



Teaching and Learning Policy

Ratified by RAK Academy Board of Governors on 14 October 2020. Document No. POL22.141020.A

1. Rationale

At RAK Academy we believe in preparing our students for lifelong learning. We aim to equip our students with the skills, knowledge and understanding needed to fulfill their personal development and academic achievement, leading to wider career choices and a breadth of opportunities. A broad, balanced curriculum that challenges, inspires and engages all students within a safe environment is essential to developing not only the motivation to learn, but more importantly metacognitive skills that students can use throughout their lives in a variety of learning and work environments. To this end, RAK Academy aims:

- To create a culture of lifelong learning.
- To deliver a broad, balanced and challenging education that enables all learners to succeed.
- To create a safe, stimulating and engaging learning environment.

2. Purpose

Effective teaching and learning is paramount to achieving successful student outcomes according to individual targets and aspirations. The Quality Assurance process, Continuing Professional Development (CPD) opportunities and the individualized monitoring of student progress aim to ensure consistently high-quality teaching, which will result in impactful and effective student learning. This policy provides a framework of expectations to inform planning, provision and reflection on teaching and learning at RAK Academy.

3. Effective Teaching and Learning

Teaching and Learning is a shared responsibility and all members of RAK Academy have an important part to play in preparing students for lifelong learning through effective classroom practice.

3.1 The role of the Senior Leadership Teams

The Senior Leadership Teams are responsible for school effectiveness. They are expected to:

- lead improvements in teaching and learning;
- monitor the effectiveness of teaching and learning strategies in raising student attainment;
- ensure that staff development and appraisal processes promote good quality teaching;
- support the use of effective teaching strategies by allocating resources efficiently;
- monitor teaching and learning strategies with regard to health and safety regulations;
- monitor student progress, particularly for students with learning difficulties;
- ensure that the school buildings are equipped to support effective teaching and learning.

3.2 The role of the teacher

The standard of teaching and learning at RAK Academy is expected to be developed or better. The appraisal process as outlined in the Appraisal Policy assesses standards throughout the academic year. Teachers whose practice falls below these standards will be provided with support as set out in the Teacher Development Policy. All our teachers are expected to:



- plan well-structured lessons, using a range of differentiated activities and resources to enable all students to make progress;
- provide relevant and varied learning experiences for all students;
- provide challenge for all students to enable them to reach their full potential;
- encourage the use of higher order thinking skills: creativity analysis, problem solving, decision making and application;
- ensure that students make progress every lesson;
- provide a rich learning environment that supports learning;
- use a variety of media to support and extend learning;
- provide appropriate homework that enhances students' learning;
- set the highest expectations of behaviour and learning in the classroom and beyond;
- involve students in their own learning and offer guidance on how to progress;
- systematically and effectively check students' work and use this to inform the direction of the lesson;
- assess students' work and provide regular feedback and opportunities to respond to this feedback (in accordance with the Feedback Policy);
- use the analysis of assessment data to inform their teaching, and support students' progress;
- encourage students to take risks and model this in their own approach to teaching and learning;
- be helpful, approachable, supportive and understanding of students' needs;
- treat all students with dignity, respect, consistency and fairness;
- work closely with teaching support staff to ensure students are effectively supported in their learning;
- have a strong understanding of the principles of good practice and be able to demonstrate these principles in the classroom;

3.3 The role of the parents/carers

Parents have a fundamental role to play in helping their children to learn. Parents are encouraged to:

- allocate a 'homework' zone within the home;
- encourage their children to lead healthy lifestyles;
- support their children at home by discussing what they have learned every day;
- attend parent teacher conferences to be aware of their children's strengths and areas for development in order to best support them;
- encourage their children to develop good learning habits and routines: reading at home daily, completing homework on time and conducting their own research around topics;
- encourage an interest in the world around them by visiting museums, historical sites, nature sites and other places of interest that will foster a sense of curiosity;
- encourage their children to ask questions and find the answers;
- work alongside teaching staff to support and develop school initiatives;
- limit the amount of time children spend on gaming and social media;
- attend workshops, assemblies or 'stay and play sessions' in Early Years to ensure that they feel valued and develop good relationships with staff members.

