

Doha Academy

Secondary School



Teaching and Learning Policy

October 2021

CONTENTS

Aims	3
Framework of Expectations	4
1. Planning for great learning	4
Doha Academy Teaching and Learning model	
The importance of the Teaching and Learning 4	
Doha Academy Planning Process – our step by step guide	
The importance of feedback (marking and assessment)	
2. Creating the atmosphere for learning	
Routines	
Creating a positive environment	
Building positive relationships	
Behaviour policy to support great learning	
3. Effective teaching	
Engaging learners	
Independent learning	
Differentiation	
Supporting great literacy	
AFL Strategies	
The importance of questioning	
5. Monitoring Impact	
Monitoring Reviews	
Learning Walk	
Feedback	

Aims:

Doha Academy (DA) Teaching and Learning (T&L) policy aims to provide a working document that reflects DA's focus on providing consistently high quality education across the school for all Key Stages.

The key role of teaching, learning and assessment is to support students to make good and better progress so that they achieve well. The most obvious indicators of the impact of teaching, learning and assessment are quite simply the attainment and the progress of students, that is, their achievement over time. Many aspects contribute to students' achievement and our intention is that, over the course of each academic year, we use a range of approaches to reach a judgement regarding the overall quality of teaching, learning and assessment.

Mission and Vision

The schools mission and vision statements are the key drivers of the Teaching and Learning Policy

Doha Academy's mission is:-

Doha Academy offers education for life. We believe that schools should be happy, purposeful communities that enable children to achieve their best spiritually, morally, socially, intellectually and physically.

Doha Academy's vision is:-

To be a global leader in providing an accessible, outstanding, an all-inclusive education that reflects the principles and teachings of Islam. The policy will ensure that this vision can be met.

This is provided by:

- Ensuring that all lessons are planned to reflect the National Curriculum or Examination requirements.
- Staff are trained to provide a high quality of T&L.
- Developing DA's overall T&L effectiveness.
- Ensuring CPD/INSET reflects and balances between the training needs and day to day running of the school.
- Assessing Quality Assurance (QA) of T&L on a regular basis through Learning Walks, formal and informal observations, book scrutiny and the Student Voice.

Our aim is to ensure that the teaching, learning and assessment within each academy and across the Academy as a whole is consistently good or better. Best practice will be celebrated and shared. Academy teaching and learning areas for development will be identified and incorporated into professional development programmes. In accordance to the Academy's Quality Assurance (QA) policy: if an aspect of a teacher's approach to teaching, learning and assessment is judged to be less than good, support will be offered to deliver the improvement

required. In some cases, a formal Support Plan will record actions and timelines for improvement.

Feedback is provided orally and in written form. Formal observations are conducted using the Academy's observation sheet by appropriately experienced, moderated observers. Teachers whose teaching during an observation does not reach the required standard will be re-observed within a month. A personal improvement plan will be put into place. All teaching staff new to the Academy will be observed within four weeks.

Framework of Expectations

All teaching staff shall:

- Ensure all lessons planned are reflective of each Key Stages focus (National Curriculum, Examination criteria).
- Complete all assigned curriculum planning requirements in conjunction with department staff.
- Ensure daily lesson plans in Curriculum Maps are visible on the Teacher's desk.
- Ensure that all requirements for both formal and informal feedback are completed on time and to the best of their abilities.
- Have the opportunity to contribute to their individual T&L targets and development.
- Attend all CPD/INSET/Department provision and/or meetings.
- Implement all PDR targets or requirements into their everyday teaching.
- Ensure that any targets or requirements are evident during subsequent formal or informal observations.
- Ensure all lessons are sufficiently differentiated to meet the individual learning needs of all students in their class, and to support and challenge students of all abilities, including High Current Attainers (HCAs), remaining mindful at all times of the need to minimise gaps in achievement between abilities.
- Implement the assessment and curriculum policy.
- Set meaningful homework tasks to be completed at home which follow planning and challenge, and support student progress.

