



مدرسة أوك تري الابتدائية
Oaktree Primary School

TEACHING & LEARNING POLICY 2023-24

Principal: Ms. Shirley Atkar

Vision

Teaching across OPS is consistently moving towards good and ensures maximum student outcomes and 'no limit' attitudes. Learners are happy, engaged, and inquisitive and have the courage and confidence to exceed traditional expectations. Teachers are happy, knowledgeable, and comfortable and work with passion to maximise each learner's potential. Teaching and learning maintain a rigorous and continuous drive to be inclusive, accelerate learning and develop personalised learning pathways. Assessment systems ensure a continuum of learning and the development of personalised pathways.

Principles

At OPS, Teaching and Learning continuously strive to be outstanding and beyond. OPS works with all family members to make sure that all views are considered therefore ensuring that pupils are continually working to maximise their full potential. This policy communicates how all members of the OPS family contribute to ensure Teaching and Learning is at the core of the school and how an ethos is established so that an organic approach is created. Our staff have exceptional knowledge and a deep understanding of where pupils are at on their learning journey. The pupils at OPS develop genuine awareness of their learning and know how to progress to the next steps. To support this, our parents have access to key information regarding their child(ren) which enables relationships between parents, staff, and pupils to be strong and to ensure that learning journeys are enhanced and supported at every opportunity.

Aims:

The main aims of this policy are:

- To maintain outstanding Teaching and Learning across OPS.
- To ensure learning is accessible to all pupils at OPS.
- To establish clear expectations for Teaching and Learning.
- To ensure digital technology is fully utilised to enhance Teaching and Learning.
- To promote a consistent and coherent approach to Teaching and Learning across each phase of OPS.
- To promote a OPS and wider community understanding of Teaching and Learning.
- To ensure that Teaching and Learning fully encompasses the OPS values.

Conditions for learning at OPS:

At OPS, outstanding learning is continuous because of the environment that it occurs in. Every member of the OPS family has a responsibility to ensure these conditions remain exemplary so that pupils truly excel at every opportunity. The following aspects are key indicators that provide an outstanding learning climate at OPS.

- Our OPS core values are celebrated across the School and the OPS family. It is evident that our core values support our pupils to be the best learners they can be.
- Teachers at OPS have an unshakeable passion for their work. Pupils identify this passion whenever they interact with teaching staff and feel inspired as a result.
- The learning environment at OPS is exceptional. The climate within classrooms and around the School is highly effective for learning and promotes progress and aspiration. The environment is safe and advocates the OPS and UAE values.
- Marking and feedback is used to encourage pupils and to enable them to confidently move to the next steps of their learning.
- Parents are a key contributor to our pupils' learning journeys at OPS. All parents will be encouraged to play an active role in their child's learning and are invited to communicate regularly with teachers. Teachers will ensure that information regarding pupils' learning is shared so that ongoing and developmental support can be given from parents.
- Where appropriate, Industry Partners inspire pupils to develop across their different specialisms and ensure they are always making excellent progress.
- Monitoring at OPS is a continual, supportive process whereby schedules are adhered to, and feedback is given consistently to enhance pupils' learning.
- At OPS, all learning has a purpose. Pupils understand the differing avenues that OPS prepares them for, and they feel supported and enabled to make the right choices for themselves and their futures.
- Pupils at OPS develop a genuine awareness of learning. Our pupils are reflective, independent, and inquisitive. They are comfortable asking for help and understand that

other learners work at different paces and levels to them.

- All pupils are encouraged to be Digital Leaders. Pupil learning journeys are enhanced through digital technologies. Pupils are aware of their digital ability and how they can utilise this to enhance their learning opportunities.

Conditions for teaching at OPS

Our teachers at FPS work with professionalism, commitment, respect, and trust. Teachers strive to ensure our pupils are receiving an education at the highest level and provide an infinite number of learning opportunities. Teachers work with transparency and are always willing to share their outstanding work and collaborate with others. The following aspects are key indicators of outstanding teaching at OPS.