3.4 The role of the students

The school recognizes that students learn in many different ways and this should be reflected within the classroom environment. Effective learning takes place when students are aware of:

- grade related expectations;
- what levels they are achieving;
- the steps needed to improve on their current performance;



- how to learn, including thinking and questioning skills and their preferred approaches to learning;
- how to work independently and collaboratively;
- the skills that they need to develop: enquiry, research, analysis and reflection;
- the attitudes needed for the classroom and beyond: mutual respect, team work, resilience, motivation, self-reliance, responsibility and positive response to challenge.

3.5 Inclusion

The academy, in accordance with its Inclusion and EAL Policy ensures that all students can access the curriculum as fully as possible, irrespective of learning needs. Appropriate support is provided to ensure that students' individual needs are met, enabling them to work towards their full potential. We aim to provide a curriculum that is appropriate to the needs, interests and abilities of all our students. Students should have ample opportunities to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and development into active and responsible adults.

3.6 Early Years Teaching and Learning Approach

In Early Years we believe that it is essential to have a balance between adult and child-led learning. This enables children to practice and embed new skills, such as language development, managing their emotions, creativity and social and intellectual skills through carefully structured play. Children have the opportunity to revisit prior learning and experiences at their own level and pace.

Independent learning takes place indoors and outdoors where children explore and discover their immediate world. Teachers model, observe, facilitate and extend children's learning and skills. Being outdoors offers children the freedom to explore, use their senses and be physically active.

Adult-led learning activities introduce children to new ideas, providing opportunities for them to experience all areas of learning, including Phonics, Literacy, Maths, Speaking and Listening and other subject areas depending on children's learning needs.

The Early Years stage helps EAL students by building on children's experiences of language at home and in the wider community, ensuring that their developing use of English and of other languages support one another.

5 Quality Assurance of Teaching and Learning

A comprehensive review of teaching and learning takes place throughout the year as part of the appraisal process. The aim is to:

- evaluate the quality of teaching in line with the UAE School Inspection Framework, British School Overseas (BSO) standards, Council of International Schools (CIS) expectations and International Baccalaureate Organization (IBO) requirements;
- set targets for improvement based on the outcomes of standardized monitoring procedures: lesson observations, learning walks and book scrutinies;
- track progress on teaching and learning issues identified in the School Improvement Plan (SIP);
- identify key aspects of development across the whole school;
- identify and support teachers through mentoring, and if appropriate the Teacher Development Programme according to the Teacher Development Policy;
- identify and share good practice through discussion, modelling, team teaching and observation
- track student progress, particularly for students who face learning difficulties or who are at a risk of failing.



Monitoring Teaching and Learning

All leaders (Senior Leadership Team, Heads of Department, Grade Leaders) within the school are accountable for the quality assurance of teaching in their specific area and have a responsibility to ensure that regular monitoring, evaluation and review of teaching takes place. Heads of Department/Subject Leader/Grade Leaders are responsible in the first instance for addressing any areas for development in their teams.

These protocols are provided to ensure that all monitoring of teaching at the RAK Academy Family of Schools are conducted in an effective and professional manner. The underlying purpose of monitoring teaching is school improvement; celebrating and informing others about existing strengths and recognizing and addressing areas that require development in accordance with the School Improvement Plan.

Methods for monitoring teaching and learning

- Lesson observations
- Learning walks
- Book scrutiny
- Department Review reports (twice a year)
- Student outcomes and progress
- Student voice

6. Curriculum

The school aims to provide a broad, balanced, personalised and challenging educational experience as outlined in the Curriculum Policy. The curriculum aims to provide all students with the knowledge, understanding, skills and attitudes which are necessary if they are to become:

- successful learners who enjoy learning;
- students who make progress and achieve the best they are capable of;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

7. Monitoring and Review

RAK Academy is aware of the need to regularly review our policies to consider new initiatives, changes in curriculum, or developments in technology. This policy will be reviewed at least every two years.