Heads of Department are responsible for:

- Leading the development of the curriculum to reflect the National Curriculum for England and Wales and Examination Criteria, and support student progress.
- Be knowledgeable regarding educational change to their subject area and plan accordingly for change.
- Be responsible for the coordination of long, medium and short-term planning of Curriculum Maps, taking into consideration the aims and objectives of the policy.

- Monitor and evaluate consistent delivery of the policy and Curriculum Maps at team level.
- Monitor the quality of teaching, learning and assessment in their department.
- Provide appropriate support to team members through training materials and/or coaching.
- Hold Subject/Departmental Teams to account for the quality of teaching in their area.

The SLT of the Academy shall:

- Ensure that formal and informal T&L structures and Quality Assurance (QA) are in place so that all can be completed efficiently.
- Ensure that feedback and Performance Management targets are provided for all teaching staff observed.
- Provide appropriate support, challenge, training and resources for departments and individuals to develop teaching, learning and assessment.
- Hold Curriculum Leaders/Heads of Department to account for the quality of teaching in their areas.

Keep the policy under review to ensure that it matches best practice nationally.

1. Planning for great learning at Doha Academy

This section includes:

- Doha Academy Teaching and Learning model
- Doha Academy Planning Process – our step by step guide
- Homework
- The importance of feedback (marking and assessment)

Doha Academy's Teaching and Learning Model

At Doha Academy, we believe that our students deserve an outstanding experience every day in every classroom. To help ensure that students have a consistent learning experience, all Doha Academy teachers are expected to follow clear school-wide systems, strategies and tools. These tools and strategies will be highlighted in this policy.

At Doha Academy, we are a learning community. We constantly take time to reflect on our practice, thinking about what is working well in helping our students learn and what is getting in the way of our students learning and what can help students learn better. We engage in regular professional development activities and have a desire to learn from and work with one another. We understand that to be exceptional we must constantly reflect on how we can be even better.

At Doha Academy, we have an established model of Teaching and Learning. Our model is based on **Alistair Smith's 'Accelerated Learning Cycle'** and we have built on this through our approach to lesson planning using the following four stages of our lessons:

Phase 1: Connect

Always start the lesson with an inspiring connection activity. The purpose of the connection activity is to **connect** students learning to what has been learned before and what is already known. During this phase you should also give the '**big picture**' – where have we been with our learning? Where are we going? The learning aims of the lesson should also be shared with the students. The connection is a good opportunity to sell the benefits of the lesson to the students.

Phase 2: Activate

During this phase, students should be given the necessary information needed through a variety of different VAK mechanisms. Students should be expected to do something with the information and should not be passive during this phase. Use problems, case studies, role plays, visual or electronic aids to help. Provide opportunities for group work and pair work.

Phase 3: Demonstrate

During this phase, students should be provided with a variety of methods for feedback and feed forward to enable students to 'show they know' what has been learnt. Students can demonstrate their understanding of what has been learnt in the activation phase through written or spoken exchanges.

Phase 4: Consolidate

During this phase, a variety of methods could be used to assess for learning during the lesson. This phase provides a good opportunity to reflect on what has been learned and how.

Furthermore, this cycle is underpinned by assessment for learning. Understanding of learners is checked before, during and after every activity. This enables teachers to pick up on any

misunderstanding or misconceptions. This includes whole class questioning, self and peer assessments alongside regular marking and feedback which is used to inform planning.

Teaching and Learning **4**

We also have our **Teaching and Learning 4** for staff which is based on our Teaching and Learning model. These are our **4 MUSTS** for every lesson- our T&L priorities. These features are

Lesson planning	1. Every lesson works up Bloom’s Taxonomy of educational objectives
Highly tailored learning activities	2. Learning objectives are shared with students throughout the lesson and explicitly linked to every learning activity 3. High challenge and appropriate support for all learners 4. Explicit use of the ‘how are we learning’ chart
Explicit teaching of literacy	5. Over-communicate subject specific terminology throughout the lesson 6. Model effectively and insist that learners speak and write in extended full sentences 7. Explicit use of tracking (listening and reading)
Timely and responsive formative assessment	8. Use frequent, timely and varied activities to review learning and respond to the feedback provided 9. End the lesson with a robust consolidation activity which feeds forward and celebrates the successes of the lesson

expected to be seen in every Doha Academy lesson. Teachers receive feedback on the use of our Teaching and Learning 4 from lesson observations and Learning Walks.

