



NORD ANGLIA INTERNATIONAL SCHOOL AL KHOR

Reviewed September 2017

Teaching and Learning Policy - Secondary School

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Nord Anglia International School Al Khor. It provides a framework that enables the teachers and support staff to be confident in developing their own practice and ensures that they are consistent in the way they work with the learners.

At NAISAK, we aim to help our students to:

- Become independent, confident learners who are empowered to lead their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Develop key skills, such as collaboration, oral communication and problem solving
- Set targets for themselves, review them and celebrate personal goals

Curricula at KS3 and KS4

KS3 Subjects	KS3 Curriculum / Scheme	KS3 Planning support
English (1 st lgg) English (2 nd lgg) Mathematics Science	-National Curriculum for England -Cambridge International Examinations Secondary 1	The National Curriculum for England can be accessed online at https://www.gov.uk/government/collections/national-curriculum#curriculum-by-key-stages The CIE Secondary 1 curriculum can be accessed online at: http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/ and: https://cambridgesecundary1.cie.org.uk/login_form For English 2 nd Language, additional support can be found online at: https://fronter.com/cambridge/ The CIE support website can be accessed from https://teachers.cie.org.uk/ . All core subjects are supported by an extensive

		collection of coursebooks, and in some instances, activity books, specifically ordered by the teachers delivering the programmes.
Humanities Art & Design P.E.	-National Curriculum for England	The National Curriculum for England can be accessed online at https://www.gov.uk/government/collections/national-curriculum#curriculum-by-key-stages
Performing Arts	-Juilliard curriculum	For ampler information on the curriculum delivered by NAE schools in partnership with Juilliard, please contact the Head of Performing Arts at laura.opperman@nais.qa

At KS4, the students follow the curriculum and assessment objectives of the Cambridge International Examinations IGCSEs. Support can be accessed online at <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/> and <https://teachers.cie.org.uk/>.

External Examinations

The students in Year 9 take the Cambridge International Examinations Secondary 1 Checkpoints in April in English First or Second Language, Mathematics and Science.

The students in Year 10 start preparing for the CIE IGCSEs sat in Year 11. Currently, early entries are not made, however, the offer is differentiated according to academic background, learning abilities and future aspirations.

For the current Year 11s, the subjects offered are: English First Language, Arabic First Language, English Second Language, English Literature, Mathematics, Science Combined, Science Co-ordinated, Biology, Chemistry, Physics, Global Perspectives, French Foreign Language, Hindi as a Second Language (studied independently), Arabic Foreign Language and Urdu as a Second Language (studied independently). Students are expected to study a minimum of 5 IGCSEs, as per the admissions guidelines of Qatar University.

For the current Year 10s, the subjects offered are: English First Language, Arabic First Language, English Second Language, English Literature, Mathematics, Additional Mathematics, Science Combined, Science Co-ordinated, Biology, Chemistry, Physics, Global Perspectives, Geography, French Foreign Language, Hindi as a Second Language, Arabic Foreign Language, Malay Foreign Language (studied independently), Urdu as a Second Language (studied independently), Art and Design, and Physical Education. Students are expected to study a minimum of 5 IGCSEs, as per the admissions guidelines of Qatar University.

In addition to being fully accredited by Cambridge International Examinations, NAISAK has successfully received full accreditation by Oxford International AQA Examinations.

Timetabling

The timetable follows 5 1-hour lessons per day and spans over a fortnight (week A and week B).

Lessons are taught in mixed-ability groups. At KS3, students belong to a Tutor Group (N or A), to a teaching group (.1 or .2) for Mathematics, Science and Humanities; to a Language group for English (English First Language or English Second Language); to a gender group for PE.

NAISAK fully complies with the teaching of the MoE's requirements for students native of an Arabic-speaking country.

