



Academic Support Policy

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Vision: Leading in education, with an Islamic identity, according to locally and internationally approved standards.



At AFIA, we are committed to providing all students with the support they need to achieve academic success. Our Academic Support Policy outlines our commitment to identifying and addressing the diverse learning needs of our students through a range of targeted interventions and support services.

Aims:

The aims of this policy is to:

- Ensure that all students have access to the necessary academic support to reach their full potential.
- Establish clear procedures for identifying students in need of academic support and delivering appropriate interventions.
- Promote collaboration among stakeholders, including teachers, support staff, parents, and community partners, in supporting student learning.

Principles and Philosophy:

Our academic support program is guided by the following principles:

- Every student has the right to access quality education and equitable opportunities for learning.
- Academic support interventions should be evidence-based, individualized, and responsive to the diverse needs of students.
- Collaboration and communication among educators, parents, and support staff are essential for student success.

Identification of Academic Needs:

Academic needs may be identified through various means, including:

- Lesson observation and formative assessments
- Diagnostic test and internal exams results
- External exam results

- Parent and student input
- Referral from teachers

The class teacher is responsible for differentiating the teaching and learning effectively to meet the needs of all students in the class. The class teacher recognises the student is below age-related expectations and is not responding appropriately to the standard differentiation provided. In this instance the Class Teacher sets remedial plan to incorporate further bespoke differentiation and strategies to help the student to make academic progress in line with age-related expectations. This plan is developed by the teacher for an individual student and is reviewed and adjusted after assessments. A student will be removed from the list once they have achieved age-appropriate academic goals. Parents are met with where the plan is shared, actions agreed and signed by all adults. The IEP targets can be shared with the child, where appropriate. This is informed by but not limited to:

- Teacher observation records
- Pastoral Notes
- In class quizzes/assessments
- Indicator Checklists
- Key Objective Trackers
- Parent and pupil consultations
- Termly Reports

Types of Academic Support Services:

Our academic support services may include, but are not limited to:

- Pull out support
- Homework assistance
- In class support
- Study skills workshops
- Enrichment programs for advanced learners
- English language learner support
- Counseling and socio-emotional support
- remedial and intervention planning

Responsibilities of Stakeholders:

- Teachers: Identify students in need of support, implement interventions in the classroom, collaborate with support staff and parents.
- Support Staff: Provide specialized interventions and support services, collaborate with teachers and parents, monitor student progress.



- Parents: Communicate with teachers and support staff, reinforce learning at home, advocate for their child's needs.
- SLT/MLT: Allocate resources, support professional development, monitor program effectiveness.

Implementation Procedures:

- Academic support services will be scheduled in a way to minimize disruption to regular classroom instruction.
- Support staff will maintain documentation of interventions and student progress.
- Collaboration meetings will be scheduled regularly to discuss student progress and adjust interventions as needed.

Professional Development:

Teachers and support staff will have opportunities for ongoing professional development to enhance their skills in delivering academic support services effectively.

Evaluation and Continuous Improvement:

The effectiveness of academic support services will be evaluated regularly using a combination of quantitative data and qualitative feedback. Findings will be used to make adjustments to the program to better meet student needs.

Communication with Parents and Guardians:

Parents will be informed of the availability of academic support services and encouraged to communicate with teachers and support staff regarding their child's progress.

Accessibility and Equity:

Academic support services will be accessible to all students, and efforts will be made to ensure equitable access to resources and interventions.