The Doha Academy Planning Process

When planning for great learning, instead of considering lots of exciting activities that will engage learners, we need to first consider what we want students to learn! Everything we do should be focused on what it is we want our students to learn.

There is a significant distinction between learning and doing. Lessons which focus on students completing a series of activities rather than focused on what we want students to learn will lead to lessons in which students do not make progress in their knowledge, understanding and skills.

As a staff we have developed a planning tool which has become our standardised lesson planning proforma which we feel ensures that lessons are focused fully on learning rather than 'doing'. Our Doha Academy planning tool known as Curriculum Maps clearly chunks the different phases of a lesson with designated homework opportunities. **We expect a lesson plan to be written for every lesson as we believe that great planning is at the heart of great learning and progress.**

Meeting students' needs

Great planning stems from knowing our students and using data to plan for different learning needs.

We will continually update after every data capture to identify groups of students who are currently underachieving and think about some specific strategies/interventions we can put in place immediately to help them make better progress.

The sequence for planning lessons should be as follows:

1. The first step in planning for exceptional learning and progress is thinking about the students we are about to teach –data helps us to identify potential barriers to learning and decide how to overcome them.

We ask questions such as:

- What are my students' starting points?
- Who are my higher attainers?
- Who are my lower attainers?
- Who are my middle group of learners?
- Which learners have a low reading age?

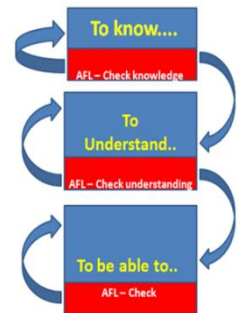
- Who are my students with significant literacy needs?
- Which students are currently underachieving?

By considering these questions, it is more likely we will plan a lesson in which all students will make exceptional progress as we are thinking about their learning needs and how we are going to meet them.

2. Once we have identified and thought about our different groups of learners, we need to decide what their next steps in learning are, i.e. what you want students to **know** by the end of the lesson, what you want students to **understand** by the end of the lesson and what you want students to **be able to do** by the end of the lesson. It is important that lesson objectives are both **challenging** and **achievable**. We use **Bloom's taxonomy** to plan our lesson objectives to ensure that we are planning for **higher order thinking skills** such as analysis and evaluation.



3. Once we are clear about the lesson objectives, we then think about **engaging, purposeful** learning activities that will help students secure each learning objective. It is extremely important to **chunk** learning around lesson objectives so that we can effectively secure learning before moving on to the next learning objective.



4. When planning learning activities, it is important to consider the different groups of learners in your class (**higher attainers, lower attainers, EAL etc**). It is important to make sure learning activities are challenging but that support is provided for those who need it to make sure they can access the task.

The most effective way to make sure learning is challenging for all, is to start with your most higher attainers in mind. Plan learning activities that you think will extend and challenge the higher attainers and then think about the support/scaffolding that could be put in place to support lower attainers.

5. The next step to think about is how to check learning and understanding after each chunk of learning. It is vital to think about how learning might be reshaped if students have not understood or grasped a concept. Sometimes it will be appropriate to move on to the next stage of learning or skip a learning activity altogether because students have already grasped and learnt what they needed.

To ensure that assessment is a regular feature in our lessons, we ask that the AFL boxes on the lesson plan are completed. This acts as a useful check for us to see very visually whether we are checking learning enough throughout the lesson. See section four for a range of strategies that could be used to check understanding after each chunk of learning.

Homework

We believe that homework encourages the development of independent learning skills and allows students to take more ownership of their education. We therefore ensure that setting homework is part of our planning process.

What does the research tell us about the importance of planning homework?
Current research from **Hattie** (2012), found that the **effect size of homework is 0.64** which is equivalent to a year's learning. However, research also shows that impact of homework is greater if the task is concise, meaningful and tightly linked to current classroom learning.

