

AL AMEEN PRIVATE SCHOOL

MSB DUBAI

Staff Handbook 2009 - 2010



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Principal's Message

BE THE DIFFERENCE

“Some people go into teaching
because it is a job.
Some people go into teaching
to make a difference.”

The new school year is close at hand. As teachers we can close our eyes and hear the footsteps of children trudging through the hallways hoping they will end up in your classroom and you will be that one teacher . . .

who has a never-give-up attitude and
a whole briefcase full of instructional techniques;
who can't wait for the bell to ring to start each day and
is organized and ready so students know what to do;
who delights in a challenge and
has the expectation that every child is capable of success;
who honors students with dignity and respect and
expects the same in return;
who is patient with works-in-progress and
cares about the outcome;
who wants to be the difference in students' lives and
IS the difference in theirs.

Choose to be the difference in your students' lives.

Wishing you a school year filled with hope and dreams come true for you **and** your students.

Fatima Martin

Foreword

The greatest sign of a teacher's success is to be able to say "the children are now working as if I did not exist" - Maria Montessori

On behalf of Al Ameen Private School we extend our warmest greetings to all staff members, in particular, those who have joined us in this academic year.

The main aim of this handbook is providing the staff with detailed information on conditions of service and at creating a better understanding of policies and procedures to create a positive environment, as we believe that the staff perform best where the rules are clear and fair.

We are proud of our school, of our students, our staff and the education that we provide. Every student matters to us; we want every student to do his or her very best. We are also very proud of the strides made over the past years, and thank the staff, especially for their significant contributions and level of support provided.

With the Kind Benedictions of His Holiness Dr. Syedna Mohammed Burhanuddin (TUS), the AAPS faculty, administration and staff are strong, varied and talented individuals who have been drawn together for a common purpose - to create a stronger better place where our children can grow to become 'Perfect Mumins'. Our education programme is underpinned by our core values, so that our students develop leadership qualities with a global outlook, and humanitarian principles that are essential in making them responsible citizens of the world.

We have taken up this noble profession of moulding and nurturing young minds. It is very rightly said by a teacher, *"I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized"*

It is our hope that you find this staff handbook to be helpful and informative.

You have our very best wishes.

Mrs. Rashida Sahiwalla - Head of Foundation Stage

Mrs. Zeenat Munir - Head of Key Stages 1 and 2

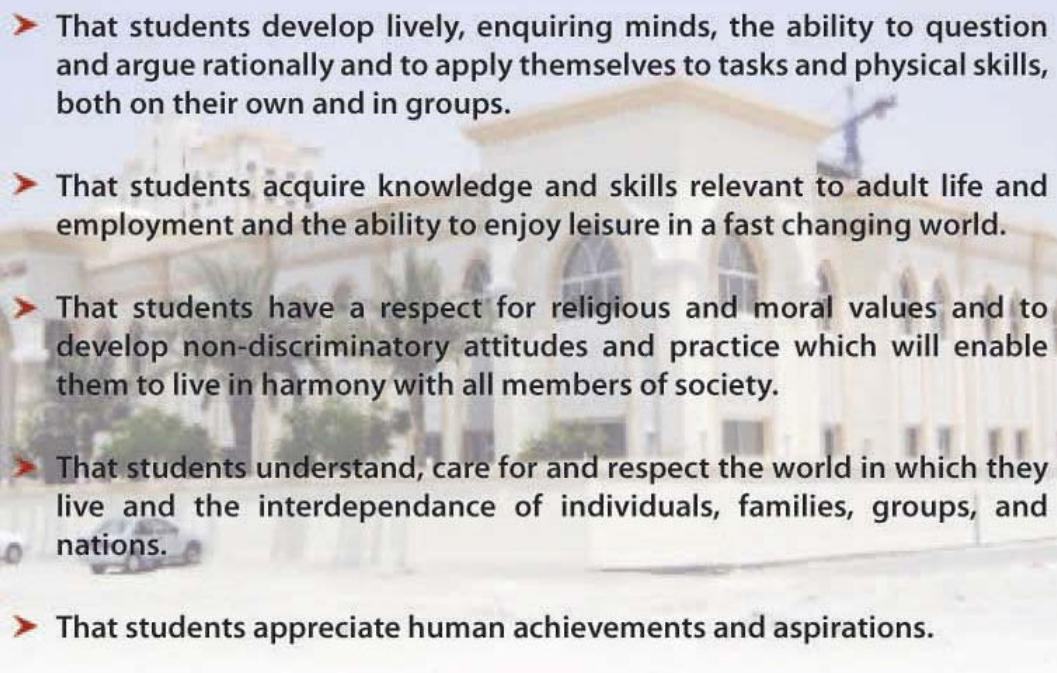
Mrs. Sadia Junaid - Head of Key Stages 3 and 4

AIMS

Al Ameen Private School is the Dubai branch of the Al Madrasa-Tus-Saifiya-Tul-Burhaniyah.

Al Ameen Private School follows the British National Curriculum. The objectives of the curriculum are underpinned by Islamic values which is prevalent in the learning environment in UAE.

The intended outcome of our education at school is:

- 
- That students develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills, both on their own and in groups.
 - That students acquire knowledge and skills relevant to adult life and employment and the ability to enjoy leisure in a fast changing world.
 - That students have a respect for religious and moral values and to develop non-discriminatory attitudes and practice which will enable them to live in harmony with all members of society.
 - That students understand, care for and respect the world in which they live and the interdependence of individuals, families, groups, and nations.
 - That students appreciate human achievements and aspirations.
 - That students are helped to develop moral values and an appreciation of the spiritual dimensions of human experience.
 - That students are helped to develop their imagination, sensitivity and creative responses to a wide range of aesthetic experiences.
 - That students develop a sense of self-respect, self-discipline, the capacity to enjoy life as independent, self-motivated adults and the willingness to care for others.

THE SCHOOL DAY

At the Start of the School Day

At the start of the day class teachers /form tutors should take registration for that class. Class registers must be kept updated and all student leave records should be filed appropriately.

Bell timings

PERIOD	REGULAR	RAMADAN	PERIOD	PERIOD	ZERO PERIOD AT THE BEGINNING	ZERO PERIOD AT THE END	PERIOD
DOA	07:50-08:10	08:30-08:45	DOA	DOA	7:50-8:10	7:50-8:10	DOA
PERIOD 1	08:10-08:50	08:45-09:15	PERIOD 1	PERIOD 1	8:10-8:45	8:10-8:45	PERIOD 1
PERIOD 2	08:50-09:30	09:15-09:45	PERIOD 2	ZERO PERIOD	8:45-9:20	8:45-9:20	PERIOD 2
PERIOD 3	09:30-10:10	09:45-10:15	PERIOD 3	PERIOD 2	9:20-9:55	9:20-9:55	PERIOD 3
BREAK	10:10-10:30	10:15-10:45	PERIOD 4	BREAK	9:55-10:15	9:55-10:10	BREAK
PERIOD 4	10:30-11:10	10:45-10:55	BREAK	PERIOD3	10:15-10:50	10:10-10:45	PERIOD 4
PERIOD 5	11:10-11:50	10:55-11:25	PERIOD 5	PERIOD4	10:50-11:25	10:45-11:20	PERIOD 5
PERIOD 6	11:50-12:30	11:25-11:55	PERIOD 6	PERIOD5	11:25-12:00	11:20-11:55	PERIOD 6
NAMAZ	12:30-01:00	11:55-12:20	PERIOD 7	PERIOD6	12:00-12:35	11:55-12:30	PERIOD 7
PERIOD 7	01:00-01:40	12:20-12:50	PERIOD 8	NAMAZ	12:35-1:05	12:30-01:05	PERIOD 8
PERIOD 8	01:40-02:15	12:50-1:15	NAMAZ	PERIOD7	1:05-01:40	01:05-01:40	NAMZAZ
FIRST BELL	02:15	1:15	FINAL BELL	PERIOD8	01:40-02:15	01:40-02:15	ZERO PERIOD
SECOND BELL	02:20			FIRST BELL	2:15	2:15	FIRST BELL
				SECOND BELL	2:20	2:20	SECOND BELL

At the End of the Lesson

At the end of every lesson teachers are required to leave the classroom in a fit state ready for the next lesson.

At the End of the School Day

At the end of the last lesson teachers should ensure that windows and doors are closed, computers are shut down, and chairs and desks are appropriately placed to facilitate the cleaning of classrooms. Teachers supervise the children in their class until they have safely left the building. Children must leave via the agreed route supervised by their form tutor.

Morning, Dispersal and Break-time duty

BREAK TIMES

A rota of break duties includes all teachers and teaching assistants. To ensure the health and safety of AAPS children teachers are required to be on duty for the beginning of break time. If teachers need refreshments please make time before or after the break duty.

Teachers should be actively involved in break time, touring the designated area and staying alert for potential risks as well as interacting with the children.

If teachers are unable to do break duty for any reason, it is their responsibility to exchange their duty with another member of staff.

The Nurse will be in the clinic at all breaks.

When the break time ends:

First whistle, insist that all children stand still and are calm.

Second whistle, the children quietly walk into school

Teachers should supervise the children and check that everyone is inside their respective class rooms.

Snack

The children have their snack in the designated room. Children should be actively and frequently encouraged to bring a healthy snack. Fizzy drinks and drinks in glass containers are not permitted.

Injuries at break times

- Stay with the injured party.
- Send for the school nurse immediately if there is any likelihood of injury.
- Remain calm and take control of the situation.
- Reassure the injured party.
- Seek assistance to ensure the health and safety of all other children and staff.

Morning and Dispersal Duty rota to should be followed by all staff, ensuring that all students enter and leave the school in an orderly manner. This is also an opportunity to interact with students outside the classroom ensuring that the school ethos is lived up to.

AAPS' Students

A major responsibility of our school system is to help all young people learn. This concern for the development of all individuals is central to the effectiveness of our educational system.

In this section we will address important issues related to the well being of the students in our care.

PASTORAL CARE

The form tutor's prime responsibility is the pastoral care of children in the class.

If a situation develops with a child that the form tutor feels may cause concern, the HoS will be advised. Children who are experiencing learning difficulties or behavioural/emotional problems should be referred to the HoS/Principal. Referral to support staff in school or to outside agencies may then be considered, in liaison with parents.

