

# Teaching and Learning Policy

## Rationale

At Deira Private School, we believe in life-long learning and the notion that learning should be challenging, engaging, rewarding, and enjoyable for everyone. Our school's vision statement is **'Building character, one virtue at a time. Building the future, one student at a time'**, is at the forefront of children's learning, offering children a chance to decide how they choose to learn. Teaching and learning are focused on meeting the four purposes of Deira Private School.

We want our students to become:-

**Responsible Citizens**  
**Excellent Learners**  
**Equal and Inclusive Individuals**  
**Respectful Community Members**

Through our teaching, the school environment, and partnerships, we equip children with the skills, knowledge, and understanding necessary to be able to make informed choices, preparing them for the future. We provide high quality teaching and learning experiences that enable all children to reach their full potential. Aims and Objectives Through our teaching, we ensure that:

- We develop creative, courageous, and critical thinkers. We expect our children to be cooperative and caring with excellent communication skills (6 Cs)
- We develop independent, confident learners who take increasing responsibility for their own learning.
- Our children are reflective, effective participants.
- Our children acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work cooperatively
- Our children access a rich and balanced curriculum in a variety of ways, this includes encouraging creativity and self-expression
- We recognise and develop students' personal skills and interests and design lessons that address individual requirements and preferences.
- Teachers use a variety of tools to engage students and inspire learning, including robotics, Augmented Reality and online platforms, transforming their education into an interactive experience.
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We meet the needs and aspirations of all our learners.

## Aims and Objectives-

Through our teaching we ensure that:

- We develop creative, courageous, and critical thinkers. We expect our children to be cooperative and caring with excellent communication skills (6 Cs)
- We develop independent, confident learners who take increasing responsibility for their own learning.
- Our children are reflective, effective participants who understand their levels and are able to identify their strengths and areas for development.
- Our children acquire the necessary skills for learning, now and in the future, by developing

lively, enquiring minds and the ability to question, share ideas and work collaboratively.

- Our children access a rich and balanced curriculum in a variety of ways, this includes encouraging creativity and self-expression
- Our children are exposed to advanced technology, preparing them for a future that integrates theoretical knowledge with practical experience.
- We recognize and develop students' personal skills and interests
- We meet the needs and aspirations of all our learners.
- Debates, role-plays and oral presentations;
- designing and making things;
- Participation, in athletic or physical activity
- Outdoor learning

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. (AFL) Effective teaching and learning is characterised by the features of Personalised Learning:

- Quality first teaching and learning
- Target setting and tracking using target tracker
- Focused assessment
- Intervention
- The learning environment - inside and out
- Curriculum organisation
- The extended curriculum
- Supporting children's wider needs

This is characterised by:

- Highly focused lessons with clear objectives.
- High expectations of student involvement and engagement with their learning.
- High levels of interaction for all students.
- Technology in the classroom
- Differentiation

At DePs, we work on personalisation in form of **differentiated activities and approaches-**

Teacher questioning, modelling and explaining is as per the needs of the child. An emphasis is given on learning through dialogue, with regular opportunities for students to talk individually and in groups. An expectation that students will accept responsibility for their own learning and work. Praise and encouragement to motivate students further. Target setting and tracking Individual students' progress is tracked fortnightly using DePs Tracker and is shared with parents regularly. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.

**Summative data** is collected three times a year for all the subjects and discussed formally with parents 5 times in a year.

**Formative data** is ongoing and regularly discussed in Year group meetings. Targets for these subjects are reported to parents termly. Student progress meetings are held termly to identify strengths/weaknesses in performance and/or identify CPD requirements.

**the student voice** is central to target setting and the review of performance and target setting. Parents/carers receive regular updates on their children's progress and targets are shared so that they can provide support at home.

In addition to formative and summative assessments, student progress is monitored through focused

lesson observations, student interviews, book scrutiny and feedback.

**Learner Portfolios:** Students in years 5 to 8 collate their work in various subjects in their learner portfolios to demonstrate how they have met National Curriculum criteria. This will serve as a visual representation of evidence of attainment.

### **3. Assessment and Feedback**

Secure knowledge of each student's current progress is a core element of teaching and learning at Deira private School. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

Assessment for Learning strategies are fundamental to our formative assessment procedures. A range of **AFL** strategies are used in the classroom. Learning objectives are made explicit and shared with the students. Success criteria are agreed by the students and teacher. Self and peer assessment is used against the success criteria.

Feedback should be something that students look forward to. For this to occur, it needs to be framed positively and offer productive solutions and next steps for children. English and literacy should be marked by every teacher regardless of their subject areas. Various forms of feedback are expected including but not limited to:

- Written feedback once a fortnight per subject (detailed feedback highlighting strengths and areas for development)
- Oral feedback at a class level (at every available opportunity)
- Individual student conferencing (as necessary but encouraged frequently)
- Parent-teacher conferencing (as per school policy)
- Termly assessment reports (as per school policy)
- Annotated work (ongoing and across all subjects)

students are engaged in their learning and receive written and/or oral feedback on their progress.

There are 9 different grades or levels of attainment: 1-9. Where 5 indicates that the child is working in line with the curriculum level/standards. Between 6 and 9 indicates that the student is working about curriculum standards. While less than 5 indicates that the student is working below curriculum standards.

Evidence of progress to justify the children's level of achievement must be collated by each teacher and organised for scrutiny. Discrepancies will inform teachers and leaders of areas of concern.

### **4. Progress and Attainment**

It is expected all students at Deira Private School will make at least good rates of progress through quality first teaching. However, for some students this approach may not be sufficient and these students, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular student or groups of students.

