RADIANT INDIAN SCHOOL FOR GIRLS & BOYS - SHARJAH

TEACHING AND LEARNING POLICY 2023-2024

VISION:

To be a leading institution providing academic excellence that empowers value based education in UAE.

TEACHING AND LEARNING POLICY:

The school's *teaching and learning policy* expresses our belief that learningshould be a rewarding and enjoyable experience for everyone.

INTRODUCTION:

At RADIANT INDIAN SCHOOL, we believe in the concept of lifelong learning, and the idea that both adults and students learn new things every day. We maintain that learning should be rewarding and enjoyable experience for everyone. Through our teaching, we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We intend to promote positive attitudes to learning. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

AIMS AND OBJECTIVES:

We believe that people learn best in different ways. Therefore, we provide a rich and varied learning environment that allows students to develop their skills and abilities to the in ways that suit them.

Through our teaching and overall school aims we seek to:

➢ Enable students to become confident, resourceful, enquiring and independent learners.

➢ Help students to reach the highest possible level of personal achievement.

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- ➢ Help students to develop their innovation skills.
- ➢ Develop students' self-respect, encouraging them to understand the ideas, attitudes, and values of others, and teach them to respect other their feelings.
- ➢ Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards different people.
- ➢ Enable students to understand their community and help them feel valued as part of it.
- ➢ Help students grow into reliable, independent and positive citizens.

1. **UNDERSTANDING HOW LEARNING DEVELOPS**

Research tells us that people learn in many different ways and respond best to different types of input; we must therefore teach in different ways to address the needs of our learners. We take into account the different skills when planning our teaching and provide opportunities to develop the skills and positive attitudes.

We offer opportunities for students to learn in different ways. These include:

- ➢ Investigation and problem-solving
- ➢ Research and discovery
- ➢ Group work
- ➢ Pair work
- ➢ Independent work
- ➢ Whole-class work
- ➢ Asking and answering questions
- ➢ Fieldwork and visits to places of educational interest
- ➢ Creative activities
- ➢ Observing and responding to television and other recorded media
- ➢ Debates, role-plays and oral presentations
- ➢ Designing and making things

> ➢ Participation in athletic or physical activity

> ➢ Experiences with practitioners and specialists

> ➢ Performing.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn. Students are encouraged to report on what helps them learn and what makes it difficult for them.

Success criteria based on the key aspects of learning are used to audit the learning. Success criteria are essential and should be shared in classroom and in lesson.

2. <u>PLANNING AND ASSESSMENT FOR LEARNING:</u>

Teaching is structured to maximize learning opportunities. Activities are planned in accordance with the following principles:

<u>THE TEACHING:</u>

> ➢ Builds on previous learning and is instigated/designed by
>   our knowledge of the learner.
> ➢ gives pupils the 'big idea' and purpose of the work being pursued
> ➢ Makes success criteria explicit and indicates what the next step in
>   the learning will be.

The teacher explains the success criteria, and why the activity is important in achieving the learning objectives.

<u>THE LESSON:</u>

➢ Is usually presented in a range of styles.

➢ Allows opportunities for the pupils to build up their own understanding
   through various activities.

➢ Develops core skills in English, mathematics, and information
   technology (IT) through a variety of opportunities.

➢ allows opportunities for the students to review and reflect on what has been

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learnt at regular intervals throughout the lesson.

➢ has built-in opportunities for feedback to the students, acknowledging success and reviewing learning strategies.

When teaching, we focus on motivating all the students, and building on their skills, knowledge and understanding so that they reach the highest level of personal achievement. We use the school curriculum maps and medium-term planning drawn from the CBSE curriculum to guide our teaching. These set out the learning objectives in terms of key areas of learning and detail which skills are taught in each year group.

We plan our lessons using key aspects for learning across the curriculum. We take objectives, key skills and level descriptors from the NCERT documents and frameworks.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons to taking into account the different abilities of students. Our prime focus is to develop further the knowledge, understanding and skills of all our students. We strive to ensure that the tasks set are appropriate to each student's level of ability. Teachers modify teaching and learning as appropriate for students with disabilities as they do for students with varying levels of prior learning.

