



Learning & Teaching Policy

Date of issue	21 st August 2023	
Authors	Dionne McKinstry Georgia Marston Ian Ward	Deputy Head of PS Deputy Head of HS Principal
Version	Final	
Policy Type	Academic	
Circulation	All staff	
Date Authorised	29 th August 2023	
Checked by	Principal	
Review Date	August 2026	

Rationale

At Emirates International School Meadows (EISM), we believe in life-long learning and the notion that learning should be challenging, engaging, rewarding and enjoyable for everyone, students, staff and parents should see our definition of learning in action throughout the school. Our school's vision statement 'To enable our students to excel and thrive in a happy, safe and successful environment, whilst providing substantial academic rigour' is at the forefront of children's learning. Through our teaching, the school environment and partnerships with various stakeholders, we equip students with the skills, knowledge and understanding necessary to be able to make informed choices; preparing them for the future. We provide a high quality teaching and learning experiences that enable all children to reach their full potential by ensuring our vision and definition of high quality learning is upheld, see definition of learning in appendix 1.

Aims

This Learning & Teaching policy will address the diverse needs and aspirations of our student body by offering them an excellent foundation in all aspects of learning. It is our aim to challenge and prepare them for a successful future.

Through our teaching we will ensure that:

- We develop creative, innovative and critical thinkers.
- We develop independent, confident learners who take increasing responsibility for their own learning
- Our children are reflective, active and effective participators.
- 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, work cooperatively, gain respect and understanding of the culture where we live and for different nationalities within the school.
- Our students access a rich, challenging and balanced curriculum in a variety of ways, this includes encouraging self-expression and reflection.
- We recognise and develop students' personal skills and interests.
- We meet the needs and aspirations of all our learners.

Climate for learning

The climate for learning should be highly conducive to high quality Learning and Teaching. All learning areas should be used to constantly promote student achievement. Teaching will be innovative, and teachers are encouraged to take calculated risks in the classroom to enhance Learning and Teaching. Opportunities are provided to motivate and inspire all learners. Students are highly creative and use critical thinking to enhance their learning with confidence. Displays in throughout the school should be presented to a high standard, supporting or celebrating learning.

Effective teaching and learning

Personalised learning is at the heart of effective learning and teaching. At EISM, we recognise the need to develop strategies that will allow all students to learn in ways that best suit them so that they will fulfil their potential. Many learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include:

- Inquiry lead investigations and problem solving.
- Research and finding out.
- Collaboration - Group & Paired work.
- Independent work.
- Whole-class work.
- Asking and answering questions.
- Use of ICT throughout all areas of the curriculum.
- A range of experiences including visits and visitors.
- Creative activities.

- Debates, role-plays and oral presentations.
- Designing and construction.
- Participation in athletic or physical activity.
- Outdoor learning.
- Play based learning

*Appendix 2 highlights example strategies used in the classroom.

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 (formative assessment).

High-Quality learning is characterised by the features of Personalised Learning:

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

'Quality first' teaching and learning

This is characterised by:

- Highly focused lessons with clear and sharp objectives.
- High expectations of student involvement and engagement with their learning.
- High levels of interaction for all students.
- Highly effective personalisation/ differentiation, ensuring appropriate challenge for all.
- Highly effective Teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils 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. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.
- Summative data is collected through 'data captures' throughout the year in all subject areas.
- Approaches to Learning (ATLs) is collected throughout the year, with reflective discussions taking place between teacher and student.
- Formative data is ongoing and regularly discussed in Year group/ Department meetings.
- Student achievement is reported to parents three times per year.
- Student progress meetings are held after each data capture to identify strengths/weaknesses in performance and/or identify CPD requirements.
- Parents/ guardians receive regular updates on their child's progress and targets are shared so that they can provide support at home.
- Student progress is monitored through focused learning visits, looking for learning, student conferencing and surveys, book and planning looks.

Assessment

- Secure knowledge of each student's current progress is a core element of Learning and Teaching at EISM. 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.

- Fundamental to our formative assessment procedures is Assessment for Learning, a range of Assessment for Learning strategies are used in the classroom:
 - Learning objectives are made explicit and shared with the students.
 - Misconceptions are clarified promptly throughout the lesson.
 - High quality feedback is provided in a variety of forms to support increased challenge.
 - Success criteria is used to challenge and to support progress.
 - Self and peer assessment is used against the success criteria.
 - Students are actively engaged in their learning and receive written and/or oral feedback on their progress.

Feedback

Effective feedback is a cornerstone of learning and teaching at EISM, ensuring that all students are supported in achieving their personal best while also considering the IB Learner Profile. High-quality feedback is timely, specific, and constructive, enabling learners to reflect critically on their progress, identify next steps, and take ownership of their learning journey.

In line with IB philosophy, feedback promotes inquiry, resilience, and a growth mindset, encouraging students to see challenges as opportunities for development. It also strengthens the partnership between students, teachers, and parents, fostering a shared understanding of learning goals and expectations. By embedding effective feedback into all aspects of teaching, we create a culture of continuous improvement that reflects our commitment to excellence, inclusivity, and the holistic development of every learner.

