POLICY NAME:	TEACHING & LEARNING POLICY			
APPROVAL AUTHORITY:	PRINCIPAL	ADOPTED:	03.05.2023	
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Rationale: The Teaching and Learning policy at our school is grounded in a commitment to provide a holistic and Inclusive education that caters to the diverse needs of all students. This policy is developed to support the needs of each student's academic abilities, social skills and personal growth, ensuring that they become well rounded individuals prepared for future challenges.

Our Curriculum

- is student-centered and takes into account student interests and questions
- effectively engages all students
- is skill-based and develops knowledge that can be transferred
- is holistic and purposeful so that it has real meaning and understanding for students
- is challenging for all learners at their own level
- has a base of IT that links to each subject

Ensure Learning (Academic and Social) is

- Inclusive and differentiated
- Active, hands-on and engages students in choices regarding their own learning
- Involves higher-order thinking
- Is developmental so that skills that are learned are used and developed across the curriculum and vertically across grades
- Includes experiential learning opportunities so that students learn by doing
- Practical opportunities for learning are identified
- Focuses on social development:
- Social development as part of formal learning is collaborative and co-operative
- Social development as part of school life develops democratic principles

LESS

- LESS student passivity: sitting and listening
- LESS text-book and worksheet activities

- LESS rote memorization of facts and details

MORE

- MORE "Learning time is for learning" – focus on effective use of class time
- MORE focus on alternate ways to teach vocabulary in all subjects and lessons
- MORE focus on attendance and punctuality
- MORE reference to diagnostic analysis to identify what students need to learn
- MORE focus on skill development (rather than content coverage)
- MORE active, collaborative or hands-on learning
- MORE focus on differentiation so that all students are meaningfully engaged in every lesson
- MORE reliance on rubrics that identify progression of skills
- MORE focus on development of the "whole" student through pastoral development
- MORE thinking time for students before collecting answers.
- MORE reading and written reflection tasks
- MORE independent learning opportunities

MUSTs

- Review/reflect on one's own teaching strategies and resources to ensure effective impact on learning.
- Make full use of audio-visual technological devices/aids and available resources during the delivery of the lessons.
- Assign appropriate and challenging tasks built on prior attainment and ensure high levels of students' interest and engagement.
- Use effective teaching strategies and efficient time management.
- Use a variety of teaching methods and adapt instruction to students' differences in development, learning styles, strengths and needs.
- Use effective questioning and prompt students to elaborate their responses. Give constructive feedback on students' errors and misconceptions.
- Assign, correct, and mark work carried out by students
- Assess, record, and report on students' development, progress, attainment, and behaviour.
- Provide opportunities for students to interact and use current technology, resources, and information to solve problems.
- Engage students in creative thinking and integrated learning experiences.
- Develop students' skills to work collaboratively with others.
- Use formative assessment in every class to assess how well learning objectives have been achieved and use the results to improve specific aspects of teaching
- Share the learning objectives/targets and feedback rubrics with students to raise awareness of students' needs and boost their engagement and willingness to improve.
- Enforce maintenance of neat and well-organized notebooks in which students take their notes and write their reflections, journals, and academic writings.

- Students should be taught how to learn and how to reflect on their learning
- Learning objectives and outcomes must be shared and reviewed
- Lessons should be clearly structured to promote effective learning
- Teaching strategies should support differentiated and personalised learning
- There should be high expectations of teaching standards and students' abilities
- Underachievement at all levels must be challenged
- Achievement must be recognised and rewarded
- Learning and Teaching should be included on all Year/Faculty meeting agendas to support identification of good practice and innovative learning and teaching strategies
- Lesson observation to promote good practice across the school should be a separate and distinct from the school's Performance Management Process. This will form a part of the school's internal CPD programme and Internal Self Review (ISR) system. Observation should be followed by reflection and quality feedback.

Enhancing Effective learning
We acknowledge that people learn in many different ways and we recognize the need to develop pedagogies and student's learning skills to enable all children to learn in ways that suit them.

We offer opportunities for children to learn in different ways including:

- investigation and problem solving.
- open-ended tasks.
- research and finding out, with independent access to relevant resources.
- group work, paired work and working on their own.
- effective questioning; presentation and modelling; use of ICT.
- fieldwork and off-site visits.
- creative activities, designing and making.
- use of multi-media, visual and aural stimulus; participation in athletic and/or physical activity; homework.
- after school clubs.
- Guest visitors and performers.

Kindergarten
The principles we follow in our KG to develop a secure and structured curriculum to provide outstanding teaching and learning are stated below:

- Each child is a unique child: Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured. Montessori material will be introduced to each child by the teacher to encourage and develop their own unique learning plane.

