas for development and next steps.
4. Managing Behaviour (Continua Section 2.10)
 - a) Learners consistently demonstrate positive behaviours.
 - b) Learners are given opportunities to discuss and agree the rules, rewards and sanctions through student voice.

Teaching Methods and Strategies (Continua Section 3)

1. Modelling of Desired Learning (Continua Section 3.3)
 - a) Learners have a role in creating their own resources to support modelling.
 - b) Learners have opportunities to lead modelling, taking the role as the expert.
2. Session Beginnings (Continua Section 3.4)
 - a) Learners are supported to start sessions promptly with all necessary resources readily available.
3. Personalised Learning (Continua Section 3.5)
 - a) Learners are aware of where they need to be supported and challenged and how to secure their own progress.
 - b) Learners know how and where to seek support and actively take steps to progress.
4. Developing Independence (Continua Section 3.6)
 - (a) Learners are motivated and empowered to learn independently.
 - (b) Learners have the confidence to self-initiate learning.
 - (c) Learners show and verbalise their success.
 - (d) Learners take opportunities provided by teachers to show high levels of creativity, problem solving and decision making.
5. Developing Learning with Others Learning (Continua Section 3.7)
 - a) Learners behave respectfully in collaborative tasks, closely following the set guidance provided by their teacher (e.g. talk rules, assigned roles etc).
 - b) Learners make insightful contributions to collaborative tasks.
 - c) Learners can explain how they have benefitted from collaborative learning.
6. ICT (Continua Section 3.9)
 - a) Learners take opportunities to make their own choices about how and when to use ICT to enhance their work.

Assessment Strategies (Continua Section 4)

1. Sharing Objectives and Success Criteria (Continua Section 4.2)
 - a) Learners engage in conversations about objectives, including why they are so important to learning (See SOLO for Secondary Appendix 1. See Blooms Taxonomy for Primary Appendix 2).
 - b) Learners take opportunities to create their own success criteria, including adding to success criteria to challenge themselves further (following the Bronze, Silver Gold format for primary Appendix 3).

2. Questioning (Continua Section 4.3)
 - a) Learners feel confident to and comfortable to answer questions and share their learning barriers and misconceptions.
 - b) Learners question and respond to each other in relation to their learning.
3. Feedback (Continua Sections 4.4 and 4.5)
 - a) Learners engage in dialogue about their success, next steps and how to achieve these.
 - b) Learners are able to cite their own achievements.
 - c) Learners are able to identify their own task based and process based feedback (see Appendix 4).
 - d) Learners can explain their actions and choices. They review their strategies, based on what they did, why they did it and how well they worked.
 - e) Learners act upon written feedback consistently, making additions and adjustments to improve their learning.
4. Self and Peer Assessment (Continua Section 4.6)
 - a) Learners provide consistently accurate feedback comments against the success criteria to themselves and each other.
 - b) Peers accurately praise the specific effort of the learners in terms of the impact of outcomes.
 - c) Learners next steps are relevant and accurate.
5. Reflecting on Learning (Continua Section 4.7)
 - a) Learners take an active role and regularly lead learning reviews, sharing specific details of progress and barriers.
 - b) Learners focus on the process of learning and the behaviours used. Learners are often able to do this independently, unprompted and with good accuracy.
6. Pupils and their Targets (Continua Section 4.8)
 - a) Learners play an active role in setting, reviewing and changing targets.

Responsibilities: Teachers

The purpose of the teaching aspect of the policy is to ensure that all teachers and staff members working within the classroom have a clear understanding of their role as educators at Al Yasmina Academy. Teaching at Yasmina is outstanding. High expectations of our teachers, consistency and a shared understanding of expectations are key to achieving outstanding learning.

All of our Teachers are responsible for providing outstanding teaching as described above. They can achieve this by fulfilling the following responsibilities.

Vision, Values and Expectations (Continua Section 1)

1. Alignment with the school's vision (Continua Section 1.1)
 - a) Teachers act in accordance with the educational vision, goals and guidance for the school and the UAE.
 - b) Teachers act with a high level of awareness and anticipation of safeguarding issues to ensure children are safe.
2. High Expectations for Learners (Continua Section 1.3)
 - a) A resolute commitment to the highest aspirational expectations shared by all teachers and learners.
 - b) Teachers are committed to the understanding that all students can achieve well in terms of effort and progress.
 - c) Progress is supported by precise intervention.

Planning and Preparing for Effective Learning (Continua Section 2)

1. Understanding pupils' contexts (Continua Section 2.1)
 - a) Teachers are well informed with up to date information about the students in their class (e.g. Academy of Excellence (AoE), Pupils of Determination (POD), English as an Additional Language (EAL)).
 - b) Teachers seek out up to date assessment information for all pupils (e.g. GL/PISA data).
 - c) Teachers are aware of students' pastoral needs that may present barriers to learning (e.g. home contexts, student vulnerabilities).

