



Teaching and Learning Policy

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Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at Newlands School, Dubai. It is the method through which we offer our broad and balanced curriculum and its implementation is the responsibility of all the members of the school community. All stakeholders are expected to support the implementation and delivery of the adopted pedagogical approach which is fit for the current needs of the school.

Teaching and Learning

Newlands School, Dubai, adopts an 'Adaptive Teaching' approach across the curriculum. We believe in an equitable form of education where all students can achieve the highest outcomes through bespoke learning strategies.

The Adaptive Teaching approach is underpinned by research from Carol Dwek (2014) and the belief in Growth Mind-set, Professor John Hattie (2023) and his research around Visible Learning, The Education Endowment Foundation (2024) Teacher Toolkit, Rosenshine's Principles of Instruction (2012) and the 'Zone of Proximal Development' from Vygotsky (1978).

Aims:

The aims of our teaching at Newlands;

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well-planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental UAE and British values of different forms of government, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- (j) does not discriminate against pupils because of their protected characteristics, age, disability, religion, race, gender or belief.

The Learning Environment

This will be organised to ensure that students have the opportunity to:

- Work individually, in pairs, in groups and as a class
- Make decisions
- Solve problem
- Be creative
- Develop social skills
- Develop critical thinking skills
- Develop independence and use initiative
- Participate in enrichment
- Contribute to school life
- Celebrate their progress throughout the curriculum

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy and caring
- Is both challenging and supportive
- Celebrates success and supports children to realise their full potential
- Encourages mutual respect
- Is well-organised, safe and tidy with well-presented displays
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed code of behaviour, specific to the Foundation Stage, Primary or Secondary phase.

Staff responsibilities:

We expect teachers to deliver lessons which incorporate the following strategies to support higher-level learning:

- One higher Order Lesson Objective
- Three ascending Steps to Success
- Use Student Data to Inform Scaffolding and Support
- Differentiate by Support – Not Task
- Critical Thinking Skills Used Throughout the Lesson
- Data Driven, Dynamic and Live Scaffolding
- High Volume of Open Questions
- Frequent Checking of Understanding
- Extended Writing
- Self, Peer and Teacher Assessment/ Feedback (Pen Guide)
- Dedicated, Improvement and Reflection Time (DIRT)

In addition to the following:

- Provide feedback which informs the next steps in their learning
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education
- Use differentiation through support and groupings to enable all students to learn effectively
- Keep effective assessments and accurate records which inform planning
- Set and mark homework which is relevant to the student, curriculum and enhances learning
- Communicate with parents and keep them informed of students' progress

Students' responsibilities:

- Respect other students, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate kit
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and Newlands School
- Take responsibility for their learning
- Complete homework to the best to their abilities.

Parents' responsibilities:

- Ensure their children attend school every day they are fit to do so and are punctual
- Support the ethos of the school
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent's evenings and other relevant meetings
- Support the children in terms of homework
- Encourage independence in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community
- Work in partnership with staff, students and parents to support the aims and objectives of the school
- Support initiatives for students and parents
- Be accessible to other parents, staff and board of governors.
- Take responsibility for own training and development
- Carry out monitoring and support staff where appropriate

Celebrating Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- Verbal or written praise by teachers, support staff, peers, principal and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy: refer to the phase specific policy
- Sharing success with the community.

Strategies for ensuring progression and continuity:

- Schemes of work developed and reviewed
- Medium term plans and a yearly overview by teachers
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by SLT
- Feedback and marking, assessment and record-keeping
- Ensure continuity by using methods of marking set out in the marking policy
- Regular records of assessments

Equal Opportunities

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils' achievements. Assessments will not involve cultural, social, linguistic or gender bias.