

Teaching and Learning Policy

YAS AMERICAN ACADEMY 2024-25



ACHIEVING TOGETHER

Respect, Innovation, Integrity, Determination, Collaboration

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1.0 High Quality Learning at YAA

- We believe that High-Quality Learning takes place when the environment motivates and inspires pupils to achieve more than they thought was possible.
- Engaging lessons inspire a lifelong love of learning, and due to the right balance of support and challenge all students make outstanding progress.
- Through our learning community connections are made through subjects, people, and places, leading to a values-based holistic educational experience.
- We encourage agency and curiosity and foster these through our approach to both the curriculum and pedagogy.
- High expectations for all drive achievement and are underpinned by personal and professional accountability.
- The ethos of West Yas Academy is one of active learning through enjoyable, innovative, and relevant activities, often with a blend of local, international, and Global dimensions.
- Our graduates will be fully prepared to take their place as engaged global citizens committed to making our world a better place.

2.0 Aims

This policy sets guidelines of agreed principles and approaches that underpin the teaching and learning at Yas American Academy. At YAA, in addition to the MOE curriculum, our academic program is based on the Massachusetts Curriculum, which is a rigorous curriculum, based on common core standards.

YAA aims to deliver this curriculum through the 'Inquiry' and 'Project Based' approaches to learning. Students make connections across the subject groups of Physical Science, Social Science, History, Numeracy, Literacy, Arabic Dimension, The Arts and Physical Education, to know and understand the world. Inquiry allows the student to engage, think, create and be active in their learning and actions, providing opportunities for students to investigate, pose and solve problems, discover and test these discoveries. Inquiry provides opportunities for students to reflect on their learning and to use these reflections to set learning goals and establish next steps to develop effective learning strategies and life skills.

There are several dimensions of inquiry-based learning at YAA:

Authenticity

Inquiry study originates from a question, problem or exploration that has meaning to the students.

Academic Rigor

The inquiry study leads students to build knowledge that leads to understanding with depth and breadth, where the inquiry encourages students to develop thinking and creativity skills that encourage them to ask questions and develop skills to answer.

Assessment

On-going assessment is paramount into the design of the inquiry unit, providing timely descriptive feedback through peer and self-evaluation, rubrics, formative and summative assessment. Teachers also use

Measures of Academic Progress (NWEA - MAP) testing as a standardized

measurement of student achievement and growth against Common Core standards. MAP assessments take place three times a year and outcomes guide and inform student learning and teacher's instructional planning. Additionally, students are assessed based on their learning needs through CAT4, NGRT, AP examinations, eemSATs and mid-term assessments.

At YAA, teaching and learning reflects authentic assessment to differentiate the instruction to meet individual needs. Teachers specifically plan differentiated tasks regarding content, skills, products and processes within a variety of learning environments using ongoing assessments and flexible groupings to create the best learning experience for each student.

3.0 Key Principles

Our non-negotiable areas of teaching and learning that teachers must include within all lessons are SOAP;

- Starter Activities
- Objectives and success criteria
- Active Learning and Adaptive Teaching opportunities
- Progress and Pace

Additionally, we believe that **students learn best when:**

- They receive regular feedback in different forms (written, verbal, self and peer)
- There are real world connections to the content that they are learning
- They are encouraged to ask questions, take risks and challenge concepts
- Their work is well planned, differentiated and the instructions are clear
- Learning tasks are matched to their ability and take account of their preferred learning styles
- There is provision for challenge, extension and application
- There are strong links between home and school and the importance of appropriate parental involvement in the student's learning is recognised, valued and developed
- Their learning environment is calm, purposeful, interesting and positive
- Opportunities for learning take place within and outside of the classroom/school

Teachers understand that:

- A good learning environment is created when students participate in and are motivated by the lesson content and delivery
- Student achieve more when learning intentions are meaningful
- In order to make good progress, student need to be clear about what to do next and take an active part in setting targets for themselves and their peers
- Good attitudes and behaviour must firstly be modelled and taught, then rewarded, praised and shared in order to be repeated
- Ongoing assessments inform planning

4.0 Learning Support

Teachers should be aware of the specific learning needs of their pupils, they should consult with parents, Head of Inclusion and outside agencies about the specific needs of individuals when appropriate. Teachers should work with CAs and other adults to ensure the pupils are best supported in their learning and development.

5.0 Raising Attainment, Monitoring and Evaluating.

The SLT and grade/subject leaders collect data on pupil progress and achievement. They analyse data, set targets and monitor trends. Teachers are responsible for monitoring the progress of student in their care and implementing intervention programmes where necessary. All teaching staff are responsible for the rigorous assessments of individuals in all subject areas and tracking progress (refer to school's Assessment Policy).

Teachers at YAA ensure that lessons are carefully planned, well-structured and well-paced. They make the aims and objectives of each lesson explicit to pupils and actively involve them in the evaluation of their own learning. Students are allowed to share knowledge and skills through a formal presentation, drama and role play. Opportunities for multimedia presentations and the use of ICT are given when and wherever appropriate to enhance learning experiences and outcomes.

Monitoring and Evaluating at YAA is a key contributing factor to ensure Teaching and Learning is consistently at a high standard. Below are the main areas for monitoring and evaluation that directly link to Teaching and Learning.

5.1 Lesson observations

- Each member of staff will have three formal Lesson Observations each academic year.
- The minimum Lesson Observation time is 40 minutes.
- One of these observations will form part of the Department Review.
- Feedback from Lesson Observations will always be given with 24 hours of the observed lesson.

5.2 Learning Walks

- Learning walks will take place as part of a rolling programme (see MER Schedule) and are completed by the Principal, Assistant Principals, HoD, HoH, HoI.
- The focus of the learning walk will be assessed against the definitions from the lesson observation framework and staff will be made aware of what the focus is through the MER Schedule.

6.0 Monitor, Evaluation and Review (MER)

MLT and STL complete rigorous MER documents for all teachers within the school to observe best practices, share across the school with other colleagues and identify areas for support and development. Below are examples of how leadership track the performance of teachers and departments;

7.0 Continuing Professional Development

Teachers should continuously update their teaching practice and subject knowledge in line with current developments and initiatives; they should discuss teaching and learning at Curriculum Meetings in order to share good practice and plan their own CPD program with SLT as a result of the Performance Management process.