

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

**SCS Through School Learning & Teaching Policy
2026-2028**

Safa Community School

Learning and Teaching Policy

Contents

- 1. Our vision for learning**
- 2. Our model for excellent teaching**
- 3. Adaptive Teaching**
- 4. Learning environments**
- 5. Monitoring, Evaluation and Impact**
- 6. Role and Responsibilities**
- 7. Supporting Documentation for Learning and Teaching**

Learning and Teaching Policy

1. Our vision for learning

What we want our learners to become

Since Safa Community School opened in 2014, developing high-quality Teaching and Learning has been central to the core aims of the school. At the heart of this is the belief that we enable students to achieve success today and be fully prepared for tomorrow. To achieve this, teachers plan student-centred, interactive lessons that are appropriately challenging for all learners. The staff at Safa are committed to continually improving their practice.

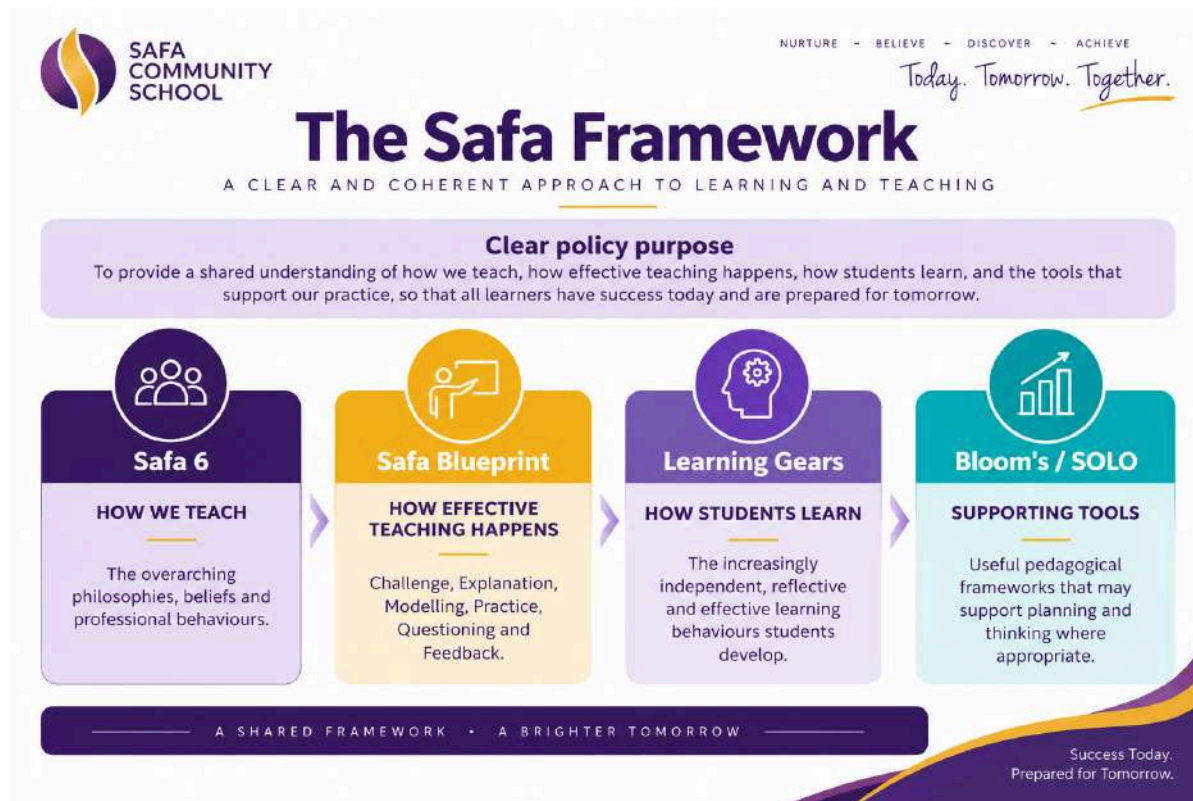
At Safa Community School, excellent teaching is purposeful, responsive and ambitious. Teachers use secure subject and pedagogical knowledge to provide appropriate challenges, explain and model new learning clearly, provide purposeful opportunities for practice, use questioning to deepen thinking and use assessment and feedback to adapt teaching. Through these practices, students progressively develop the knowledge, skills, independence and learning behaviours required to succeed today and be prepared for tomorrow.

Furthermore, the teaching at Safa Community School upholds the principles of equality, respect, and tolerance. We do not tolerate any discrimination against pupils based on their personal characteristics. Instead, we strive to create an inclusive learning environment where every student is valued and empowered to reach their full potential.

2. Our model for excellent teaching

Safa 6, Blueprint and Learning gears

The Safa 6, Safa Blueprint and Learning Gears provide a coherent framework for excellent teaching and learning across Safa Community School. Together, they provide a shared language and evidence-informed principles that support consistently high-quality teaching while enabling teachers to exercise professional judgement and respond to the context, curriculum and needs of their learners. Teachers can use these frameworks to reflect on practice, identify areas for refinement and continually strengthen their impact on student learning. The effective application of these frameworks ensures that excellent teaching is not defined by a prescribed lesson structure or set of strategies, but by the quality of professional decisions teachers make and the impact these have on students' learning, progress, independence and wellbeing.