- Teachers create and maintain professional relationships with all staff, pupils, parents, and Industry Partners across the School.
- Teachers have access to a thorough CPD program to ensure that they feel confident and fully equipped to be able to deliver a first-rate education to our pupils at OPS.
- Teachers plan outstanding lessons that cater for all pupils so that every pupil makes accelerated progress.
- Lessons incorporate high-quality digital technology in addition to the OPS values to enhance the learning.
- Teaching will ensure that pupils are learning at every opportunity and will include a variety of activities that support learning. For example, but not limited to; group work, project work, cross-curricular activities, use of digital technologies, cross-faculty collaboration, independent study.
- All teachers will be involved in the supportive Performance Management process that will directly impact on Teaching and Learning where teachers strive to reach aspirational goals. Through this process, teachers will be encouraged to carry out action research to keep abreast of current updates and changes within education.

- Teachers will work together to share ideas and to always produce outstanding delivery.
- Teachers are welcomed to share their thoughts and opinions on the Teaching and Learning policy or on aspects regarding this through the Athena Education Director , School Principal and Head of Primary.
- The SLT will enable teachers to develop on their own professional journeys and will identify developmental and leadership opportunities for our staff.

Teaching and Learning responsibilities at OPS:

SLT

The Executive and Senior Leadership Team will work on:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, high standards of achievement and effective behaviour for learning.
- Determine, organise and implement a full, broad, inclusive and aspirational curriculum.
- Ensure OPS adheres to KHDA requirements and other appropriate international guidelines.
- Ensure that effective support and challenge is available and planned for all pupils.
- Ensure that the digital facilities are of the highest standard to enhance Teaching and Learning.
- Ensure all staff have access to high quality and tailored CPD to improve the quality of Teaching and Learning throughout the School.
- Ensure monitoring and evaluating procedures are consistently adhered to and feedback is given to continuously update practice.
- Develop strong links with industry and the community to ensure Teaching and Learning is enhanced through our accelerated curriculum.
- Create and maintain excellent relationships and partnerships with parents to improve the experience for their child at OPS.

- Ensure that staff gain recognition for their work and that best practice is frequently shared amongst the staff to maintain high standards.
- Ensure that pupils' work is celebrated and consistently recognised throughout OPS.
- Meet to discuss Teaching and Learning on a regular basis.

HEADS OF DEPARTMENT - SUBJECT LEADERS/DIRECTORS OF KS/YEAR LEADER(PRIMARY)

Heads of FS/Heads of Key stage will work to:

- Lead the Department/Key Stage by example and set high standards.
- Set Teaching and Learning priorities for the Department/Key Stage within the context of the OPS School Improvement Plan.
- Be accountable for the standards of teaching, learning and pupil progress within the Department/Key Stage.
- Implement monitoring, evaluation, and review procedures within their Department/Key Stage.
- Ensure the independent learning structure and policy is adhered to across the Department/Key Stage.
- Plan for the development of their areas in both the long and medium term. These plans will include the high-quality use of digital technologies and the UAE and OPS values. These plans will also detail how Teaching and Learning is inclusive for all pupils at OPS.
- Ensure the learning environments across the areas are exemplary and follow the climate for learning guidelines.
- Identify professional development requirements across the areas to continuously develop Teaching and Learning.
- Ensure that information regarding the curriculum and Teaching and Learning is up to date, particularly when visible to all stakeholders.
- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Teaching and Learning.

CLASSROOM TEACHERS

Classroom teachers will work to:

- Lead by example and set consistently high standards for the pupils in their class.
- Plan effectively and deliver lessons that are individualised for each pupil within the group, ensuring challenge and support as appropriate.
- Monitor pupil progress using a variety of assessment methods.
- Create a secure and stimulating climate for learning that motivates learners and accelerates their learning.
- Support pupils in their learning and help them become confident, independent learners, using the OPS values explicitly and implicitly to enhance the pupils' progress towards their targets.
- Use digital technology to enhance Teaching and Learning at all available opportunities.
- Follow the OPS Behaviour Policy.
- Maximise the use of other adults within the learning areas and provide key question(s) for support staff to promote pupil progress.
- Ensure that pupil work is marked in alignment with the Marking Policy (see Assessment, Reporting and Recording Policy) with clear feedback given.
- Adhere to the independent learning structure and policy to enable pupils to maximise their potentials across their subject.
- Communicate with parents to keep them up to date with their child's learning and progress.
- All classroom teachers will attend Teaching and Learning Professional Development Time.

SUPPORT STAFF

Support staff will work to:

- Work collaboratively with the class teacher in planning for Teaching and Learning.
- Support pupils in specific aspects of their learning as agreed with the class teacher.

