

### **Our Guiding Statements**

#### **Our Vision:**

Providing world-class education

#### **Our Mission:**

To empower students with a holistic, rigorous and international education for success in an ever-changing world

#### **Our Philosophy:**

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

#### **Core Values:**

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

#### **Our Motto:**

Towards Excellence

#### **RWA Acronym**

Rise Wonder Achieve

### **Introduction**

At RWA, we believe in the concept of lifelong learning, and the idea that both adults and students learn new things every day. We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we aim to equip students with the skills, knowledge and understanding necessary to be able to make informed choices about their career and creative pathways. We believe that every child is unique individual with a unique way of viewing the world. We therefore aim to create a personalised approach to learning, considering our students' needs, abilities and interests. Our teachers are highly skilled facilitators who encourage child centered learning opportunities.

### **Purpose of the policy**

To provide a framework of expectations to inform and reflect planning, provision and evaluation of teaching and learning at Raffles World Academy and to promote continuity and coherence across the school.

### **Aims and objectives**

We aim to:

- provide rich, relevant and varied learning experiences which will allow children to develop their skills, interests and abilities to achieve, be proud and succeed
- ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will underpin all future learning
- to promote, facilitate and enable the inclusion of all groups of learners (including those with special education needs and disabilities, English language learners, gifted and talented, Emirati children and boys and girls)
- to provide a broad and balanced curriculum with multiple pathways which provides opportunity for all students to be challenged, make progress, be engaged intellectually and socially, ready to make a difference and succeed in life
- to promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- develop the highest standards of behavior and conduct for effective learning
- develop children's self-respect and self-awareness and encourage them to show positive attitudes and respect towards the ideas and feelings of others regardless of race, culture or religion
- help children to take ownership of their learning, be proud of their work and celebrate the achievements of others
- enable children to understand, feel valued within, and make a positive contribution as global citizens.

### Effective learning

At RWA students are encouraged to lead their own learning with teachers facilitating the process. We acknowledge that people learn in many different ways and we recognize the need to develop pedagogies and student's learning skills to enable all children to learn in ways that suit them.

We expect students will:

- show an exceptional attitude to learning- they will be positive, committed and enthusiastic. They will take responsibility for their own learning in sustained ways
- listen attentively to others and be willing to contribute their ideas
- respond well to teachers, communicate effectively and collaborate well with others
- respond readily to challenges, show a willingness to make good progress
- consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world
- demonstrate innovation, enterprise, inquiry, research, critical thinking and can use learning technologies independently and effectively to support them in their learning
- be provided with skills to reflect and evaluate their own work and that of others so that they can develop an understanding of their strengths and areas of development and can take targeted actions to improve
- regularly demonstrate positivity and enthusiasm, a curiosity for learning, be open minded, determined, be adaptable and resilient, take risk and learn from their mistakes.

### Effective teaching

We expect teachers will incorporate the following 10 key brilliant basics into their teaching:

- 1. Progress:** students are given clear expectations delivered at the beginning of the lesson, expressing objectives related to success criteria. Skills and knowledge are imparted using explanation, modelling and/or demonstration which are incrementally developed over time leading towards mastery.
- 2. Climate & Environment:** a safe and supportive learning atmosphere is created in which students feel confident taking risks to challenge themselves and others. The classroom and learning spaces are

stimulating and used effectively to support and scaffold learning. students' work is the dominant feature – demonstrating pupil progress and success.

3. **Planning:** planning is clearly focused upon deep learning, closely matched to the needs of students (personalized) and with high expectations of what they are capable of.
4. **Learning:** students are clear of the intended learning, how it is of benefit to them and what it will look like when they are successful. Every lesson has clear learning objectives that are understood by all students and, where possible, tailored to their individual learning needs. Learning outcomes and success criteria are relevant, meaningful and appropriate for each student. Learning makes connections to the 'real world'
5. **Inclusion:** all students are fully integrated into the mainstream of the lesson. Clear evidence that student assessment data (including IEP) is being used to differentiate the learning so that it matches students' needs. All adults are contributing productively to the quality of learning. Lesson activities do not place a ceiling on learning.
6. **Tasks:** are planned to encourage independent work and collaboration, with students taking the lead.
7. **Technology:** is used to enhance learning.
8. **Questioning:** is carefully planned and designed to ensure that all students are engaged and challenged to think.
9. **Assessment:** a range of assessment methodologies is used to provide quality feedback to students that is effective in moving them on to the next steps in their learning.
  - Formative assessment, assessment for learning and marking are used regularly in lessons to ensure students make rapid progress - clear evidence of this in student workbooks.
  - Clear evidence of 'active' student tracking in teacher records/files.
  - Peer and self-assessment are incorporated into the overall approach to assessment in lessons.
  - Student performance data is analysed and used constructively to enhance progress and attainment.
10. **Behaviour for Learning:** praise and reward are intrinsic features

