



Doha Academy Al Waab Primary
Teaching and Learning Policy

Revised: November 2020

Reviewed: February 2021

Rationale:

Teaching and Learning is at the heart of what we do at Doha Academy. All teachers and adults working with children seek to shape the most meaningful educational experience possible and display the highest standards and expectations of the pupils in their care, striving every day to help the children to raise their attainment and increase the progress they make in their learning. To do this, we maintain that learning should be a rewarding and enjoyable experience for everyone involved.

At Doha Academy, we recognise that children learn best when:

- They are encouraged to form positive relationships with their teachers, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do
- Their learning is effectively differentiated to meet their individual learning needs
- They are actively involved in their learning at an appropriate level to match their learning needs
- They are encouraged to become increasingly independent, self-sufficient learners
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- They are working in an environment which is safe, caring, supportive and stimulating
- Their learning is well structured and delivered with good pace
- Their learning encompasses the Islamic values of Doha Academy in aiding their development as future effective citizens
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development
- Their learning is connected to previous work or other areas of the curriculum.
- Their learning is fun!

At Doha Academy, we recognise that the most effective teachers:

- Form positive relationships with the children in their class and other members of the school community and to foster children's self-esteem
- Plan lessons effectively which take children's prior learning and current assessment into account and incorporates opportunities for co-operative learning
- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order that the children make good progress
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Develop the range of reading skills required to access all the curriculum effectively

- Use questioning effectively to gauge and extend children's skills, knowledge and understanding
- Are reflective regarding their professional practice and the overall provision that Doha Academy offers.
- Make learning fun!

At Doha Academy, lessons contain the following features:

- LOs are made explicitly clear at the beginning of the lesson
- Introduction to new learning through modelling of key skills or concepts
- Effective questioning
- Teacher and TA focus groups
- Independent, paired or group work
- Reinforcement of the Learning Objective throughout
- Key vocabulary is shared and displayed
- Time for children to respond to marking
- Plenary to consolidate learning and address misconceptions
- Assessment of children's work in line with the marking policy

1. The Curriculum:

1.1. Early Years Foundation Stage:

For children aged 3 – 5, we follow the Statutory Framework for the Early Years Foundation Stage. Teachers in the Foundation Stage base their practice on the Developmental Journal and use the techniques and practices suggested to teach and assess children.

Arrangement of the EYFS Curriculum:

The three areas called the **prime areas** are:

- communication and language;
- physical development; and
- personal, social and emotional development.
- Alongside these are the **specific areas**:
 - literacy;
 - mathematics;
 - understanding the world; and
 - expressive arts and design.

At Doha Academy, we believe these areas are all important and depend on each other to support a rounded approach to child development, but understand that in order to progress to the specific areas the achievement of the prime areas is of great importance – the skill set for readiness for education. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Learning through play

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults."

"Early Years Foundation Stage", Department for Education (U.K.) 2014

At Doha Academy we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

2. The Primary Curriculum for Key Stages 1 and 2:

For children aged 5 – 11, we follow the National Curriculum (Curriculum 2014) programme of study for all maintained schools in England. This curriculum details expectations in key stages 1 & 2.

A complete copy of the Primary curriculum can be downloaded from:

- The school website or <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

2.1. Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the key objectives will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work at Doha Academy are involved in this process.

2.2. The Learning Environment

"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays to support teaching and learning. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. Further guidance can be found in the display policy.

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

The classroom will be organised to facilitate learning and the development of independence in the following ways:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- In EYFS, areas for imaginative play will change throughout the year, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

2.3. Differentiation

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. We respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. Teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning.

3. The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- holding Parents' Evenings to discuss the progress of their child and ways in which they can support
- by holding parents' information evenings and coffee mornings to share and explain our approach to teaching and learning
- by sending information to parents, at the start of each block, which outlines the topics that the children will be studying during that block at school
- by sending parents termly reports in which we outline their achievements and set future targets
- by sending home a weekly homework letter outlining tasks to be completed