

Policy



Teaching and Learning Policy

*Nurturing today's young people,
Inspiring tomorrow's exemplary citizens*



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Contents

SECTION 1	POLICY STATEMENT	PAGE 3
SECTION 2	AIMS	PAGE 3
SECTION 3	ENTITLEMENT AND INCLUSION	PAGE 3
SECTION 4	IMPLEMENTATION AND PLANNING	PAGE 4
SECTION 5	PEDSGOGY AND RESOURCES	PAGE 5
SECTION 6	THE LEARNING ENVIROMENT	PAGE 6
SECTION 7	ASSESSMENT, RECORDING AND REPORTING	PAGE 7
SECTION 8	MONITORING	PAGE 8
SECTION 9	REVIEW	PAGE 8
APPENDIX 1	APPENDIX 1	PAGE 9

SECTION 1 – POLICY STATEMENT

- 1.1 This policy sets a framework to ensure students are encouraged to have life long skills not only in within the school but develop it further from beyond the school. Teaching and learning are the essential part of AJI School.
- 1.2 The school policy for Teaching and Learning was compiled by the Teaching and Learning Team (TLT) in consultation with the whole teaching staff.

SECTION 2 – AIMS

- 2.1 To ensure students are clear about the outcomes of the learning and how to achieve it.
- 2.2 To cultivate in each student an enjoyment of lifelong learning, both for in a way that gives pleasure and what it can potentially benefit.
- 2.3 To embolden pupils to take ownership for their independent learning, aim for higher education, further vocations and develop a strong working attitude.
- 2.4 To encourage an environment of learning where students have the desire to learn and aspire to learn beyond.
- 2.5 To inspire students within a stimulating learning environment in which their learning and achievements are praised.

SECTION 3 – ENTITLEMENT AND INCLUSION

- 3.1 AJI aims to be respectful to all aspects of diversity and to encourage the involvement and participation of all pupils within the school, its community and wider society. We promote inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community.
- 3.2 Make sure learning materials are free from stereotyping and present positive images in terms of gender, race and disability.

- 3.3 All pupils are entitled to learn in a welcoming, stable and happy environment where expectations are high and individuality is valued.
- 3.4 All pupils will have equal access to the curriculum at a level appropriate to their age and ability.
- 3.5 Pupils with Special Educational Needs will be given support to access the curriculum at an appropriate level in order for them to reach their full potential.
- 3.6 All pupils, including those who have been identified showing mastery in particular areas of the curriculum, will be given opportunities within lessons and through extra-curricular activities, to use and develop their gifts and talents.
- 3.7 Staff have a shared understanding of the principles for effective Teaching and Learning at our school. Suggested. *(See Appendix 1)*
- 3.8 All activities are planned in such a way as to encourage full and active participation by all pupils. The use of VAK (Visual, Auditory, Kinaesthetic) techniques as well as Inclusion Development Strategies and resources to promote independence, will be incorporated into all daily lessons. Support programmes will be organised as appropriate in discussion with the Head teacher, Teaching and Learning Team and individual Subject Leaders.
- 3.9 Incorporate; E-Learning Techniques, Equality, Diversity and Inclusion, Maths and English, promote British Values and SMSC where appropriate and subject specific skills into comprehensive schemes of work.

SECTION 4 – IMPLEMENTATION AND PLANNING

- 4.1 The New National Curriculum for PSHEE, form the school's long-term plan.
- 4.2 Teachers plan using age-related expectations and outcomes from the New National Curriculum, within subjects, as their starting point combined with pupil assessment (including progress tests, pupil interviews, marked work and observations) for groups and individuals.

- 4.3 Key Stages plan in teams to ensure a broad and balanced coverage of the curriculum taking into consideration the needs, attainment and interests of the pupils, so that all pupils are able to enjoy and achieve as well as to share expertise and experience.
- 4.4 Medium term planning is based on summative assessment for learning carried out at the end of each half term.
- 4.5 Short term planning is directly related to formative assessment for learning. Teachers continually reflect upon learning and revise plans as required.

SECTION 5 – PEDAGOGY AND RESOURCES

- 5.1 Activities are planned to encourage the full and active participation of all pupils, irrespective of ability through Quality First Teaching. VAK and IDP strategies are used to differentiate / be inclusive as appropriate.
- 5.2 Questioning is used to encourage pupils to think more deeply and to share their thought and ideas with others. Teaching ensures that pupils are given access to a range of questions in order to develop their learning. *(See appendix 1)*
- 5.3 At all stages, regular opportunities are provided for pupils to discuss and explain their thinking and ideas. It is the teacher's responsibility to create an environment which encourages the development of talk for learning through, whole class and group discussion as well as talking partners.
- 5.4 Learning Objectives and Success Criteria are shared with the pupils in every lesson empowering the pupils to take ownership of their work and progress.
- 5.5 Topics or units of work are connected to prior, current and future learning. The pupils are helped to see how new work follows on from previous learning and cross curricular links are made when possible and appropriate.
- 5.6 Dedicated Improvement and Reflection Time – DIRT is utilised when appropriate to allow opportunity for pupils to improve, recap and set targets for the next DIRT lesson.
- 5.7 Teachers share the 'Big Picture' with the pupils. The content and expected outcomes of units of work and individual lessons are shared with the pupils.