Confidential information is held in the record folder by the registrar for each child regarding personal/family matters and further information can be added for future records.

Student Health Program

School Health is administered by the Ministry of Health and the Municipality and the clinic staffs are accountable to both departments. The school has a full time Nurse. The doctor visits the school twice in a week.

First Aid/Illness - Students sent to the clinic must be accompanied by TA (FS &KS1 only). For small issues students should be sent to the clinic during the break. Please use forms provided to ensure students are accounted for and to aid in communication. Most students will spend a short time in the clinic and then return to class.

If the student needs to return home they will come to the class to collect their bag/homework and then return to wait in the clinic or front office for their parents.

Immunization - immunization is conducted in the month each individual student is due and therefore there are regular vaccination days monthly.

Health education - Health talks are conducted at assemblies and classroom discussions. Activities, poster displays are extensively used to promote health awareness among students.

Medical Check ups - Students are provided with medical check ups annually. Outside professionals visit the school to offer dental, optical and auditory check ups.

School safety - The school grounds and buildings are inspected regularly for potential hazards. Teachers are requested to report issues that are identified in this regard to the clinic.

Health records, statistics and reports - A record booklet is maintained for every student; it contains annual health checks, annual weight and height and follow up of significant health concerns. Each student's visit is documented and reports are collated for the ministry of health, monthly and annually.

Students on Leave

Short - Students who miss a day or two due to illness etc should bring a note from the parents when they resume school. All subject teachers must ensure that the student catches up on the content missed. There must be system developed in class to keep track of worksheets and circulars for students who are absent.

Deputing one of the students as a class secretary and instructing him/her to keep a copy of the worksheets/circulars during the absence of the class fellow is a suggested follow up method.

Long- Students who are absent for more than three days - It is imperative that the class teacher call the respective parent and check. The subject teachers and the class teachers must come together and email the parent expressing concern regarding the child's absence and sending curriculum content information.

Students who take a long leave more than once during the year for reasons other than medical have to be brought to the respective HoS's notice. HoS will call the parent in for a meeting of which the details need to be documented.

When students return after an absence, how do they find out what they missed? Often students rush the teacher when the teacher is opening or summarizing a lesson.

Create an absentee system, where students become responsible for the work they've missed. Telling them that they are responsible for their missing work is one thing, but creating a system that holds them responsible is another.

Absent Folder

Maintain a classroom folder or binder for missing handouts and other makeup work. As you distribute work, immediately set aside extra sheets and label sheets the names of absent students. Place these into the folder before the end of the period.

Keep the folder in a neutral location convenient for you to access throughout the day but also accessible to students. Colour - code folders for different classes. Absent students should be taught to seek the binder before or after the bell.

Classroom calendar

It's shocking how often students do not realize when they have missed several quizzes and test. The classroom calendar solves this problem by providing clear dates when major assignments are and were due. This is not for minor assignments; this is for quizzes, test, projects and essays.

Do not confuse the calendar with the classroom daily homework reminders. Current assignment dates get erased from the boards when they are due; the classroom calendar stays intact. This is an excellent way to track assignments and to prove to students how late their assignments really are.

Absent Buddy

An absent buddy system is when a student chooses an absent buddy. Each student keeps track of work when the other buddy is missing. Create absent buddy forms for students to

use, including work collected, quizzes or tests taken, missed activities, handouts and new homework. However the teacher should be alert and intervene if both students are absent.

Classroom secretaries

One of the easiest options is to choose two volunteer students who are organized. You can offer these students extra credit to keep a list of daily activities, work collected, work distributed, and homework in the class folder. They can also assist in maintaining the classroom calendar.

If students still need your help making up work, they should see you after school. Having an absentee system will place more responsibility onto the school students and less burden on your shoulders to track students down.

Another tip:

Leave this form on the Class Teacher's Desk and each Subject Teacher fills it out and signs.

For _____

We missed you while you were out. Here's what we did.

Day/Date	Subject	Activity or Assignment

Do remember to reward the student who is helping to manage the paperwork of the absent student.

TEACHER PARENT COMMUNICATION

AAPS recognises the importance of the parent/teacher partnership in the education of children.

Communication is an essential part of this partnership. It is important that all communication between parents/teachers would take place in a spirit of mutual respect and courtesy.

In order for communication to be effective, it should take place -

1. At a suitable time and
2. In an appropriate setting.

Types of communication in school will fall into categories of **informal and formal**.

Informal communication is suitable for everyday situations, which may arise.

Formal communication is necessary when a parent/teacher needs to communicate about a serious issue or concern or to convey an important message or information.

An appointment should be made with teacher/parent by parent/teacher to meet at a mutually convenient time.

This meeting when necessary -

1. Should take place in a quiet private area and in general not in front of the children.
2. Both parents and teachers should be informed in advance as to the subject of the meeting.

If an urgent matter arises for a parent, teachers will endeavour to deal with the issue as soon as possible.

The school endeavours to be a place of welcome for children, parents and staff alike.

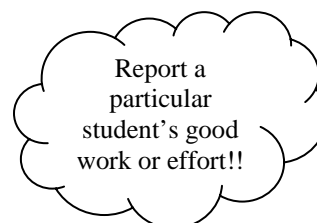
PARENT/TEACHER MEETINGS

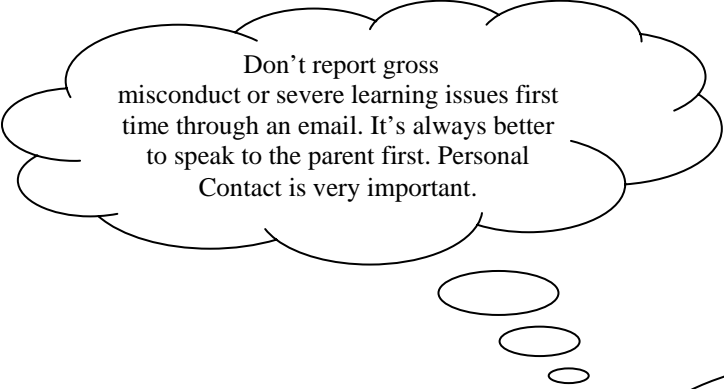
The purpose of the scheduled parent/teacher meeting is to give teachers and parents the opportunity to discuss the overall progress of the child. It is a short meeting and therefore

detailed/in-depth discussions may have to take place at a future meeting which can be arranged.

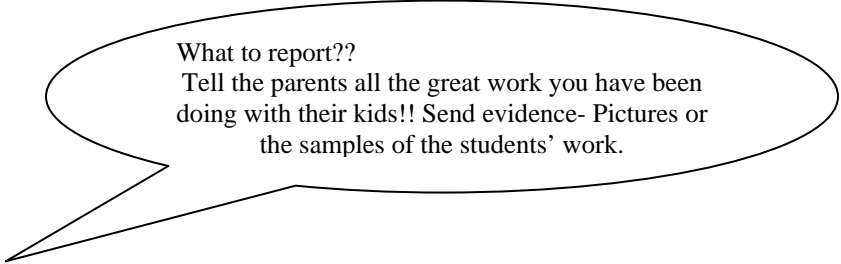
- It is important you communicate often with your students' parents.
- If conferences are not possible, there are many other ways to keep the parents informed, either for individual students or for the whole class.
- Telephone calls (remember these calls can be made for good news about a particular student, not just when there is a problem).
- Leave a message on the parents' answering machine if you have some good news to share. If it's about a particular problem the student is having, it is better to ask the parents to return your call and give a time when you are available to receive phone calls.
- Write a message in the student's school diary and ask for the parents to sign it once it is read.
- It is best to set up conferences with a parent and student if there is a disciplinary problem, so communication is clearer and includes voice tone and facial expressions. This will also give you a chance to show some of the student's work, including good work samples, prior to showing/discussing the areas of the work you have concerns about (if behavioural related you can address it with positive examples prior to giving negative ones).
- Keep a log of all the calls made whether it's for good or bad news.
- Try to call all your students' parents during the first two weeks of school, making it a welcome call. Introduce yourself and ask if they have any questions. This way you can establish good rapport with the parents, and often be able to get a few of the questions about the new year established prior to any incidents that may later occur. This does take time, but in the long run can be a big help.
- Write the parents a note and let them know you're interested. Try to encourage them to not be hesitant about calling you and meeting with you.
- Remember most parents have email access and address on which you can send an email.
- Communication between school and the parents must be free and open, remembering at all times the responsibilities we have as a school and the partnership we have with parents.
- Regular communication should be maintained with parents via the homework diary/email.

In line with AAPS guidelines, teachers will endeavour to contact parents once a month and keep a record of any discussions.





Don't report gross misconduct or severe learning issues first time through an email. It's always better to speak to the parent first. Personal Contact is very important.



What to report??
Tell the parents all the great work you have been doing with their kids!! Send evidence- Pictures or the samples of the students' work.

Emailing Parents:

Teachers are required to communicate with parents via email once a month. The content should be preapproved by the respective HoS.

All teachers are responsible to ensure that the **AAPS CODE OF CONDUCT** is appropriately displayed in the classrooms and students develop an understanding of it. Their understanding will be reflective in their responses.

Considerate - respecting everyone else as an individual; making sure that the words and actions do not cause inconvenience or offence to anybody

Courteous - being polite and helpful at all times

Co-operative - being willing to work with others

Friendly - being on good terms with others

Hardworking - doing his/her best

Honest - being truthful; respecting the property of other people

Trusting- accepting that others genuinely want help or want to help

Responsible- being reliable and responsible for our actions, behaving a part of the community

In Practice this means that:

- ✓ Be Punctual - Get to class on time
- ✓ Speak Considerately - avoid shouting, swearing and offensive language
- ✓ Be ready for lessons- Have all the material needed
- ✓ Clear up- after lessons and break. Ensure that lights are switched off once all students leave the room
- ✓ Move in an orderly manner - avoid running in the corridors; hold doors open for people to pass
- ✓ Negotiate- Think before you act- if there is a problem talk to a teacher about it
- ✓ Respect - Authority and the rights of others

THE TEACHER - THE ORGANIZER

Teaching may best be defined as the organization of learning. So the problem of successful teaching is to organize learning for authentic results. Teaching may be thought of as the establishment of a situation in which it is hoped and believed that effective learning will take place. This situation is made up of many parts.