- Answer the key question(s) given by the teacher for the lesson to promote pupil progress.
- Be a positive role model for all pupils so that they are exemplary learners and know what is expected of them.
- All support staff are encouraged to attend Teaching and Learning Professional Development Time and any specific training relating to the needs of pupils.

PARENTS AND CARERS:

Parents and carers will work to:

- Support initiatives of OPS that involve collaboratively working together to raise pupil achievement.
- Encourage and support their child to work and achieve their full potential.
- Prepare key questions to ask the teacher after data captures or during the Parent Review Meeting to support their child's learning.
- Supportively communicate with teachers to enable learners to maximise their progress.
- Enthuse and support them with their independent learning to ensure a high standard of completion.
- Attend meetings regarding their child to support the Individualised Learning Journey at OPS.
- Participate in feedback regarding aspects of the School so that OPS continues to enhance Teaching and Learning.

PUPIL PARLIAMENT:

The Pupil Parliament will work to:

- Participate in feedback regarding aspects of the School so that OPS continues to enhance Teaching and Learning.

LEARNERS:

Learners will work to:

- Continuously strive to achieve their goals. They will respect the rights of others who do the same.

- Take responsibility for their own learning and be proactive in progressing their learning to maximise their full potential.
- Complete independent learning and ensure deadlines for this are met.
- Actively participate in lessons and be innovative in their approach.
- Be mature and focused about their learning and constantly assess their own learning journey.
- Ensure deadlines are adhered to.
- Discuss their learning with teachers and parents in order to maximise their progress.
- Always model the OPS core values and understand how they are used to improve their learning.

Planning at OPS:

To ensure that planning is continually at a high standard:

- Head of Foundation Stage (FS) and Heads of Key Stage (Primary) will digitally produce long (year) and medium (term) term plans that will be shared with all staff in their areas.
- For formal lesson observations, classroom teachers will fully plan their lessons digitally. They will use the OPS lesson plan template to do this.
- For every lesson, classroom teachers' minimum planning will indicate.
 - a) the lesson Objective (LO).
 - b) a minimum of three success criteria (SC) that increment through the language of Blooms.
 - c) the challenge for pupils who will require this.
 - d) brief notes to support inclusivity for each pupil.
- Classroom teachers will use CAT4 and assessment data from their pupils to inform planning.
- Classroom teachers will share planning with support staff prior to the lesson. Classroom teachers will create a minimum of one key question that the support staff must answer at the end of the lesson to promote pupil progress and assessment.

- Support staff will have clear knowledge regarding the lesson planning before a lesson begins. They will answer a minimum of one key question from the teacher at the end of the lesson to promote pupil progress.
- ALL lessons will use BLOOMS to ensure learning is fully maximised through high quality planning.
- ALL lessons will utilise the OPS lesson observation assessment form to ensure planning is exemplary and substantially exceeds OPS expectations.

Key Information for aspects of lessons at OPS:

Climate for learning:

The climate for learning should be highly conducive to Teaching and Learning. All learning areas, including technology facilities, should be used to constantly promote pupil achievement. Displays in classrooms should be presented to an exceptional standard and a large majority of this should be pupilwork. Where appropriate, display work should be marked and link to learning intentions and success criteria. Every classroom should have the following display:

- * OPS core values
- * UAE values
- * Word of the week
- * Blooms Posters
- * National Agenda

UAE Values:

All pupils will be enabled to develop an excellent understanding of the UAE's culture and society. Where appropriate, learning experiences need to include this.

Digital Technology:

At OPS we enhance Teaching and Learning through the use of the highest quality digital technologies. We want to excel with our provision for this and therefore teachers are required to plan for the use of this when it is appropriate.

BLOOMS:

Following the learning Objective, the language of Blooms will be used to set the success criteria for lessons at FOPS. It is acceptable for success criteria to progress over a series of lessons; however, the lesson plan must state the coverage for the prior and subsequent lesson.

Inclusivity:

At OPS we are a fully inclusive School. Support for all groups of learners should always be planned to enable all pupils to maximise their learning. For example, SEND, ELL, EAL, Most Able, Emirati.

Individualisation:

Teachers at OPS will use strategies to successfully meet the individual learning needs of all pupils. Our curriculum provision must provide support to enable all pupils to make progress.