2. Teachers secure strong and effective relationships with learners (Continua Section 2.2)
 - e) Teachers build secure relationships with all students, respecting and valuing their individual differences.
 - f) Teachers and student interactions are consistently strong, warm, and supportive.
 - g) Students are made to feel safe at school and their well-being is secure.
3. Teacher Knowledge of Subject or Theme (Continua Section 2.3)
 - a) Teachers base provision on a detailed awareness of the stages of child development.
 - b) Teachers have an in-depth knowledge of the subjects and themes taught.
4. Real-life Authentic Contexts (Continua Section 2.5)
 - a) Real-life contexts are used to ensure learning is purposeful and meaningful.
 - b) Teachers strive to use well considered emotional stimuli for lessons that engages and inspires students.
 - c) Teachers show an awareness of students' wider lives and interests outside of school in lesson content.
 - d) Teachers strive to provide creative learning experiences.
 - e) Students often have the opportunity to influence lesson content through student voice.
5. Cross Curricular Planning (Continua Section 2.6 and 2.7)
 - a) Teachers develop cross-curricular experiences.
 - b) Literacy, numeracy and ICT skills are referenced consistently in teaching.
6. Provision to Support Well-Being (Continua Section 2.8)
 - a) Teachers provide opportunities for students to 'learn how to learn.' (This includes thinking and questioning skills, using methods and resources etc).
 - b) When developing skills teachers refer to the ADEK Student Competency Framework and use the icons below in secondary (see appendix). There is a breakdown of success criteria for each skill in each year to support planning. These can be found in the T&L folder in the X-drive
7. Managing Behaviour (Continua Section 2.10)
 - a) Teachers establish effective classroom structures and routines.
 - b) Teachers are consistent and proactive in their actions regarding behaviour.
 - c) Teachers use innovative and enjoyable attention strategies to maintain learner focus.

Teaching Methods and Strategies (Continua Section 3)

1. Sustained Effort and Resilience in Learners (Continua Section 3.1)
 - a) Learners are provided with high challenge activities.
 - b) Teachers provide focussed teaching on becoming resilient (specific behaviours such as perseverance, concentration and resilience are taught).
 - c) Teachers give specific praise for learner success.
2. Modelling of Desired Learning (Continua Section 3.3)
 - a) High quality and precision modelling is undertaken at key times.
 - b) High quality and multi-sensory resources support modelling.
 - c) Use of high quality language is a key component of all modelling.
3. Session Beginnings (Continua Section 3.4)
 - a) Teachers ensure sessions start promptly with all necessary resources readily available.
 - b) Session beginnings include clear, focussed reviews of prior learning that allow learners to make good connections.
4. Personalised Learning (Continua Section 3.5)
 - a) Teachers have an excellent understanding of all learners needs, both academically and pastorally, and make insightful changes to learning to support this.
 - b) Teachers consistently support and challenge learners through well-considered differentiation.
 - c) A range of group and individual support is accessible in lessons.
 - d) Teachers use a range of personalised learning approaches aligned to all learners' needs.
5. Developing Independence (Continua Section 3.6)
 - a) Teachers provide opportunities for independent learning for the whole learning process, from beginning to end.
 - b) Teachers facilitate rather than lead learning.

- c) Teacher talk and interventions are well-considered in order to allow for learners to lead learning.
6. Developing Learning with Others Learning (Continua Section 3.7)
 - a) Co-operative practices are embedded and highly successful.
 - b) Teachers provide frequent collaborative activities that are well-developed across the curriculum.
 - c) Collaborative activities are well-structured with clear practices to support this (e.g. talk rules, assigning individual roles).
 7. Pace (Continua Section 3.8)
 - a) The variety and pace of lessons engages learners and maintains their focus throughout the lesson.
 - b) Lessons are well structured so that progress can happen throughout the session.
 - c) Teachers provide a well-considered balance between teacher and learner voice in lessons.
 - d) Teachers provide clear guidance on what to do when 'finished' (extension tasks that move learning to the next stage).
 8. ICT (Continua Section 3.9)
 - a) ICT is embedded across the curriculum and is an integral component of all learning.
 - b) Learners have the opportunity to use ICT independently in lessons, making their own decisions about how and what resources to use.
 - c) Teachers plan to use ICT appropriately, using high quality resources to support outstanding progress for learners.
 - d) ICT is used to enhance the learning of vulnerable learners.
 9. Management of Support Teachers (3.10)
 - a) Teachers provide accurate, timely and clear guidance to ensure support staff are able to perform their role to a high standard.
 - b) Teachers develop support staff so that they have excellent pedagogical and curriculum knowledge that they use to provide outstanding learning opportunities.
 - c) Teachers work alongside support staff to ensure the provision for learners is consistently of a high quality.
 - d) Teachers and support staff work together in a partnership in order to provide outstanding learning experiences.

Assessment Strategies (Continua Section 4)

1. Awareness of Prior Performance (Continua Section 4.1)
 - a) Teachers have an accurate and thorough understanding of learners' prior achievements and areas for developments.
 - b) High quality assessment for learning data is analysed and used to inform planning and teaching.
 - c) A review of prior learning is an embedded feature of all lessons and all learners actively participate.
 - d) Pupils have the correct degree of challenge and support according to their individual needs.
2. Sharing Objectives and Success Criteria (Continua Section 4.2)
 - a) Teachers outline the objectives and give opportunities for learners to lead discussions about them.
 - b) Learners are given opportunities to construct their own objectives, success criteria and challenge, where appropriate.
3. Questioning (Continua Section 4.3)
 - a) Teachers use an extensive range of questioning types (see Blooms Appendix 2).
 - b) ICT resources are used innovatively to question learners.
 - c) Teachers provide thinking time to allow learners to offer well-considered answers.
 - d) Teachers ensure learner to learner questioning and responding is an implicit part of the provision.
4. Feedback (Continua Sections 4.4 and 4.5)
 - a) Teachers provide high quality and timely verbal and written feedback which is specific to individuals and creates dialogue about success, next steps and how to achieve these.
 - b) Verbal and written feedback links learners' efforts and their progress.
 - c) Feedback relates to the strategies used by learners.
 - d) High quality feedback/forward ensures pupils make progress with increasing independence.
 - e) Written feedback is followed up with discussions to check understanding.
 - f) Teachers instil a strong culture of reflection in classrooms.