- ✓ There must be a learner, or more usually a group of learners.
- ✓ There must be facilities; a stated place and time for meeting, and books and other printed materials for learning.
- ✓ There must be an orderly and understood procedure (routine and regular, or highly varied) for presenting, discussing and evaluating.
- ✓ There must be some way of grading so that the teacher and more importantly the pupil will know how the learning is coming along.
- ✓ There must be an organizer who brings these parts into a whole -- in other words, the teacher.

Teaching is the organization of learning. Thus it follows that a teacher is essentially an organizer. The task of any organizer is to enable a group and the individuals in it to function effectively together for the achievement of a common purpose. This is precisely your proper role as a teacher.

- ✓ **A good organizer is not an autocrat.** He or she does not make all the decisions or try to tell everybody in detail what to do and how and when to do it.
- ✓ **A good organizer, however, does not simply behave like any other member of the group,** without any special rights, privileges, or powers. The group needs positive leadership in order to function effectively, clarify its purpose and achieve its desired results.
- ✓ **A good organizer helps the group and the individuals in it to discover, to formulate, and to clarify their own purposes.** He or she will not merely tell the learners that they must learn and do this and do that.
- ✓ **A good organizer delegates and distributes responsibility as widely as possible.** He or she will try to educate the group to manage its own affairs just as far as it can. With an immature and inexperienced group a good organizer will function to a considerable extent as a director, because he must function this way for the class to get anywhere. As the class learns how to work together, and as individuals in it learn to steer their own course, the function of the organizer merges more and more into guidance.
- ✓ **A good organizer encourages and values initiative.** But the initiative is not just drifting and getting off the path. It is initiative that is always within in the framework of the purpose of the class.
- ✓ **A good organizer builds on strengths rather than emphasizing weakness.** He or she goes on the constant assumption that everyone is capable of some achievement, some contribution, even though that achievement may be very modest, and perhaps very different from what the organizer expected or intended.

- ✓ **A good organizer fosters self-criticism and self-evaluation within the group.** As leader, as director, as guide, the organizer must often take it upon himself or herself to reveal to the group where they have succeeded and where they have failed. However, he must develop the ability to hold a mirror up to the group so they can see and judge their own accomplishments and failings.
- ✓ **A good organizer maintains control,** because without control and as controller, and constantly strives to develop within the class its own self-control in terms of its common purpose.

These are some of the operating characteristics of any good organizer. They are the operating characteristics of a first-rate teacher. A teacher organizes *learning*. Thus, a teacher's work is different in many important specific and detailed respects from the work of a factory manager, the head of a business department, or the administrator of a school system. But the teacher, like any other organizer, works primarily with *people*, and his task and responsibility are to create situations in which people can do their best and achieve their best.

Routines and Rules

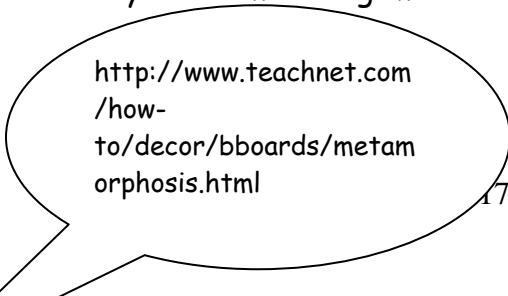
Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- ✓ agreed by the children and clearly understood
- ✓ fair and consistent
- ✓ realistic and positive
- ✓ kept to a minimum but enforced
- ✓ daily activities such as morning maths with which the children are familiar
- ✓ All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour policy.

Halls, Walls, and Bulletin Boards

School bulletin boards are an effective means of teaching and displaying the work of students for their families and for visitors to view.

It is important that the following guidelines be adhered to strictly when mounting material on bulletin boards.



<http://www.teachnet.com/how-to/decor/bboards/metamorphosis.html>

- All bulletin boards must have a neat border.
- No spelling mistakes.
- Work must be mounted and cut straight.
- Work should be labelled with name, date and class.
- We all have a responsibility for helping to keep displays looking good.
- At AAPS displays should be fresh and interesting so we aim for a 6 - 7 week cycle of change.
- Displays should be clearly labelled.
- Ensure displays are interactive
- No display is to be left for more than one term.
- Use blu-tac or masking tape to stick things on walls.

Remove all staples from empty boards and all signs of tape or blu-tac from walls when a display is removed.

Bulletin Boards have an impact on the child's learning and enhance cross-curricular links. Teachers are responsible to ensure that these are always kept updated.

Children cut out the paper dolls. They dressed themselves in precut wallpaper clothing. Finally, they added yarn for hair and used markers to add facial features.

<http://web.archive.org/web/20060502011837/www.kinderhive.net/circle.html>

BB IDEAS!

The Metamorphosis of Class ____

"I thought this would be a good display for teachers who are looping. The children could write how they've changed from the previous year. There are 2 views of this title. The children made the butterflies and flowers with egg cups."

http://www.fvsd.ab.ca/stm/classroom_management_tips_and_be.htm#bulletin%20boards

CONTRIBUTOR: Harriet Stolzenberg

DISPLAY POLICY

As a School, we believe displays play an important part in encouraging enthusiasm for learning and for celebrating the achievement of our young people.

Aims of Display

- ✓ To promote student voice

- ✓ To celebrate student's achievements.
- ✓ To boost student's self-confidence.
- ✓ To show examples of attainment in all areas of the curriculum.
- ✓ To enable the students, staff and visitors to gain an instant insight into the diversity of the work going on in the school.
- ✓ To show the progress achieved by the students
- ✓ To create a bright, rich and stimulating environment for students to be in
- ✓ To encourage children to take an interest in other student's work across the school
- ✓ To provoke children, young people and adults to think
- ✓ To ask questions to provoke learning
- ✓ To provide information that students need on a daily basis
- ✓ To celebrate diversity and an international ethos

Purpose

There are six main purposes to this policy:

- ✓ To provide a visually stimulating learning environment for all pupils;
- ✓ To establish expectations for teachers and support staff;
- ✓ To promote continuity and coherence across the school;
- ✓ To give purpose and value to children's work - every child's' work matters.
- ✓ To give children positive affirmation and parents feedback that the work has been appreciated and celebrated.
- ✓ To develop children's aesthetic awareness.

Planning of Display

Teachers are encouraged to plan displays as part of the year group planning discussions, identifying the curriculum area needing to be covered and the activities that will lead to student's work suitable for display.

Where possible, we believe it is good practice to involve students in the creation of their own displays. This may involve students learning to mount and label work and create captions or explanations.

Expectations

We believe that a good display must have the following:

- ✓ A clear title
- ✓ A short explanation of the task/learning objectives that produce the work
- ✓ A range of questions to encourage interaction
- ✓ A Year Group label
- ✓ All pieces of work labelled with the student's names clearly printed

- ✓ To maintain high standards in our displays it is expected that backing paper and borders will be renewed for each new display. Student's work should be mounted at least once and care taken to ensure smooth cutting edges. Pins should only be used while children's work is being positioned and then staples/glue used to permanently fix the display.

Strategy for implementation

The classroom-learning environment - working walls

- ✓ The classroom learning environment for literacy, numeracy, science and Arabic is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. Displays for social sciences and PSHE encourage students to develop enhanced understanding of the world and people's behaviours.
- ✓ Children's work is used to affirm features of work that are desired.
- ✓ Vocabulary relevant to the focus of the learning is evident in all three core subjects.
- ✓ There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles.

The extended learning environment - display as celebration

- ✓ Celebration of work is displayed in corridors and other shared areas and is not necessarily the focus of the classroom-learning environment, although it is expected that the central topic the class is studying will be clear and in evidence within classrooms.
- ✓ Work that is a finished piece and the end result of the teaching and learning process in an aspect of study should be mounted on separate paper. Paintings and photographs should be mounted as well as written work.
- ✓ Captions to explain the learning process pose questions or provide contextual information should be part of the celebration display.
- ✓ The use of fonts is optional although this is expected to be clearly legible and produced by computer. Captions should also be mounted.
- ✓ The use of artifacts, drapes or plants enhances the display. Using boxes and other devices to make parts of the display three-dimensional are recommended.
- ✓ A rota for display in the school hall/corridors is established and each teacher in the school has a board in the corridor allocated to them.

- ✓ The library display boards are used to reflect particular projects that have been identified as successful across the school.
- ✓ Displays as celebration of pupils' work should change at least two times every term.

The Learning Environment

All areas and resources of the school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways. These include:

- ✓ investigation and problem solving
- ✓ research and finding out
- ✓ using the ICT infrastructure
- ✓ group work
- ✓ pair work
- ✓ independent work
- ✓ whole-class work
- ✓ asking and answering questions
- ✓ use of the computer
- ✓ fieldwork and visits to places of educational interest
- ✓ creative activities
- ✓ debates, role-plays and oral presentations
- ✓ designing and making things
- ✓ participation in athletic or physical activity

Learning takes place in an environment which is:

- ✓ challenging and stimulating
- ✓ peaceful, calm and welcoming
- ✓ happy, organised, encouraging and appreciative
- ✓ well resourced and clearly labelled
- ✓ makes learning accessible
- ✓ provides equal opportunities
- ✓ provides a working atmosphere

Displays should be changed regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of fiction and non-fiction books, as well as displays relating to literacy and numeracy and other curriculum areas.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Each classroom has well ordered clearly labelled resources as appropriate.

Dos and Don'ts guidance

Displays should always belong to the children and not be window dressing. They provide one of the best ways of demonstrating that a child is valued and a range of abilities should be evident not just selections made from the high achievers. Work that reflects process does not always have to be the finished product.

- ✓ A good display will stimulate discussion and curiosity and should be changed regularly to maintain this level of interest. Above all keep it accessible and think of the target audience.
- ✓ Vertical and horizontal lines look better aligned if possible
- ✓ Choose colours carefully - complimentary colours such as red and green or violet and yellow will make things stand out. Tonal colours such as blue and violet will create a harmonious, peaceful display. The background mounts should compliment a piece of work not distract from it. Work of different sizes or types is unified for a single display by being mounted on the same colour.
- ✓ Work is less damaged if it is pinned to the wall rather than stapled.
- ✓ All boards should be edged with border roll or other edging e.g. Ancient Greek pattern.
- ✓ Make sure work on the board that is meant to be straight is. Make sure that work at angles can clearly be read or seen.
- ✓ Children's work should be named with their first name only and first letter of their surname.
- ✓ Avoid the usage of felt pen in displayed work. It rarely looks good for colouring.
- ✓ Most work is surface mounted. However collages and other 3D work can look better window mounted using a card frame.
- ✓ Cutting work into shapes such as circles, triangles and squares can add interest to the work.

