

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 كومينيوتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

SCS Through School Learning and Teaching Policy 2024-2026

Safa Community School Learning and Teaching Policy

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1. Rationale

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-centered, interactive lessons that are appropriately challenging for all learners. The staff at Safa are committed to continually improving their practice.

Furthermore, the teaching at Safa Community School upholds the principles of equality, respect, and tolerance. We ensure that our curriculum and teaching methods fully support and promote fundamental values, including democracy, the rule of law, individual liberty, mutual 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. Aims

The Safa 6 and the Safa Blueprint provide the structure for the key components necessary for excellence. Teachers can use these to evaluate their practice and understand what could be included for them to move forward. By using the Safa 6 and the Safa Blueprint as planning tools Safa aims to deliver excellent lessons that stimulate all students and enable them to fulfill their potential.

3. Safa Six

In order to continue our drive for excellence, in 2023, SCS embarked on a journey to 'Beyond Outstanding'. The process entailed developing an aligned vision in which to frame our teaching and learning approach and seek clarity over the components we believe have the greatest impact on students at SCS. It is our belief that a consistent approach and understanding will provide increased opportunities for cross-phase collaboration and professional learning. The overarching goal is for SCS to be recognised for its commitment to excellence in teaching, learning, and professional growth within the UAE.

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Within the framework of the Safa 6 we embed a culture of 'aligned autonomy'. This culture grants each phase, subject area, year group, or curriculum area the autonomy to interpret each component in a manner that aligns with their specific context, with the assurance that the overarching language of educational excellence remains unwaveringly consistent.

Our collective understanding of educational excellence, encapsulated by the Safa 6, encompasses the following key components:



THE 'SAFA 6'
OVERARCHING TEACHING STANDARDS

The 'Safa 6' defines our philosophies, beliefs and approaches to teaching and learning at Safa Community School

BUILDING POSITIVE RELATIONSHIPS	EFFECTIVE PLANNING & USE OF RESOURCES	LANGUAGE FOR LEARNING	EFFECTIVE & PRODUCTIVE USE OF DATA	PROFESSIONAL RESPONSIBILITIES	INNOVATION & TECHNOLOGY
<ul style="list-style-type: none"> Set goals that stretch and challenge pupils of all abilities. Have clear rules and routines in classrooms. Manage classes effectively in order to involve and motivate pupils. Develop and maintain good relationships with pupils. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. 	<ul style="list-style-type: none"> Impact knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity. Reflect systematically on the effectiveness of lessons and approaches to teaching. Contribute to the design and provision of an engaging curriculum. 	<ul style="list-style-type: none"> Provide learners with the knowledge and understanding of language they need to achieve proficiency and reading comprehension, across the curriculum. To teach core competencies for developing highly engaged, self-motivated learners: <ul style="list-style-type: none"> • Listening & understanding; • Thinking before speaking; • Speaking clearly & concisely; • Asking thoughtful questions; • Giving high-quality answers; • Backing up opinions with reasons and evidence; • Agreeing thoughtfully; • Disagreeing respectfully 	<ul style="list-style-type: none"> Know and understand how to assess the relevant subject and curriculum areas. Make use of formative and summative assessments to secure pupils' progress. Give pupils regular feedback, both verbally and through accurate marking, encouraging pupils to respond to the feedback. Consider the importance of pastoral data (attendance/well-being) to support pupils' needs. 	<ul style="list-style-type: none"> Make a positive contribution to the wider life and ethos of the school. Develop effective professional relationships with colleagues. Communicate effectively with parents with regards to pupils' achievements and well-being. Take responsibility for improving teaching through appropriate personal development, responding to advice and feedback from colleagues. 	<ul style="list-style-type: none"> Adopt innovative teaching and learning strategies that develop pupils' knowledge and understanding. Facilitate pupils' use of technology, if appropriate, to encourage ownership of learning. Provide opportunities for pupils to use a range of technologies appropriately to support and enhance the learning process. Construct opportunities to use a range of digital resources (online and offline) to further support pupil learning.

4. Safa Blueprint

Connecting to the Safa 6 is the Safa Blueprint which is designed to guide our teachers' planning and outlines what we would expect to see in an outstanding Safa lesson. These non-negotiables are:

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The 'Safa Blueprint' describes the components of effective teaching and learning at Safa Community School

CHALLENGE	EXPLANATION	MODELLING	PRACTICE	QUESTIONING	FEEDBACK
<p>Provide students with a range of learning opportunities that make them think deeply and engage in a healthy struggle.</p> <p>Have high expectations of ALL students. It is important that teachers plan lessons that allow for ALL students to work just outside of their comfort zone.</p> <p>The teacher is responsible to be responsive in lesson to provide students with the necessary support to reach the learning outcome.</p>	<p>High quality teacher talk that supports students achieving excellence.</p> <p>Explanations are tethered to something students already know, delivered in short, manageable chunks and transform abstract ideas to concrete ones.</p> <p>Two-way process where teachers interact with students to ensure their explanations have the greatest impact.</p>	<p>Guiding students through processes, step-by-step.</p> <p>Modelling in small chunks, followed by practice (and repeated), to support students grasp of processes and concepts.</p> <p>Provide high quality models that benchmark excellence in your subject.</p>	<p>'Practice makes permanent' - allow time for students to conduct quality practice. The teacher shapes learning to ensure misconceptions and misunderstandings do not become immovable.</p> <p>Practice for Fluency - knowledge established in long-term memory, allowing effortless recall.</p> <p>Deliberate Practice - students involved in healthy struggle that challenges them.</p> <p>Determined by confidence of the students in accessing learning materials.</p>	<p>Questioning works to enhance principles of explanation and modelling.</p> <p>Allows teachers to deepen and develop students understanding - simple or incomplete answers should not be accepted!</p> <p>Encourage students to think deeply, providing them time to think!</p> <p>Good questioning leads to higher levels of academic rigour.</p>	<p>Key principle of learning - timely and precise feedback keeps students on track to achieving the learning outcome and moving onto the next one.</p> <p>Feedback should be responsive, with evidence drawn from student performance.</p> <p>It should be used to inform future planning.</p>

