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 Secondary Learning and Teaching Policy 2022-2023**

**Safa Community School
Learning and Teaching Policy**

**Contents**

1. Rationale
2. Purpose
3. SCS Learner Qualities (appendix 1- amended for Secondary)
4. SCS Learning Skills (appendix amended for Secondary)
5. SCS Personalised Learning
6. SCS Secondary Virtual Marking and Feedback Policy for Distance Learning
7. SCS Learning Environment
8. SCS Digital Learning
9. Monitoring and Evaluating
10. Appendix

Tel: 04 3851810
www.safacommunityschool.com

## 1. Rationale:

This policy reflects the unique values and ethos of SCS and directly links to the school's vision. Our Safa values (Respectful Independent Thinkers, Personalised Academic Success, Caring Family Culture, Purposeful Learning Experience) play an integral part in growing both children and teachers.

At Safa Community School (SCS), our learning and teaching is driven through our:

- Safa Learning Environments

- SCS Learner Qualities (see **Appendix 1**)

- SCS Learning Skills (see **Appendix 4)**

- SCS Personalised Learning

- Educational Online Platforms

## 2. Purpose:

At SCS we aim to enable our learners to have success for today and be prepared for tomorrow. We believe the following areas are crucial in providing our children with daily engaging learning opportunities that will enable them to develop academically, emotionally and socially whilst also providing them with lifelong learning skills. At SCS we firmly believe happiness, health, a growth mindset and self belief are key factors for a successful life learner. Through using our 6 learning gears; Identify, TEAM, Critical Thinking, Self Manager, Thinking and Questioning and Connecting the Dots, children learn how to learn. We want all our children to flourish and to be prepared for the challenges of tomorrow utilising their SCS learning skills.

### 3. SCS Secondary Learner Qualities (*see Appendix 1*)

**As children we:**

- Are aware of the Safa Learning Skills which enable us to be holistic adaptable learners both at school and at home.
- Are leaders in our own learning
- Engage with the world around us through real life concepts.
- Question everything before making a reasonable decision and are curious to discover.
- Are driven by our interests and hobbies out of school.
- Know that it is important to be different and we are open to working with people that we are asked to work with.
- Can work collaboratively with a range of people in a team and do our part to achieve a common goal.
- Are determined to succeed in our studies and act upon the feedback provided by teachers.
- Demonstrate learning grit in our learning and we understand that being resilient helps us to be successful.
- Are not afraid to be wrong and we can make choices and decisions in our learning.
- Have positive attitudes towards our learning using a growth mindset.
- Have inner motivation and self discipline, through cultivating good study habits.
- Wonder to generate ideas and can develop these to come up with a new understanding or idea.
- Have a passion and a love for learning
- Utilise and engage with all online platforms to further support our learning journeys.
- Enjoy participating in an innovative and inspiring curriculum that prepares us for our future. We initiate our own ideas and choose to follow our own interests

**As teachers we:**

- Provide opportunities for children to be innovative and creative. We encourage them to take risks in their learning.
- Promote and foster the recognition of our children's well-being through strategies that enable them to learn from their mistakes and find solutions.
- Promote children to work together by scaffolding their TEAM strategies using the rubrics.
- Encourage children to think for themselves by enabling them to complete inquiry based projects as well as publishing their own work on Google

Classroom.

- Keep up to date with the most recent developments in technology and online platforms such as GCSE Pod, Google Classroom, Maths Watch, Seneca and Century.
- Have high expectations of the children in all aspects of the Safa Learner Qualities.
- Provide opportunities for the children to reflect and uplevel their work based on their feedback.
- Promote an environment where children confidently provide one another with peer assessment to enhance their learning opportunities
- Have an open door policy regarding parental communication, enabling us to develop effective relationships with parents in order to enhance the learning of their children.