Finally stand back and evaluate the display - has it worked? Are the children using it or talking about it? Is it a useful tool for teaching? Has it made a child feel proud?

CLASSROOM ENVIRONMENT: CHECKLIST FOR EFFECTIVE LEARNING

This is used by teachers to audit their own classroom environment or as a monitoring or observation tool by peers or the school's senior management team.

Checklist for effective learning

Focus Area	Desirable Elements	Evidence
Sharing objectives and reviewing learning	<ul style="list-style-type: none"> • Objectives displayed and discussed • Key questions displayed and used in lesson starts and plenary: What? Why? How? When? • Key questions and prompts available to support children’s talking and thinking about learning • Use of key questions or grids to trigger prior knowledge • Curriculum displays include statements and questions to highlight key learning points 	
Curricular targets	<ul style="list-style-type: none"> • Key literacy and mathematics targets are displayed • Classroom displays, visual prompts and resources support key curricular target focuses, e.g. structural organisers 	
Vocabulary	<ul style="list-style-type: none"> • Key words and technical vocabulary displayed for a variety of curriculum areas • Vocabulary referred to and used within teaching • Definitions of words discussed with children • Collections of words or phrases to support key writing forms, e.g. sticky notes, cards, pocket charts 	
Positive affirmations	<ul style="list-style-type: none"> • Positive affirmations are displayed in the classroom and referred to regularly • The teacher actively fosters positive attitudes and behaviours • Successes are celebrated 	
<ul style="list-style-type: none"> • Are the resources, displays and prompts used as a teaching tool? • How interactive are they? • Have you also got displays that celebrate children’s work? 		

CRISIS MANAGEMENT

Fire Drill Evacuation Procedure

Warning of the Fire Drill will be continuous ringing of the fire alarm

1. Teacher's responsibilities

- 1) Students should leave the building from the nearest exit denoted on the fire escape route in a single file led by the class monitor to the bus parking area in the quadrangle. Exit routes are signposted with green arrows.
- 2) Students should not carry their bags while evacuating. They should walk quickly to the bus parking area without congregating. Talking should be discouraged.
- 3) Teachers should be the last to leave their respective classroom.
- 4) Switch off the A/C before leaving the classroom.
- 5) Check to see that everyone has left the room and close the classroom door but do not lock the door before leaving the classroom.
- 6) Care should be taken to help the disabled students.
- 7) Class teachers should take the attendance and ensure that all students are with them.

2. Other Staff Members

Perform assignments previously designated by the administrator.

3. Principal

- a. Ensure activation of alarm and then begin the evacuation.
- b. Ensure notification of the department during actual emergencies.
- c. See that the staff members are following their emergency assignments.
- d. See that the disabled are cared for.
- e. Cooperate with the emergency services personnel when they arrive during actual emergencies.
- f. Advise immediate line manager, when time permits, during actual emergencies.

Specific Responsibilities

1. **SMT's responsibilities-The Principal and HoSs shall :**

- a. Ensure that school employees understand the operation of each evacuation plan and their duties connected with such plans and understand proper notification procedures in the event of emergency evacuation.
- b. Appoint a person to carry out the principal's duties with respect to actual evacuation and drills at times when the principal is absent.
- c. Determine daily that all exit facilities and equipments are kept operable to facilitate rapid escape from the building.
- d. Be acquainted with the use of fire alarms, fire departments notification, exit facilities and fire extinguishers.

2. Teacher's responsibilities- the teacher shall :

- a. Assist and cooperate with the principal in the development and use of fire exit or emergency evacuation drills.
- b. Supervise and assist in the evacuation of physically disabled students.
- c. Account for all students upon reaching the point of evacuation or drill and report any discrepancy to the school official in charge.
- d. Be acquainted for all students upon reaching the point of evacuation of the class by having full control of all students.
- e. Be acquainted with use of fire alarms, fire departments notification, exit facilities and fire extinguishers.
- f. Acquaint each student with procedures to be followed in the event exit routes are not usable, the proper use of fire alarms and the subsequent procedures to notifying the administration.
- g. Specific staff to be assigned to areas such as canteen activity rooms, toilets etc. to check all are vacant.

3. Administrator's responsibilities - the administrator shall :

- a. See that all motors, ventilating fans and other power-driven equipments are turned off to avoid spreading the fire or hindering the fire -fighting operations.
- b. Stand by to inform the fire department of the best means of access to the fire and request assistance as required.

In the event of a fire when an exam is in progress

- Students will be told to stop working and stand in silence behind their chairs
- Ensure answer scripts and question papers are left in exam room
- Students should be dismissed one row at a time and in order
- Supervise candidates as far as possible to ensure no collusion
- When able to return to exam room:
- Indicate on scripts the point where interruption occurred
- Note the length of interruption
- Allow candidates full time for the exam
- Submit a full report to CIE, if an IGCSE exam was in progress

THE NATIONAL CURRICULUM

AAPS follows the National Curriculum of the UK. We take pride in having moved from a developing National Curriculum school to a developed National Curriculum school. It is

imperative that our entire faculty is well informed about the continuous changes and developments in the curriculum.

We expect all our staff to include the following when they plan the curriculum:

- ✓ Appreciate the width and diversity of the NC.
- ✓ Ensure consistency and balance.
- ✓ Implement differentiation appreciating that all students have varying learning styles, we aim to ensure that the teaching style is matched to individual students, aiding in the development of their abilities and aptitudes.

The following websites are a must read for teachers on a regular basis:

<http://curriculum.qca.org.uk/>

<http://www.standards.dcsf.gov.uk/>

<http://www.nationalstrategies.org.uk/Home.aspx>

TEACHING AND LEARNING POLICY

Introduction

At AAPS we believe that good teaching means effective learning and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- ✓ enable children to become confident, resourceful, enquiring and independent learners;
- ✓ foster children's self-esteem and help them build positive relationships with other people;
- ✓ develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- ✓ show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- ✓ enable children to understand their community and help them feel valued as part of this community;
- ✓ help children grow into reliable, independent and positive citizens for the 21st century

Effective learning

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinesthetic element to each of our lessons.

For a pupil, effective learning results in: -

- ✓ Knowing he/she has succeeded
- ✓ Feeling he/she could do more

- ✓ Explaining what he/she has learnt
- ✓ Applying it to other situations
- ✓ Teaching it to someone else
- ✓ Feeling good about himself/herself

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

Effective teaching

Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. For effective teaching to take place there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:-

- ✓ A clear learning objective shared with the children (WALT)
- ✓ A clear link to previous and future learning
- ✓ A clear outcome to be achieved at the end of the lesson (WILF)
- ✓ A review of the learning at the end of the lesson
- ✓ Assessment for Learning (AfL)
- ✓ A purposeful well prepared plan
- ✓ Cross Curricular links
- ✓ Appropriate challenge for all children (Differentiation)
- ✓ Teacher modelling
- ✓ Good questioning
- ✓ Interaction between teacher and pupil and pupil and pupil
- ✓ Pace
- ✓ Appropriately and readily resourced
- ✓ Enthusiastic delivery
- ✓ Fun
- ✓ Flexible grouping of pupils
- ✓ Elements of VAK

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure

that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, and we believe that their work here at AAPS is of the highest possible standard.

We set curricular targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly, and set revised targets. Curricular targets are also set for the year group and revised at the end of every term.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the National Literacy or Numeracy Strategy. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Each of our teachers make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers are expected to follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

TEACHING STRATEGIES

LESSON PLANNING

Learning Objectives (WALT) and Outcomes (WILF)

(written with emphasis on 'what pupils are learning to' and 'what pupils are expected to achieve' by the end of the session):

"By the end of this lesson the students will know about
will be able to.
will understand."

Also check that the learning objectives and outcomes are shared with the students. Teachers will further embed their learning objectives in all parts of the lesson structure / in the layout of the room / in the choice of resources and student activities and in student tasks and extension activities.

Previous Learning

Ensure that the lesson really does account for students' prior learning and that the ability and experience of the students is understood.

So: "Students have a sound knowledge of theatrical conventions: tableaux; freeze frame; mime; improvisation."

Rather than: "The group has experience in storytelling and enjoys ghost stories."

Lesson Structure

Timings- 3 - part lesson structure: starter; development; plenary

Look for a balance between teacher-led and student-centered activities.

Consider how to ensure smooth transitions.

Think about the part to be played by classroom layout and pupil movement.

Differentiation

Look particularly to ensure that a range of types of differentiation are used across the planning and that these are related to the purpose of the teaching and the type of learning which is being planned.

So differentiation is not by outcome but teachers are looking at their own input.

They need to show that they deliberately vary the composition of groups; that they select suitable tasks / activities / resources to stimulate learning as a response and that

they are able to do this sensitively and with increasing depth of knowledge about individual students and group dynamics.

Plenary

A plenary is the time to determine what children have learned and how confident they are about the subject matter. This can take place in any part of the learning and teaching sequence. In a plenary the teacher returns to the learning objective(s) and focuses on the outcomes; establishes what children have learned (not the tasks completed); uses planned questions to assess children's understanding. (For example, when we subtracted 19, we subtracted 20 then added 1. How could we subtract 29, 39, and so on?)

Questioning stems of what, why, where, how and when may be useful; gives children some links to the next lesson or unit of work.