5. Self and Peer Assessment (Continua Section 4.6)
 - a) Teachers model skilful self and peer assessment.
 - b) Teachers plan for regular self and peer assessment opportunities.
6. Reflecting on Learning (Continua Section 4.7)
 - a) Teachers use plenaries to recap and review progress for groups and the whole class.
 - b) Misconceptions are discovered and addressed well.
 - c) Teachers create a learning environment where learners are encouraged to lead learning reviews that focus on progress, barriers the process of leaning and the behaviours used.
 - d) Evaluations are informed by regular and accurate learner input and inform future planning.
7. Pupils and their Targets (Continua Section 4.8)
 - a) Teachers ensure all leaners have challenging individual targets that leaners are regularly involved in setting, reviewing, and changing.
 - b) P4P's are used on a termly basis in secondary to review pupil progress and look at T&L interventions within the classroom.

Links with Parents and Other Partners (Continua Section 5)

1. Involving Parents (Continua Section 5.1)
 - a) Teachers are relentless in establishing and maintaining positive relationships with parents, carers and partners.
 - b) Teachers find innovative ways to involve all parents in learning.
 - c) Forms of communication accurate and high quality. They provide an accurate picture of learners' successes and next steps.

Professional Development and Leadership (Continua Section 6)

1. Continuing Professional Learning
 - a) Teachers reflect routinely and insightfully current and planned national and school priorities.
 - b) Teachers are highly reflective of their practice, using a range of sources to support this, including learner voice, other staff, articles, and further study.
 - c) Teachers identify precisely what is needed for leaners to succeed even more and take steps to achieve this.
 - d) Teachers demonstrate the direct impact of the development of learner outcomes.
2. Wider Reading and Research
 - a) Teachers read a wide range of literature to review and improve their practice.
 - b) Teachers undertake research based on key teaching aspects.
 - c) Through the use of personal and local/national/international validated research, teachers make insightful and highly effective changes to practice.
3. Seeking advice and support
 - a) Teachers seek solutions to issues from others within and beyond school.
 - b) Teachers share ideas for new approaches in order to elicit critical advice and support from colleagues.
 - c) Teachers thrive on feedback and implement agreed approaches consistently, successfully, and sustainably.
4. Developing Techniques and Evaluating Impact
 - a) Teachers Continually seek opportunities to develop in both convergent and divergent ways.
 - b) Teachers model appropriate risk taking and verbalise to learners about how this risk is managed.
 - c) Teachers consistently implement school-agreed changed and new techniques with enthusiasm.
 - d) Teachers are a role model for demonstrating highly effective, reflective practice.

Responsibilities: Support Staff including Classroom Assistants

1. Short term planning based on evaluation (Continua Section 2.4)
 - a) Support staff are independent in providing high quality evaluations that often cite specific barriers and precise solutions for learners
2. Management of support staff (Continua Section 3.10)

- a) Support staff understand their role fully and work alongside the teacher in an excellent partnership.
- b) Support staff act as advocates for the pupils they support and intervene at precisely the right time.
- c) Attend relevant CPD to ensure excellent curriculum and pedagogical knowledge.
- d) Provide effective feedback in oral and written form with specific successes/barriers accurately identified to support the teachers future planning
- e) You make a substantial contribution to standards for all learners.

Middle Leaders including Heads of Department, Heads of Year and Directors

1. Vision and expectations (ML Continua Section 1)
 - a) Ensuring the department/phase vision for T&L is in line with the school school's vision
 - b) Ensure that all staff have total clarity about the key non-negotiable T&L policy and practise to reduce teacher variance.
 - c) Set high T&L expectations in line with the whole school
2. Values and behaviours (ML Continua Section 2)
 - a) You are totally consistent in how you out into practise what you expect of others, e.g. sharing best practise of what outstanding learning looks like or having an open-door policy.
 - b) You challenge any issues regarding T&L in your department. You recognise when someone in your department requires support and act to provide this (e.g. Coaching, TLP's)
 - c) You consistently encourage effective team working on T&L events and tasks. You also develop those in your team to take on roles in T&L (e.g Nominating staff to be on the TLP team).
3. Evaluation skills (ML Continua Section 3)
 - a) Through the use of the T&L continua, learning walks, lesson observation and student progress and attainment data you use a range of data to identify strengths and improvement areas in your department.
 - b) You examine the validity of the T&L Continua self-assessment data and have coaching conversations where appropriate to increase or decrease gradings to be truly reflective
 - c) Ensure that pupils (online and offline) books are of a very high standard and are used as examples of good practice within the department, school, and at times, beyond the school.
 - d) You do book scrutiny's in a timeframe that reflects the schools agreed practice.
 - e) You give excellent developmental feedback on the specific strengths and areas of improvement in both verbal and written form. You follow up on this to reassess progress and revise actions as necessary. (See FADE document.
 - f) You lead by example in your own classroom practice with innovative teaching that you share as best practice.
 - g) You develop the skills of others in your department and beyond to build in capacity.
 - h) You give supportive developmental feedback identifying strengths and areas of improvement in the practices of those you lead. You seek support of lead practitioners to support the development of others.
 - i) You support others in evaluating their own planning to identify areas of strength and improvements.
 - j) You facilitate high impact collaborative planning in your area.
 - k) Short, medium and long term plans are reviewed and updated systematically.
 - l) You ensure the learning environments in your area are of an excellent standard, up to date, relevant and in line with the climate for learning policy. Your learning environments are used as examples of good practise around the school and the wide Aldar school community.
 - m) You provide your area with examples and models of what effective learning environments look like.
4. Securing improvement in teaching and Learning (ML Continua Section 4)
 - a) You have Identified targets and success criteria for teaching and learning in you department/year/phase development plan that are inline with the school development plan.
 - b) These plans are monitored and evaluated on a termly basis with reports being share with your area line manager.
 - c) Targets setting and rates of progress are linked to the learner characteristics (motivated, resilient and passive learners)
 - d) Quality first teaching is promoted in intervention discussion about pupil progress within your area and sharing of best T&L strategies to support any pupils requiring support or further challenge.
 - e) You model high quality teaching and learning.
 - f) You encourage all staff to self-reflect on the own T&L continua to improve their own professional development to improve learner outcomes in your area.
 - g) You use your HOD/area T&L continua analysis to plan an extensive range of high-quality individual, departmental and whole school professional development where suitable or support member of your area to attend where appropriate.