The curriculum load is as follows:

SS CURRICULUM LOAD 2017-2018						
KS3		Y10			Y11	
Core		Blocks	Hours	Subjects		
English 1/2	4	English	5	First Language + Literature	English 1/2	5
Mathematics	4			Second Language	Mathematics	5
Science	4.5	Mathematics	5	Mathematics	<i>Combined Science</i>	6
Humanities	2.5	Science	5	Combined (one award)	<i>Coordinated Science</i>	7
Physical Education	2			Coordinated (two awards)	<i>Separate Sciences</i>	9
Non-Arabic speakers		Options Block A	3	Physical Education	<i>Global Perspectives</i>	2
Languages	3			Art and Design	<i>French</i>	3
Art & Design	2			3rd Science	<i>Arabic 1 / Islamic Studies</i>	5
Performing Arts	2			Global Perspectives	<i>Music Induction (Sci Comb. only)</i>	1
Qatari History	1	Block B	6	Arabic First Language + IS	PE	1
Arabic speakers		Options Block C (MFL)	3	Arabic 2		
Arabic 1	4			French		
Islamic Studies	2			Hindi		
Qatari History	1	Options Block D (Humanities)	3	Geography		
Art Induction	0.5			Global Perspectives		
Music Appreciation	0.5	PE non-IGCSE (compulsory)	1			



Planning

All planning is completed by the teacher taking that subject. For some groups and/or subjects, the teachers may be able to share planning and/or plan as a subject team; this is at the discretion of each subject team/teacher, but collaboration is strongly encouraged if practical.

Curriculum Maps are completed at the beginning of the academic year. They guide the planning for the whole year, outlining the units of work to be covered.

The **Scheme of Learning** (or SoL, Scheme or work, or Unit of work, or Unit Planning) is completed every half term and offers information on medium-term planning. The SoL lists the length of the unit, the prior learning, the key vocabulary, the Learning Objectives and YLOs (if applicable), cross-curricular and ICT links, resources available and the assessment approach.

Daily planning, reflecting the teachers' knowledge of their groups of students and the differentiation taking place in the classroom, is found in each teacher's personal planning diaries.

Yearly Learning Objectives (YLOs)

The subject teams worked hard to meet the NAE's expectations and create a bank of YLOs for the core subjects (including English 2nd Language) at KS3. YLO statements are context-based and set against age-related expectations. They provide the teachers, the students and their parents with a clear overview of knowledge and skills to gain during the current academic year.

For NAE's purpose and to track/target progress, the teachers enter data on each student for each YLO in the WWL system, four times a year (six for English First Language).

Assessment and Reports

All students are assessed throughout the term through continuous assessment (formative assessment) and at the end of the term with a test paper (summative assessment).

The school communicates with parents seven times a year through parent meetings and reports:

- September - Meet and Greet
- December- Short written report and Parent-Teacher Meetings
- March – Long written reports and Parent-Teacher Meetings
- June - Short written report and Student Reflection Meetings

For further information, please refer to the **Secondary School Assessment Policy 2017-18**.

Learning Materials

The teachers are expected to teach the students to value, take care of and present neatly their work. Each student will be provided with a flat folder or a notebook to organise his/her work for each subject. Unless the teacher needs them for marking, the work folders/notebooks go home every day with the students so they can review their notes and complete the homework set.

When the subject is using work folders, the objective is for the teachers to collect the work to be marked only, as opposed to the whole folder, so the students always have learning materials with them to enhance their knowledge and skills outside of formal lesson time.

The students are given blue lined paper to record the subject-specific vocabulary, as a way to build vocabulary banks and to remind them of the importance of understanding and reusing precise vocabulary.

The students are instructed by their teachers to number the pages in their work folder, so they always know the exact place of photocopies, worksheets, notes and thus maintain strict continuity in their work. It will also help the students and the teachers spot if work is missing.

At the end of every half term, the students are expected to empty their work folders at home and file the half-term's work.

Home Learning

Home learning at NAISAK aims to support, reinforce or extend classroom learning. Parents are expected to understand the importance of the tasks and ensure that their child/ren complete them to the best of their ability, as independently as possible. Please refer to the separate **Secondary School Home Learning Policy 2017-18** for additional information.

Record of Achievement Folder (RAF)

Each student has a RAF. This is a white plastic folder in which all Final Assessments are saved (end-of-term assessments). As such, 3 Final Assessments are saved for English, Mathematics, Science and Humanities per year. Additional assessed pieces may be collated there. For further information, please refer to the **Secondary School Assessment Policy 2017-18**.