Key Stage 3 students in particular need to be supported with developing an effective approach to home learning. We aim to support students to develop predictable and expected homework routines, and most importantly we do this by planning/designing high quality home learning activities alongside lessons and Curriculum Maps.

Homework Expectations

- Homework must be set at least twice a week for the following core subjects:
 1. English

2. Maths
3. Science

- Homework must be set at least once a week for all other subjects
- Homework must be collected and marked with a target for improvement for students to act upon
- Homework completion rates must be recorded by teachers to adequately report on these when generating student reports.

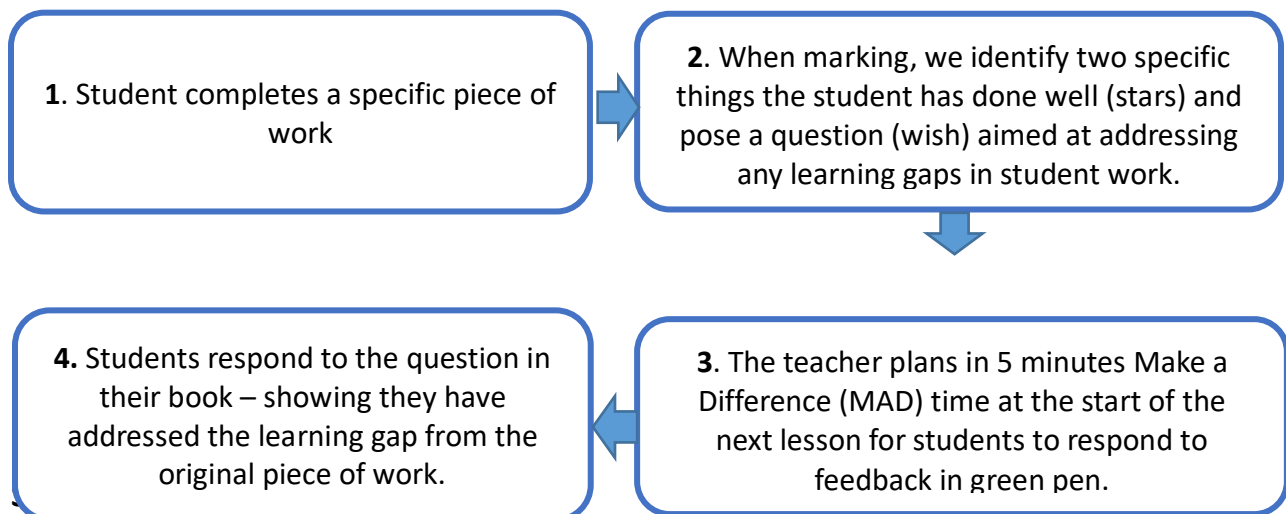
The importance of feedback and marking

It is our minimum expectation that books are marked at **least every two weeks**.

Why do we place a huge importance on marking and feedback?

Hattie's research shows the average effect size of feedback is 0.79, which is twice the average effect size of all other effects (Visible Learning, Hattie, 2011).

This places feedback in the top ten influences on achievement. Our challenge is how do we ensure that our marking and feedback is effective and having a huge impact on student learning? Below is our Doha Academy model of how we give meaningful and effective feedback to students to close the learning gap:



- Only mark demonstration activities – as this is the part of the lesson where they demonstrate what has been learnt.

- Have a clear success criterion for demonstration tasks, which you can highlight to show what they have done well and what they need to do to improve.
- Build in time in the lesson for students to correct work that has been marked.

Peer-assessment

Effective peer assessment needs to be carefully planned and ‘buddies’ need to be matched appropriately to ensure that peer assessment is a rich learning exercise where useful and meaningful feedback is given.

Finally, not only does the success criteria need to be shared with a class in order for peer assessment to take place, but examples should be marked together as a class in order for students to really understand what it is they are looking for. If we demonstrate these processes with our classes, we can better help them understand how to succeed themselves. It does take time and practice for peer assessment to be really effective.