Safa 6

Within the framework of the Safa 6 we embed a culture of 'aligned autonomy'. This culture enables each phase, subject area, year group, or curriculum area to interpret and apply the six standards in ways that reflect their specific context and curriculum intent, while maintaining a shared and unwavering commitment to high-quality teaching. This balance between consistency and professional autonomy enables teachers to make informed decisions about pedagogy rather than follow a prescribed approach. All teaching staff are performance managed using these six teaching standards, which provide a clear foundation for professional reflection, development and accountability.

Safa Blueprint

The Safa blueprint identifies evidence-informed approaches that underpin excellent teaching and effective learning at SCS. These principles should be evident over time but will look different in their application according to the subject, phase, curriculum intent and the needs of the learners. They are not intended as a lesson checklist or prescribed lesson structure but rather as a professional toolkit that teachers draw upon purposefully and responsively to ensure that teaching has a sustained positive impact on learning over time. Teachers are expected to select and adapt approaches according to what will best support students to acquire knowledge, develop

understanding, think deeply and increasingly apply their learning independently.



Safa Learning Gears

The Safa Learning gears are signposted by staff to ensure that students understand and apply the learning behaviours and skills that support successful learning across the curriculum. The gears have been designed to ensure consistency across the school and ensure that students are increasingly active, reflective and independent participants in their learning. They provide students with a shared language for thinking about how they learn and enable them to take increasing ownership of their progress, learning behaviours and next steps. The gears support the development of students' skillsets to improve their ability to:

- Ask questions and think critically
- Make connections between new and prior learning
- Respond constructively and act upon feedback
- Reflect on their progress and identify next steps
- Collaborate with their peers and communicate respectfully
- Take increasing responsibility for managing their own learning



3. Adaptive Teaching

At Safa Community School, adaptive teaching ensures that all students experience ambitious, purposeful learning that responds to their starting points, needs and progress. Teachers maintain high expectations for all learners and use their knowledge of the curriculum, students and evidence of learning to make informed professional decisions. Our approach is underpinned by a continuous **Anticipate → Assess → Adapt → Check Impact cycle**. Teachers anticipate prior knowledge, potential misconceptions, barriers and opportunities for challenge. Teachers use Assessment for Learning (AFL) to continually identify what students know, understand and can do and adapt explanation, modelling, questioning, scaffolding, resources, practice, feedback or challenge in response. Adaptations are purposeful and responsive, maintaining ambitious learning outcomes and promoting increasing independence. Teachers then check the impact of their adaptations on learning and use this evidence to determine next steps. In this way, assessment is used to inform action and teaching remains purposeful, inclusive, ambitious and responsive. e appropriate support and challenge and evaluate the impact of learning.

4. Learning environments

Learning environments are purposeful, inclusive and designed to support learning rather than decoration. Physical and digital learning environments should enable students to access resources, understand expectations, make connections with prior learning, practise, receive feedback and increasingly work independently.

Technology and AI should be used where they improve the quality, accessibility, efficiency or depth of learning. Their use should be purposeful rather than habitual and should not replace thinking, dialogue, practice or human interaction required for learning. All use should align with relevant safeguarding, digital safety and academic integrity guidance.

5. Monitoring, Evaluation and Impact

The quality and impact of teaching and learning are evaluated through a range of evidence, including learning walks, student voice, book reviews, curriculum reviews, lesson observations, assessment information and professional dialogue. No single source of evidence is used in isolation; leaders triangulate evidence to develop a secure understanding of the quality of provision and its impact on students' learning, progress and experience.

Quality assurance is developmental, collaborative and improvement focused. Through a continuous cycle of **Expectations → Monitor → Evaluate → Review →**

Impact, leaders identify strengths, priorities and opportunities for development across phases, subjects and groups of learners. Findings inform professional development, coaching, curriculum development and strategic priorities, with leaders subsequently evaluating the impact of actions taken and using this evidence to inform further improvement.

6. Roles and Responsibilities

Teaching and learning is a shared responsibility. Everyone within Safa Community School contributes to creating the conditions in which students can succeed today and be prepared for tomorrow.

Senior Leaders

Set direction & assure quality - Establish a clear vision for excellent teaching and learning, ensure appropriate resources and professional development, and evaluate impact across the school.

Teaching & Learning Team

Develop & support practice - Lead the development of the Safa 6, Safa Blueprint and Learning Gears; provide coaching and professional learning; identify and share excellent practice; and use quality assurance evidence to inform improvement.

Middle Leaders

Lead & improve practice - Translate the Safa Standards into their phase or subject context, support and develop colleagues, monitor the quality of provision and respond to evidence about student learning.