We value each child as a unique individual, and teachers are familiar with equal opportunities practice covering race, gender and disability. We strive to meet the needs of all our students and to ensure we include them.

3. LESSON PLANNING:

To ensure that planning is continually at a high standard:

Supervisors along with the department teachers will digitally frame

i)   Weekly plan.

ii)   Monthly plan.

iii)   Yearly plan (term wise)

That will be shared with all staff and parents of their concerned department in their areas. Classroom teachers will fully plan their lessons in written. They have standard lesson plan template to do this. • For every lesson, classroom

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Teachers' planning will indicate;

a) The lesson objectives. (LO)

b) Content summary. - Key concepts, Lesson outline, Starter activity and Mainactivity.

c) Real life application.

d) Cross curricular link.

e) Reinforcement- Homework.

f) Previous Knowledge.

g) Resources.

h) Activity.

i) Differentiation.

j) Plenary.

k) Feedback/ Student's outcome.

4) DIGITAL TECHNOLOGY:

At RDS 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.

Teachers should integrate their lesson by using any of the educational tools such as Padlet, near pod etc.

5) CURRICULUM ORGANIZATION:

In the Kindergarten we provide an enabling environment that allows children to explore, investigate and learn through a wide range of first hand and multisensory experiences in the indoor and outdoor classroom.

SCHEME OF SUBJECTS

KGI & KGII

English, Mathematics, EVS, General Knowledge, Art & Craft, Rhymes and story telling , Games.

Grade I to VIII

English, II-Language (Hindi / Malayalam / Urdu), Arabic, Mathematics, Science, Computer Science, UAE Social Studies, Social Science, Value Education / Islamic Studies, Work Experience, Art & Craft and Games, Moral Education.

Grade IX to X

English, II-Language (Hindi / Urdu / Malayalam), Mathematics, Science, Computer Science, UAE Social Studies (Grade-IX only), Social Science, Islamic Studies/ Value Education, Art Education, Physical & Health Education and Work Experience, Moral Education.

ELECTIVES OFFERED AT SENIOR SECONDARY LEVEL (Grade XI & XII)

(a) Science Stream:

Group 1 : English, Physics, Chemistry, Biology, Mathematics, Arabic, Moral Education , Islamic Studies/Value Education

Group 2 : English, Physics, Chemistry, Mathematics, Computer Science, Arabic, Moral Education, Islamic Studies/Value Education

Group 3 : English, Physics, Chemistry, Biology, Psychology, Arabic / Moral Education / Islamic Studies

b) Commerce Stream:

Group 1 : English, Economics, Accountancy, Business Studies, Mathematics, Arabic / Moral Education / Islamic Studies

Group 2: English, Economics, Accountancy, Business Studies, Psychology, Arabic / Moral   Education / Islamic Studies

5.2 THE PRIME AREAS OF LEARNING IN KINDERGARTEN:

• Communication and language

• Physical development

• Personal, social and emotional development:

The specific area of learning:

• Literacy

• Mathematics

• Understanding the world

• Expressive arts and design.

Each topic has a broad title where a high value is placed on all subject areas. Each curriculum area has been rigorously planned into the topics throughout the school to ensure progression and continuity. The topics provide the explicit links to be made across the subject areas ensuring an in depth understanding of the learning. The organisation of the topics provides the opportunities for children of all abilities to access the learning creatively at an appropriate level and to be successful learners. Teachers then plan the learning journey to meet the needs and interests of the pupils' in their class.

5.3 THE PRIME AREAS OF LEARNING FROM GRADE 1 TO GRADE 10: LANGUAGES- ENGLISH, ARABIC , OTHER SECOND LANGUAGES SUCH AS HINDI, URDU AND MALAYALAM:

Importance to given to literacy strands such as reading, speaking, writing and Listening skills.

MATHEMATICS:

Strands such as mental math and problem solving are given more importance.