**As parents we:**

- Recognise that a modern curriculum will prepare our children as holistic learners for the future.
- Encourage and foster independence in our children as self managers when completing work
- Use the bi-annual reports and dialogue with class teachers ,as tools to speak to our children about their qualities as a Safa learner.
- Engage and discuss all posts on Google Classroom from across the curriculum.
- Encourage use of online platforms to support and challenge our children.

4. **Learning Skills** (*See appendix 4*)

**As children we:**

- Always have high expectations of our own abilities.
- Discuss, debate and reflect to enhance our own performances.
- Show independence and organisation when posting work to Google Classroom.
- Think creatively and critically and apply this to real life situations.
- Have a shared understanding of the importance of well being, enabling us to become successful learners.
- Lead our peers and are willing to be led.
- Take risks in our learning.
- Are reflective learners who are emotionally resilient and can manage our attitudes, using strategies such as Growth Mindset
- Master lifelong learning skills and transfer these to other areas of our lives.
- Understand and respect the history and cultures of the UAE as well as countries from all over the world.

● Are independent learners and effective communicators.
● Recognise that feedback has the biggest impact on our learning.
● Make links in our learning.
● Use technology to solve problems creatively and develop products .
● To collaborate and listen to others point of view.
● Utilise our online learning platforms as effective self managers.

**As teachers we:**

● Have a holistic view of each individual child and value their overall happiness.
● Create relevant cross-curricular lessons within meaningful contexts.
● Create flexible, calm and safe learning environments where teachers and children have mutual respect.
● Make problem-solving and innovative opportunities an intrinsic part of our lessons.
● Scaffold children in becoming effective communicators.
● Model necessary strategies to ensure all children become reflective learners.
● Continuously embrace professional development and personal reflection to ensure we are using the newest and most engaging teaching strategies.
● Plan activities that exploit the interests of our learners and allow them to work both independently and collaboratively.
● Utilise our new learning platforms to further support and challenge our learners.

**As parents we:**

● Encourage our children to be resilient learners by embracing a growth mindset.
● Model reflective strategies and act on feedback given.
● Model being a good citizen of the world and how to treat others.
● Use the strategies at home which SCS recognises and encourage their use throughout everyday life.

5. **SCS Personalised Learning**

**As children we:**

● Have the opportunity to learn and achieve to the best of our ability.
● Receive timely, focused feedback which guides learning forward and requires action and a response.
● Can discuss Bloom's taxonomy learning verbs which guide us through the cognitive domain of critical thinking and allow us to identify our level of understanding. *(Appendix 3)*
● Are actively involved in setting and reviewing our own personalised targets.
● Reflect on our learning based on our SCS Learning Skills (*see Appendix 4)* which supports us to take ownership over our own learning and mindsets.

- Use a range of digital platforms where appropriate to help support and deepen our learning as well as challenge ourselves.

**As Teachers we:**
- Ensure that learning and teaching approaches meet the personal, social, emotional and academic needs of all including SEND, EAL and MAGT children both onsite and Distance Learning.
- Ensure that all learning experiences have clear learning outcomes and well planned success criteria where pupils are provided with opportunities to make better than expected progress.
- Use effective characteristics of mastery learning (*Appendix 2)* to challenge and extend those who have already met curriculum objectives.
- Ensure teaching approaches include a balance of whole-class, group and individual activities based on individual needs and next steps.
- Ensure pupil's progress and attainment is tracked, moderated and targeted constantly throughout the academic year against curriculum objectives.
- Use a wide range of teaching methods for different learning styles.
- Provide relevant support for new children, children with SEND and MAGT children using Edukey.
- Ensure that Teaching Assistants and LSAs are used effectively to maximise progress for all.
- Use Century Learning to create individual pathways for each child.

**As parents we:**

- Take an interest in our child's learning, targets and next steps through attendance at Meet the Teacher, Parental engagement and discussions with our child and their teachers.
- Support the community of Safa and have the same expectations at home and in the wider community.
- Support our child to use century learning to continue to develop their own individual pathway.