### Whole school curriculum planning

Our curriculum is broad and balanced, aiming to develop a depth of learning of concepts and skills and application of this to the real world. We use a range of resources to support our curriculum design:

- We follow the standards and practices of the IB across the entire school (DP, MYP, PYP)
- EYFS developmental focus used to map and develop scope and sequence in combination with the conceptual understanding of the PYP (KG1)
- UK National Curriculum objectives and outcomes are used to map and develop scope and sequence in combination with the conceptual understanding of the PYP (KG2 to grade 5)
- IB MYP and DP framework dictate concepts, ATL's and outcomes used to map and develop units of study in secondary (grades 6-12)

Our curriculum is enriched in a number of ways, including but not limited to, co-curricular activities (CCAs), sports, art, music and creative performances, educational visits (local, national and international) Importantly in recognition of Emirati culture, our school celebrates a range of local events, including UAE National Day and Flag day. National priorities are integrated across the curriculum for all age groups in content and skills to meet the National Agenda targets and the UAE vision 2021.

### Early Years

For our youngest learners, their care, happiness and development is our highest priority.

In the Early years our teaching will focus on providing opportunities for students to investigate, critically question and apply their knowledge and understanding using an increasing range of skills. Students build on their skills, knowledge and understanding in each area of the curriculum, so that they can reach the highest level of personal achievement.

The Early Years Foundation Stage (EYFS) seven key areas of learning are focused.

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

Learning through play is a key element of the framework of teaching and learning in the early years. Learners experience a balance of adult led planned purposeful (indoors and outdoors) with dedicated time provided for children to initiate their own learning. In this time, children can consolidate and practice the knowledge and skills experienced and taught in adult led activities. The individual needs of children are identified using the inclusion policy so that their needs can be met and talents can be honed.

#### **Primary and Secondary:**

In primary and secondary students work towards developing their conceptual understanding, knowledge and ATL skills as set by the IB. Teachers use their assessments of children's attainment and progress to inform lesson planning. They have high expectations and accordingly plan high quality lessons to ensure the highest ability students are challenged at all times. Formative assessments form an intrinsic part of each lesson so that necessary adaptations can be made where needed to ensure optimal learning.

#### **The following elements must be visible in all lessons:**

- Clearly stated learning objectives that are meaningful and appropriate for each student and are shared with students and regularly referenced during the lesson (based on Blooms taxonomy)
- Success criteria preferably co-constructed, explained and displayed so that students understand what is expected
- Learning activities are inquiry based appropriate to each pupil's level of ability, including higher attaining students.
- Students work independently, collaboratively and in peers as needed
- Learning is reviewed within the lesson (mini-plenary) Checking for progress during and at the end of lessons as appropriate
- Lessons can be adjusted according to the teacher's assessment of students' needs
- Students receive prompt and regular developmental feedback which enables them to reflect upon their performance and take actions to improve
- Teachers respond to students' work with marking which informs students of their successes and indicates clearly weekly next steps needed to secure improvement
- Students are valued as unique individuals and teachers are familiar with the relevant equal opportunity legislation covering race, gender and disability. We strive to meet the needs of all our students, and to ensure that all statutory requirements related to matters of inclusion are met.



- When planning work for students with special educational needs, due regard is given to information and targets contained within the IEPs and student passports. Teachers modify learning and teaching as appropriate for any pupil with specific learning needs as well as additional planning for EAL and TAG students.
- CRAs are deployed as effectively as possible to work both inside and outside the classroom with individual students or small groups, depending upon the nature of the work.
- Where appropriate, CRAs assist teachers in the teaching and learning taking place in the classrooms.
- Classrooms are attractive, stimulating and safe environments which celebrate and support students learning. Displays should be interactive showcasing current units being taught.
- Educational field trips are planned to support and enrich curriculum. A strict set of procedures is adhered to when undertaking off-site visits as outlined in our Field trip and Excursion policy.

### **Inclusion of students with SEND, EAL and G&T**

We believe that all children can achieve and make progress including those with additional needs. Through careful lesson planning, modification of assessments and expectations, we ensure that learning is accessible or challenging enough for all. Where there is an additional need, class teachers work collaboratively with the Inclusion team, the individual pupil and parents to ensure that they are supported through an effective Individual Education Plan (IEP) and Student Passport. The student's individual targets will then be the key focus for them in their one-on-one sessions with an inclusion specialist. Guidance will also be followed to achieve targets within the whole class setting. (Please refer to the Inclusion policy for further details).

### **Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. RWA is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

### **Assessment and reporting**

Students have a baseline assessment when they first arrive at RWA. Regular progress checks across the academic year ensure that all students are supported effectively in achieving their targets. Interventions are in place to bridge their gaps in learning. Assessment progress and attainment data is recorded on our ISAMS system; the results are analysed and inform planning to ensure all students progress. There are mandatory standardized assessments that are held in June as per KHDA guidelines. Parents will receive regular interim reports, that will give them a snapshot of their child's progress. They will be invited to attend parent-teacher conferences and also receive two comprehensive full written reports.