- h) You have coaching conversation with staff to ensure their reflections are accurate.
 - i) In your area of responsibility 100% of Teaching and Learning is judged and Good/Developed or better with at least 85% of Teaching and Learning to be judged as Very Good/Developed or better/Well Developed, with at least 75% Outstanding/Well Developed overall.
 - j) You model innovative teaching strategies and encourage an ethos of trial and error to foster an environment where teachers are not afraid to try new innovative strategies.
 - k) You relentlessly encourage the team to take on leadership opportunities (EAL, sustainability, Innovation, TLP, literacy etc)
 - l) You celebrate the progress made by others in their teaching and learning using the coaching model and praising the progress.
 - m) You follow the monitoring schedule, CPD request, Calendar approval, ADP process, sick leave, absence, etc and other procedures) making sure your team understand the importance of and are aware of how to follow the high quality systems and procedures outlined by the school.
5. Managing resources (continua section 5)
- a) You prioritise inline with school priorities and manage time effectively in line with whole school deadlines
 - b) You ensure budget deadlines to support teaching and learning are met in your areas for the up coming year. You effectively evaluate your department for its needs in terms of training and equipment and link these to the relevant budget.
 - c) You ensure standing agenda items are discussed in each meeting and minutes are taken on the correct proforma and shared with all required (those that attended and not). It is clear who is responsible for what actions with agreed deadlines. You encourage others to lead aspects of the meeting that they lead on (e.g. TLP sharing best practise or EAL disseminating training on EAL provision). Minutes of the previous meeting are discussed in the subsequent meeting.
 - d) You can effectivity feed up into senior leadership and Middle leadership meetings for your department.
6. Securing accountability (Continua section 6)
- a) You use line management meeting with staff to develop them in line with their continua (following our coaching model) and build capacity within your team.
 - b) The teaching and Learning PMR target is linked to the continua explicitly as a smart target
 - c) minutes are kept, shared and followed up on in line management meetings.
 - d) You have an excellent understanding of your job description and responsibilities, and you enjoy the accountability that enables you to produce great quality evaluation reports of your department to the SLT and governing body.
7. Developing self and Others (ML Continua Section 7)
- a) You make sure you keep abreast of recent research in your area and develop yourself professionally in your areas and with your leadership.
 - b) You seek from and take account of student voice and learner responses.
 - c) TLP mentoring is sought from those that require developing in T&L areas
 - d) Coaching (peer to peer) is utilised to improve performance of all. You also model how to coach effectivity and support others to coach each other.
 - e) School to school working (8.1)
 - a) you seek to support and work with your counterparts and COPs across academy and network.
 - f) In your areas you ensure that you link to the wide community (this could be directly subject/ year group or cop related). You utilise the community to build capacity.
8. Impact on standards (ML Continua Section 9)
- a) You have evidence to support your learners make very good or outstanding progress (PISA, TIMMS, GL, exam results, CATs, EAL tests, ALPs etc). You can evidence that discrete groups also make significant progress (EAL, PoD, F/M, AoE UAE, etc)
 - b) You ensure explicit links are made with skill, literacy, numeracy and digital competency within your SoL.
 - c) You ensure that the changes made are embedded, understood, valued and are supported with accessible high-quality material for staff/stakeholders.
 - d) You support the induction programme of new staff by having biweekly meetings with them and supporting them with their probation booklet. You ensure they are mentored by an experienced colleague or yourself. You supplement whole school induction with bespoke departmental/year group induction.
 - e) You ensure that previous priorities have a high focus, especially when practices have not become habitual for new staff. You ensure all have know their roles and responsibilities.

- f) Impact beyond the school (9.4)
 - a) You lead the way in your area to share best practice by leading induction sessions, CPD, speaking at conferences etc

Principal, Heads of School, Assistant Principals, Associate Assistant Principals, Directors, VL CoP Lead

Assistant principals in primary and secondary will be responsible for collating, analysing and feeding back to the principal and head of school on the aspects of teaching and learning. See detail in monitoring and evaluation section below.

Inclusion Department

All children have the right to access quality educational provision in line with the Abu Dhabi Education and Knowledge Framework and the legislation detailed in the Inclusion Policy.

Al Yasmina caters for students with a range of special educational needs and disabilities along with those who are Gifted and Talented. Children with special educational needs and disabilities are welcomed, and where necessary modification, adaptation and differentiation takes place to ensure 'progress beyond limits'. Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that "special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution".

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

Every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND), including those being monitored. This includes students with English as an Additional Language (EAL) and students identified as Gifted & Talented (G&T).

Learning and teaching is adapted and the curriculum modified where necessary, to meet the needs of each individual student. All teachers must plan lessons to provide Quality First teaching – where every child can make progress from their individual starting point and achieve the learning outcome. Teachers must adapt their teaching, feedback and assessment to meet the needs of children with learning barriers. They should be confident to provide alternatives to support the learner using Assistive technology, for example allowing the student to use speech-text applications and voice recordings.

Monitoring, identification, plans and support within Al Yasmina will be coordinated by the Inclusion Support Team. Teachers are to ensure they are familiar with all documentation and Student Inclusion Profiles (SIP) for the students they teach – they should take the time to adopt the suggested strategies on a SIP to best support the learning for that child. Teachers should reach out to the Inclusion team if they require further information, support and strategies to fully support the learning of the SEN students.

The Inclusion department's mission is to ensure that every student will reach their full potential holistically; this includes academically, socially, emotionally and physically, whilst feeling included, secure and valued. There is a culture of respect for others and their learning.