Innovation:

Teaching will be highly innovative, and teachers are encouraged to take calculated risks in the classroom to enhance Teaching and Learning. Opportunities are provided to motivate and inspire all pupils. Pupils are highly creative and use critical thinking to enhance their learning with confidence.

OPS core values:

The OPS Values: innovating, creating, leading, exploring, caring, enterprising, thinking and enquiring, will be fully embedded through all aspects of the School and within all lessons. Pupils understand and model these values to exceptionally high standards.

Assessment for Learning (AFL):

Teachers' interactions with pupils ensure that they are always active and focused learners. Assessment will be an integral part of all lessons at OPS where the teacher will use a variety of methods that link to the lesson objectives. Assessment should support pupils to understand their learning journey and offer opportunities that result in progress.

Questioning must be used to challenge pupils' thinking and promote insightful responses, dialogue, and reflection. Exemplary lessons include those that have the higher order questioning. Knowledge needs to be scaffolded at every opportunity to create building blocks to success.

Monitoring and Evaluating at OPS

Monitoring and evaluation is a key contributing factor to ensure Teaching and Learning is consistently at a high standard. Below are the main areas for monitoring and evaluation that directly link to Teaching and Learning at OPS. Please see the Monitoring and Evaluation Policy for more detailed information.

Lesson observations:

Each member of staff will have three formal Lesson Observations each academic year. The minimum Lesson Observation time is 40 minutes. One of these observations will form part of the Department Review. Feedback from Lesson Observations will always be given with 24 hours of the observed lesson.

Learning Walks:

At OPS, learning walks will take place as part of a rolling program and are completed by the Principal, Head of Primary, Directors, Head of Inclusion, Curriculum Lead. The focus of the learning walk will be assessed against the definitions from the lesson observation framework and staff will be made aware of what the focus is.

Pupil, Parent, Staff and Partner Surveys:

Every term, the voice of our pupils, parents, staff and Partners is collated via a survey. The surveys are a series of questions that support the development and growth of the school and incorporate Teaching and Learning.

Pupil Parliament:

The Pupil Parliament is made up of the lead members of the student body. They report to the Head of Inclusion twice per term where they discuss whole school improvement through the progress of their development plan and any matters arising. The Council will produce a development plan in line with the School's overall aims and will be responsible for its implementation.

OPS Teaching Essentials.

To ensure that there is consistency across OPS and that all lessons are delivered to an exceptional standard, staff must adhere to the OPS Teaching Essentials.

<p>Preparation- <i>Learning environment</i></p>	<ul style="list-style-type: none"> • Be at the lesson on time. • Ensure the learning area and all required resources are ready. • Ensure staff support understand their roles for the lesson. • Ensure that Health and Safety is planned for. • Ensure the individualisation and whole class inclusiveness is planned to ensure the lesson flows seamlessly and no learning time is wasted. • Lesson intentions and success criteria must be visible before the pupils enter the learning area.
<p>Pupil Arrival- <i>Learning environment</i></p>	<ul style="list-style-type: none"> • Ensure pupils line up in an orderly manner outside of the learning area. • Meet and greet all pupils before instructing them to enter the learning area. • All pupils to organise their equipment and Primary pupils to ensure bags are in their lockers. • All pupils to stand behind their chairs or on their carpet spot before being instructed to be seated.
<p>Connection</p>	<ul style="list-style-type: none"> • All pupils to connect with the learning intentions/success criteria for the lesson. • All pupils participate in differentiated engaging starters that prepare each pupil for the lesson.
<p>Activation- <i>Learning innovation/facilitate student</i></p>	<ul style="list-style-type: none"> • All pupils understand their role within the lesson and have a clear direction of their target(s). • Pupils will work using a variety of ways independently and/or collaboratively.