Teachers

Create excellent learning - Know their students and curriculum, plan ambitious and responsive learning, use the Safa Blueprint purposefully, adapt teaching according to need, assess understanding and continually reflect on and develop their practice.

Students

Take increasing ownership - Engage actively, think critically, ask questions, practise, respond to feedback, collaborate effectively and increasingly manage and reflect on their own learning through the Learning Gears.

Parents & Governors

Support & challenge - Parents support learning, engagement and communication between home and school; governors provide strategic oversight and appropriate challenge to ensure the school's vision for teaching and learning is realised.

Teaching and Learning

SLT Line Managers and Heads of Department (HOD) will:

- Be responsible for the day-to-day management of the policy and systems pertaining to Quality Assurance of T&L within their teams.
- Ensure that staff are planning and delivering lessons that are aligned with the Safa Blueprint and enable all students to make good progress.
- Keep their Line Manager informed of any areas that are of a concern.
- Arrange relevant staff and student training, determine how best to involve parents in the solution of individual problems.
- Maintain accurate records of quality assurance activities, actions and follow-up.
- Analyse assessment data effectively to identify trends, strengths and priority areas using insights to shape monitoring cycles, professional development and strategic teaching and learning initiatives within their subject, year group or area of responsibility.

The Teaching and Learning Team will:

- Be responsible for design and implementation of policies and systems pertaining to Quality Assurance of T&L across the school.
- Design and lead whole school quality assurance cycles in relation to Teaching and Learning.
- Provide non-judgemental support through mechanisms such as observation, planning support, coaching, and acting as role-models.
- Identify areas of excellent practice used by teachers. They will then encourage and facilitate the sharing of these strategies.
- Design and implement an effective T&L Professional Development (CPD) programme.
- Maintain accurate records of quality assurance activities, actions and follow-up.
- Analyse assessment data effectively to identify trends, strengths and priority areas using insights to shape monitoring cycles, professional development and strategic teaching and learning initiatives.
- Ensure the consistent use of SCS Learning Skills across the school by modelling effective practice, supporting staff training and monitoring how the learning skills are embedded in planning, teaching and student reflection.

Safa Teachers will:

- Plan and deliver lessons using the Safa 6 and Safa Blueprint as their guiding models.
- Be proactive in approaching the team for ideas and guidance.
- Engage in the opportunities that are offered through the Professional Development programme.
- Reflect on their own practise through the Appraisal system and take necessary action to further support their development.
- Ensure accurate and timely record-keeping.
- Plan learning using SCS Learning Gears (Appendix 3) to build independence, challenge and metacognitive awareness.
- Use assessment data effectively to inform planning, adapt teaching and identify students requiring targeted support or extension.

Safa Students will:

- Bring their own personal device to school.
- Ensure they bring the correct equipment to lessons.
- Maintain high levels of attendance.
- Get to lessons on time.
- Participate fully in the learning activities.
- Complete tasks to the very best of their ability.
- Utilise learning skills effectively to support progress and attainment.

Safa Parents will:

- Support their child by ensuring they have the correct equipment.
- Have regular conversations with their son/daughter about their progress.
- Attend relevant Parental Information and Parents Evenings to discuss their child's progress with teachers.
- Contact the relevant member of staff if they have any concerns about any of their child's learning.

Other Stakeholders

- Governors will liaise with the Principal about teaching and learning and ensure that excellent resources and CPD opportunities are available to staff.

Digital Teaching and learning and AI

Safa Teachers will:

- Embrace opportunities to use technology and Artificial Intelligence (AI) as a way of engaging students and supporting all learners.
- Facilitate students' use of technology, if appropriate, to encourage ownership of learning.
- Provide opportunities for students to use a range of technologies appropriately to support and enhance the learning process.
- Demonstrate, where appropriate, to students how to consolidate and extend their learning by using technology.
- Identify moments for students to use technology collaboratively and creatively to solve problems.
- Integrate technology and AI purposefully into lessons in a way that extends learning and deepens thinking when relevant.

Safa Students will:

- Stay safe online using the SCS E-safety guidelines (See SCS E-Safety Policy)
- Follow the SCS code of conduct for BYOD (Bring Your Own Device).
- Demonstrate our learning using creative digital platforms.
- Explore digital platforms such as but not limited to; Google Classroom, Century Tech, NotebookLM and GCSE Pod which support and challenge our learning.

Safa parents will :

- Reinforce and discuss the importance of online safety.
- Encourage children to utilise online learning platforms.
- Celebrate children's work and the process of learning.

7. Supporting Documentation for Learning and Teaching

In order to ensure consistency and support for our classroom practitioners, they should use the following supporting documents:

- SCS Marking and Feedback Policy
- SCS Assessment Policy
- Pupil Progress Analysis and Meetings
- SCS Curriculum mapping documents
- SCS Teaching and Learning Schedule
- SCS Distance Learning Policy
- SCS BYOD Policy

Next Review Date: June 2027

This policy should be read in conjunction with the following policies:

- Pastoral Care
- Assessment
- Feedback
- Curriculum
- E-Safety Policy