## 6. Safa Secondary Virtual Marking and Feedback for Distance Learning

- Google Classroom Submitted Assessed Work

Classwork turned in on Google Classroom, is marked using the Safa Flightpath, to ensure consistent and appropriate feedback. Pre recorded video / screencastify and written Google Classroom / Doc comments, using the SCS Flightpath.

- KS4 and KS5 Coursework and Exam

For KS4/5 students receive feedback on coursework and exam-style questions, using pre recorded video / screencastify and written GC / Doc comments, using GCSE / A Level assessment criteria.

- Live Lesson Verbal Feedback

During live face: face sessions, teachers will naturally provide instant verbal feedback, at a 1.5m distance. Teachers share a reminder of the verbal feedback at the end of the lesson via Google Classroom, to support their study further.

- Learning Conversation

Marking is only effective if students are given an opportunity to **reflect** on their work, to ensure that they understand how to progress to the next SCS Flightpath / GCSE / A Level grading. Following any marking and feedback, students engage with the feedback by responding to the marking as appropriate using the success criteria.

## 7. Safa Learning Environment

**As children we:**

- Create a positive and safe working environment by listening and supporting our peers.
- Maintain social distancing rules.
- Explore all the resources available and familiarize ourselves with them to support our progress.
- Share our ideas and opinions.
- Understand that making mistakes together is all part of the learning journey.
- Actively take part in creating our learning environments and working collaboratively to design useful visual resources.
- Respect our learning spaces by using resources responsibly.

**As teachers we:**

Tel: 04 3851810
www.safacommunityschool.com

- Have engaging, safe and inspiring classrooms created for purposeful inquiry whilst adhering to social distancing regulations.
- Create learning areas to encourage the development of international mindedness where teachers and children show respect, tolerance and empathy towards others.
- Celebrate individual and collaborative achievements, ongoing learning and thinking in progress.
- Provide a safe, supportive, engaging and appropriately challenging learning environment.
- Develop purposeful and empowering learning platforms to enable children to be autonomous learners.
- Create positive working environments where mistakes are seen as part of the learning process.
- Value contributions from and listen to all children.
- Foster positive relationships with all children and parents.
- Develop spaces that adhere to social distancing rules where children are safe and can still participate in learning activities.
- Develop learning spaces that are calm, safe and secure which can support inquiry based learning.
- Provide opportunities for learning to be taken outside of the classroom.

**As Parents we**

- Understand that children's achievements are celebrated through displays.
- Respect and acknowledge all the guidelines to maintain a safe working environment for our children.


8. **Safa Digital Learning**

**As children we:**

- 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, GCSE Pod, Maths Watch and Accelerated Reader which support and challenge our learning.
- Use my subject book to record learning and publish my work on Google Classroom if requested.
- Give peer feedback in lessons where required.
- Create and innovate projects using digital media.
- Read and comprehend online books using Accelerated Reader.

**As teachers we:**

- Promote safe use of online tools.
- Support the school's BYOD policy.
- Foster positive use of digital tools to enhance learning.
- Prepare engaging and exciting learning that can be accessed digitally.
- Provide feedback through a range of platforms to stimulate further learning.
- Experiment with new digital tools, new platforms and the latest forms of technology to engage 21st century learners.
- Model creative ways for children to design and publish their work online.

**As parents we:**

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

**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 Principles for Assessment for Learning (Secondary)
- SCS Secondary Marking and Feedback Policy.
- Pupil Progress Analysis and Meetings
- SCS Curriculum Documents
- SCS Monitoring and Evaluation Schedule
- SCS CPD Schedule
- SCS Learning and Teaching Analysis
- SCS Distance Learning Policy
- SCS BYOD Policy
- Learning Environments Policy

9. **Monitoring and Evaluating:**

The school has a board of governors, Senior Leadership Team and senior leaders for Learning and Teaching who regularly monitor Learning and Teaching in their areas of responsibility.

