FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

# Quality Assurance of Teaching and Learning

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In order to provide effective teaching and learning, FLIS Branch 2 establishes clear standards for education quality assurance, and consistently evaluates and manages teaching delivery against these standards.
Ongoing school development planning and school self-evaluation are important components of the overall system of school quality assurance and continuous improvement, alongside school inspections. School inspections are a mechanism for evaluating the quality of education for all educational stakeholders including parents.
This policy sets out basic requirements in setting, monitoring, and evaluating teaching quality standards, in developing and implementing evidence-based School Development Plans (SDP), in practicing rigorous self-evaluation, and in utilizing inspection results to effectively continue to improve their quality.

**Purpose**

- Outline standards for teachers for promoting and practicing effective methods to improve teaching and learning, leading to enhancements in student educational outcomes at FLIS Branch 2.
- Set out the requirement that all schools, through the school leadership team, create an SDP that makes full use of school inspection and school self-evaluation findings.
- Specify the rigorous and continuous self-evaluation and documentation that FLIS Branch 2 undertake to monitor the quality of education, provide inputs for the SDP, and inform the process of school inspection by providing inspectors with evidence-based judgments related to the criteria of the UAE Inspection Framework.
- Set out ADEK's requirements, guidance on the preparation for and types of inspections that FLIS Branch 2 undergo to evaluate the quality of education and identify areas for improvement, recommendations that the school acts upon that are provided during inspections, and actions to be taken after inspections.

To raise standards in our classrooms, all teachers at FLIS Branch 2 should:

- Improve the quality of teaching and learning that is taking place on a daily basis. We must ensure that:

a. All students across FLIS Branch 2 schools are provided with high quality learning experiences that lead to consistently high levels of student achievement. This will be achieved by adopting a whole school approach to teaching and learning.
b. We aim to:

- Provide consistency of teaching and learning.
- Enable teachers to teach as effectively as possible.
- Enable children to learn as efficiently as possible.
- Give children the skills they require to become effective lifelong learners.
- Provide an inclusive education for all children.

- Learn from each other, through the adoption of a collaborative enquiry based approach to teaching and learning, where good practice is shared.

**Teaching Quality**

FLIS Branch 2 shall develop a statement outlining the teachers' standards based on the vision of how teachers are to uphold teaching quality in the school and align them with the following guiding standards and frameworks:

1. Ministry of Education (MOE) Standards
2. UAE Inspection Framework
3. School Accreditation/Authorization/Affiliation standards
4. National standards of the school's chosen curriculum
5. Any other international standards

FLIS Branch 2 shall commit to the highest standards in teaching and learning and ensure that the teaching quality standards incorporate the following guiding principles, at a minimum, so that educators:

1. Are committed to exemplifying high standards and to meeting the outcomes of an accurate and well-documented curriculum.
2. Are committed to embodying the core values of education, demonstrate ethical leadership as per the ADEK Values and Ethics Policy, and abide by the Code of Conduct for Education Professionals in General Education (MOE, 2022), ADEK Professional Code of Ethics, and ADEK Cultural Consideration Policy.
3. Are suitably qualified and have excellent subject knowledge and instructional skills, incorporating the use of technologies as tools with which to teach and learn while covering curriculum components.
4. Have a range of effective skills and approaches to classroom management through reinforcing the ethos of mutual respect and trust.
5. Use their own creativity and self-reflection to enhance their teaching methods.
6. Actively engage with all students, including students with additional learning needs, multilingual learners, and gifted and talented students.
7. Have the capacity to inspire and stimulate intellectual curiosity.
8. Have a variety of well-chosen methods to adapt teaching to cater to diverse student learning styles and individual needs.
9. Are skilled in the effective deployment of varied resources for investigative and inquiry-based learning beyond the textbook, including the use of digital tools.
10. Show a willingness to embrace change and harness curricula, instruction methods, assessments, and innovations to enrich their work within a subject.
11. Employ rigorous assessment methods that measure students' progress and are used to identify and respond effectively to individual and collective needs.

Key elements and principles of teaching and learning:

- All lessons across our school should include the following key elements to ensure high quality teaching and learning; new teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice.

All lessons have clear learning intentions:

- All learning intentions are written up on the board, and shared orally in child friendly/age appropriate language.
- Learning intentions are not muddled up with the context of the lesson.
- Children write their learning intention in their notebook.
- When marking children's work, the main focus is on meeting the learning intention.

All lessons have well planned success criteria:

- All students are clear about how they will achieve the learning intention.
- Success criteria are displayed for students to follow during the lesson or drawn up with the students, e.g. Steps to Success.
- Weekly planning includes success criteria for each learning intention.
- Children use the success criteria to self-assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson - often students' work is used to illustrate the success criteria in action.

