



مدرسة الإمارات الدولية - جميرا
Emirates International School - Jumeirah



Whole School Teaching and Learning Policy

Emirates International School - Jumeirah

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Date: October 2023

Last reviewed on:

Next review due by: September 2025

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Statements of Note:

School Vision and Mission can be summarised within the logo:



See [Vision and Mission](#)

OUR MISSION

We offer a broad international IB education, in English, designed for local and expatriate students, which promotes excellence in all academic and extracurricular activities. It is our mission to enhance the educational, personal, and physical development of our students, encouraging them to think critically and creatively to become responsible digital and global citizens.

EIS – Jumeirah provides a safe yet challenging environment that develops in students an intercultural sensitivity and responsibility toward the people and environment of our local and global community.

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IB Philosophy

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Introduction

This policy is meant as a guide. Outstanding teaching and learning is constantly evolving and so will be continuously reviewed with the standards set in our Performance Management systems within the school.

Furthermore, we understand that outstanding teaching and learning also rely upon outstanding behaviour management, curriculum, and assessment. Hence, this policy must be understood within the contexts of those documents also.





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Title of Document	Key Points
Whole School Teaching and Learning Guiding statements	The rationale behind the Whole School Teaching and Learning Guiding statements is to define and bring together the coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s).
	<ul style="list-style-type: none">• The core of the guiding principles is merged through the written, taught and assessed curriculum.
	<ul style="list-style-type: none">• In joint collaboration between teachers, coordinators and references to sustainable curriculums and standards such as: IB Standards and Practices, Guiding Principles of PYP, MYP, DP and CP, KHDA and referenced to Roseinshines Principles the Whole School Teaching and Learning Guiding statements is a concrete framework to follow and for stakeholders to embed as part of the teaching and learning practice.
	<ul style="list-style-type: none">• There are six key pedagogical principles that underpin the Whole School Teaching and Learning Guiding statements:<ul style="list-style-type: none">○ Inquiry○ conceptual understanding○ local and global contexts○ effective teamwork and collaboration○ differentiated to meet the needs of all learners○ informed by assessment (formative and summative).





EIS-J Guiding Principles

These principles will be continuously reviewed through the year and form the basis of all performance management. It is our belief that a teacher that meets all of these points is an outstanding teacher and learning will be excellent.

1. Know your learners, how they learn, what they know and build background knowledge.
2. Inquiry learning is the core of the lesson in order to develop conceptual understanding making local and global connections.
3. Set clear learning objectives
4. Scaffold investigations and learning opportunities
5. Use higher order thinking questions with levels of challenge, establishing student understanding through meaningful dialogue
6. Enable guided student investigations to support independent learning and collaboration
7. Promote opportunities for student discussion and reflection.
8. Highlight IB Learner Profiles and Approaches to Learning (ATL skills)
9. Plan for meaningful and motivating Assessment for Learning (self, peer and teacher) using Success Criteria is a constant thread throughout the lesson.
10. Use innovative approaches for teaching and learning, with the appropriate use of technology





National Agenda Mandatory Assessments

In line with the National Agenda Parameters (NAP) set by the Knowledge and Human Development Authority (KHDA), our school undertakes the following mandatory assessments and initiatives to monitor and support student learning and achievement. These assessments play a crucial role in the KHDA school inspections and are mandated by the KHDA, with the specific assessments subject to change depending on the directions set by the authority.

1. NGRT (New Group Reading Test):

- Administered in Years 2 - 10
- Administered three times a year (mandatory)
- Assesses students' reading skills and comprehension
- Helps identify areas for improvement and track progress

2. GL Progress Tests:

- Administered in Years 4 - 10
- Conducted towards the end of the academic year (mandatory)
- Benchmark assessments in English, Mathematics, and Science
- Provide reliable data on students' skill development
- Enable comparisons with other schools in Dubai and internationally

3. ACER IBT (Australian Council for Educational Research International Benchmark Tests):

- Administered in Years 4 - 10
- Assesses Arabic language proficiency for Arabic A and Arabic B students (mandatory)

4. CAT4 (Cognitive Abilities Test):

- Administered in Years 4, 6, 8, and 10 (mandatory)
- Measures students' cognitive abilities and reasoning skills





5. TIMSS (Trends in International Mathematics and Science Study):

- Assesses mathematics and science knowledge of students in Year 5 and 9 (random sampling)
- Cycle: Every 4 years

6. PIRLS (Progress in International Reading Literacy Study):

- Evaluates reading comprehension of students in Year 5 (random sampling)
- Cycle: Every 5 years

7. PISA (Programme for International Student Assessment):

- International assessment of 15-year-old students' competencies in reading, mathematics, and science (random sampling)
- Cycle: Every 3 years
- The next PISA assessment will take place in 2025, with a focus on Science.

The UAE's participation in TIMSS, PIRLS, and PISA aligns with the country's efforts to measure and improve educational quality and student achievement on a global scale.

Assessment	Cycle
TIMSS	Every 4 years
PIRLS	Every 5 years
PISA	Every 3 years -> Next (2025)

The results from TIMSS, PIRLS, and PISA provide valuable insights for schools to set targets and benchmarks for student performance. These international assessments enable schools to compare their students' achievement with global standards and identify areas for improvement in teaching and learning practices.

The data and insights gained from all these assessments and initiatives are crucial in identifying gaps in learning, monitoring student progress, and informing targeted interventions and instructional strategies. Through these measures, we aim to



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support our students' academic growth and align with the National Agenda's goals of enhancing educational quality and student achievement.

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