<i>centered. learning</i>	<ul style="list-style-type: none"> • Pupils will understand the use of digital technology in the lesson and how this enhances their progress.
<i>Scaffolding- 5 BIG questions/ apply learning</i>	<ul style="list-style-type: none"> • All pupils are stretched and challenged within the lesson and make progress. • All pupils are engaged in continual assessment for learning so that both the teacher and pupil can assess progress and learning journeys are strengthened. • The teacher will use questioning as a key technique to assess pupils at all levels. • To meet and exceed targets, all pupils are given opportunities to critically think, collaborate, communicate and be creative with their approach.
<i>Non-negotiables</i>	<ul style="list-style-type: none"> • All pupils must adhere to the behaviour for learning policy throughout the lesson and any incidents must be dealt with using the policy. • The FPS values to be used as appropriate throughout the lesson. • Health and Safety must be monitored throughout the lesson.
<i>Consolidation- Review progress</i>	<ul style="list-style-type: none"> • Revisit the learning intentions and success criteria and pupils will be given reflection time to assess their progress within the lesson. • Teachers will provide pupils with information about the following lesson. • Independent learning tasks are given to the pupils when required.
<i>Pupil Exit</i>	<ul style="list-style-type: none"> • All pupils stay seated, pack away and ensure their learning areas are tidy. • All pupils will stand in silence when instructed. • The teacher to dismiss the class in small groups (whole group for FS/Primary with support staff) after each pupil is stood in silence looking in their direction.

Lesson Plan	
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Teacher:	Subject:	Class/Year Group:
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Lesson:	Date:	Number of students:
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Observer:	SEND: EAL/ELL :	Most able: EMIRATI:
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Context of lesson and prior learning:

Learning Intention/Success Criteria/Challenge

How will you use the other adults in the classroom ?
Support staff Key Question(s).

 <p>Remembering Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.</p>	 <p>Understanding Understanding is about constructing meaning from different types of function, be they written or graphic.</p>	 <p>Applying Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.</p>	 <p>Analyzing Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.</p>	 <p>Evaluating Evaluating is about making judgements based on criteria and standards through checking and critiquing.</p>	 <p>Creating Creating is about putting elements together to form a functional whole, and reorganizing elements into a new structure or pattern by planning or producing.</p>
Learning					
Intention:Success					
Criteria:					
Challenge:					

Key Question(s):

Key Vocab

Assessment opportunities

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Strategies for differentiation/personalisation

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Cross curricular links

UAE link/Core values:	English/Literacy:	Maths/Numeracy:	Other:

Time (approx.)	Lesson Structure
	Pupil arrival:
	Starter: <i>Connection phase</i>
	Main Body of the Lesson: <i>Activation phase</i>
	Main Body of the Lesson: <i>Scaffolding phase</i>
	Plenary: <i>Consolidation phase</i>

Differentiation/personalisation yellow

Progress Check green

Critical thinking and challenge

red Assessment

Intervention Strategies			
Targeted Pupil	EAL, ELL, SEND, Most Able, Emirati.	Details	Nature of Intervention <i>(If relevant refer to IEP)</i>

OPS LANGUAGE OF BLOOMS

BLOOM'S REVISED TAXONOMY					
<p>REMEMBERING</p> <p>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p>	<p>UNDERSTANDING</p> <p>Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.</p>	<p>APPLYING</p> <p>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	<p>ANALYSING</p> <p>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.</p>	<p>EVALUATING</p> <p>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p>	<p>CREATING</p> <p>Compile information together in a different way by combining elements in a new pattern or proposing new solutions.</p>
KEY WORDS RELATED TO BLOOM'S TAXONOMY					
<p>Define describe duplicate examine identity label list locate match memorise name observe omit quote read recall recite recognise record remember repeat reproduce retell select state tabulate tell visualise.</p>	<p>Ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalise give examples group identity illustrate indicate inter interpret judge observe order paraphrase predict relate report represent research restate review rewrite</p>	<p>Administer apply articulate calculate change chart choose collect complete compute construct determine develop discover dramatize employ establish examine interpret judge manipulate modify operate practice predict prepare record relate report schedule simulate sketch solve teach transfer write</p>	<p>Analyse appraise calculate categorise classify connect contrast correlate deduce devise diagram differentiate dissect distinguish divide estimate evaluate experiment focus illustrate inter order organise plan prioritise select separate subdivide survey</p>	<p>Appraise Argue Assess Choose Compare Conclude Consider convince criticizes critique debate decide defend discriminate distinguish editorialise estimate evaluate judge justify measure persuade predict rank rate recommend reframe score summarize support</p>	<p>Adapt anticipate assemble collaborate combine compile compose construct create design develop devise express facilitate formulate hypothesise integrate intervene invent manage modify negotiate originate prepare produce propose rearrange reorganise revise rewrite simulate speculate structure validate</p>

