



Rochdale Islamic Academy
inspire - believe - achieve
G I R L S ' S C H O O L

TEACHING AND LEARNING POLICY

Reviewed: July 2023

Next Review: July 2024

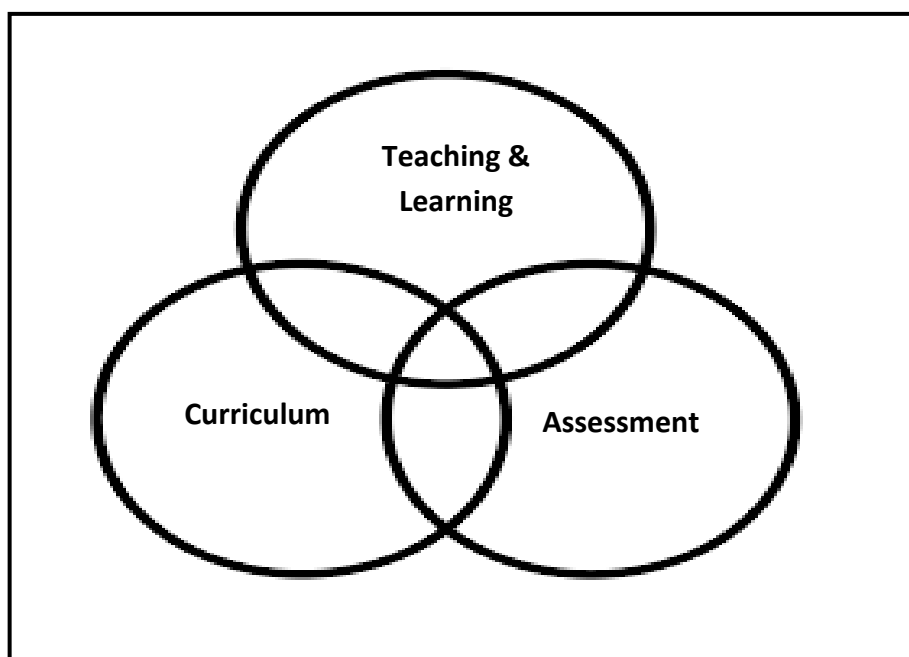
Responsible: Mr Mohammed Zarafat

Approved by board of Trustees: July 2023

TEACHING & LEARNING POLICY

INTRODUCTION

The purpose of this policy is to support the implementation of high-quality teaching and learning at RIAG. We see teaching and learning as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective teaching and learning are part of a whole school pedagogy informed by the effective implementation of:



EFFECTIVE TEACHING AND LEARNING

We are committed to providing a learning environment in which all students are challenged through high quality teaching, supported by excellent pastoral care. We believe that a truly excellent school is about more than academic achievement: it is about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence and genuine interests that extend beyond the confines of the classroom.

EFFECTIVE TEACHING AND LEARNING:

Enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills.

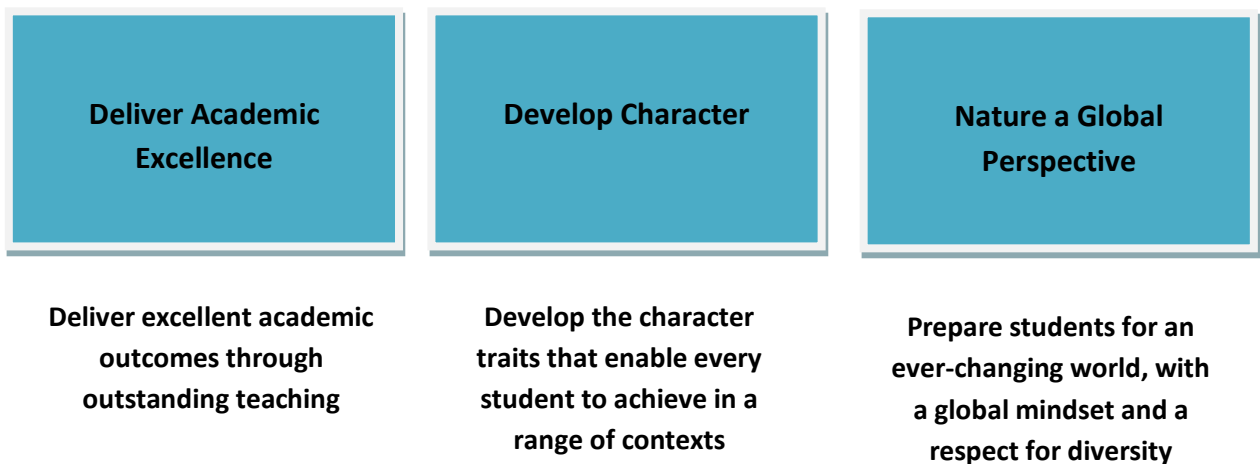
- Fosters self-motivation, the application of intellectual, physical, and creative effort, interest in their work and the ability to think and learn for themselves.
- Involves well planned learned sequences and lessons utilising effective teaching methods, activities, and management of time.

- Shows a good understanding of the aptitudes, needs and prior attainment of students; ensuring that these are considered when planning learning.
- Demonstrates good knowledge and understanding of the subject matter being taught.
- Utilises effective classroom resources of good quality, quantity, and range.
- Implements effective assessment strategies to inform teaching and impact on student progress.
- Develops meta-cognitive strategies.
- Utilises effective strategies for managing behaviour and encouraging students to act responsibly.
- Supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs; and
- Promotes, diversity and equality.

We believe that when effective teaching and learning occurs:

- Students demonstrate high levels of enthusiasm; are focused and productive
- Students display a thirst for more, spark of curiosity, inquisitiveness
- Students ask probing questions
- Students understand their current level of attainment and what they need to do to improve
- Students are able to work independently, and demonstrate resilience
- Students are all participating and well behaved

The impact of quality teaching and learning is ultimately tested through the progress that students make and the outcomes they achieve.



RESPONSIBILITY

All staff are responsible for ensuring this policy is implemented and acted on. When evaluating the use and impact of this Teaching and Learning Policy, our school leaders will evaluate the extent to which there is evidence of:

- The impact of teaching on academic attainment and progress; and
- The impact of teaching on pupil engagement and passion for learning, capacity for independent and critical thinking, self-awareness and resilience and self-confidence.

EVALUATING THE QUALITY OF TEACHING

Every teacher is expected to evaluate the impact of their teaching in order to continue improving as a reflective professional. We support the view that the very best teachers constantly seek improvement and want to continually develop their skill as expert teachers.

Knowing about the whole-school quality and effectiveness of teaching is a core responsibility of school leaders. Ultimately, this responsibility rests with the Headteacher. The evaluation of teaching is undertaken through the involvement of a range of leaders and teachers. In evaluating, the following questions are asked:

- How effective is teaching? How do we know?
- What impact is teaching having on learning and progress? What is our evidence?
- What do we need to do next to improve further?

The school has a teaching and learning lead who has a responsibility for:

- Training
- Lesson observations
- Observation feedback
- Learning walks
- Coaching as and when required
- Deliver planning training sessions

The teaching and learning team meet to:

- To discuss the progress of each staff member
- Identify training needs
- Plan upcoming observations and training sessions

- Any evaluation of teaching takes account of the impact of 'teaching over time', utilising a best fit approach drawing on a range of evidence, e.g., work scrutiny, lesson observation, analysis of data, feedback from students, etc.