Provision

- It is expected all students at EISM will make at least very good rates of progress through quality first, class-based 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 (in class support being provided where appropriate).
- 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 may also be identified for extension groups.

The Learning Environment

- We believe that 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 students.

Curriculum Organisation

Our curriculum rationales can be found in Appendix 3.

The Extended Curriculum

Helping students to discover and/or develop new interests is essential to personalised learning at EISM. During the school year a range of activities are organised to enhance the curriculum including educational visits, visitors, residential and ASAs.

Supporting children's wider 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 pupils. At EISM, we aim to establish positive relationships with all our families and to provide a climate open to dialogue.

Teaching and Learning responsibilities at EISM

Year Group Leaders and Heads of Department will:

- Lead the Team/ Department by example and set high standards.
- Set Learning and Teaching priorities for the Year Team/ Department within the context of the EISM School Improvement Plan.
- Be accountable for the standards of learning, teaching and student progress within the Year Team/ Department.
- Implement the MER Process within their Year Group/ Department as a means to ensure ATLs and the Learner Profile are embedded and impacting positively on student progress.
- Plan for the developments of their areas in both the long and medium term. These plans will include the high-quality use of digital technologies, Innovation, UAE values and Global and Real-Life contexts. These plans will also detail how Learning and Teaching is inclusive for all students at EISM.
- Ensure the learning environments across the areas are exemplary and follow the learning environment policy.
- Identify professional development requirements across the areas in order to continuously develop Learning and Teaching.
- Ensure that information regarding the curriculum, Learning and Teaching is up to date, particularly when visible to all stakeholders (Definition of High-Quality Learning).
- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Learning and Teaching.
- Year Group Leads/ Heads of Department will attend regular Line Management meetings that will discuss Teaching and Learning.

Classroom Teachers will:

- Lead by example and set consistently high standards for the students in their class.
- Embed the ATLs and Learner Profile within lessons to allow students to develop the skills to think critically, solve complex problems and reflect on learning.
- Monitor student progress using a variety of assessment methods.
- Create a secure and stimulating climate for learning that motivates learners and accelerates their learning.
- Support students in their learning and help them become confident, independent learners, using the UAE values, Global and Real-Life contexts explicitly and implicitly to enhance the student's progress towards their targets.
- Ensure teaching is highly innovative and take calculated risks to enhance Learning and Teaching.
- Use digital technology to enhance Learning and Teaching at all available opportunities.
- Follow the EISM Behaviour Policy.
- Maximise the use of other adults within the learning areas and provide key question(s) for support staff to promote student progress.
- Ensure that students work is marked in alignment with the Marking Policy with clear feedback given.
- Communicate with parents to keep them up to date with their child's learning and progress.
- To act upon feedback provided following MER.
- All classroom teachers are expected to drive and enhance own practice.

Inclusion/ EAL and Support Staff will:

Work collaboratively with the class teacher in planning for Learning and Teaching. Support students in specific aspects of their learning as agreed with the class teacher. Be a positive role model for all students so that they are exemplary learners and know what is expected of them.

Monitoring, Evaluation and Review (MER)

EISM is committed to implementing an effective MER process in order to promote continuous improvement for all students and staff. It is the responsibility of each individual to act upon feedback given to drive

learning and teaching.

To ensure consistency in the quality of learning and teaching, the school regularly monitors learning and teaching through a range of strategies:

- An open dialogue with the teacher.
- Learning Visits/ Walks
- Climate Walks
- Reviewing all assessment data, both summative and formative, and exam results to identify areas for intervention and development.
- Progress analysis throughout individual lessons and across the year.
- Collecting student voice/ survey feedback.
- Work samples.
- Planning samples.
- Moderation.
- Coaching strategies (Coaching Policy).
- Teacher and Professional Growth systems.

Links to other policies

Assessment

Behaviour

EAL

Inclusion

Learning Environment

MER

Code of Practice

Coaching Policy

Appendix 1

The EISM Definition of High-Quality Learning.

Journey of **E**mpowerment, **I**nspiration and **S**uccess, **M**otivating learners for life.



Appendix 2

Challenge and Personalisation

- Teach to the top- Make the Learning Objectives challenging and measurable. Provide opportunities for our students to go beyond what you think might be possible.
- Challenging Success Criteria (use of Blooms to ensure progression and challenge).
- Personalised learning for all.
- Ensure lesson activity matches Success Criteria.
- Effective use of resources to support and challenge learning.
- Use of digital learning strategies to enhance learning (not hinder learning).

Real Life Learning Links

- Put learning into a context- provide a purpose for the learning- link to Learner Attributes.
- Making connections to real life.
- Encourage students to make links to their own experiences.
- Link in local, national and global links where possible.
- Link prior learning (across areas of the curriculum) to new learning.

Connect the Learning

- Hook to learning, grab the student's attention- you may want to provide an interesting picture, a quote, a song, a statement, a problem, a surprise.
- Assess the students starting points, what do they know already, what do they not know?
- Use of Assessment for Learning strategies to pitch the learning to optimise progress.

Timely Interventions

- Assessment for Learning strategies used throughout lesson to check understanding and move learning forward.
- Use effective feedback throughout lesson to accelerate progress.
- Address misconceptions promptly.