*(for further details refer to our assessment and reporting policy)*

### **Resourcing**

The school is well resourced to provide for high quality learning. Each classroom is fully equipped with a Smart Board and a white board. Teachers will create engaging classroom environments for their students. Classroom libraries exist in key areas, as well as a vibrant school library with more than 40,000 books which students visit regularly. Students are provided with sufficient exercise books and writing materials. Any additional resources required to enhance learning will be communicated with parents.

### **Curriculum review**



The high level of quality of our curriculum is essential to ensure our students are provided with the learning skills, knowledge and understanding required for success in their future endeavours. At RWA we review our curriculum on a regular basis at the end of each academic year. The attainment and progress data are analysed. These reviews ensure our curriculum is suitable, challenging and engaging. Additionally, we review our curriculum on a 'needs' basis. We use the results from standardised tests to identify gaps, mandates given by the KHDA and modify our curriculum accordingly.

### **Teaching and Learning Monitoring and Review**

We believe that teaching should be conducted in an atmosphere of trust, respect and honesty. We link our appraisal process with the DSIB criteria and this policy of teaching and learning in order to provide a clear and consistent expectation of the quality of practice across the school. This policy, along with the 'Teacher competency' and students' standards of attainment and progress linked to the DSIB criteria for teaching and learning provides a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

#### **When evaluating teaching and learning we make use of:**

- Classroom observations (learning walks and formal observation)
- Data analysis
- Analysis of students' work, next step marking and teachers' feedback
- Planning scrutiny
- Pupil interview
- Feedback from parents and wide stakeholder surveys
- Student feedback, student survey

All our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. Along with school self-evaluation and appraisal, this informs a programme of continuous professional development to address staff needs, with an in-house (lead practitioners) as well as external providers/ group school improvement partner is used to support professional development.

Senior leadership and management team (SLMT) and middle leadership team (MLT) observe lessons on a weekly basis focusing on our schools' recommendations from KHDA and our school priorities. Feedback is given and areas of development in the form of next steps and how to achieve these are provided. We support our teachers in increasing their knowledge and skills by providing continuous professional development and sharing of best practice, so that they can continue to develop their practice and ensure they contribute to improving the school's provision and overall vision as stated in the UAE National Agenda and the schools' guiding statements.

### **Roles and responsibilities**

#### **CEO/ Board and School Improvement partners**

The Board and school improvement partners will carry out regular internal reviews to monitor standards of teaching and learning across the school and provide support as needed.

#### **Senior Leadership team**

The members of the leadership team are accountable for standards of teaching and learning across the school. They are responsible for monitoring the effectiveness of teaching and learning strategies in raising student attainment. They will ensure that appropriate in-service training and appraisals promote good quality teaching; support the use of appropriate teaching strategies by allocating resources effectively. Leadership team will also



monitor the health and safety regulation ensuring that the school building and premises are safe and best support successful teaching and learning.

### **Subject leaders/ HODs /Team leaders/ Heads of Grades**

To be effective, collaboration between all leaders is required. All leaders need to take responsibility in achieving the highest standards of teaching and learning in all subjects, supporting their team members and senior leaders.

### **Teachers**

Teachers are responsible for meeting all of the non-negotiables for teaching which are noted in the Teacher's handbook. They must comply with the Innoventures Teacher Standards which are aligned with KHDA guidance and the UAE Teacher Competency Standards.

### **Role of Parents/ Guardians**

We believe parents have a fundamental role to play in helping children to learn.

We engage parents in their child's learning by:

- Keeping them informed about the curriculum through curriculum guides and unit newsletters
- Holding parent teacher conference to discuss progress
- Inviting parents to classroom, events and performances
- Publishing documents and updates on the school website
- Being available whenever possible for informal discussions at the beginning and end of the day
- Toddle and Managebac

We believe parents have a responsibility to support their children and the school in the implementation of school policies:

We would like parents to:

- ensure that their child is attending school regularly
- ensure that their child is equipped for school and prepared to participate in educational activities
- do their best to keep their child fit and healthy to attend school
- keep the school informed if there are matters outside of school that are likely to affect a child's performance or behavior at school
- promote a positive attitude towards school and learning in general
- support school in the promotion of positive and appropriate behavior
- lend support by coming in as guest speakers or as guest readers.

### **Appendix:**

- 10 Brilliant Basics
- PM Competency Grid
- PM Cycle
- PD log

### **Policy review**

We acknowledge that this policy and our understanding of learning need to be reflective and open to new research in order for our teaching and learning to be successful.



The policy will be reviewed on an annual basis, though any deficiencies or weaknesses in teaching and learning will be remedied without a delay.

*Policy updated June 2024*