- Caring: Teachers will set a caring and nurturing environment to promote the best from each child. Goals will be set for each child every fortnight and will

be monitored by the teachers who will provide opportunities to stimulate the learner and keep them engaged to grow into their interests, which will develop their love of learning.

- Positive relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The teacher in the KG will meet parents regularly to update them on progress and attainment through regular meetings.

- Enabling environments: The environment plays a key role in supporting and extending children's development and learning. A carefully prepared environment is set by the Montessori skilled teachers, ensuring that children's developmental needs are met. Students will be taught to respect the material and their learning environment to provide a structure and order to their learning.

- Learning and Development: Children develop and learn at different rates, and in all areas of learning and development are equally important and inter-connected. Children are active learners and will learn from the environment, which will offer developmentally appropriate stimuli. Learning is guided by the children's developmental needs, and flourishes when the children are given time and space to observe, explore, and investigate the environment and engage with it. KG teachers will play an active part in engaging children with the environment. They facilitate the child's need to learn, not only from them, but also from peers and by themselves.

Our teaching will focus on providing opportunities for students to investigate, critically question and apply their knowledge and understanding using an increasing range of skills. The children and building on their skills, knowledge and understanding in each area of the curriculum, so that they can reach the highest level of personal achievement.

The CBSE curriculum overview sets out learning outcomes and details what is to be taught to each grade level in each curriculum area. It is used to meet the Curriculum Mapping and year at a glance (curriculum overview) which each Grade sets out in the IPHS daily lesson plan.

Elementary, Middle and High School:

- In Grades 1 to 12 this year, students work towards appropriate board Curriculum expectations. Coherent sequences of lessons are planned to address key aspects of learning. Teachers use their assessments of children's progress

and attainment to inform lesson planning. They have high expectations and use 'top-down' planning to ensure the highest ability students are challenged during lessons.

- The core elements of Formative Assessment are evident in lessons at IPHS, as only through effective formative assessment can the necessary adaptations be made to the ongoing teaching process to ensure optimal learning. These elements are – Clearly stated learning objectives; effective peer and self-assessment through the use of well understood success criteria; effective and regular feedback – both verbal and written; and high-level questioning that is planned in advance, targeted to students' ability levels and provides students time to think.

- Lessons have clear learning objectives that are shared with students and regularly referenced (based on Blooms taxonomy).

- Success criteria are displayed to support expectations and independence.

- Tasks are set appropriate to each pupil's level of ability, including higher attaining students. Students are expected to work independently and be productive.

- Learning is reviewed within the lesson (mini plenary) or at the end of lessons as appropriate.

- Lessons can be reshaped according to the teacher's assessment of students' needs.

- Students receive prompt and regular developmental feedback which enables them to reflect upon their performance and take actions to improve.

- Teachers respond to students' work with marking which informs students of their successes and indicates clearly weekly next steps needed to secure improvement.

- Students are valued as unique individuals, and teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability. We strive to meet the needs of all our students, and to ensure that all statutory requirements related to matters of inclusion are met.

- When planning work for students with special educational needs, due regard is given to information and targets contained within their IEPs/PEPs. Teachers modify learning and teaching as appropriate for any pupil with specific learning needs and G &T students.

- Classrooms are attractive, safe environments which celebrate and support students' learning. Displays should reflect the core subjects along with topics being studied currently. A stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work.

- Educational off-site visits are planned to support and enrich the curriculum. A strict set of procedures is adhered to when undertaking off-site visits as outlined in our Educational Off-Site Visits policy.

Students views on effective lessons:

- Lessons must be interactive
- Lessons should provide all students with challenge
- Lesson should allow students a range of resources to support their learning
- Lessons should involve the use of technology
- Lessons should promote critical thinking

All teachers are required to incorporate the following elements in their teaching:

- Teachers create a safe and supportive learning environment where students feel confident
- All learning spaces are exciting and stimulating
- Lesson planning is clearly focused upon deep learning with high expectations
- Students are clear of the intended learning how it is of benefit to them and what it will look like when they are successful
- Differentiation is driven by assessment and tailors learning to the individual needs of students
- Activities are planned to encourage independent work and collaboration, with students taking the lead
- New technology is used to enhance learning both within and outside school
- Questioning is carefully planned and designed to ensure that all students are engaged and challenged to think
- All adults encourage students to develop their English language skills in writing, speaking and reading
- A range of assessment techniques, including marking of student work is used to provide quality feedback to students which is effective in moving them on to their next steps of learning.

These steps are clearly displayed in every classroom and children have access to a child friendly version, so all stakeholders are clear on the key elements.

