

Islamiyah Girls High School



Teaching and Learning Policy

Document Control

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Owner:	Islamiyah Girls High School
Approved by:	Governing Body

1 Teaching and Learning Team's Vision

1.1 Islamiyah School Mission Statement

"Providing educational excellence in an Islamic environment to inspire, nurture and enable our young British citizens to serve and positively contribute to society as a whole."

1.2 Our Ethos

"The ethos of the school is one of equality of opportunities for young British Muslim girls enabling them to understand and become integrated into, rather than isolated from, British society of which they are members."

1.3 Our Vision and Aims

1.3.1 *"Offer a broad and balanced curriculum, alongside a positive understanding of Islam, to equip every pupil with skills to be a successful learner, confident individual and responsible British citizen."*

1.3.2 *"Provide pupils with a safe, secure and stimulating learning environment, which develops their intellect and talents as independent learners giving pupils the confidence to believe that their aspirations are achievable."*

1.3.3 *"Encourage and enable each pupil to develop moral integrity, a sense of social responsibility, respect for themselves and others."*

1.4 The following policy is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

1.4.1 To Promote Learning and Raise Progress

"The most important role of teaching is to promote learning and to raise pupils' achievement."
OFSTED

1.4.2 To Aid Young People's Development

"It is also important in promoting students' spiritual, moral, social and cultural development."
OFSTED

1.5 The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Islamiyah School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education.

1.6 It is designed to ease the workload of teachers and students, whilst simultaneously encouraging independence, confidence and progression.

1.7 The aim is to maintain uniformity across the school to maximise effective teaching and learning.

1.8 Regular monitoring takes place at Islamiyah School to ensure that high standards are always met to achieve the best outcomes for the students.

2 Part 1 - Planning and implementation of learning activities

2.1 Rational

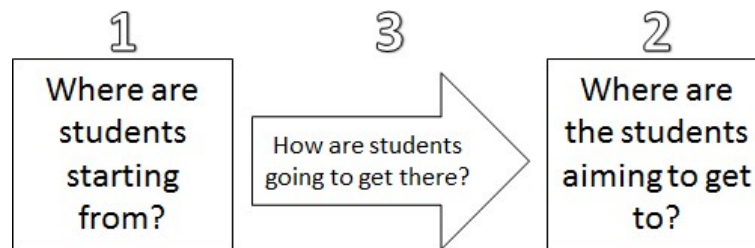
- 2.1.1 It is important that teachers plan schemes of work and deliver lessons that enable pupils to work towards the learning objectives and make progress towards the success criteria.
- 2.1.2 It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all pupil in all lessons.
- 2.1.3 The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids pupils in their quest to make progress over time.

2.2 Schemes of Work

- 2.2.1 There is no preferred format for these at Islamiyah. Schemes of work, medium and long term plans can be presented in a way that best suits individual departments with some of the following included:
 - 2.2.1.1 Clarify topic titles/ objectives with aim of ensuring sustained and relevant progress over time;
 - 2.2.1.2 Identify some prior learning to ensure clear progression.
 - 2.2.1.3 Identify clearly the subject knowledge to be taught;
 - 2.2.1.4 Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their student;
 - 2.2.1.5 Include references to differentiated work to ensure all students are challenged in line with their ability;
 - 2.2.1.6 Provide opportunities for developing independent and collaborative learning;
 - 2.2.1.7 Detail literacy, numeracy, communication and other cross-curricular opportunities and how they will be taught;
 - 2.2.1.8 Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
 - 2.2.1.9 Include SMSC considerations and opportunities to develop student aspiration;
 - 2.2.1.10 Include detailed information regarding Intent, Implementation and Impact
 - 2.2.1.11 Identify relevant and challenging opportunities for home learning.