Pastoral Team

To ensure we are sending a consistent message to our learners we all use the same positive, growth mindset language for learning to support our learners being resilient or motivated learners. Please see pastoral policies regarding this.

Monitoring and Evaluation

Probation observations

Probation observations will be full lesson observation and be due before the end of September. These will be used to determine the focus of the term 1 observation and also to assess if any support is required.

Termly observations

To create a more trust-based environment, we encourage regular visits to lessons to focus on showcase positive examples of good teaching practices. Our focus is to making learning visible and work collectively to ensure impact is happening in the classroom. These 10 minute observations will be followed the previous day with a reflective discussion about strengths seen in lessons, with some suggestions of how to move forward based on the continua targets.

There will be two formal observations in term 1 and term 3 and an informal observation in term 2. These will be announced and at a mutually agreed time. They will have a focus of three targets: the school target, the department target and your own individual target. The targets will be linked to the T&L continua analysis to assess areas of improvement at each level.

- There will be a pre lesson observation discussion. This may vary in length depending on the experience of the teacher. In this the targets are to be communicated, the context of the class to be discussed and the context of the lesson. Some less experience staff can use this meeting as a planning check. It is supportive in nature.
- The lesson observation will be at least 30 minutes long and be F2F or online as required. The lesson should be recorded if online or if any distance learners are present in a hybrid lesson.
- Post lesson coaching feedback to be completed within 24 hours of the observation. T&L continua should be updated after the lesson feedback.

Termly formal observations will be done as per the MER schedule. In term 2 the focus will be on CPD and monitoring using the MER schedule. Formal observations will be conducted by SLT or ML or both.

SLT reserve the right to formally observe via announced or unannounced lesson observations as need requires.

T&L Continua

Your T&L continua will need a full update on your live document at the end of November, end of February and the end of May (specific dates will be communicated).

SLT will provide analysis of the Continua at subject level or secondary and phase level for primary. AP's will also feedback to HODs/HOKs and SLT each term (December, March and June)

MER

MER (Monitoring and evaluation review). There will be a weekly monitoring to include collation of evidence, book scrutiny (online or hard copies) and learning walks etc. This can be done by SLT/ the ML or the VL CoP representative. The schedule for this will be shared. It will be subject to change due to the feedback gathered throughout the term. SLT will feedback to ML the following month. FADEs will be completed by SLT and collated on each focus.

Learning walks

Learning walks will be conducted in line with the MER schedule. SLT can conduct learning walks, ML can in their area and VL CoP leads can for their area (Should anyone want to be part and join a learning walk for CPD they are to contact SLT to gain permission as although we want an open door policy and we encourage you to see each other at mutually agreed times, we do not want to over burden staff. FADEs will be completed rather than a learning walk proforma.

FADEs

The HOD is expected to create a FADE document at the beginning of September looking at their term 3 Continua analysis the focus should be the agreed area of development. This will be the department target in the formal lesson observations. This FADE is expected to eb update at the end of each term (before the holiday but after the formal observation are done so you can use them as part of the analysis). If the department is successful and achieved the target and the focus is now a strength, then the FADE may change to another focus linked to the Continua otherwise it stays the same.

Mentoring

Any member of staff that is not performing to the standard required at Al Yasmina will be put on a supportive mentoring programme with a lead practitioner. The mentoring pack can be found in the X drive.

Peer to peer observations

Peer to peer observations are encouraged. TLPs can be requested for observations to support staff in areas they wish to improve. These can be formally recorded, however will not be used in any analysis.

Line management

There will be standard agenda items linked to T&L on the line management proforma that should be used in LM meetings. Minutes should be shared with your SLT LM. Department development plans are discussed and updated termly and shared with AP T&L.

Appendix

Planning for Outstanding Progress

It is expected that all teachers will have easy access to the Long/Medium Term Plan for the key learning episode/topic. This will be supported by the Scheme of Learning, data for their class and **evidence of how the lesson has been planned to meet the needs of all learners**. A full lesson plan only needs to be produced for formal observations.

In secondary the Planning for impact sheet will be updated for teacher, middle leaders and senior leaders. The class teacher is responsible for updating the comments with any intervention strategies they are using with the student and date it.

Long Term Plans

Long Term Plans set out the expected timeframes for learning episodes and need to take into account the school calendar. We encourage high impact collaborative planning to ease workload on staff. Collective efficacy and sharing best practise are key to creating high quality provision for staff and students.

Schemes of Learning (Medium Term Plans)

Outstanding teaching is supported by outstanding schemes of learning. Heads of Key Stage/Heads of Departments/Subjects will ensure that each key learning episode/topic has a scheme of learning that:

1. Takes full account of the English National Curriculum/End of Year/Key Stage expectations/Exam Specifications but most importantly are not limited by it;
2. Takes full account of ADEK's compliance criteria;
3. Takes full account of the school's Literacy and Numeracy Policies which are being developed;
4. Takes into account any other relevant policies (e.g. if working on display work then the climate for learning policy, if outlining home-learning then the home-learning policy)
5. Includes specific content and methodology in accordance with best practice;
6. Sets out appropriate time frames;
7. Outlines learning objectives and success criteria;
8. Outlines appropriate resources;
9. Outlines appropriate approaches to topics;
10. Gives guidance on appropriate homework.
11. Identifies clear assessment milestones and the nature of the assessment.
12. Builds in feedback opportunities.
13. Takes into account the EAL policy

Schemes of learning also need to map out the Student Competency Framework (SCF See Appendix) , identifying which competence will be developed during each lesson.

For secondary medium term plans will be shared on BlackBoard with students.