5. Responsibilities

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
- ensure proper record-keeping.

The Teaching and Learning Team will:

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- 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.
- Develop the resources, as well as video examples of activities or strategies in action.
- Design and implement an effective T&L Professional Development (PD) programme.
- Ensure proper record-keeping.

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.

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.

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

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child's progress with teachers

- Contact the relevant member of staff if they have any concerns about any of their child's subjects.

Other Stakeholders

- Governors will liaise with HT about T&L strategies where appropriate and ensure that excellent resources are provided for an outstanding PD programme for staff.

6. Digital Learning

Safa Teachers will:

- Embrace opportunities to use technology as a way of engaging students.
- 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.
- Where appropriate will demonstrate to students how to consolidate their learning by using technology.
- Identify moments for students to use technology collaboratively and creatively to solve problems.
- Integrate technology into lessons in a way that extends learning and deepens thinking.

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, 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.

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Safa parents will :

- Consolidate the importance of online safety.
- Encourage our children to utilise online learning platforms.
- Celebrate our 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.
- Pupil Progress Analysis and Meetings
- SCS Curriculum Documents
- SCS Teaching and Learning Schedule
- SCS Distance Learning Policy
- SCS BYOD Policy
- Learning Environments Policy

8. 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 2026

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

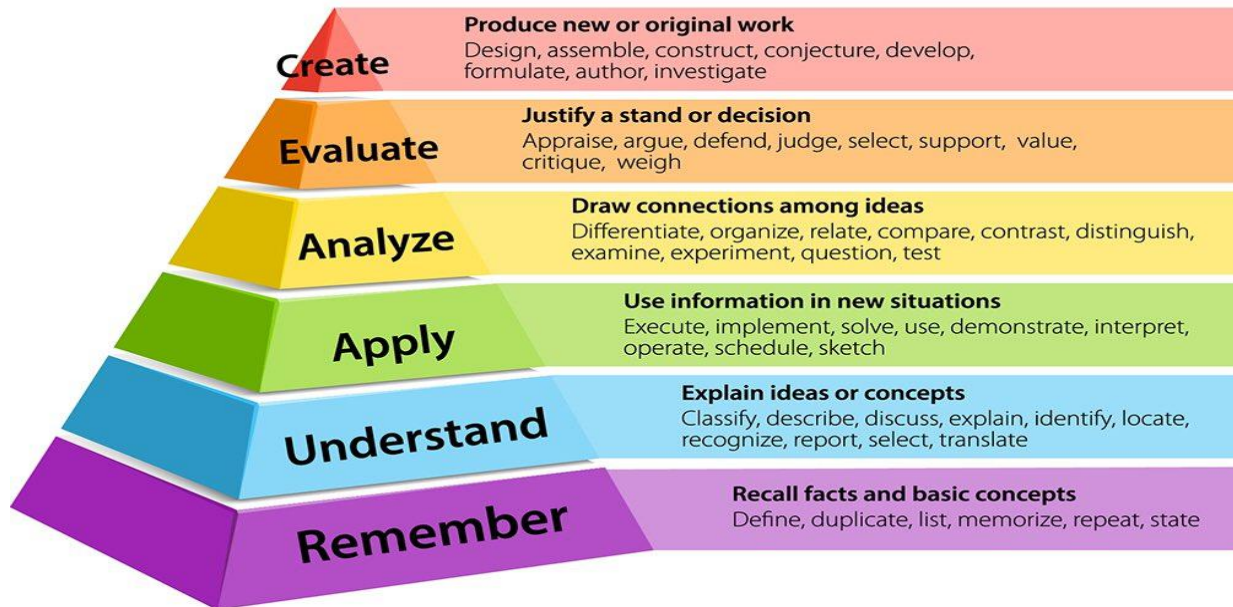
- Pastoral Care
- Assessment
- Feedback
- Curriculum
- E-Safety Policy

Appendix 1- Bloom's Taxonomy:





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Bloom's Taxonomy



Appendix 2: SOLO Taxonomy

 Uni-structural	 Multi-structural	 Relational	 Extended Abstract
Memorise Identify Recognise Count Define Draw Find Label Match Name	Classify Describe List Report Discuss Illustrate Select Narrate Sequence Outline	Apply Integrate Analyse Explain Predict Conclude Summarise Review Argue Transfer	Theorise Hypothesise Generalise Reflect Generate Create Compose Invent Originate

Appendix 3: Learning Gears