**Next Review Date: June 2022**
**This policy should be read in conjunction with the following policies:**

- Pastoral Care
- Assessment
- Feedback
- Curriculum

Tel: 04 3851810
www.safacommunityschool.com

● E-Safety Policy

**10. Appendix**
_Appendix 1_

SCS Learner Qualities:

● Growth Mindset
● Team/Family
● Curious
● Accept and Understand Others
● Perseverance
● Risk Takers
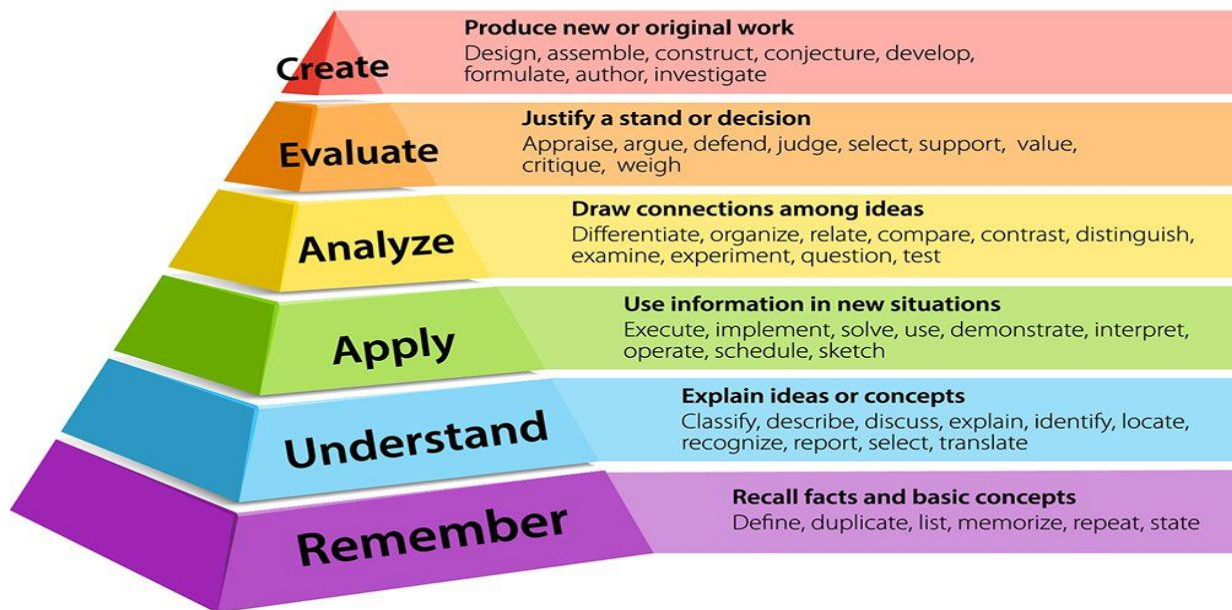● Sustainable Environment



_Appendix 2_

Characteristics of Mastery Learning:

| Characteristic | Meaning |
|---|---|
| Independency | Apply the skills of knowledge without recall to the teacher. |
| Fluency | Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding. |

| | |
|---|---|
| Application | Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum. |
| Consistency | Consistently use their skills, knowledge and understanding. |
| Synthesise | Organise ideas to make connections with other areas of learning and new areas. |
| Re-visit | Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty. |
| Explain | Able to explain to others their understanding and perhaps be a learning buddy to others. |

***Appendix 3-*** Bloom's Taxonomy:

# **Bloom's Taxonomy**

**Create** — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

**Evaluate** — Justify a stand or decision
Appraise, argue, defend, judge, select, support, value, critique, weigh

**Analyze** — Draw connections among ideas
Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

**Apply** — Use information in new situations
Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

**Understand** — Explain ideas or concepts
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

**Remember** — Recall facts and basic concepts
Define, duplicate, list, memorize, repeat, state

***Appendix 4***

Secondary Learning Gears:

Tel: 04 3851810
www.safacommunityschool.com