Resources

Check the selection of resources is appropriate and that materials are carefully planned and produced (worksheets clear and legible / interesting to read)

Ensure that methods and procedures have been devised for;

- giving out and collecting in handouts
- collecting, recording and returning homework
- assembling or clearing away apparatus
- Look for back-up plans for equipment failure TV / VCR / OHP / PC & projector

Assessment for Learning (AFL)

The principles of Assessment for Learning should be integrated into teaching and learning. These are:

- ✓ AFL should be part of effective planning for teaching and learning
- ✓ AFL should focus on how children learn
- ✓ AFL should be recognised as central to classroom practice
- ✓ AFL should be recognised as a key professional skill for teachers
- ✓ AFL should be sensitive and constructive because any assessment has an emotional impact
- ✓ Assessment should take account of the importance of learner motivation
- ✓ AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- ✓ Learners should receive constructive guidance about how to improve
- ✓ AFL develops learners capacity for self assessment so that they can become reflective and self managing
- ✓ AFL should recognise the full range of achievements of all learners

TIPS FOR INCLUSIVE LEARNING

- **Find out about your students**
Assess students' individual skill needs and address them as well as taking into account any information about hidden disabilities. Who can and who cannot take notes? Who cannot select relevant information? Who cannot structure an essay? In response you may need to develop students' skills alongside knowledge. Try to anticipate their needs. Ask them what makes learning effective for them.
- **Differentiated teaching**
Try to avoid teaching only the main body of learners. Plan and prepare teaching and learning programmes for groups and individuals as well as for the whole class. Develop and use a range of teaching and learning techniques such as whole class teaching, pair work, group work, question and answer sessions. Build support into teaching and teaching materials and have extra resources available. Check that learning is taking place and assess the outcome of learning.
- **Time management**
Let students know how long there is for each activity. Break up long periods devoted to one task with activities such as discussions, trips to the library, or question and answer sessions. Set individual targets for achievement in the time allowed.

- **Groups**

Think carefully about group composition, taking individuals' needs into account. Be prepared to select the composition of groups and to become a group member yourself if necessary.

- **Cross Curricular Learning**

Teachers are encouraged to plan learning, which takes advantage of strong and meaningful links between subjects. Rigorous and high quality teaching of Literacy and Mathematics should be at the heart of a broad and rich primary curriculum, which seeks to build skills and concepts in progression. The school's curriculum map sets out a framework for potential links, starting from the Primary Frameworks for Literacy and Mathematics to QCA schemes of work. Teachers are encouraged to make strong and coherent links from literacy and mathematics to a limited number of other subjects, and to 'block' work to make effective use of time. The QCA schemes of work should be seen as a starting point for creative planning and not a straight jacket.

- **Memory**

Be aware that many hidden disabilities affect memory. Those with short-term memory problems will have difficulty in sequencing and remembering instructions, so avoid complex instructions and be clear and concise. Those with long-term memory problems do not retain or transfer information. The information seems 'new' each time.

Some students will not be memory-consistent: they complete tasks in one lesson but are unable to repeat them in subsequent sessions. Information needs to be repeated or acted upon in order for it to be transferred to long-term memory. Encourage such students to put information into mental stories and pictures, or to use mnemonics as an aide memoire. Encourage the student to make an internal visual image of the information and to associate new information with existing information (accessing their visual memory). Ask them to explain to someone else (accessing their auditory memory), act it out or 'do' it if appropriate (using their physical memory.) In using as many senses as possible, students are using 'multi-sensory memory techniques' which should help information stay in the long-term memory.

ASSESSMENT POLICY

RATIONALE

Assessment in Al Ameen Private School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.

DEFINITION

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

INDICATORS OF EFFECTIVE ASSESSMENT

"The teachers' assessment of the pupils' work can be considered effective when

- ✓ assessment is an integral part of planning, teaching and learning; the teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by the pupils
- ✓ the pupils' written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and their parents
- ✓ the level and nature of the pupils' prior attainments influence the selection and use of teaching methods and subject content; the pupils' strengths are consolidated and their weaknesses are addressed
- ✓ the purpose of homework is explained clearly; the work which is set is appropriate to the needs of the pupils, reinforces and extends their knowledge and understanding and provides the teachers with evidence of progress"

Al Ameen Private School recognises and encourages the following as characteristic of Good Practice:

Assessment which:

1 Promotes and Supports Learning

- ✓ identifies what pupils know, understand and can do

- ✓ enables consistent monitoring of pupil progress
- ✓ identifies individual learning styles
- ✓ identifies individual learning strengths and weaknesses
- ✓ encourages progression in learning

2 Informs Teaching

- ✓ assists lesson planning
- ✓ informs review of content and skills
- ✓ promotes a variety of teaching strategies
- ✓ enables consistent monitoring of teaching progress
- ✓ encourages self reflection

3 Is both formative and summative

- ✓ promotes a shared learning culture
- ✓ provides clear and regular feedback
- ✓ diagnoses learning difficulties
- ✓ measures pupil performance
- ✓ identifies clear and shared targets for pupil progress
- ✓ promotes differentiation by outcome
- ✓ informs subject choice and career decision making
- ✓ provides effective and progressive pupil records
- ✓ informs regular reporting to parents

4 Uses appropriate and diverse strategies

- ✓ is both formal and informal
- ✓ accommodates a variety of learning styles
- ✓ tests a range of skills
- ✓ encourages effective and standardised marking procedures
- ✓ is both quantitative and qualitative
- ✓ is carried out in a range of contexts

5 Recognises ALL pupil progress and achievement

- ✓ rewards progress, effort and achievement
- ✓ fosters motivation and promotes a commitment to learning
- ✓ creates opportunities for self direction

- ✓ fosters self esteem and social development

6 Develops the capacity for Self Assessment

- ✓ shares learning outcomes and assessment criteria
- ✓ gives sensitive and constructive feedback
- ✓ supports pupils in self and peer assessment activities
- ✓ engages pupils in realistic target setting

7 Fosters a shared involvement and responsibility between School and Home.

Appendix 1

TYPES OF ASSESSMENT

- **SUMMATIVE** is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

- ✓ External Examinations
- ✓ Internal School Examinations
- ✓ End of Topic/Unit Tests
- ✓ Standardised Tests
- ✓ NFER Tests

• **FORMATIVE** is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

- ✓ Class work
- ✓ Home work
- ✓ Questioning
- ✓ Oral Discussion
- ✓ Presentation
- ✓ Short Recall Test
- ✓ Practical Project
- ✓ Research

• **SELF ASSESSMENT** encourages pupils to take responsibility for their own learning by:

- ✓ Evaluating their own achievement against shared learning outcomes
- ✓ Identifying their own strengths and areas for improvement
- ✓ Encouraging individual learning goals and action plans for future
- ✓ Fostering a self reflective learning culture
- ✓ Encouraging independence in learning
- ✓ Examples
- ✓ Pupil Personal Statement explaining their achievements and targets at PT Meetings
- ✓ Progress File

Appendix 2

HOMWORK POLICY

Homework is an integral part of effective Assessment and it is a very important learning experience for all pupils. Good practice is promoted

through Homework, which is set regularly across all departments according to the needs of the pupils and within the context of agreed whole School and departmental policies and timetables.

High expectations are set in School regarding Homework and pupils may be asked to redraft and resubmit homework, which fails to meet departmental standards.

The regular setting and marking of Homework encourages:

- ✓ consolidation and extension of learning
- ✓ monitoring of progress
- ✓ independent learning
- ✓ self discipline, personal organisation and responsibility
- ✓ home/school partnership

All departments are encouraged to:

- ✓ identify a range of meaningful tasks which facilitate progression in learning
- ✓ identify a variety of tasks which assess a range of subject skills
- ✓ establish a range of standard Homework tasks
- ✓ integrate Homework tasks with lesson planning and learning outcomes
- ✓ share learning outcomes with pupils
- ✓ mark all Homework against agreed criteria appropriate to task
- ✓ provide timely and constructive feedback which sustains pupil motivation and facilitates progression
- ✓ link departmental policies with whole School Homework/Marking/Presentation of Work policies
- ✓ monitor the effectiveness of Homework which should relate to learning outcomes
- ✓ encourage the consistent use of Homework Planners

Appendix 3

MARKING POLICY

Marking forms part of our assessment of children's progress and is one of the ways that we provide feedback to children and parents. It should have a positive impact on

children's learning by showing both the teacher and the student what has been achieved in the lesson and what the next steps should be.

PURPOSE:

- ✓ To acknowledge effort and attainment.
- ✓ To provide constructive feedback.
- ✓ To give suggestions for improving learning.
- ✓ To correct mistakes and offer encouragement
- ✓ To assess children's performance against stated learning objectives.
- ✓ To ensure a consistency of approach throughout the whole school

Effective Marking

- ✓ Children's work should be corrected as soon as possible after completion, and if possible, in the presence of the child.
- ✓ Work should be corrected according to the curriculum focus, i.e. in a piece of Science work, correct the Science, not the English content.
- ✓ Effective marking aims to help children learn and comments should be positive and constructive to take the child forward in his or her learning, and should refer specifically to the learning objective;
- ✓ Use the 3 Stars and a Wish format to give a diagnostic, constructive and positive feedback
- ✓ 'Now' and 'Next time' is another diagnostic marking technique
- ✓ Marking is done, where possible, while a task is being carried out and through discussion between child and teacher;
- ✓ Self or peer marking is encouraged, children should be given opportunities to annotate their own work and that of their peers
- ✓ Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

Marking Guidelines

Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving children's performance.

Use a pink coloured pen for marking

Comments should always highlight positive aspects of children's work.

Younger children may not be able to read; therefore lengthy comments will be inappropriate. Children who are just beginning to write may have their work scribed below in order to make sense at a later date. Stickers, house points, positive symbols and speedy verbal feedback should be used. As children's reading ability improves, staff should work towards more constructive comments. The word '*discussed*', written in brackets following a comment, is sometimes appropriate.

When the teacher is concerned about the child's understanding of the task, an appropriate comment should be written to reassure the child that the teacher will support the child's learning. For example, '*See me!*' is inappropriate. '*We need to go through this together*' is reassuring and not said in a negative way, but promises support.

If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to use a constructive criticism. Try to acknowledge the positive aspects of the piece of work.

For example, '*The content of this report is of a high standard, however I know that you can present this more effectively.*' This would apply to older children and wording should be matched to the understanding of younger children.

There is usually a right or wrong answer in maths. A tiny cross, dot or tick can be useful in informing the child that the sum is wrong, while providing the opportunity for them to try again to achieve the correct answer. This is marked with a dominant tick. It may be appropriate to use the 'x' symbol in the upper years. A page of negative crosses can lower a child's self-esteem and cause them to feel failures. It is better to tick the correct answers and write an appropriate comment at the end of the work. For example, '*You seem to be having difficulty with, let's try again together.*'

Once errors have been identified then they should be addressed either in the same lesson or as soon as possible, and may inform future planning.