Teachers will encourage critical thinking through asking for explanations to answers.

SCIENCE:

Investigative Science Children are expected to regularly engage with practical investigative tasks that address the scientific method and working scientifically skills.

Making greater provision for the development of collaborative learning skills.

Making greater provision for the development of independent learning skills.

6) CONDITIONS FOR LEARNING

We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe and that they belong. Students' enjoy being challenged, especially when they are involved in setting the challenge at the right level for themselves.

6.1 WORKING INSIDE THE CLASSROOM:

Students are taught skills, concepts and facts to ensure learning outcomes aremet and misconceptions are addressed prior to lessons.

Support for students is reviewed on a regular basis through formal observations, SLT meetings, staffing structure between the staff involved.

Staff enhance the instructional activities within the classroom, focusing on high quality teaching and delivery of specific tasks closely linked to the learning objective of the lesson. Small group teaching enables personalized and tailored teaching for each child.

Time is provided for teachers to meet so that all teachers are familiar with the requirements of the lesson. Support staff makes and adapt resources to support individualson a one to one basis and small groups.

Teachers reflect on their practice and plan their professional development accordingly.

Teachers are supported in developing their skills so that they can continuously improve in their own learning.

THE MONITORING OF TEACHING AND LEARNING:

FORMAL OBSERVATIONS:

Formal lesson observations take place as part of the appraisal cycle. Staff will receive constructive feedback on their performance. Feedback will highlight

particular areas of strength as well as any areas that may need attention.

INFORMAL ARRANGEMENTS:

Other observations may take place during the year. These may be more informal observations, peer observations to aid professional learning, or subject leaders monitoring the teaching and learning taking place within their department. Faculty Review As part of a full faculty review staff may be observed to gain a clear picture of teaching and learning standards across the whole department. Feedback will be received for all observations.

EVALUATION:

The following process is followed for learning:

We advocate the continuous and comprehensive pattern of evaluation. The purpose of the continuous and comprehensive pattern of evaluation is to gather relevant information about student progress. Teachers are able to reflect on student achievement, as well as special inclinations of the group, to customize their teaching plans. Specifically, teachers:

• Provide opportunities for feedback, peer and self-evaluation in lessons.

• Allow for reflective time to fill notebook rubric that helps students determine their journey through a unit of study.

• Help students reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.

• Give written and oral feedback in line with the school's policies on Assessment and notebook corrections.

7) ROLES AND RESPONSIBILITIES:

THE ROLE OF GOVERNORS:

Our governors determine, support, monitor and review the school's approach to learning and teaching.

THE ROLE OF PARENTS:

Parents have a fundamental role to play in helping students to learn. The school informs parents about what and how their children are learning:

- by meeting with and sending information to parents at the start of the year, to outline the topics that the students will be studying during that year at school
- by informing parents of assessment outcomes and curricular targets which indicate how their child can improve further
- by explaining to parents how they can support their children at home.

- We believe that parents have the responsibility to support their students and the schooling implementing school policies.

ROLE OF TEACHERS:

Teachers create and maintain professional relationships with all staff, pupils, parents and Industry Partners across the School.

• Teachers have access to a thorough CPD programme to ensure that they feel confident and fully equipped to be able to deliver a first-rate education to our pupils at RDS.

• Teachers plan outstanding lessons that cater for all pupils so that every pupil makes accelerated progress.

• Lessons incorporate digital technology in addition to the RDS 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.

• Teachers will work together to share ideas and to produce outstanding delivery at all times.

MONITORING AND REVIEW:

The learning and teaching policy at RDS is a working document and evolves through review and planning by students', staff and governors. We are aware of the need to monitor the policy, and we take account of new initiatives and research. Specific attention is given to changes in the curriculum, developments in technology and changes to the physical environment of the school tests, international tests such asOlympiad and CAT4 Test and other measures of students' performance are used in the processes of monitoring, review and evaluation.

OTHER POLICY:

Teaching and learning policy is linked to assessment policy.