All lessons are clearly differentiated to enable all students to access learning

- All learners are challenged appropriately.
- Planning shows evidence of differentiation.
- General learning intentions are the same for all students, although may at times be personalized based on the needs of the students.

We want all our students to access the same learning and it is through the use of materials/apparatus that may differ from student to student, in order for them to access the curriculum fully.

All students are actively engaged in learning

- Lessons are stimulating and engage students' interest throughout the lesson.
- Teachers take into account student's concentration span and ensure students are not sitting passively for long periods.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons.
- Students are trained to use appropriate body language when engaged in discussion with a partner.

- Mini whiteboards are used for short bursts of activity, to develop and assess understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, kinaesthetic and auditory input are all used creatively as a way to enhance learning.

All students receive regular and clear feedback which enhances learning

- AfL and effective marking is embedded in everyday practice and is used to inform teaching and learning.
- All students are clear about how they need to improve.
- Marking is linked to the learning intention and identifies next step prompts.
- Students are given regular time to address issues in marking using a green pen.

The use of ICT

- ICT is used to enhance learning wherever possible.
- ICT resources are not only used at the start of lessons to engage students and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.
- The use of ICT is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool.

Learning is enhanced through cooperative learning

- Cooperative learning refers to a set of instructional methods in which students work in small, mixed ability learning teams.
- The students in each group are responsible not only for learning the material themselves, but also for helping their group members learn it.
- Cooperative learning is used across the curriculum.
- Positive teamwork behaviors are explicitly taught and reinforced.
- All students should be able to list these standards and explain what they look like/sound like/feel like in action.
- Cooperative learning is embedded throughout the school.

Learning is enhanced through the use of consistent classroom management strategies

- Clear management strategies are designed to minimize the time spent on behavior management and maximize the time spent on learning.
- All our staff must consistently follow the same classroom management principles as detailed in our Behavior Management Policy.

Enhanced Ratios for Early Years Teaching:

- Each early year, the class/teacher up until Grade 2 shall be supported by a Teaching Assistant and maintain a minimum student-adult ratio of 6.6:1 for PreKG, 12.5:1 for KG and 15:1 for lower Cycle 1 classes, as per the ADEK Staf Eligibility Policy and the ADEK Employment Policy.

Learning is enhanced through effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with students on the carpet and tables during lesson times.
- Planning is shared in advance with teaching assistants and they are clear about who they are supporting and why.
- They sit next to the student/s they are working with, quietly engaging the students, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing student's understanding, recording observations and feeding assessment to the teacher.

Teacher Continuous Professional Development (CPD) and Performance Management:
FLIS Branch 2 shall provide CPD and performance management opportunities for all teachers, based on the school's teaching quality standards, as per the ADEK Employment Policy.

Compulsory Hours of CPD:
FLIS Branch 2 shall ensure that teachers complete a minimum of 75 hours of planned CPD per year at no cost to staff.
a. CPD shall be conducted with minimum interruption to classroom instruction.
b. FLIS Branch 2 shall monitor compliance with the compulsory CPD hours of teachers as a part of educator performance management.

Link to Teaching Quality:
FLIS Branch 2 schools shall develop, implement, and annually review a CPD plan for teachers as a part of their SDP.
a. CPD opportunities shall be aligned with the strategic internal and external recommendations derived from the SDP, feedback from performance management on overall staff development needs, specific CPD requests from individual staff members, ADEK policies, and other requirements as announced.
b. The CPD plan shall include the following components:
1) List of topics (suggested and mandatory) to be covered for different types of staff, including a balance of subject- specific and pedagogy-related CDP for teachers.
2) School CPD calendar and development days.
3) Details on the provision of CPD via in-house or third-party providers.

4) Strategies to share and safeguard best practices and learnings of staff in the CPD conducted.
c. The CPD plan shall incorporate the following types of CPD:
1) Induction for staff members on academic, legal, social, and other school-related aspects (e.g., buddy program for new staff members to get acquainted with school practices and policies, etc.).
2) Training for staff in acting roles.
3) ADEK mandated training as announced (such as student protection, inclusion, etc.).
4) Others at the school's discretion.

FLIS Branch 2 shall ensure the teaching staff are provided at least 5 development days in their school calendar and such days shall be counted towards their compulsory CPD hours.
FLIS Branch 2 is authorized to provide teaching staff the opportunity to develop individual CPD plans along with their individual performance and development objectives during every performance management cycle and discuss progress from the previous year.
FLIS Branch 2 shall develop an internal framework and mechanisms to evaluate the quality and effectiveness of CPD and ensure documents of all CPD programs are accurately stored and maintained, as per the ADEK Records Policy.