Heads of Department should:

· ensure Schemes of Work, Curriculum Mapping and assessment tasks are appropriate, rigorous, and sufficiently challenging. The implementation of Schemes of Work must be monitored through Self Review. Schemes of Work and assessment tasks must be reviewed and amended as appropriate

· Regularly lead the team in levelling and moderating samples of work against age related expectations

· monitor and track the progress of individuals and groups of students against relevant data to support planning for progression

· liaise with students, subject teachers and parents regarding strategies which seek to challenge underachievement

· use Faculty/Department meetings as a forum to discuss how particular aspects of the curriculum are taught and to share good practice

Heads of Sections should:

- use appropriate actions to support students and staff in challenging underachievement

- have an overview of achievement levels within their phase, benchmarked against internal targets, national averages.

- liaise with students, staff and parents regarding strategies which seek to tackle underachievement

- Support Lesson Observation to promote good practice across the school should be separate and distinct from the school's Performance Management process

Monitoring and Review

We believe that teaching should be conducted in an atmosphere of trust, respect, and honesty. We link our appraisal process with the MOE criteria and this policy for teaching and learning to provide a clear and consistent expectation of the quality of practice across school. This policy, along with Teachers' Standards, students' standards of progress and attainment linked to the MOE criteria for teaching and learning provides a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

When evaluating teaching and learning in school, we make use of:

- classroom observation.
- data analysis.
- analysis of students' work and teachers' feedback.

- planning scrutiny.
- moderating and discussing the quality of students' work with colleagues.
- learning walks.
- students' interviews
- feedback from parents and wider stakeholder surveys
- Student feedback: student survey

All of our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. Along with school self-evaluation and appraisal, this informs a program of CPD to address staff needs, with in-house expertise (Leaders of Learning) as well as external providers/Group School improvement partner is used to support professional development.

SLT and middle leadership observe lessons on a weekly basis focusing on our school's recommendations from MOE and our school priorities. Feedback is given and areas of development are listed on how to improve. We support our teachers in increasing their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision and overall vision as stated in the UAE National Agenda.

Innovation at IPHS

A major focus at IPHS and in education in UAE more broadly is the drive for increased innovation in education. "Innovation is the generation of new and creative ideas and the use of new or improved approaches" (UAE, 2015). At IPHS, we drive innovation in many different forms, including integrating technology into our teaching and learning. We also try to ensure that our students have authentic learning experiences which are connected to real world experiences.

We also focus on developing key 21st century skills to prepare our students for what the future may bring. These key skills are learning skills including critical thinking, creative thinking, collaborating and communicating. We focus on developing key 21st century literacy skills including information literacy, media literacy and technology literacy. Finally, we also focus on the development of key 21st century life skills including flexibility, initiative, social skills, productivity and leadership.

While these skills have always been important for students, they are particularly important in our information-based economy. When most workers held jobs in industry, the key skills were knowing a trade, following directions, getting along with others, working hard, and being professional—efficient, prompt, honest, and fair. While students still need these skills, to hold information-age jobs, students also need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information. The rapid

changes in our world require students to be flexible, to take the initiative and lead when necessary, and to produce something new and useful, all things that we try to promote and develop in our students.

IPHS Curriculum Review

The high level of quality of our curriculum is essential to ensure our students are provided with the learning skills, knowledge and understanding required for success in their future endeavors. At IPHS we review our curriculum on a regular basis (termly). The Attainment and progress data are analyzed. All Subject curriculum is to be reviewed termly.

These reviews ensure our curriculum is suitable, challenging and engaging. Additionally, we review our curriculum on a 'needs' basis. We use results from standardized tests to adapt particular strand delivery in our curriculum.

Role of the Principal/SLT and Academic Board

- Senior leaders and Academic Board are responsible for school effectiveness and efficiency. They should:
- Drive improvements to teaching and learning.
- monitor the effectiveness of teaching and learning strategies in raising student attainment.
- ensure that staff development and appraisal policies promote good quality teaching; support the use of appropriate teaching strategies by allocating resources effectively.
- monitor teaching strategies in the light of health and safety regulations.
- ensure that the school buildings and premises are best used to support successful teaching and learning.

Role of Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We inform Parents about what and how their children are learning by:

- being available whenever possible for informal discussions at the beginning and end of the school day
- holding Parent teacher conferences
- arranging presentations or meetings to explain specific developments
- publishing documents and updates on the school website
- Inviting parents to events and performances following the safety procedures and regulations.

- Implementation of NLP parent portal system.

We believe that parents have a responsibility to support their children and the school in the implementation of school policies.

We would like parents to:
- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school and prepared to participate in educational activities
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behavior at school;
- promote a positive attitude towards school and learning in general;
- support school in the promotion of positive and appropriate behavior; fulfil the requirements set out in the home/school agreement.
- Review of note books sent home every week- signing and giving valuable comments