Self-assessment

We want our students to be reflective learners and be able to identify where they currently are in their learning and what they need to do to bridge the gap. To support students in identifying their own learning gaps and the steps they need to take to get there, we use some of the following strategies.

1. Provide some clear student-friendly success criteria
2. Show students the end product so they can identify the steps they need to take to get there (perhaps through use of model answers).

2. Creating the atmosphere for learning

This section includes:

- Routines
- Creating a positive environment
- Building positive relationships
- Behaviour policy to support great learning

Routines

ROLE OF THE CLASSROOM TEACHER - EXPECTATIONS

Start of Lessons

- **Create welcoming and positive climate** within the classroom.
 - **Be at classroom door** to welcome/personally greet students as they enter classrooms.
 - Encourage the **use of Arabic phrases to embed Islamic ethos** of courtesy, manners and respect.
 - Eg – greeting of “*As-Salaam-Alaikum*” (“*peace be upon you*”)
 - Eg – reply of “*Wa-Alaikum-Salaam*” (“*and peace be upon you*”)
- **Consistent routines** established for students to settle quickly as they enter classroom.
 - **Allocated seating.**
 - Consideration of individual learning needs and relationship dynamics.
 - **Students know to access their resources immediately**
 - (*notebooks, pen/pencil, calculator etc*)
 - **Lesson starter activities** available (*max 5 mins*).
 - Whilst teacher is preparing to commence teaching.
- **All lessons have clear learning objectives and success criteria.**
 - Students aware of planned content and purpose of their learning.
 - Students aware how they can demonstrate their understanding or skill development.

During Lessons

- Consistent **reference to the school’s High Expectations Charter.**
 - Teachers should consistently refer to the Charter to **establish clear boundaries of expected behaviour.**
- Consistent focus on **dialogue with students.**
 - **Rapport and positive relationships** are fundamental to a positive classroom climate.
 - **Nurture** mutual respect and understanding in teacher-student relationship.
- **High quality questioning techniques** deployed by teachers.
 - Eg – **open-ended** - encouraging students to develop confident and assertiveness in volunteering responses
 - Eg – **directed** - to specific students in a planned distributive style to maintain student concentration
 - Eg – **linking responses of students** as prompt/trigger for further enquiry or investigative probes
 - **Gauge student understanding** (AfL)
 - **Promote student engagement and participation.**

- **Create a climate** where learners can develop technical skills and personal capacities to engage in **deep learning** – for example, the ability or willingness of students to:
 - Be *curious*
 - Be *analytical*
 - Be *investigative*
 - *Critique accepted 'norms'*
- **Engaging and purposeful learning activities**
 - **Balance**
 - '*chunk*' lessons to distribute time proportionately to *teacher-led coverage* of learning content with *student-focused activity*.
 - **Variation**
 - *individual, paired, group activities* - encourage different types of learning and participation
 - **'Active'**
 - Clear emphasis on students being '*active*' learners - in contrast to '*passive*' or '*observers*' during lessons.
- **High quality feedback to students** regarding their progress.
 - **Formative assessment**
 - Verbal
 - Written
 - **Nurture student confidence** that they are improving or progressing in their learning.
 - **Provide clear 'next steps'** for progress.

Lesson Plenary

- **Summary and re-cap of learning objectives** achieved during lesson.
 - Eg – 'question & answer' dialogue
 - Eg – brief written summary
 - Link to planned learning in next lesson.
- **Homework issued** with appropriate frequency.
 - **Planned** to reinforce classroom learning.
 - Students directed to **record task information in their Planners**.
- **Controlled dismissal of students from classroom**
 - **Brief basic check by teacher on physical condition of room.**
 - No materials left on desks.
 - Seats under tables.
 - **Teacher at door** (*with view of corridor*) to ensure orderly departure from classroom and entry to corridor.

3. Effective Teaching

This section includes:

- Engaging learners
- Independent learning
- Differentiation
- Supporting great literacy
- AFL
- The importance of questioning

Effective teaching: Engaging Learners

We all want our students to be fully engaged in our lessons and enjoying their learning but how do we achieve this?