Lesson Planning (Short Term Plans)

The precise approach to lesson planning will vary and it is impractical to lay down precise rules that will cover every possibility. However, it is expected that all lessons will be planned to allow for outstanding progress (See Aldar lesson observation form). Evidence of planning to support all learners is required however a full lesson plan is only required for formal observations. This must also address the SCF competences and these should be explicitly referred to, as appropriate during any learning episode.

In addition appropriate data will be taken into account to help with planning activities which most closely match the needs of individual / groups of Learners. In secondary planning for individual progress will be addressed using the Planning for Progress document. Each class taught will have a Planning for Progress document which is updated and current in line with your departmental policy. *Please see diagram in Appendix.*

Lesson Planning Diagram



Formal lesson plans will need to be produced for a formal announced lesson observation or during an Inspection. (See Aldar lesson observation form)

Before the lesson:

Locate the lesson or sequence of lessons in the context of:

- The scheme of learning;
- Learners prior knowledge;
- Learners preferred learning styles.



Identify clearly the essential objective(s) for Learners in terms of:

- Their knowledge, understanding, attitude and skills;
- Their attitudes and personal development.



Structure the lesson as a series of learning episodes by:

- Separating the learning into distinct stages or steps.



Decide how to teach each episode, and then choose:

- The best pedagogic approach;
- The most effective organisation for each episode.



Ensure coherence by providing:

- A stimulating start to the lesson;
- Transition between episodes which recapitulate and launch new episodes;
- A final plenary that reviews learning.

Connecting and Activating Learning

- The lesson is introduced referring to previous and future learning. The **learning objectives** and **success criteria** are shared and contextualised with Learners.
- **Learning objectives** should outline the learning (not the tasks) expected to take place in that lesson.
- **Success criteria** describe to Learners what the teacher is looking for and how they will know they are being successful in their learning. These should be specific and relate to the learning objectives and the tasks set by the teacher.
- Objectives and success criteria should be shared towards the beginning of a lesson and written on the board or displayed on the IWB (Interactive Whiteboard). In secondary they need to be based around SOLO and should incorporate the language from Blooms taxonomy to ensure stretch and challenge.
- Learners should be encouraged to engage/interact with the objectives/outcomes for the lesson and discuss what they are learning and how they will be successful.

See Appendix: Blooms Taxonomy Teacher Planning Kit for suggested keywords, actions, outcomes and questions to support writing objectives and outcomes. This can be used in conjunction with SOLO taxonomy.

Demonstrating Learning

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with Learning Support Assistants.

Tasks set will:

- Be matched to Learners needs and abilities;
- Build on knowledge and skills acquired previously;
- Develop a range of Learner skills;
- Use different teaching strategies including but not limited to collaborative learning, independent learning, assessment for learning.
- Enable learners to evaluate their own work;
- Encourage Learners to apply what they have learned in other situations;
- Relate to one or more of the success criteria and bring rewards and/or praise on completion.
- Promote higher order thinking.
- Encourage visible learners.
- Provide learners with opportunities to extend their learning through BAD/SOLO.

The teacher will:

- Plan to meet the needs of all learners;
- Give clear instructions through modelling and scaffolding;
- Link work clearly to learning objectives and success criteria;
- Use questioning to check understanding and promote deeper thinking;
- Provide Learners with feedback;
- Promote deeper thinking, collaboration, independence, innovation, creativity, passion, resilience, and reflection;
- Promote metacognition;
- Have high expectations;
- Demand high quality in terms of work and effort;
- Reduce teacher talk;
- Use target and technical language;
- Display key words and/or write them on the board (bilingual where possible);
- Facilitate learning;
- Ensure pace, variety, challenge and the development of PLTS
- Enable mini-plenaries to take place, when appropriate, so that Learners remain focused and evaluate their progress.
- Circulate to support and monitor learning.
- Sign up to the Learner's Charter (Secondary) and reward positive attitudes towards learning using House Points.
- Create a reward culture through positive behaviour management techniques and through the use of House Points.

The Learners will:

- Listen and respond positively to the teacher and each other;
- Be stretched and challenged;
- Be motivated learners;
- Want to achieve well and achieve the success criteria;
- Seek support where necessary

Consolidating Learning

- The teacher will return to the objectives and success criteria and encourage all Learners to evaluate the progress they have made during the lesson. Mini plenaries maybe appropriate throughout the learning episodes to consolidate learning.
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used. Teachers should promote risk and challenge within their classrooms.
- Learners' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and Learners may be told about work to be covered next lesson.