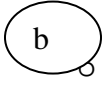
In the upper school, any mistakes, which the teacher requires to be corrected, should be underlined. The child should then complete any corrections as close as possible to their errors.

Where self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking.

Marking Symbols / Procedures

English, Science and S.St:

- ✓ **?** - I don't understand - it doesn't make sense
- ✓ **T** - You need to talk to your teacher

- ✓ **becaus_** - single error/mistake
- ✓ **bekas** - check whole word in word book or dictionary
- 
illy - capital letter mistake
- ✓ **he was.//Next** - new paragraph or new line e.g. for speech
- ✓ **the**
- in ^ car** - you have left something out
- ✓ **P** - punctuation (" " ! ? . , ' etc may be inserted)
- ✓ **incorrect;** - look again

Mathematics:

- ✓ Children write the digital date
- ✓ Children copy from the board the learning objective for the lesson (key stage 1 " I can . . . etc", key stage 2 " I will learn to . . .etc").
- ✓ Marking will be in line with the general principles above.
- ✓ Correct work should be ticked.
- ✓ Mistakes should be identified by circling.
- ✓ Crosses will not be used.
- ✓ Reversed digits will always be corrected.
- ✓ Place value mistakes will always be corrected.
- ✓ Errors in the spelling of "technical" vocabulary will always be corrected (ie . protractor, subtraction, octagon etc . . .).
- ✓ Correct nomination of units should be emphasised (ie. .21cm. / 100ml. / 34kg. etc. .).

Spelling:

- ✓ Errors should be circled (only the part of the spelling that is the error - not the whole word).
- ✓ At key stage one, the corrected word should be written above the error.
- ✓ At key stage two, the corrected word should be written in the margin.
- ✓ All current high frequency words should be corrected.
- ✓ Words crucial to the meaning or sense of a text should be corrected.

PRESENTATION OF WORK POLICY

Good presentation enables pupils to keep a clear record of work completed both in class and at home. It aids progression in learning and encourages self-responsibility and effective personal organisation.

Good Practice encourages:

- ✓ Homework and class work which is neat and legible
- ✓ the use of lined paper (unless otherwise requested and issued by departments)
- ✓ all written work to have a title and date (including work on loose paper which should also be named)
- ✓ all written work to have a margin to aid effective marking
- ✓ the use of word processing. All work should have a name/title/date as above. It should normally be completed using black typeface and size 12 point.
- ✓ Coursework, which is processed at IGCSE and should meet requirements agreed by individual departments.
- ✓ written work to be repeated which is not completed in accordance with the above guidelines
- ✓ good organisation of notes/handouts/research material in notebooks and files
- ✓ the good condition of all School stationery -
text books/notebooks/files/homework planners
- ✓ the replacement of above if not maintained to an acceptable and agreed standard
- ✓ all departments to link Presentation of Work policies with whole School Policy

Appendix 5

RECORDING and REPORTING

RECORDING and REPORTING ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole School Assessment policies.

RECORDING

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods.

Good Practice encourages:

- Common Assessment marks/grades recorded in Teacher Mark Books
- Homework marks/grades recorded in Teacher Mark Books
- Internal Exam marks/grades recorded in Teacher Mark Books

Teacher records can inform reporting, both formal and informal, to pupils, parents, Heads of Department, and Senior Management.

PARENTS' MEETINGS

Each year group has FOUR annual Parents' Meeting with pupils in attendance.

Subject and Year Teachers have the opportunity to report on the following:

progress/achievement/homework/classwork/coursework/effort/attitude/presentation/organisation/guidelines & targets for improvement.

Pupils have the opportunity to discuss with parents and teachers own performance and action plan.

HOMEWORK

Pupil attainment, progress and guidelines for improvement are reported to teacher, pupil and parent through the regular marking of Homework, according to agreed assessment criteria, as outlined in the Homework Policy.

RECORDS OF ACHIEVEMENT

Records are maintained in Teachers' Mark Books and Students' Progress Files. Whole School tracking Sheets also provide valuable insight into students' progress and areas of concern.

Appendix 6

ROLES AND RESPONSIBILITIES

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

- ✓ Heads of Section
- ✓ Heads of Department

Heads of Sections

It is the responsibility of Heads of Sections to review monitor and evaluate all aspects of the Assessment Policy within the context of whole School development planning and self-evaluation

Heads of Department & Coordinators

It is the responsibility of Heads of Department to apply and embed the principles of the School Assessment Policy within their own departmental practice. Good practice can be clearly identified through:

- ✓ consistent departmental planning
- ✓ assessment tasks fully integrated with Schemes of Work
- ✓ shared learning outcomes
- ✓ standardized marking
- ✓ constructive feedback
- ✓ assessment data used to inform teaching and learning
- ✓ assessment data regularly and consistently recorded
- ✓ assessment data used for regular reporting
- ✓ regular self assessment by pupils and staff
- ✓ liaison with Head of Year/Subject teacher regarding individual pupil performance as required
- ✓ liaison with External or Internal School Examination officers regarding entries for all examinations
- ✓ effective organisation regarding setting/marking internal examinations
- ✓ monitoring and evaluation of all departmental assessment practice and outcomes

Subject Teachers

It is the responsibility of Subject Teachers to:

- ✓ implement departmental/whole School policies on Assessment, evaluating their implementation
- ✓ mark in accordance with departmental policy in a positive, accurate, meaningful and diagnostic style
- ✓ compile and maintain individual pupil records
- ✓ report to pupils, parents and staff on individual and group progress(October/January/March/June)
- ✓ liaise with Head of Department/Year Teacher re individual pupil support as required

Form Tutors

It is the responsibility of Form Teachers to:

- ✓ liaise with Heads of Department/Senior staff/Subject teachers concerning individual pupil progress
- ✓ report to parents as required re individual pupil progress
- ✓ produce overview statements for Reports in January and June
- ✓ conduct with Senior staff formal overview of pupil performance twice yearly after internal examinations

Pupils and Parents

- ✓ Pupils and parents may be asked to contribute to the evaluation of assessment practice in School.

ASSESSMENT PROCEDURES

Foundation Stage:

Observations are ongoing and recorded in writing and photographs. Observations are holistic and often encompass more than one area of learning and development. As observations are completed staff record how these observations feed into the different areas of learning. This means that every child has a constant range of observational evidence covering all six areas of learning over each half term.

KS 1, 2, 3 and 4:

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. At the end of a unit a Unit Test is conducted.

Students of Years 1 - 10 will write end of term exams in January and June.*

Students of Years 7 - 10 will write mid term tests in October and March.

**Year 2 and Year 6 students write the end of Key Stage 1 & 2 tests in June.*

The respective teacher provides Assessment feedback to the students in the form of Grades and a diagnostic comment.

Attainment (Level of Understanding)

- A* Outstanding level of work being achieved.
- A Excellent level of work being achieved.
- B Good level of work being achieved.
- C Satisfactory expected level of work being achieved.
- D Poor level of work being achieved.
- E Very low level of work being achieved.
- F Unsatisfactory

Effort

- 1 Excellent effort
- 2 Good effort
- 3 Satisfactory effort
- 4 Poor effort
- 5 Very poor effort.

Percentages & Letter Grades

A*	90% and Above
A	80%-89%
B	70% to 79%
C	69% to 60%
D	59% to 50%
E	49% to 40%
Below 40% is F	

Students of Year 11 will write monthly tests, a preliminary examination in December and two mock exams in February and April, before appearing for the IGCSE exams from CIE in May/June.

Parents will have the opportunity to meet the teachers four times during the academic year to discuss the progress of their child.

In October and March parents meet the teacher to discuss their child's progress based on the continuous assessments and results of the Unit Tests.

Two written reports will be issued, one after each examination in January and June. These will also report the NC level at which the students are working at for English Mathematics and Science. Teachers will use a range of the student's graded work to assign an NC Level.

NFERs (Progress in Maths and Progress in English tests) are administered for students from Year 1 - Year 8. These tests are run twice a year, in December and in May.

The Students' Reading Age is also assessed 2 times a year using the Suffolk Reading Tests. These tests are administered in November and April.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- ✓ agreed by the children and clearly understood
- ✓ fair and consistent
- ✓ realistic and positive
- ✓ kept to a minimum but enforced
- ✓ daily activities such as morning maths with which the children are familiar

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour policy.

Achievement

- ✓ verbal or written praise by teachers, peers, HoS and parents;
- ✓ displays of work;
- ✓ opportunities to perform or share;
- ✓ positive notes;
- ✓ the awarding of house points and stars
- ✓ Certificates.

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 by:

- ✓ holding parents' coffee mornings to explain our school strategies for teaching ;
- ✓ sending information to parents at the start of each academic year in which we outline the topics that the children will be studying during that term at school;
- ✓ sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further; discuss these reports at PTAs
- ✓ explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work
- ✓ posting HW on the school website

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ✓ ensure that their child has the best attendance record possible;
- ✓ ensure that their child is equipped for school with the correct uniform and PE kit;
- ✓ do their best to keep their child healthy and fit to attend school;
- ✓ inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- ✓ promote a positive attitude towards school and learning in general;
- ✓ fulfil the requirements set out in the home/school agreement.

PUPIL BEHAVIOUR MANAGEMENT POLICY

The school acknowledges and rewards good behaviour appropriately. Students are given an opportunity to reflect on their behaviour and work ethics. Teachers and management work towards this together and class assemblies do address this area.

However when students to break rules and do not acknowledge the right of other individuals to enjoy a safe and healthy learning environment disciplinary action is taken.

Acts of Misconduct range from disturbing lessons for no relevant reason to bullying. Students' behaviour on the bus, in the playground and school corridors is also closely monitored.

The steps taken to discipline these students are as follows:

- ✓ First Warning is a green card - Teacher verbally addresses the issue and fills in the incident slip in the diary for acknowledgement by the parent.
- ✓ Second Warning is a yellow card - Teacher addresses the issue, respective HoS is informed. Teacher fills in the incident slip and calls the parent.
- ✓ Third Warning is a red card - Teacher addresses the issue, HoS interviews the student, fills in the incident slip and calls the parent in for a meeting. Student serves a detention in school.