Communication Books

Every student will be issued an A4 Communication Book. This book is for the teachers and the parents to communicate, and the students to record their Home Learning. During Registration time (or Tutor time), the Tutors must ask the students if a note has been written by a parent for their attention. The students are expected to place all letters and communication from school into their Communication Book.

Some specific features of the NAISAK Secondary School Communication Book are:

- The Home Learning tasks set should be written on the date it is due.
- There is space for the students to stick their YLOs at the end of the book.
- There are 'Personal Targets' pages, aimed to support the students reflect on their learning.
- There are 'Notes' pages at the end of every half term.
- There are pages for the students to record grades in all subjects per term.
- Opposite, there are pages for the teachers to record a lack of effort/Home Learning.
- There is space for students to record whether they are placed on the Achievement Tracker.
- There is a double page for students to record their House Points.
- There is space provided for parent's and teacher's signatures.

Personal Target Setting

Every child in the Secondary School has the possibility to set Personal Targets and record them in their Communication Book. This is to encourage each learner to assess/reflect on their own strengths and weaknesses, and plan for future success. These will be set as a Home Learning task by their Form Tutor and will be discussed/reviewed during Tutor Time and Parent-Teacher Meetings (PTMs).

Use of laptops/iPads

The use of technology is encouraged at NAISAK. Games, unless directly educational, are not to be played at any times on the school's laptops, PCs or iPads.

Learning Assistants (LAs)

NAISAK is proud to be able to further support the students' learning with a team of seven LAs in Secondary School. Each LA has a timetable with specific duties to follow.

Behaviour and Effort for Learning (BEfL) / iSAMS logs / Detentions

Being ambitious, and in order to maintain our mission to provide the highest quality learning within a culture of pride and respect, it is the expectation at NAISAK that all students behave in such a way that learning and learning opportunities are enhanced at all times.

The teachers and Learning Assistants are expected to be fanatically disciplined when dealing with BEfL issues in order to ensure a safe and learning-focused environment. For further information, please refer to the **Secondary School BEfL policy 2017-18**.

Although there is a strike system (as described in the policy mentioned above), students who fail to complete the home learning, bring the correct equipment or wear the correct uniform will earn themselves detentions.

Pride & Respect criteria

The Pride & Respect criteria are:

- Respect of the uniform
- Punctuality
- Sociability
- Politeness
- Ability to work in a group
- Ability to communicate orally
- Ability to problem solve

The Pride & Respect criteria appear on the end-of-term reports. The criteria were decided following a review of the current literature and are therefore evidence-based. They are understood to raise the students' awareness of expectations that go beyond the walls of the classroom or the school. The Teachers and Tutors are expected to refer to the criteria; such discussions are supported by the displays of the criteria and their descriptors in all Secondary classrooms.

Classroom Language to build a learning-powered mind

At NAISAK, we believe that children have the capacity to be empowered to become or continue to be great and ambitious learners. Alongside our Pride & Respect criteria displayed in all classrooms, the Secondary team has agreed on the following language to use, in and outside the classroom, to reinforce the learning muscles:

RESILIENCE

I can focus on my learning and stay positive.
I can complete all work set by the deadline.
I can learn from my errors.
I can stay on task.
I can keep going even when I find the work hard.

RESOURCEFULNESS

I will be prepared to learn.
I can find answers independently.
I can use the success criteria to improve my learning.
I can use the 3 Bs (book, brain, buddy).
I can think before I ask.
I can find connections between my subjects.

REFLECTIVENESS

I can look back on my learning.
I can self-assess my work and edit to improve.
I can proof read and edit my work.

RECIPROCITY

I can share my views and listen to others' opinions.
I can take turns in conversation.
I can be respectful.
I can work in a group.

Posters reflecting the '4 Rs' have been created and must be displayed in all classrooms and referred to when necessary.

Learning Certificates

Current practice: Subject teams select one student per year group as the recipient of a learning certificate each month. Teachers save the name of the students and the reasons for the certificate in the document for the correct month, in SS/Certificates, by the Wednesday before the last Monday of the calendar month. Certificates will be awarded in Assembly on the last Monday of the calendar month.

Learning-Focused Displays

As a learning-focused school, our display work should reflect the curriculum, show evidence of progression through units of work and meet our expectations of Pride & Respect in terms of cleanliness and presentation. Displays need to be kept up to date and relevant to the learning continuum. The alphabet with lines must be displayed in all classrooms to support the students' handwriting skills.