**Internal Monitoring:**
FLIS Branch 2 shall develop and implement internal mechanisms to monitor and improve their teaching quality by ensuring that learning occurs through:
1. Equitable educational and developmental opportunities for all students.
2. Documented high standards of learning and achievement that will enable all students to reach their full potential.
3. A fostered development of diverse skills in addition to the academic curriculum content, aligned with the standards and frameworks
4. A focus on preparing students for success in the workplace and for contributing to society in the 21st century.
5. A sense of shared responsibility for learning and maintaining a positive school ethos.
6. High expectations for students so that they in turn embrace high expectations for appropriate behavior, self-discipline, and motivation.
7. A strong commitment among all students to do their very best to learn and to develop as effective, responsible citizens.

**School Quality**
Continuous Improvement Cycle: FLIS Branch 2 shall develop internal quality assurance mechanisms (encompassing school self- evaluation, external evaluations, and school development planning to support their continuous improvement.

**Classroom Environments**

The surroundings in which children learn can greatly influence their academic performance and wellbeing in FLIS Branch 2. The better the school looks, the more it inspires the people inside it.

A well-cared environment for both the classroom and school, can make students feel that what they achieve and how they see themselves are perceived as important.

At FLIS Branch 2, we aim to ensure that all classrooms, group learning areas and whole school areas, are spaces that everyone can use to learn and be proud of.

At FLIS Branch 2, we believe that classrooms should be bright, well organized learning spaces.

Students need to know how to access resources and respect the classroom environment.

Different teachers have different likes/dislikes about how to organize their classrooms, however to ensure a sense of security and consistency across the school, the points below need to be taken on board in all classes.

- Class rules/code of conduct is on display in all classes and each class has a time out space.
- A school behavior system display, including traffic lights, and the school vision and values need to be visible at the front of the class.
- Classrooms are tidy, labelled and organized. All trays/resources etc. are clearly labeled. There are also boards on which the students display their work in all subjects.
- Displays are learning resources. They are not just a reflection of previous learning.
- All displays are labelled and changed regularly.
- Students take responsibility for ensuring their classroom is a pleasant and safe place to learn; students are taught to respect equipment and resources.
- Manipulatives and other teaching resources are available in classes to support learning.

**School Development Planning**

FLIS Branch 2 shall:

1. Develop and update a SDP as a means for improvement in line with ADEK requirements: The Continuous Improvement Cycle.
2. Review and submit their SDP to ADEK within 30 working days of the start of their academic year.
3. Implement measures to monitor and review progress made on targets set in the SDP and continuously update their SDPs in line with these observations.
4. Submit an updated SDP in line with inspection results within 30 working days of receipt of the School Performance Report
5. The governing board shall review, update (where required), and approve the SDP prior to submission to ADEK.

6. Submit their SDP as part of their applications for temporary and general licenses and license renewal, as per the ADEK Licensing Policy.

**School Development Committee:**
FLIS Branch 2 will establish a School Development Committee to oversee the creation, implementation, and monitoring of their SDP as per the ADEK Governance Policy. The committee shall incorporate the views of key stakeholders such as staff, students, and parents.

**Communication and Engagement:**
FLIS Branch 2 shall publish a summary version of their SDP on their website and share it with parents. Schools shall make translated copies (English or Arabic) and the full report available to parents on request.
Contents of the SDP:
SDPs shall serve as the foundation for FLIS Branch 2 school's strategic direction and improvement initiatives. In this regard, the school shall include the following in the SDP, at a minimum:
a. A limited number of clearly defined strategic priorities identified in line with:
1) Areas of improvement highlighted by the School Self-Evaluation (SEF) and inspections conducted by ADEK and other accrediting bodies.
2) Improving the quality of the school leadership.
3) Improving the quality of teaching and learning at the school.
4) Performance of the student body as a whole and any significant variations in the performance of different student groups specified in the UAE Inspection Framework.
5) Improvement in student attainment and progress on standardized benchmarks and national and international assessments, in line with the ADEK Assessment Policy.
6) Promotion of student and staff wellbeing, in line with ADEK wellbeing policies.
7) Aims of the UAE national agenda.
8) Priorities identified in previous SDPs and progress made on them.
b. SMART targets in relation to the strategic priorities, including targets related to the improvement of student achievements.
c. Implementation actions and success criteria to measure impact.
d. Clearly defined timelines, milestones, responsibilities, and budget requirements in relation to the targets.
e. Measures and schedule for monitoring and review of progress made on the targets.
f. CPD activities, if any, to support the achievement of the targets.
10. Schools shall consult the ADEK Guidelines for School Development Planning and the sample ADEK School Development Plan Template for further information on the requirements for completing the SDP. Schools are authorized to use their own SDP template, as long as it is aligned with the requirements of the above documents and criteria.