More able learners are supported through quality first teaching as well; opportunities to take part in activities outside normal lessons. Some children will be identified for extension groups, delivered by a teacher during the class day. Students on the Gifted and Talented register also have special provision so as to extend their learning.

Students' metacognitive abilities and progress must be communicated with students so that they can recognise where they stand, what their goals are and how best to achieve them.

Progress and Attainment Goals: We aim to have GOOD progress across all subjects by ensuring that at least:

- 75% of learners at or above expected progress
- 50% of learners above expected progress

### **5. The Learning Environment**

A stimulating environment sets the climate for learning, and an engaging classroom promotes independent use of resources and high-quality work by the children.

We provide an 'enabling environment', both indoors and outdoors for all of our children.

The learning environment is designed to encourage children to move freely between areas, both inside and outside.

### **Technology and Innovation**

Learners are given unique opportunities to explore various technology and online platforms through the integration of technology and futuristic learning methods. Students are equipped with tools to discover new and exciting applications of the various tools available to them without limiting their objectives to conventional goals. Students should be encouraged to 'dive deeper' and try things that may not have been considered previously discussed.

### **6. Curriculum Organisation**

In the Early years we provide an enabling environment that allows children to explore, investigate and learn through a wide range of first hand and multisensory experiences in the indoor and outdoor classroom.

We follow the practice Guidance for the Early Years Foundation Stage which has three prime and four specific areas of learning.

The Prime areas of learning • Communication and language • Physical development • Personal, social and emotional development

The specific area of learning

• Literacy • Mathematics • Understanding the world • Expressive arts and design. In FS, teachers divide the class into learning zones which allows young learners to gravitate towards their area of interest.

From Years 1 - 6 our curriculum is planned through NCF (National Curriculum Framework). Each topic has a broad title as a **BIG QUESTION** where a high value, inquiry based learning and critical thinking approach is placed on all subject areas. Each National curriculum area has been rigorously planned into the topics throughout the school to ensure progression and continuity. The topics provide the explicit links to be made across the subject areas ensuring an in-depth understanding of the learning. The organisation of the topics provides the opportunities for children of all abilities to access the learning creatively at an appropriate level and to be successful learners. Teachers then plan the learning journey to meet the needs and interests of the students' in their class. The document for organisation is the scheme of work which is divided into assessable outcomes in correlation with the National Curriculum for England as well as the chronology of topics in context.

- Daily Lesson plans: Teacher discretion may be applied to decide how they format it, however a recommended format is shared with the teachers and they must ensure that the following key criteria is met:
  - Basic class info (year group, SEND students, G and T, ELL, date, etc.)
  - Learning Objectives and success criteria connected to the National Curriculum for

- England
- Big Question
- A differentiated 3-part lesson plan including an introduction, main body (new learning and practice) and plenary
- AFL tasks
- Connection to the school's attitudes and attributes
- Links to the UAE (My Identity)
- Real life application
- Cross-curricular links
- Opportunity for Peer and Self assessment

### **Display**

Display in the school should be used to create an attractive and stimulating environment. The work should be of a high standard and use both 2D and 3D in a variety of media and should be changed frequently. All displays of children's work at the school should celebrate attainment and exemplify our teaching and learning practices at DePS. These displays should always contain the Key Question for the lessons as well as the success criteria for the outcomes displayed. It should include work on different aspects of the curriculum and reflect the individual student's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by students' questions and answers. Interactive displays should be commonplace to engage people with the content included.

### **Classroom Management**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and based on multiple intelligences, to offer students a range of experiences. Early Years and Key Stage One teaching will promote multi-sensory experiences. The make-up of groups will vary according to the activity. There will often be several different group activities being carried out at one time. At these times the teacher will have a focus group or individual and the remainder of the students will be involved in well planned tasks that do not require teacher input. It is important that while this is in progress that the remaining students can stay on task. This can be encouraged by:

- Having well organised and labelled resources;
- Taking time to train students in procedures;
- Making sure that students are aware of what they must do prior to independent work, and what to do when the task is completed;
- Ensuring positive reinforcement is utilised before resorting to sanctions to correct behaviour issues.
- Setting high expectations and expressing confidence in children.
- Making students aware of other sources of help such as assistant teachers, volunteer helpers and their peers.
- Ensuring TAs and LSAs are used effectively and appropriately to support learning and not for administrative tasks.

### **7. The Extended Curriculum**

Helping students to discover and/or develop new interests is essential to personalised learning at Deira Private School. During the school year a range of activities are organised to enhance the curriculum including educational visits, visitors, residential and ECAs. Diverse activities should be planned as part of the daily routines to get students excited about their learning.

### **8. Supporting children's diverse needs**

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual students. At Deira Private School, we aim to establish good relationships with all our families and to provide a climate open to dialogue. Students with special educational needs have access to special classes of Growth and learning opportunities with DePs to help them bridge the gap between their learning needs. Students with very high behavioural needs needing school readiness program have access to the Merint Program where the child behavioural and sensory needs are met therapeutic needs along with functional math and english skills.

### **Time Management**

It is important that activities are well planned so that each student is working at their correct level, that they begin promptly and that the initial pace is maintained. All students should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for the class and individuals (Year 2-6) is often usual. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

### **Supply (Substitute) Teachers**

To ensure continuity teachers will email a lesson plan with all the necessary guidance to [cover@deiraprivateschool.ae](mailto:cover@deiraprivateschool.ae) for all planned absences. In the event of an unplanned absence a telephone call should be made to the Principal to let them know of the absence and then the HOD will arrange appropriate cover.

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