If a student still continues this behaviour he will be counseled by the HoS and referred to the School Principal. Here based on the findings and the severity of the issue the student may be suspended from school for more than a day. Any repeated occurrence beyond this leads to suspension from the school without a good reference letter.

Teachers keep a record of the warning issued in the format given below:

Year 1 A September 2009 Academic Year 2009-2010

Green	Yellow	Red	Action Taken	Teacher / HoS Sign

REWARDING GOOD BEHAVIOUR POLICY

The Rewarding Good Behaviour Policy addresses two important aims of the school:

- ✓ Develop a Rights and Responsibility Approach in our students to ensure that they develop into responsible world citizens.
- ✓ Build Team Spirit- Together Everyone Achieves More.
- ✓ It also ensures that a larger scope of student body is acknowledged for their good work.

In order to promote the best code of conduct to enhance academic growth, a deserving student every month from each year group, will be chosen for '**The Star Student of the Month**' award.

A "**House Merit Chart**" displayed in every classroom will be used by the teachers to keep track of the students' behaviour and additional achievements.

The below mentioned categories are outlines for students to be consistently aware of to secure the maximum number of stars:

- ✓ Respect for others
- ✓ Personal cleanliness and hygiene
- ✓ Academic excellence (top scorers in unit tests and internal assessments)
- ✓ Discipline - School/Bus
- ✓ Respect for school property
- ✓ Neatness and timely submission of assignments
- ✓ Punctuality
- ✓ Endeavour

Gold, Silver and **Red Stars** will be given to the most deserving student in any of the above categories.

- ✓ Gold Excellent HP 5
- ✓ Silver - Good HP 3
- ✓ Red - Making an Effort HP 2

At the end of every month those students who have secured the maximum number of Gold stars are awarded the '**Star Student of the Month**' badge. The student can have this badge pinned on the school uniform for the coming month.

However students who violate the above expectations will not be given any stars.

Those students who do not get any stars and are unable to contribute towards their House points serve a detention on a Saturday from 9am - 12.30pm with their HoS and House Master. Their child's class teacher will inform the date of detention to the respective parents.

At the end of every month the total number of stars will be brought forward to the next month. At the end of the year the student with the maximum number of gold stars from each year group will be chosen for the 'Star Student of the Year' award.

DETENTION

Students will come dressed in the school uniform on the day of detention and will have to use their own transport.

When students are on detention they will do the following:

- ✓ Have a interview with the HoS and House Master
- ✓ Complete work set by the respective teacher

Write a reflective piece on his/her experience during detention and his/her plan forward as HW on the detention day.

FORM TUTOR

Role and Responsibilities

The **form tutor** is the Mentor for the **form. Tutor** to develop a close relationship with pupils **form**. Pupils must feel that their **tutor** is calm, warm and easily approachable. They should be able to confide with their **tutor**. If pupils are finding something difficult, then they should be confident that their **tutor** would be able to guide them correctly in line with school ethos.

COMMUNICATION OF ETHOS, STANDARDS & EXPECTATIONS

As the first point of contact with pupils, the role of the Form Tutor in communicating the school's ethos, standards and expectations of pupils is vital to the maintenance of high standards of behaviour and uniform and a shared understanding - and acceptance - of the school's values of mutual respect, valuing and caring for others, honesty and fairness.

The role of Form Tutor is vital to pupils' pastoral welfare and their moral, social, spiritual and academic personal development

PASTORAL WELFARE

The Form Tutor should be the first person to whom a student will turn for help or advice. Form tutors are therefore expected to get to know well the pupils in their Tutor Group and to:

- Promote the well being of individual pupils in the tutor group, having due regard to providing opportunities for pupils' personal development and school procedures and policies such as health & safety, anti-bullying and child protection.
- Keep a record of pupils' contribution to school life and their personal and social needs.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils or the Tutor Group.

STANDARDS OF BEHAVIOUR

- Form Tutors are required to ensure pupils are aware of and understand school rules and the consequences of breaking them.
- Maintain a well-disciplined environment in which registration, the daily act of collective worship, group discussion and teaching & learning can take place.
- In instances where a Form Tutor is concerned about the behaviour of any pupil in the Tutor Group, the Form Tutor should provide counselling and guidance and may initiate a monitoring report following discussion with the Head of Section.
- Where a pupil has been placed on report, the Form Tutor is required to monitor progress, offering encouragement, support and guidance as required and refer any issues of concern / worthy of praise to the Head of Section.

STANDARDS OF UNIFORM

Form Tutors are required to enforce the school uniform and jewellery policies and take action as appropriate to ensure the maintenance of high standards of uniform of all pupils in the tutor group at all times.

ADMINISTRATION

To organise and monitor the documentation necessary for the effective administration of the school by: -

- Completing attendance registers, collecting absence notes and follow-up where appropriate
- Signing and checking pupils' school planners.
- Distributing newsletters, other letters and collecting reply slips.
- Promoting school events.
- Making pupils aware of the contents of the bulletin re day-to-day organisation.
- Liaising with office and clerical staff to update pupil personal and curriculum details.

To assist in the day-to-day running of the school by: -

- Contributing to assemblies.
- Having responsibility for form room
- Ensure that the environment has ample opportunity for passive learning. Liaise with respective subject teachers to raise standards of bulletin boards.
- Voluntary involvement with extra curricular activities.

IMPORTANT: On occasions when written information is issued to pupils and/or their parents, the Form Tutor must take all reasonable steps to ensure each individual in the form receives the information, including making requests for posting of information in instances where a pupil is absent for an extended period of time. A prepared form list with columns for recording is kept in your register. All that is required is a simple cross alongside the name of any pupil who has NOT been issued with information or NOT returned information or similar. Form Tutors may reasonably delegate responsibility to a responsible pupil [such as the form monitor] for such tasks e.g. the issue or return of forms.

JOB DESCRIPTION AND STANDARDS FOR TEACHERS

The standards apply to all teachers at Al Ameen Private School. Successful teachers at AAPS are expected to achieve all these standards and will be assessed against all the standards.

The standards are set out under the following headings:

- ✓ Knowledge and understanding
- ✓ Planning, teaching and class management
- ✓ Monitoring, assessment, recording, reporting and accountability
- ✓ Other professional requirements
- ✓ Performance Management and Appraisal Standards

The standards have been written to be specific, explicit and assessable, and are designed to provide a clear basis for the reliable and consistent Performance Management and Appraisal of AAPS teachers. To achieve this, each standard has been set out discretely.

Professionalism, however, implies more than meeting a series of discrete standards. It is necessary to consider the standards as a whole to appreciate the creativity, commitment, energy and enthusiasm which teaching demands and the intellectual and managerial skills required of the effective professional. While teachers should be appraised against all the standards, there is no intention to assess each standard separately. Groups of standards are closely linked and are designed so that they can be assessed together.

A. KNOWLEDGE AND UNDERSTANDING

1. Subject Specialist Teachers

Subject specialist teachers at AAPS must demonstrate that they:

- ✓ have a secure knowledge and understanding of the concepts and skills in their specialist subject(s), at a standard equivalent to degree level to enable them to teach it confidently and accurately to Key Stage 3 & 4 level;
- ✓ for English, mathematics or science specialists, have a secure knowledge and understanding of the both the National Literacy and Numeracy Strategies in relation to their subject;
- ✓ have, for their specialist subject(s), where applicable, a detailed knowledge and understanding of the National Curriculum programmes of study, level descriptions or end of key stage descriptions for KS2 and, where applicable, National Curriculum programmes of study for Key Stage 3 and 4;
- ✓ are fully conversant, for their specialist subject(s), with the National Curriculum for England, relevant common entrance examination syllabus and Key Stage 3 & 4 programmes of Study;

- ✓ for their specialist subject(s), the end of Key Stage testing procedures;
- ✓ understand, or their specialist subject(s), progression from the KS2 programmes of study;
- ✓ cope securely with subject-related questions which pupils raise;
- ✓ are aware of, and know how to access, recent inspection evidence and classroom-relevant research evidence on teaching in their specialist subject(s), and know how to use this to inform and improve their teaching;
- ✓ know, for their specialist subject(s) and for literacy and numeracy skills, pupils' most common misconceptions and mistakes;
- ✓ understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development;
- ✓ are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

2. Primary Teachers

All AAPS teachers must demonstrate that they:

- ✓ understand the purposes, scope, structure, breadth and balance of the National Curriculum for England as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and foundation subjects and the UAE Curriculum;
- ✓ understand how pupils' learning is affected by their physical, intellectual, emotional and social development.
- ✓ have a detailed knowledge and understanding of the National Curriculum for England programmes of study and level descriptions or end of key stage descriptions across the primary age range;
- ✓ cope securely with subject-related questions which pupils raise;
- ✓ understand the progression from The Early Learning Goals to Key Stage 1 and the progression to Key stage 3 through Key Stage 2;
- ✓ are aware of, and know how to access, recent inspection evidence and classroom-relevant research evidence on teaching primary pupils, and know how to use this to inform and improve their teaching;
- ✓ know pupils' most common misconceptions and mistakes in the subject;
- ✓ are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards;
- ✓ for English, mathematics and science, have a secure knowledge and understanding of the National Literacy and Numeracy strategies and the use of ICT to raise the standards for teaching and learning;

3. Additional standards relating to early years (nursery and reception)

Teachers must demonstrate that they:

- ✓ have a detailed knowledge of the foundation Stage Curriculum
- ✓ have a knowledge of effective ways of working with parents and other carers
- ✓ have an understanding of the roles and responsibilities of other agencies in the UAE with
- ✓ responsibility for the care of young children

B. PLANNING, TEACHING AND CLASS MANAGEMENT

This section details the standards which all teachers must demonstrate in each subject(s) or Key Stage that they have been trained to teach.

1. Primary Teachers

All teachers must demonstrate that they:

have a secure knowledge and understanding of, and know how and when to apply, the teaching and methods specified in the National Curriculum for England at the appropriate Key Stage for English, mathematics and science;

2. Specialist Subject Teachers

All primary specialist teachers must demonstrate that they:

- a. have a secure knowledge and understanding of, and know how and when to apply, in relation to their specialist subject,
- b. have a secure knowledge and understanding of the most effective teaching and assessment methods, and know when to apply them in relation to their specialist subject(s).