FLOW: The only theory you need for high engagement

The six foundations of flow

Based on 2,000 lesson observations, Griffiths (2000) found that flow rarely occurs without all of the six foundations below being in place:

1. Tasks are appropriately challenging
2. Teacher input is minimal
3. Students have the necessary learning skills
4. Goals are clear and worthwhile
5. Feedback is immediate
6. Tasks are intrinsically motivating

Each element is important. If any are not present, the chance of flow/ high engagement is lessened.

We believe there are some activities that offer our students no challenge and require no skill which leads to apathy.

Below are some examples of these:

- Copying objectives as a starter activity
- Dictation either to transmit information or for its own sake
- Copying from textbooks/worksheets/board
- Posters (without a clear purpose and success criteria)

Finally, being passionate about our subject is vital for student engagement. It is our job to sell our subject to students. If we are enthusiastic about our subject, students will be too! Enthusiasm is contagious!

Effective teaching: Independent Learning

We want all of our students at Doha Academy to be confident independent learners. Students learn best when they have to problem solve and think for themselves. The role of the teacher is to facilitate great learning, however, there are a number of steps that need to be taken in order to create an environment for independent learning in our classrooms.

Five Fundamentals of Independent Learning

1. Teacher talk is kept to a minimum to avoid passive learners
2. Meaningful group work with clear roles
3. In order for students to be accountable for their learning, students should be allocated group roles during group/pair work (e.g explainer, analyser, evaluator)
4. Open questioning rather than closed questioning. Involve all students in questioning through asking groups of students to build upon one student's explanation.
5. It must be clear to students why they are doing a task that involves independent learning; students should be able to say how a task contributes to their learning and why they are doing it.

Effective teaching: Differentiation

What do we mean by differentiation? We mean that the level of challenge is appropriate for all students.

To ensure that the level of challenge is right, we believe it is important to plan your lessons with your higher attaining students in mind. Once you have thought about what it is you would like them to achieve and how they are going to achieve it, you can begin to think about what scaffolding or support to put in place for different groups of learners to ensure they can access the learning.

By planning learning for our higher attainers and then adding support and scaffolding, we will ensure that all learners are challenged and therefore all students will experience 'flow' and make exceptional progress.

Differentiation strategies
1. Differentiation from top down – pitch to most able and build in support going down
2. Create challenges for higher attainers (but not more work!)
3. Targeted support from teacher to extend or support most able
4. Targeted Qs for higher attainers e.g. using Blooms
5. Grouping to challenge e.g. higher attainers working with lower attainers
6. Group roles– matched to different types of learners
7. Differentiated resources, e.g. more challenging text/sources etc
8. Student self selects from teachers menu of options
9. Student design, create own problem/ resources
10. Students find gaps – alternative solutions
11. Students generate Qs for teacher or expert
12. Prepare for different audiences

Supporting students with literacy

We know that literacy is one of the biggest barriers facing our students, and it is our commitment to overcome this barrier. Therefore, it is important that every member of staff supports our students in developing their literacy and communication skills. We have a whole

school assessment policy to ensure we have a consistent approach to literacy across the school to help our students make exceptional progress in developing their literacy skills.







The literacy focus box in all Curriculum Maps ensures this area is being catered for across all subject areas in the Academy.

Our common approach to Literacy
Literacy in lessons
All answers (written or verbal) should be in full sentences
Key words should be used in student explanations (written and verbal)
Where possible there should be a limit of five new key words per lesson
Success criteria should have a literacy focus
Classrooms should have relevant and useful key words on display to support students with their spelling of key words
Dictionaries should be made available to students and they should be encouraged to use them in lessons
Marking for literacy
Incorrect spelling of common words and key words should be underlined and SP written in the margin the correct spelling written once in the margin
Grammatical errors (incorrect use of tense) should have a wavy line under them with a G in the margin
Any missing or incorrect use of capital letters or punctuation should be circled with a Caps for the former and P for the latter.

