

NBA Al Dafna Teaching, Learning & Curriculum

2024-2025

Teaching & Learning

We provide high quality education, with our teaching staff consistent in their pedagogy and approach to teaching and learning.

Outstanding lessons lead to outstanding pupil progress. We have considered current research* and have agreed on the following core elements as the basis for our approach. These core elements are not limited to the classroom, but they are connected and infused throughout all aspects of our school.

DR ICE is an approach to teaching and learning based on the following 5 core principles, that research shows, contribute to outstanding lessons and good pupil progress.

The 5 core elements are:

Deepening thinking

Outstanding teaching and learning goes beyond merely knowing or recalling previous learning, but allows pupils the opportunity to think more deeply about what is being taught and learnt, through reasoning and problem-solving, evaluating, analysing, applying and creating.

Role-modelling

Role-modelling is an essential part of effective practice where the teacher or the pupils' role model/demonstrate the learning process. This can be the teacher actively demonstrating how to perform a skill/calculation or a pupil demonstrating his/her understanding. Often teachers will commentate/talk through their thought processes, breaking things into small steps or bite-size chunks which support learning.

Impact

In outstanding lessons pupils have a clear understanding of the learning intentions and what they need to do in order to be successful. Through clear learning intentions (WALT) supported by success criteria and skilful modelling, the impact of teaching is clear. Teachers use a range of strategies throughout lessons in order to measure impact, making suitable adjustments where necessary.

Challenge

Every pupil, regardless of their ability, must be challenged in order to make the best possible progress in every lesson. Where teachers set high expectations and provide appropriate support for pupils to meet the challenges, pupils achieve more. When pupils are challenged appropriately, this leads to better engagement in their learning and elevated thinking.

Our approach uses a whole-class teaching approach with appropriate adjustments made (support & challenge) to enable all children to access learning and make progress.

The Teaching-Schemes (Little Wandle Letters & Sounds, Power Maths, Talk-4-Writing, Reading-4-Mastery, P4C, C.E.) we follow at NBA Al Dafna, all have the same pedagogical understanding and DRICE supports and connects these pedagogical elements in a consistently coherent manner: Whole-class teaching, with differentiated support/adjustments, that develops thinking, with a focus on language and clear measurable outcomes.

Engagement

Research has demonstrated that engaging pupils in the learning process increases their attention and focus, motivates them to practise higher-level critical thinking skills, and promotes meaningful learning experiences. Active learning requires pupils to remain alert and actively participate in class, including when listening to others (including their peers).

Teaching

*Research Considered

"Cognitive load" relates to the amount of information that working memory can hold at one time. Sweller said that, since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning.

For more information on Cognitive Load Theory click on the link below:

<https://www.mindtools.com/aqxwcpa/cognitive-load-theory>



Rosenshine's principles of instruction

Rosenshine formulated 10 key principles, which he argued underpin any effective approach to instruction in lessons:

- Daily review (of prior learning)
- Present new material using small steps
- Ask questions
- Provide models
- Guide Student practice
- Check for student understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Provide opportunities for independent practice
- Conduct regular weekly and monthly reviews

For more information about Rosenshine's principals of instruction click on the link below:

<https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331>

Our Curriculum

We are an Early Years and Primary School providing a British style of education from Foundation 1 (age 3-4 years) to Year 6 (age 10-11 years). In Foundation 1&2, we use the [Early Years Foundation Stage Framework](#) (UK) and from Year 1 to Year 6 the [Primary National Curriculum in England](#).

Year Group	Stage
Foundation 1	Early Years Foundation Stage
Foundation 2	
Year 1	Key Stage 1
Year 2	
Year 3	Key Stage 2
Year 4	
Year 5	
Year 6	

EYFS Framework

The EYFS (Early Years Foundation Stage) is child centred and play based, with carefully chosen areas of play set up around the room. This is done in accordance with the specific curriculum areas and current interest of the children. During a typical day, teachers and their assistants will work with children in groups, to scaffold student's individual learning.

The Early Years Foundation Stage Framework



A full version of the parents' guide to the EYFS is available online:
<http://www.foundationyears.org.uk/>

The EYFS sets the standards for learning, development and care for children from birth to 5 years of age. The principles which guide the work of our Early Years Professionals are grouped into four themes. They describe how early years' settings should support the development, learning and care of young children:

- **A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments** - the environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** - children develop and learn in different ways and at different times; all areas of learning and development are equally important and inter-connected.

Areas of Learning and Development

There are seven areas in which our Early Years Professionals support children to learn and develop. There are three prime areas and four specific areas.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- **Specific Areas:**
 - Expressive Art and Design
 - Literacy
 - Mathematics
 - Understanding the World

Outside Play

The outdoors is the very best place for children to practise and master emerging physical skills. It is in the outdoors that children can fully and freely experience motor skills like running, leaping and jumping. The outdoors has something more to offer than physical benefits. Cognitive and social/ emotional development too. Outside, children are more likely to invent games. As they do, they're able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organisational skills. Inventing rules for games promote an understanding of why rules are necessary. The EYFS environment is regularly risk assessed by all the staff in the EYFS unit.

We will always take any serious weather conditions into account; however, it is important for all children to play outside every day. In light of this we ask that every child bring a labelled **Newton** hat to school

every day. We adhere to a strict NO HAT NO PLAY policy. The children must have a hat in school every day so they can access the outdoor area. During the cooler months please could you make sure your child has the Newton jersey or fleece so that they will be warm enough when going outside.

All about Foundation 1

In Foundation 1, the children are encouraged to become independent and responsible such as making the right choices in their daily lives. The curriculum focuses on the prime areas of the EYFS as mentioned earlier. The environment is designed to help children develop their social and emotional skills such as getting along in a group and managing conflict in a positive manner, developing communication and language skills by listening to others and taking turns in conversation and motor skills, such as pencil control and developing spatial awareness.

We use EAL strategies (English as an Additional Language) to support children's language development through conversations and activities.

Children in the early years learn through play; play provides many opportunities for learning. The curriculum is delivered in a way that suits children's playful nature. By following their interests, the teachers support the children's development in all areas by creating and offering suitable and challenging activities. Children are active learners and therefore we limit the use of worksheets.

All about Foundation 2

In Foundation 2, the children will continue to develop the skills to be independent and responsible. The curriculum will also focus on the specific areas of the EYFS such as Literacy skills, recognising the letters and sounds of the alphabet, which will help the children to read and write. In Mathematics, children learn about numbers, shapes and measurement. They will also learn about the world around them and be encouraged to express themselves through art and design, role play and Music.