2.3 Lesson

- 2.3.1 When initially devising a new lesson, teachers are reminded to keep the learning objectives and intended outcomes such that students move forward and make progress in their learning every lesson relative to their starting points.
- 2.3.2 The following diagram is intended as a tool to ensure that initial planning remains clearly focussed:



- 2.3.3 Teachers at Islamiyah School should strive to ensure that their planning allows for most of the following criteria to be met each lesson:
- 2.3.4 Use of assessment in planning - Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment. This links to effective use of marking and feedback as mentioned further on in this document.
- 2.3.5 Level of challenge - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level. This underpins continuous focus on differentiation as the majority of classes remain as mixed ability at Islamiyah School.
- 2.3.6 Use of teaching assistants - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
- 2.3.7 Opportunities to develop literacy, numeracy, and communication skills – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson. This links to establishing cross curricular references to enhance the holistic learning experience within the classroom.
- 2.3.8 Use of strategies and tasks to engage students - Strategies and tasks should motivate students so that they persevere when faced with difficult problems and are keen to succeed and to learn more. The basic structure of 'I do, we do, you do' should be followed to maintain consistency and allow modelling and independence. This will be displayed in the form of a class display as a reminder for staff and students.
- 2.3.9 Pace and depth of learning - The pace of learning should be optimised throughout the lesson to support students at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
- 2.3.10 Use of questioning – Targeted questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- 2.3.11 Assessment of learning during lessons - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
- 2.3.12 Marking and feedback - Marking should be frequent and regular, providing students with very clear guidance on how work can be improved. Students need to be engaged in the process.
- 2.3.13 Home Learning – Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson. Google Classroom is the preferred learning platform for online remote learning.
- 2.3.14 Progress – Ultimately, all students should make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.

2.3.15 Seating Plans -Students may be arranged in specific seating places to help ensure the lesson runs smoothly with behavioural issues being tackled promptly and strategies in place to support differentiation through effective pairing and group work.

2.4 Planning

2.4.1 It is acceptable for teachers at Islamiyah School to use a variety of methods to plan their teaching on a day-to-day basis. This can be recorded within their own planners, available to be viewed if required. Alternatively, they may use their own electronic lesson planning documents for ease. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and be un-restricted by a set lesson plan. These planning methods may also outline and attach the resources used such as slideshows, worksheets, media and other classroom activities. All activities are expected to facilitate learning rather than simply keeping students busy.

2.4.2 However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Islamiyah School to ensure the highest standards and therefore, outcomes for the students. During lesson observations, the observing staff member may ask to view a copy of the lesson plan alongside any progress tracking information for that particular class.

2.4.3 Teachers are also provided with the opportunity to access templates for long term and daily lesson planning from the teaching and learning team.

2.4.4 Teachers at Islamiyah understand that planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students, as the majority of classes run as mixed-ability.

2.4.5 To conclude, teachers are not expected to produce individual lesson plans for observed or unobserved lessons, but there should be sufficient 'evidence of planning' over time and when required.

2.5 Monitoring

2.5.1 Monitoring of teaching and learning is quality assured through a model of paired observation and scrutiny wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

2.5.2 The annual model for monitoring of teaching and learning is as follows:

2.5.2.1 Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls.

2.5.2.2 Departmental reviews – triggered by teaching and learning issues or examination results. These are to be used to guide, support and directly challenge any issues.

2.5.2.3 Mini/full observation – one per term for each staff member and each subject area, frequency based on level of experience/qualification.

2.5.2.4 Work scrutiny via 'book looks' and focused assessment checks – once per term.

2.6 Support for Teachers

2.6.1 Staff are supported in improving their teaching in the following ways:

2.6.1.1 Tours of strength (observing good practice from colleagues)

2.6.1.2 Coaching triangles (teachers working in small groups to enhance their own practice)

2.6.1.3 Development time targeted continuing professional development (CPD) sessions

2.6.1.4 Observing good practice at other schools

2.6.1.5 External courses when necessary

2.7 Pupil and Parent Involvement

2.7.1 The views of pupils about lessons will also be sought as part of a pupil voice subject review.

2.7.2 Parents have a considerable contribution to make to pupils' success in school.

2.7.3 They are strongly encouraged to review their pupils' school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed.