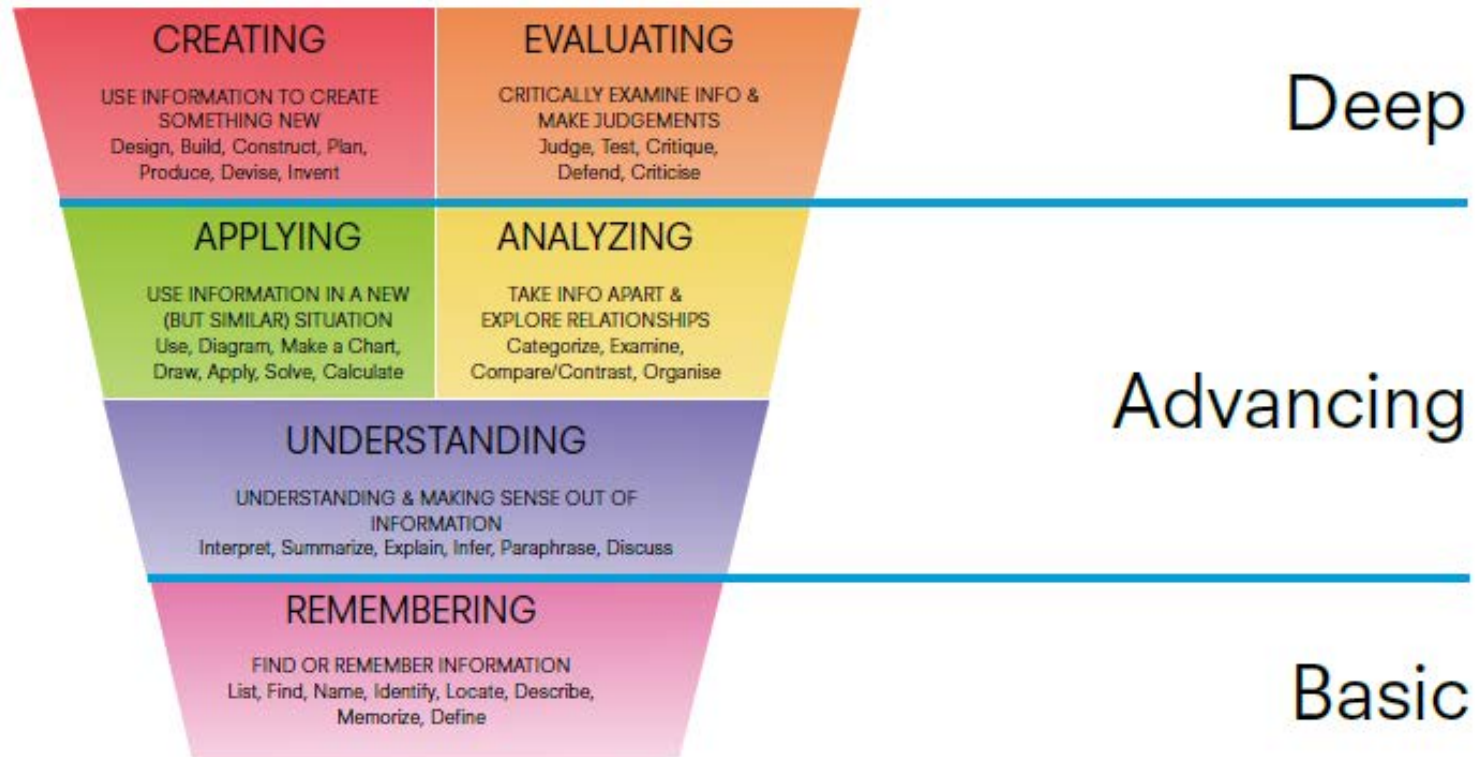
Appendix

Blooms Taxonomy Teacher Planning Kit

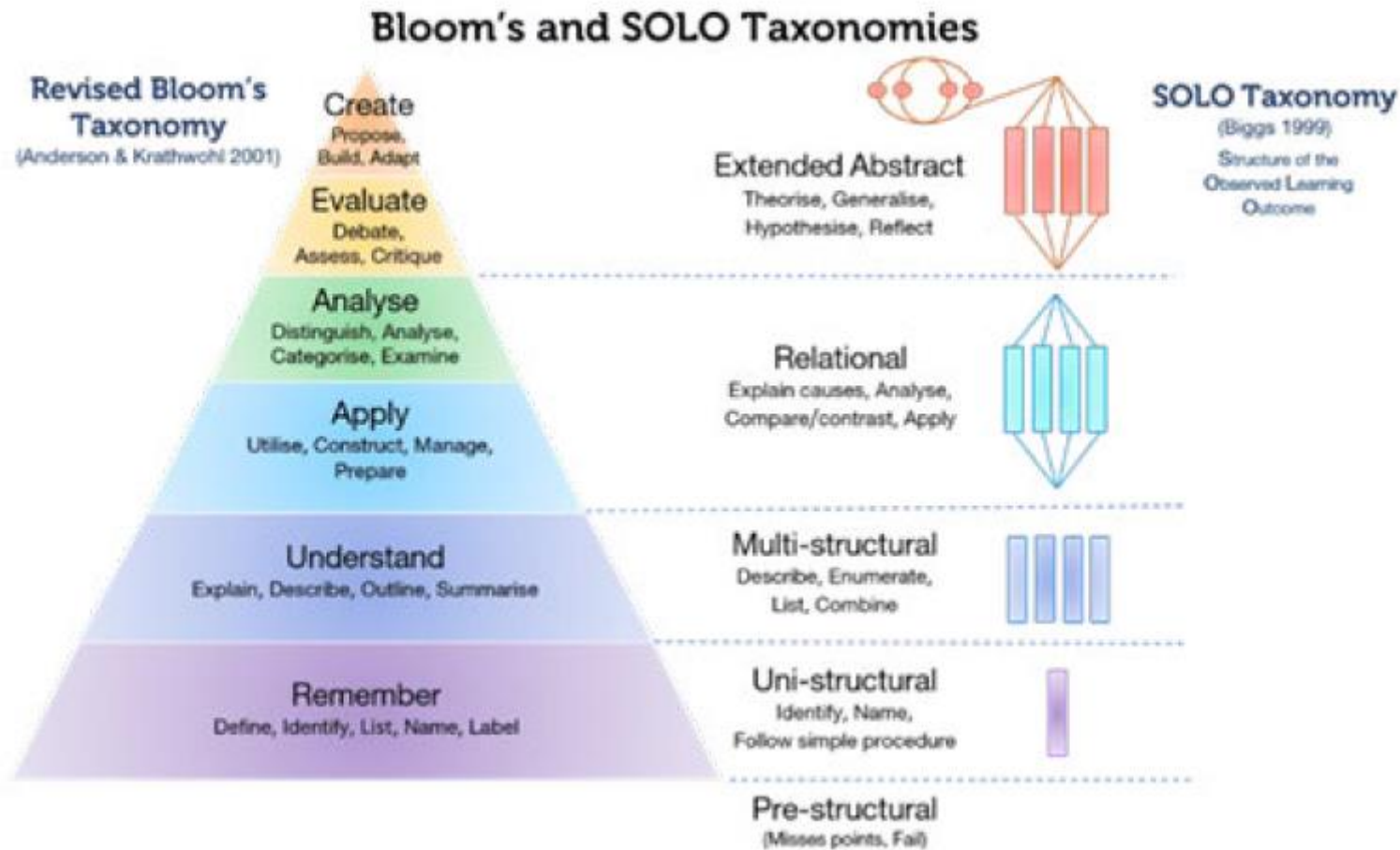
← LOW LEVEL THINKING SKILLS			→ HIGH LEVEL THINKING SKILLS →														
Knowledge		Comprehension	Application	Analysis	Synthesis	Evaluation											
Recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.		To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.											
Key words:		Key words:	Key words:	Key words:	Key words:	Key words:											
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognize Record Relate Remember Repeat Reproduce Retell Select	Show Spell State Tell Trace What When Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express	Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe	Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarize Translate	Act Administer Apply Associate Build Calculate Categorize Choose Classify Connect Construct Correlation Develop Dramatise	Employ Experiment With Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organize Perform Plan	Practice Relate Represent Select Show Simulate Solve Teach Transfer Translate Use	Analyze Appraise Arrange Assumption Breakdown Categorize Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth discussion Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Prioritize Question Rank Reason Relationships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Text for Theme Comparing	Adapt Add to Build Change Choose Combine Compose Construct Convert Create Delete Design Develop Device Discover Discuss Elaborate	Estimate Experiment Extend Formulate Happen Hypothesize Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate	Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualize	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Critique Debate Decide Deduct Defend Determine	Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:						
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Test Workbook Worksheet	Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	Constructing Designing Devising Inventing Making Planning Producing	Advertisement Film Media product New game Painting Plan Project Song Story	Attributing Checking Deconstructing Integrating Organizing Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey						
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:						
Can you list three ...? Can you recall ...? Can you select ...? How did _____ happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did _____ happen? Where is ... ? Which one ...? Who was ...? Who were the main ... ? Why did ...?	Can you explain what is happening ... what is meant ...? How would you classify the type of ...? How would you compare ...?contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use...? What examples can you find to ...? Why do you solve _____ using what you have learned ...? How would you organise _____ to show ...? How would you show your understanding of ...? What approach would you use to...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? What can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve...? How would you improve ...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt _____ to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could _____ what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the ...?	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? How would you cite to defend the actions...? How would you evaluate ...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?												
<p style="text-align: center;">Bloom's Taxonomy: Teacher Planning Kit</p>																	