Assessment for Learning

In lessons where great learning is taking place, student understanding/learning is checked after every explanation or activity. This ensures that no student is left behind as the teacher can intervene if students don't understand the task, or correct any misconceptions/mistakes as a result of the task. In order to plan for great progress, we need to have a very accurate and detailed picture of the starting points for every individual, along with a clear understanding of where each student should be at the end of the lesson. We regularly check for progress by building in AFL during/after each task which allow us to reshape tasks in order to support any student who is falling behind.

Below are some strategies and quick mini consolidates to assess student progress:

<p>1. Think-Pair-Share</p> 	<p>2. Pose, Pause, Pince & Bounce (PPPB)</p> 	<p>3. Post-it notes</p> 
<p>4. Thumbs up & down</p> 	<p>5. Cold calling</p> 	<p>6. Human Continuum</p> 



AFL is only AFL if you act on the feedback from students

Assessment strategies/feedback must be used to inform next steps.

If assessment finds that learning is not secure or students have misunderstood, or have any misconceptions this has to be dealt with immediately. Learning might have to be reshaped or content might have to be re-taught or modelled in a different way to secure understanding. Learning **MUST** be secure before moving on to the next steps.

If assessment finds that learning is secure and you are confident that students will be able to do the next activity you may make the decision to skip a planned activity as you now feel that this is unnecessary based on your assessment.

If assessment does not inform next steps it has no impact on the quality of learning.

The importance of questioning

Quality questioning by the teacher is essential for ensuring good levels of challenge. Skillful questioning can transform average learning to great learning. Questioning is something we do in every lesson and is a skill we need to constantly develop.

To ensure that our questions require students to think, we use Bloom’s taxonomy to plan questions.

Knowledge questions	Comprehension questions	Applying the knowledge questions	Exploring/ analysing	Evaluating
What did? When did? Who did? Which word means?	Why did? What are the main aspects? What does this mean? Why has x been used? Can you explain briefly x?	How can you use...? How would you change? Can you apply x to x? Using this information how could you x?	What if....? Consider....? Think about.....? Why does x appear best? What issues are there with x? Discuss.... Consider the reasons.....	Compare/ justify / evaluate / devise What would you suggest to x? How could x be better in your work? How could you defend...? Think about..... Find three and explain why one is best.

Ineffective questioning often occurs when:

- We don’t allow students enough think time
- We expect a particular answer and not accepting or discussing divergent answers
- We do not explain or make use of wrong answers to improve learning
- We only ask certain people to participate
- Our questions are not challenging
- Our questions are not differentiated

Great questioning

Great questioning means that all learners are involved and engaged. It can be very difficult to get all students to participate but below are some ideas that could be effective:

- ✓ Allowing time to discuss in pairs before answering – think, pair, share
- ✓ Establishing no hands-up to ensure all students join in and are alert
- ✓ Targeting individuals is important to ensure that questions engage and challenge every student. A key rule is to ask the question first and the student name second!
- ✓ Bouncing the question around the room ‘who can add to this?’ ‘who can develop X’s answer?’

5. Monitoring Impact

This section includes:

- T&L Monitoring Reviews
- Learning Walks
- Feedback
- Professional development

Appendix COVID 19 Pandemic

COVID 19 Pandemic restrictions are applied as directed by the MoHE and MoE

- Blended Learning or fully online model followed as MoHE instructs
- Staff needed to be trained to deliver lessons on MS Teams
- Completely new style of teaching needed to be developed so training sessions would be given through videos and very small groups.

Blended Learning

- School will offer various Blended Models depending on the capacity of in school learning that the MoHE and MoE state, e.g 50% class sizes (15 max in classroom), 2m distance
- All Covid 19 restrictions applied
- No PE
- No marking of books only online submission of homework
- Teachers only allowed in designated area,
- Students at designated desk e.t.c
- Live streaming of lessons so online students can access the lessons
- More quizzes needed to be incorporated
- Greater use of online subscriptions such as iMyMaths and Active Learn
- Timings of lessons needed to be adapted, shorter lessons e.t.c.
- PowerPoints need more explicit explanations to support students who have missed lessons
- School Technology had to be enhanced
- Supporting students and parents through MS Teams and Parent Portal, emails etc
- Centre Assessed Grades system established