**School Self-Evaluation:**
The school shall conduct the self-evaluation and update the template available on the SIMS Portal. The school leadership is responsible for leading and completing the process of self-evaluation.
1. Continuous Evaluation: Schools shall ensure the SEF is a continuous exercise by incorporating information on progress made and targets achieved and new sources of evidence (e.g., receipt of external assessment results).
The school shall ensure that relevant documentation is updated.
2. SDP Integration: The school shall identify priorities from the SEF for incorporation into the SDP.
3. Parameters for SEF: The school shall include the following in the SEF:
a. An evaluation of their performance against the criteria of the UAE Inspection Framework
b. An evaluation of progress made against targets set in the School Development Plan and recommendations specified in the School Performance Report
4. The school shall ensure that the SEF is based on accurate, reliable, and valid evidence that is supported by clear documentation, including analysis of assessment data.
5. Stakeholder Opinions: The school shall consider the views of key stakeholders including students, parents, teachers, and staff as part of their evaluation process.
6. Submission:
a. The school shall maintain an up-to-date version internally of the SEF on the SIMS portal and submit it to ADEK on request.
b. The school shall update their SEF on the SIMS Portal upon being notified of an inspection.

**Inspections:**
FLIS Branch 2 shall undergo inspections as determined by ADEK, conducted by ADEK-appointed inspectors in line with the UAE Inspection Framework, to evaluate the quality of education provided by them and to determine areas for improvement.
1. The school shall engage fully in inspections commissioned by ADEK. In line with the ADEK Compliance Policy, the school shall provide inspectors with access to school facilities and resources, and facilitate their monitoring of and
Interaction with staff, students, and parents.
2. The school seeking an accreditation linked to their curriculum is authorized to apply to ADEK to undergo joint inspections, i.e., inspections conducted jointly by teams from ADEK and the accrediting body.
3. Types of Inspections: The school shall be subject to the various types of inspections.

The Typical Inspection Cycle for a School.
ADEK reserves the right to conduct any type of inspection or visit at its discretion.

a. Monitoring Visits:

The school shall be subject to monitoring visits to assess their readiness for ADEK inspections in the circumstances outlined below.

- Visits for New Schools: New schools shall be subject to monitoring visits in their first and second year of operations.
- Established Schools: Established schools shall be subject to monitoring visits if ADEK believes the visit will support the school in its next ADEK inspection.

b. ADEK Inspections: Schools shall be subject to ADEK inspections in their third year of operations and every 2 years thereafter.

- Schools that are rated “Outstanding” shall be subject to an ADEK inspection every 3 years.
- Schools that are rated “Very Good” shall be subject to an ADEK inspection either every 2 years or every 3 years, as deemed appropriate by ADEK.

c. Thematic Visits: Schools shall be subject to thematic visits at ADEK's discretion.

d. Follow-Through Visits: Schools shall be subject to a follow-through visit after an inspection to support them in addressing inspection recommendations.

4. Feedback and School Performance Report:

a. Oral Feedback: Schools shall receive detailed oral feedback on all performance standards after an inspection.

b. Draft Inspection Report: Schools shall receive a draft inspection report after inspections to check for factual inaccuracies.

c. School Performance Report: Schools shall receive a finalized School Performance Report specifying their inspection rating and recommendations for improvement.

- Schools shall publish their inspection rating and report on their website and make these available to parents of all students studying at the school.
- ADEK reserves the right to publish inspection ratings and/or reports on its website.

**Post-Inspection** Actions and Implementation of Recommendations:

a. The school shall update the SDP in line with the inspection recommendations

b. Changes to Leadership: ADEK reserves the right to instruct the governing board to make leadership changes in case of significant concerns related to educational quality or health, safety, and student protection.

- ADEK reserves the right to appoint interim leadership in the case that the governing board is unable to implement the required changes.

c. Changes to the Governing Board: ADEK reserves the right to instruct school owner(s) to make changes to the governing board in case of significant concerns related to educational quality or health and safety of students.

- ADEK reserves the right to appoint an interim governing board in the case that the owner(s) is unable to implement the required changes.

**Grievances and Appeals**

a. Grievances During Inspections: Schools are authorized to raise grievances to the Lead Inspector during an inspection in case of any concerns regarding:

1) The conduct of a member of the inspection team.
2) The integrity, impartiality, or fairness of an inspector.
3) The adequacy of the evidence base.
4) Non-compliance with the procedures of the ADEK Inspection

Guidelines or the UAE Inspection Framework.

b. Appeals to ADEK: Schools are authorized to raise an appeal to ADEK in cases of:

- Unsatisfactory resolution of grievances by the Lead Inspector.
- Disagreement with their inspection ratings.

c. Schools shall raise grievances and appeals in line with the procedure outlined in the ADEK Inspection Guidelines.