Planning

All teachers must demonstrate that they:

- ✓ plan their teaching to achieve progression in pupils' learning through:
- ✓ identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;
- ✓ setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest;
- ✓ setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
- ✓ setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do;
- ✓ provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;
- ✓ make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;
- ✓ plan opportunities to contribute to pupils' personal, moral, social and cultural development;
- ✓ where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study.
- ✓ identifying pupils who:
 - have special educational needs, including specific learning difficulties;
 - are more able, gifted and / or talented;
 - learning English is a barrier to their learning;
 - knowing where to get help in order to give positive and targeted support;

Teaching and Classroom management

All teachers must demonstrate that they:

- ✓ ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time;
- ✓ monitor and intervene when teaching to ensure sound learning;
- ✓ establish and maintain a purposeful working atmosphere;
- ✓ set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;

- ✓ establish a safe environment which supports learning and in which pupils feel secure and confident;
- ✓ are familiar with the UK's Code of Practice on the identification and assessment of special educational needs and keep records on individual education plans (IEPs);
- ✓ ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;
- ✓ evaluate their own teaching critically and use this to improve their effectiveness.
- ✓ use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:
 - ✓ stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintaining pupil's motivation;
 - ✓ matching the approaches used to the subject matter and the pupils being taught;
 - ✓ structuring information well, including outlining content and aims, signaling transitions and summarizing key points as the lesson progresses;
 - ✓ clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples;
 - ✓ clear instruction and demonstration, and accurate well-paced explanation;
 - ✓ effective questioning which matches the pace and direction of the lesson and ensures that pupils take part;
 - ✓ careful attention to pupils' errors and misconceptions, and helping to remedy them;
 - ✓ listening carefully to pupils, analyzing their responses and responding constructively in order to take pupils' learning forward;
 - ✓ selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met;
 - ✓ providing opportunities for pupils to consolidate their knowledge and
 - ✓ maximizing opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learnt;
 - ✓ exploiting opportunities to improve pupils' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from libraries, texts and other sources;
 - ✓ exploiting opportunities to contribute to the quality of pupils' wider educational development, including their personal, moral, social and cultural development;
 - ✓ setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds;
 - ✓ providing opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples;

Additional standards relating to Foundation Stage

All teachers of Early Years must demonstrate that they:

- ✓ plan activities which take account of pupils' needs and their developing physical, intellectual, emotional and social abilities, and which engage their interest;
- ✓ provide structured learning opportunities which advance pupils':
- ✓ personal and social development;
- ✓ communication skills;
- ✓ knowledge and understanding of the world;
- ✓ physical development;
- ✓ creative development;
- ✓ use teaching approaches and activities which develop pupils' language and provide the foundations for literacy;
- ✓ use teaching approaches and activities which develop pupils' mathematical understanding and provide the foundations for numeracy;
- ✓ encourage pupils to think and talk about their learning and to develop self-control and independence;
- ✓ encourage pupils to concentrate and persevere in their learning for sustained periods, to listen attentively and to talk about their experiences in small and large groups;
- ✓ use teaching approaches and activities which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation, and which use play and talk as a vehicle for learning;
- ✓ manage, with support from an experienced specialist teacher if necessary, the work of parents and other adults in the classroom to enhance opportunities for pupils.

C. MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

All teachers must demonstrate that they:

- ✓ assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching and learning;
- ✓ mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
- ✓ assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
- ✓ check that pupils have understood and completed the work set;
- ✓ monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
- ✓ inform planning;
- ✓ check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject;
- ✓ are familiar with the assessment and reporting requirements for the primary phase;
- ✓ be able to prepare and present informative reports to parents;
- ✓ to recognize the level at which a pupil is achieving, and assess pupils consistently against attainment targets;
- ✓ understand and know how pupil performance data from the UK, AAPS and other National Curriculum schools, including National Curriculum test data, can be used to set clear targets for pupils' achievement;
- ✓ use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardized tests like the Progress tests and NFERs, and baseline assessment where relevant.

D. OTHER PROFESSIONAL REQUIREMENTS

All teachers must demonstrate that they have a working knowledge and understanding of:

- ✓ the key terms and conditions within their contract;
- ✓ teachers' responsibilities to ensure that pupils are healthy and safe on school premises and when leading activities off the school site, such as educational visits, school outings or field trips;
- ✓ appropriate physical contact with pupils;
- ✓ appropriate physical restraint of pupils;
- ✓ detention of pupils on disciplinary grounds;
- ✓ have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff;
- ✓ set a good example to the pupils they teach, through their punctuality, presentation and their personal and professional conduct;
- ✓ maintain and understand the professional role they have in the wider community and the importance of always acting as an ambassador for the School;
- ✓ are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them;
- ✓ understand the need to take responsibility for their own professional development and to keep up to date with research and development in pedagogy and in the subject they teach;
- ✓ understand their professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including anti-bullying;
- ✓ recognize that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare;
- ✓ participating in administrative and organizational tasks related to the professional duties of a teacher, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials;
- ✓ attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

E. PROFESSIONAL MANAGEMENT AND APPRAISAL STANDARDS

Monitoring and evaluation at Al Ameen Private School is underpinned by a clear focus on standards. The objective of the Performance Appraisal is to measure and improve the actual performance of a staff member and also the future potential of the staff member.

Al Ameen Private School is an institution of people. Our human resources drive the processes that achieve the teaching, research and outreach mission of the school.

The school depends upon skilled, motivated, and informed staff to achieve the common goal of raising standards of educational achievement and the well being of the student's mind and body.

For the School to accomplish its goals, it has adopted as one of its strategies requiring annual performance appraisals for all faculty and staff to provide them with meaningful feedback, goal attainment, and promotion opportunities. A major objective of performance appraisal is to link the goals of the staff with their work unit and ultimately with the goals and mission of the School. In all units of the School, performance appraisal is recognized as one of the major processes essential to nurturing a productive and committed workforce and ensuring a challenging and rewarding work environment.

Performance appraisal is a continuous process. The goals are:

1. Maximizing each staff's contribution to the work unit,
2. Facilitating institutional and professional growth; and
3. Recognizing the staff's contributions and goals.

a) Lesson observations:

A total of 8 observations will be carried out through the academic year, per teacher, approximately, 1 per month

8 observations will be done by HoS

2 observations will be done together by HoS and HoD

b) Lesson walks:

Lesson walks will be carried out by SMT and MMT. Subject leaders/ HoDs / HoSs/ Principal will visit classes across the school. Eg: HoS for Foundation Stage can visit a year 10 class and HoD English can visit the FS classes.

The focus of lesson walks will be different through the year:

September/October: Lesson walks will be exclusively to observe the starter activity. Lesson walks will be during the first 10 minutes of the lesson.

November/December: Lesson walks will be exclusively to observe the main teaching activity. Lesson walks will be during the middle 20 minutes of the lesson.

February/March: Lesson walks will be exclusively to observe the plenary. Lesson walks will be during the last 10 minutes of the lesson.

April: Lesson walks will be to observe the starter

May: Lesson walks will be to observe the plenary

The observers will give a constructive feedback to the teachers.

Peer observations and coaching are an ongoing process to ensure good quality teaching and learning. The views of pupils on the quality of their work are actively sought and evaluated.

Discussion and agreement takes place between key staff about the main features that emerge from the scrutiny or observation.

Outcomes from monitoring and evaluation lead to an action plan implemented by subject departments, and impact is tracked by subject leaders and senior leaders through repeat observation and re-sampling work over time.

Monitoring and evaluation activities lead to improving quality of pupils' work and accelerated progress as a result of improving standards and consistency from teachers and other members of the school workforce.

Based on the lesson observations, the SMT arrange for a range of areas which need to be addressed as CPD. They include:

- classroom management
- teaching and learning
- IGCSE subject specific certificate courses from CIE
- resource management
- assessment/assessing pupils progress
- provision for high/low attaining pupils
- team building
- human resource management
- performing a co-ordinating role (rather than being a subject leader)
- ICT

Outcomes are monitored and evaluated by senior leaders through normal line management arrangements.

Lesson Observation Record Sheet

Name of Tutor: _____ Year Group: _____ Date: _____

Subject: _____ Topic: _____

Previous target: _____

Area	O	G	S	I	Comments
<p><u>Clarity of lesson objective and learning outcome</u></p> <ul style="list-style-type: none"> • Orally explained and written title outlines • Aligned with National Curriculum standards 					
<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Recapitulation of previous lesson • Uses appropriate starter activity 					
<p><u>Main teaching activity</u></p> <ul style="list-style-type: none"> • Teacher conveys the content correctly • Coherence in communicating the concepts • Appropriate cross curricular links were included • Appropriate resources were used to enhance students' understanding of the topic • The pace of the lesson was in accordance with the topic requirements and students' understanding 					
<p><u>Plenary</u></p> <ul style="list-style-type: none"> • Teacher summarises the lesson • Reinforces learning objective and outcome • Includes higher order questioning to extend the topic taught into the next topic 					
<p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Are weaker students supported? • Are brighter students challenged? • Are the activities aimed at the different levels in the class? 					
<p><u>Students' response</u></p> <ul style="list-style-type: none"> • Students demonstrate respect for ideas • Students listen attentively and relate positively to peers • Students work independently and cooperatively in purposeful learning activities 					
<p><u>Flexible learning styles</u></p> <ul style="list-style-type: none"> • Teacher plans activities that allows for full and varied participation to all students • Students are encouraged to interact with the teacher and other students to share knowledge and develop his/her own perspective 					
<p><u>Use of Home work</u></p> <ul style="list-style-type: none"> • Was HW used? • Was it explained? • Was it linked to the lesson? Does it challenge? 					

Uses MSB core values in the classroom <ul style="list-style-type: none"> • Takam ul Shaksi • World Citizenship • Islamic and Universal values • Leadership Qualities • Forward and Progressive Thinking 					
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Key: O – Outstanding; G – good; S – satisfactory; I – Inadequate

Note: Planning and Assessment to be reviewed in the Post Lesson Observation Meeting

Targets set:

Appraiser: _____ **Appraisee:** _____

Principal's signature: _____



Core Values