2.7.4 Liaison with the school is encouraged through use of the pupil planners, alongside active involvement during parent's meetings – in person or on the phone.

Part 2 - Spiritual, moral, social and cultural development of students

2.8 Rationale

- 2.8.1 Islamiyah School is about far more than learning the curriculum.
- 2.8.2 Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension.
- 2.8.3 It ranges from classroom based teaching to a range of extra-curricular and out-of-school activities.
- 2.8.4 Importantly these vital dimensions of life and growth should be present across the entire curriculum.
- 2.8.5 These are outlined in individual schemes of work, in particular the Religious Studies and Islamic Studies ones to follow the ethos and vision of Islamiyah.

2.9 Spiritual development

- 2.9.1 To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:
 - 2.9.1.1 Promote students' self-esteem by valuing and rewarding their achievements;
 - 2.9.1.2 Encourage students to reflect on their learning and allow them to question and explore;
 - 2.9.1.3 Provide opportunities in and out of lessons for them to discuss and exchange views;
 - 2.9.1.4 Be supportive of those who seek faith or wish to strengthen it.
- 2.9.2 The specially formulated holistic spirituality plan outlines the impact of the weekly Hadeeth of the Week guides to be delivered during form time, alongside the weekly Tarbiyyah lessons.

2.10 Moral development

- 2.10.1 In order for teaching and learning to be effective, students at Islamiyah School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHE) lessons.
- 2.10.2 The necessity of and the importance of following appropriate rules is seen as vital in setting an orderly learning environment.
- 2.10.3 Students are encouraged to take on responsibility for their own learning and for that of others through peer support.
- 2.10.4 An example is the role of the prefects in assisting the younger students with any help required.

2.11 Social development

- 2.11.1 As part of engaging lessons and activities, students are expected to interact with their peers and other members of the community. Consequently, their social development has improved greatly.
- 2.11.2 When planning teaching and learning activities, staff should always try to promote an environment where there is:
 - 2.11.2.1 A willingness to co-operate with other pupils by balancing individual and collective needs;
 - 2.11.2.2 A readiness to celebrate others' achievements;
 - 2.11.2.3 A feeling of mutual respect and tolerance;
 - 2.11.2.4 A culture where students aspire to achieve.

2.12 Cultural development

2.12.1 As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions.

2.12.2 In comparison to other local schools, Islamiyah School has a limited cultural mix of students. Therefore, it is particularly important that the following should occur as part of their learning journey:

2.12.2.1 In lessons, assemblies and tutorials, pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;

2.12.2.2 Further opportunities for the above should take place in extra-curricular activities and school trips.

3 Monitoring of spiritual, moral, social and cultural development of students (SMSC)

3.1 In addition to the above considerations that take place when planning teaching and learning experiences at Islamiyah School, some aspects of the SMSC agenda are directly taught in lessons.

3.2 This is monitored annually to ensure that students are given the appropriate information and guidance on essential topics that may help students to be successful learners, confident individuals, responsible citizens and effective contributors.

Approved by:

Mrs. Yaasmin Mubarak

Headteacher

Date:

September, 2023


Mubarak Patel

Chair of Governing Body

September, 2023

4 Templates and Support:

Lesson Plan

	Subject:	Year:	Class:
	Date:	Day:	Time/Session:
Reference to scheme of work:		Links to Assessment Objectives/Levels/Specification:	
Learning objectives:		Learning Outcomes: All pupils will: Most pupils will: Some pupils will:	
Time	Lesson structure	Teacher notes/structure	
	Starter:		
	Plenary:	How do I know all students have made progress?	
Differentiation:			
Targeted students:			
Links to literacy/numeracy/cross-curricular:	SMSC:	Key words/terms:	
Assessment for Learning Strategies:	Resources:	Homework:	

Assessment for Learning Strategies:	Resources:	Homework:
Use of TA:	Evaluation:	

How will you direct the support?
What will they do?
How will they have an impact on the progress that students make?