Understanding 'deep'

Bloom's Taxonomy



The SOLO taxonomy stands for: Structure of Observed Learning Outcomes. It was developed by [Biggs and Collis \(1982\)](#), and is well described in [Biggs and Tang \(2007\)](#). It describes level of increasing complexity in a Learner's understanding of a subject, through five stages, and it is claimed to be applicable to any subject area. Not all Learners get through all five stages, of course, and indeed not all teaching is designed to take them all the way. There are fairly clear links with [Bloom's taxonomy](#) in the cognitive domain. The assumption is that each level embraces previous levels, but adds something more.



ADEK SCF Skills

CITIZENSHIP



COLLABORATION



COMMUNICATION



CREATIVITY



CRITICAL THINKING



**INDEPENDENT
LEARNING**



**DIGITAL
COMPETENCY**



ENTREPRENEURSHIP



**GLOBAL AND
ENVIRONMENTAL
AWARENESS**



**CULTURAL
AWARENESS**



INITIATIVE



LEADERSHIP



**PROBLEM
SOLVING**



SELF MOTIVATION



SELF CONFIDENCE



TEAM WORK



AYA competency mapping

Aims	Value	ADEK SCF	T&L Continua – mapping to show how our teacher development links to supporting the skill development of students
1, 2 & 4	Respect	Cultural Awareness Global and Environmental Awareness Citizenship Communication	1.1 Alignment with the school’s vision, values and UAE educational vision 1.2 Core values and behaviours 2.1 Understanding and responding to pupil contexts 2.2. Securing strong and effective relationships with learners 2.8 Provision to support wellbeing 2.10 Managing behaviour
1, 2 & 4	Collaboration	Teamwork Collaboration	3.7 Developing learning with others 3.10 Management of support staff 4.6 Self and peer assessment 5.1 Involving partners 5.2 Home learning 6.3 Seeking advice and support 6.4 Teamworking skills 6.5 Supporting and developing others
1, 2 & 4	Passion	Initiative Self-motivation Self confidence	2.8 Provision to support wellbeing 3.1 Sustained effort and resilience in learners 3.6 Developing independence 3.5 Personalised learning 3.8 Pace 4.4 Verbal feedback 4.5 Written feedback 4.6 Self and peer assessment 4.8 Pupils and their targets
1, 2 & 4	Excellence	Leadership Digital competency Independent learning Critical thinking	1.3 High expectations for learners 2.3 Teacher knowledge for subject or theme 2.4 Short term planning based on evaluation 2.7 Planning for literacy, numeracy and ICT 3.9 ICT 3.3 Modelling of desired learning 3.4 Session beginnings 3.5 Personalised learning 3.6 Developing independence 3.9 ICT 4.1 Awareness of prior performance 4.2 Sharing objectives and success criteria 4.3 Questioning

			<p>4.7 Reflecting on learning (plenaries)</p> <p>6.1 CPD</p> <p>6.2 Wider reading & research</p> <p>6.6 Developing new techniques and evaluating impact</p> <p>6.7 Leading colleagues, projects and programmes</p>
1, 2 & 4	Creativity	<p>Entrepreneurship</p> <p>Creativity</p> <p>Problem solving</p>	<p>2.5 Real-life authentic contexts</p> <p>2.6 Cross curricular links</p> <p>2.9 Classroom organisation</p>

[AYA Digital competency mapping](#) – see AYA Digital competency framework.