Model Excellence

- What a Good One Looks Like (Outstanding Lesson).
- High expectations set through modelling.
- Students clear on high quality end product.

Collaborating

- Active learning strategies used to engage students.
- Use of collaboration to enhance and build on learning.
- Collaboration to co-develop knowledge, ATLs and the Learner Profile.

Higher Order Questioning

- Higher Order Questioning is consistently used throughout the lesson to challenge students thinking.
- Dialogue engages students in discussions and reflection.
- 'No hands-up'- keeps students on the ball.

High-Quality Authentic Product

- High expectations set on the quality of end product.
- Ensure students know what a quality end product looks like.
- Purposeful, what is the audience? Is it meaningful to the students?
- Time to reflect, edit and up-level work.

Lesson Transparency

- The big picture (what is the learning).
- Be clear on Learning Challenge/Objective and Success Criteria and refer to these throughout the lesson to enable students to drive their own learning.
- Expectations clear- what do we want to find out and why? How are we going to get there?

Meta-cognitive Thinking

- Thinking about thinking.
- Students driving own learning.
- Using a range of strategies to enable students to articulate their learning and explain their thought processes.
- Provide opportunities for students to self-assess and reflect on their learning (to think about their thinking).
- Provide opportunities for students to be self- directive learners and self-starters.

Appendix 3

Early Years & Year 1 – Our unique and imaginative, student-centred play-based curriculum utilises the IB philosophy, standard and practices, along with elements of the Primary Years Programme (PYP), it provides a solid foundation from which the students feel ready for Year 2 and the rest of their learning journey across other sections of the school. Delivered by a team of expert homeroom practitioners and specialist teachers, cross curricular themes are innovatively delivered to develop critical thinking skills, thereby allowing for deep levels of learning across our wide variety of subjects including aspects of local and global cultures and heritage, supported by the effective integration of technology. Wonderful learning spaces allow exciting learning opportunities to be created which are loved by students, parents and staff. Our rich and diverse curriculum provides students opportunities to develop a wide range of skills and knowledge through creative ‘play-based’, physical, practical and real-life experiences, both inside and outside of the classroom. Teachers are both flexible and innovative when modifying the curriculum to support inclusivity, with high levels of personalisation embedded. Modifying the curriculum to follow the student’s interests ensures high levels of engagement and provides students with the support required to achieve both their personal and academic goals. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events, trips, visitors, clubs and peer led learning experiences.

Year 2-6 (Primary) - Our dynamic, challenging, inquiry-based Primary Years Programme (PYP) curriculum framework integrates aspects of local and global cultures and heritage which is delivered by a team of expert homeroom practitioners and specialist teachers. Transdisciplinary themes are innovatively delivered, to develop critical thinking skills, thereby allowing for deep levels of learning across our wide variety of subjects, through the effective integration of technology. Our rich and diverse curriculum provides students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and beyond the classroom. Teachers are both flexible and creative when modifying the curriculum to support inclusivity, through high levels of personalisation, enabling students with the support to achieve both their personal and academic goals and inspiring students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events, trips, visitors, clubs and peer led learning experiences.

Year 7 – 11 (High School) – The Middle Years Programme (MYP) is a challenging and innovative framework that encourages students to make practical connections between their studies and the real world, also integrated are aspects of local and global cultures and heritage. Students who complete the MYP are very well-prepared to undertake the IB Diploma Programme (DP) or IB Courses with BTEC being used to support an alternative pathway. Delivered by a team of expert practitioners, the programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. Interdisciplinary units are innovatively delivered, to develop critical thinking skills, thereby allowing for deep levels of learning across our wide variety of subjects, supported by the effective integration of technology. Our rich and diverse curriculum gives students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and beyond the classroom. Teachers are both flexible and creative when modifying the curriculum to support inclusivity, through high levels of personalisation, this provides students with the support required to achieve both their personal and academic goals, inspiring students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, enriched by special events, trips, visitors, clubs and peer led learning experiences.

Year 12 & 13 Post 16 - IB Diploma (IBDP) and IB Courses aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. We believe IBDP and IB Courses the most appropriate pre-university qualification for our students. As a highly regarded qualification, IBDP and IB Courses students apply to the top universities around the world

and the qualification is known for its academic rigor and challenge. We believe that this broad and balanced pre-university curriculum ensures students continue to develop their native language and mathematical skills whilst developing broader and deeper subject knowledge in the Humanities, Sciences and Foreign Languages. There is a strong focus on developing study skills such as research and referencing. The CAS component ensures students develop as well-rounded and caring members of the global community. CAS links appropriately to the D of E award offered in the High School. The TOK course and Extended Essay develop principled thinkers who can inquire and question knowledge. We provide ample opportunities for students to learn outside the classroom such as attending the Model United Nations conferences around the world. The students receive career and university application guidance for any university of their choice around the world. The only difference between IBDP and IB Courses is that Courses offers students an alternative route to university by completing individual certificates as per regular Diploma students, without completing the core components of Extended Essay and Theory of Knowledge providing them with the additional time and support to ensure success.