Assemblies

The main objectives of an assembly are to (1) teach the students the behaviour expectations of 'ceremonial' events and resilience, (2) celebrate achievements, and (3) reiterate notices. This academic year, an assembly schedule will be drawn so teachers take it in turn to be in charge of the assembly and prepare a group of students to share learning experiences or inspiring resources with the rest of the cohort.

Secondary School has assembly every Monday at 07:10 in the school gymnasium.

Tutor Time

The tutor time begins at 07:10 and ends at 07:40. All students are expected to be lining up by their tutor room with their study materials for the first two lessons by 07:10. The students are welcome to enter the tutor room as from 06:55, under their Tutor's supervision.

Tutor time is a time of the day when important information and notices are shared with the students. The Tutors are asked to keep daily and accurate records of correspondence going out and coming back in their respective

The Secondary team has carefully structured the tutor time activities. When time is available, notes can be kept in the 'Notes' or 'Personal Targets' pages in the Communication Book.

Individual silent reading takes place at regular intervals, as per the programme detailed in the Tutor Time activities. These are essential sessions as they support the students' progress in key skills.

An inter-house quiz on the previous week's learning takes place once a week.

Students are allocated a cubbyhole/locker area as per the Tutor Group they belong to, and must stick to it, under the supervision of their Tutor. Y10s and 11s enjoy the privilege of a locked locker. They are given one key at the beginning of the year and it is their responsibility to keep it safe. If they lose it, their locker will be unlocked for them to use, but they will not be given the spare key. If unlocked lockers do not look tidy, they will be locked again and bags will be kept on the side of the group of lockers. It is the Tutor Group's responsibility to ensure that their cubbyhole/locker area is neat.

Modern Foreign Languages (MFL)

The school endeavours to expose the students to as many learning opportunities as possible. As such, our non-Arabic First Language students are offered the choice between three Modern Foreign Languages (French, Hindi, Arabic). Since September 2015, the students - when opting for their MFL at the beginning of Year 7- commit to carrying on with their chosen language throughout KS3 and KS4.

Additional Learning Needs (ALN)

Whilst most of our students will be English as an Additional Language learners (EAL), some will have specific needs in order for them to access the curriculum. The teachers are expected to refer to the ALN/EAL Policy shared with them, and identify the students with specific requirements as soon as possible. Upon official referrals, their specific needs will be discussed and the ALN/EAL team will provide support in different ways:

- Assessment to provide more detailed information on the student
- Support in the classroom
- Individual or group work outside the classroom
- Suggestions for the teachers to help support the students' needs
- Formal assessment through an outside agency

Through discussions with the Head of Secondary and ALN/EAL team, a decision will be made as to whether a student should be placed on an Individualised Education Plan (IEP), which will include SMART targets for the student to work towards.

Special Educational Needs (SEN)

At NAISAK, we do not offer any specialist SEN support. SEN students are admitted by the Vice Principal only following an initial interview with the student and parents. However, some issues may only arise after admissions and the teachers need to bring these to the attention of the Head of Secondary as soon as possible.

The school may be able to offer support by:

- Assessing the student to determine whether we can detect SEN
- Referring the student to an external agency for assessment
- Discussing with the parents where extra support is required
- Supporting the family in finding an alternative structure able to cater for the child's SEN

e-Newsletter

Every week, the e-Newsletter is sent out to parents. The teachers are expected to support the students who have volunteered or have been encouraged to write an article. The teachers will be asked to contribute, and their contribution will be discussed in academic meetings when the need arises. The deadline, the content or the form may vary as per developments. Its format is currently under review.

Off-site Educational Visits

The teachers are encouraged to look for opportunities to take the students on educational trips that support the learning in the classroom. A full risk assessment procedure is completed and sent to the Head of Secondary with necessary notice.

Careers

The school is committed to providing careers education, advice and guidance for all students. Such approach is understood to help students become self-aware and opportunity-aware, therefore enabling them to leave school with personal skills and academic achievements, which will in turn help them achieve their aspirations and make a successful transition into higher education and/or their professional career.