- 5.8 Teachers expect work to be of a high standard and pupils are encouraged to take pride in their work.
- 5.9 Emphasis is given to the application of knowledge and skills relating to real life contexts in order to enable pupils to see the relevance of what they are being taught. The use of the principles of TASC (Thinking Actively in a Social Context) and Talk for Learning, is being developed to enhance this.
- 5.10 Generic Resources to support pupils with their learning are easily accessible within all classrooms and subject specific resources, identified through planning, are provided by teachers as and when required.
- 5.11 ICT is used where appropriate to enhance the teaching of all subjects – either for the teacher to demonstrate or for the pupils to practise and apply their learning.
- 5.12 Pupils are taught how the 7R's (*Resilience, Resourcefulness, Reflection, Responsibility, Reasoning, Respect and Reciprocity*) provide the keys to lifelong learning and these principles are applied throughout the school in assemblies and lessons across the curriculum.

SECTION 6 – THE LEARNING ENVIRONMENT

- 6.1 The physical learning environment of our school supports the learning of the pupils. Classrooms are safe spaces allowing pupils to move around freely and allow for flexible groupings.
- 6.2 Display reflects the learning process in all areas of learning.
- 6.3 A stimulating environment with displays of learners' work, research activity, posters and relevant learning materials.
- 6.4 Up to date Risk Assessments for all trips, events, visitors and experimental practises.
- 6.5 Successes are celebrated.
- 6.6 Positive affirmations are displayed (e.g. Rewards and Sanctions) are displayed.
- 6.7 The layout and organisation of the classroom supports inclusive and interactive teaching approaches.
- 6.8 Classroom displays support curricular targets.



6.9 Key questions and vocabulary are displayed.

6.10 Display reflects the whole curriculum.

SECTION 7 – ASSESSMENT, RECORDING AND REPORTING

7.1 Assessment for Learning, which finds out what the pupils know and enables teachers to plan next steps, underpins all of the teaching and learning at our school. *See Assessment and Marking Policy.*

7.2 Each class teacher is responsible for assessing, recording and reporting pupils' progress and attainment.

7.3 Formal and informal assessment is used to inform planning and teaching on a daily basis.

7.4 Pupils' attainment is recorded against the expectations outlined in the New National Curriculum.

7.5 Parents are provided with written assessments, detailing their pupil's progress and achievements, including current grades and targets, which are discussed with the pupil at Parents' Evening.

7.6 Assessment results are used by Subject Leaders with the Senior Leadership Team to provide information about whole school trends, standards across the school and to plan future professional development and curricular targets.

7.7 Regular assessment takes place, including review lessons and nationally recognised standardised tests in all subjects.

7.8 Assessments are moderated within subject departments

7.9 Pupils' work is routinely marked in line with our Marking Policy. Pupils receive regular feedback, which may be verbal or written. Effective feedback will include whether they have met the learning outcome and clear next step targets so that they know exactly what to do to improve further.

7.10 Pupils are provided with regular opportunities for self and peer assessment, against agreed success criteria, in all subjects across the curriculum. This engages pupils in becoming self-critical, independent and teamwork.



SECTION 8 – MONITORING

- 8.1 The Head teacher, Teaching and Learning Team and Subject Leaders monitor all areas of the curriculum through:
- Lesson observations.
 - Work scrutiny.
 - Assessment data.
 - Pupil voices.

SECTION 9 – REVIEW

- 9.1 The teaching and learning Team will review this policy annually. Any suggested amendments will be discussed with the staff and will be presented to Governors' when appropriate.

APPENDIX 1

Checklist of essential strategies for teaching & learning at AJI School.

- Learning objectives and outcomes.
- Displays appropriate to age group (s) (e.g. key vocabulary, maps, concepts, diagrams and grading systems and etc).
- Teacher and pupils using modelling / images confidently to support and extend learning.
- Teacher and pupils using apparatus confidently and appropriately.
- Appropriate resources available for pupils to select for themselves.
- VAK.
- Bloom's Taxonomy.
- Norman Webb.
- Opportunities for structured and meaningful pupil talk.
- Opportunities for collaborative learning.
- Opportunities for pupils to reflect on their own learning and that of their peers and to identify next steps.
- Consolidation of prior learning.
- Dedicated Improvement and Reflection Time – DIRT.
- Use of model: Review, revisit, teach, practise, apply.
- Use of success criteria that is VAK.
- Constructive feedback to all pupils.
- Opportunities for pupils to respond to feedback.
- Variety of recording methods.
- Differentiation through IDP strategies (promoting a 'growth mindset', rather than capping by ability grouping).
- Challenging work available for all pupils, based on assessment for learning.
- Targeted 'close the gap' group / 1:1 / pair work based on recent assessment.
- Personal targets are accessible.
- Teaching and Learning is clearly rooted in recent assessment (including marking).
- Opportunities to develop natural curiosity and love of learning.