



Emirates International School Jumeirah

Teaching & Learning Policy 2026 - 2027

Approved by:	Jayne Needham	Date: September 2025
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Teaching and Learning Policy

1. Vision and Purpose

The purpose of this policy is to ensure a consistent, high-quality approach to teaching and learning across the **PYP, MYP, DP and CP**. We aim to foster an inclusive environment where students are empowered to be Inquirers, Risk-takers and to develop all aspects of the IB Learner Profile while meeting the rigorous standards set by the KHDA Inspection Framework.

2. The IB Learner Profile & KHDA Context

Teaching at Emirates International School, Jumeirah is defined by:

- **The IB Framework:** Prioritising conceptual understanding, transdisciplinary and interdisciplinary learning, and Global Contexts.
- **National Priorities:** Ensuring the integration of UAE Moral Education, Innovation, and Sustainability as per the UAE National Agenda.

3. Key Principles of Effective Teaching

To maintain our 'Very Good' status and strive for 'Outstanding', all faculty must adhere to the following pillars:

3.1 High Expectations and Challenge

- Lessons must be planned with clear, measurable learning objectives (LO) and success criteria (SC)
- Teachers should employ Bloom's Taxonomy to ensure higher-order thinking skills are consistently activated
- Cross-curricular links should be made where authentic to support the school's commitment to the local culture

3.2 Inclusion and Differentiation

- Lessons must cater to Students of Determination (SEND) and Gifted & Talented (G&T) learners and other students demonstrating clear individualised support
- English Language scaffolding should be evident in all subjects, recognising our international demographic and supporting EAL learners.
- Teachers must use data (CAT4, GL, PASS in internal data) to personalise the learning journey for every child.

3.3 Assessment and Feedback

- Formative Assessment is used for continuous assessment for learning to check for understanding throughout the lesson.
- Summative Assessment is based on rigorous, criteria-related tasks aligned with IB requirements.
- In the Feedback Loop students must receive timely, constructive feedback. A Next Steps approach should be visible in student work and evidence of students acting on these steps to close the loop.

4. The Learning Environment

See the [Learning Environment Policy](#) for further details of how the environment supports:

- Innovation
- Agency
- UAE Context
- Readiness for Learning

5. Enhanced Assessment & Data Analytics

Assessment at EISJ is the engine of the curriculum. We use a triangulation approach, combining external benchmarks, internal assessments, and teacher professional judgment to ensure every student meets or exceeds their potential.

5.1. External Data

In accordance with UAE National Agenda requirements, the school utilises a suite of standardised external assessments to benchmark student performance against international standards:

- Cognitive Ability Testing (CAT4) is used to identify the potential of each student and highlight discrepancies between ability and attainment.
- GL Progress Tests in English (PTE), Maths (PTM) and Science (PTS) are conducted to measure annual progress made by students and cohorts.
- PISA, TIMSS and PIRLS are used per the KHDA cycle to ensure global competitiveness.
- The New Group Reading Test (NGRT) is used to understand a student's literacy level compared to the national average and to track progress in literacy

5.2 Feedback and Next Steps

For a school to be rated 'Outstanding,' feedback must be actionable.

- **Gap Analysis:** Teachers must identify the gap between a student's current level and their target level.
- **Student Response:** Students are expected to actively respond to teacher feedback and the dialogue must be evident.
- **Peer & Self-Assessment:** Students must use IB Rubrics to assess their own work, fostering metacognition.

5.3 Internal Moderation & Standardisation

To ensure the integrity of our 'Very Good' status:

- Horizontal Moderation ensures teachers in a grade level mark samples of work to ensure consistency in applying IB criteria.
- Vertical Moderation ensuring that the rigour of a Level 5, for example scales appropriately across different year groups.
- Reporting ensures clear communication to parents of the student's attainment against IB standards and their progress relative to their individual CAT4 targets.

5.4 Inclusion in Assessment

Assessments must be modified to ensure equity:

- Access Arrangements ensure that Students of Determination receive their mandated accommodations (extra time, scribes, or modified formats) as outlined in their Individual Education Plans (IEPs).
- EAL Scaffolding in assessments for English Language Learners should allow them to demonstrate conceptual understanding through visual or oral means where appropriate.

6. High-Level Impact with Data

Data is not just collected but it is interrogated. During progress meetings, teachers must answer questions around which students are not making expected progress based on their CAT4 profile, and what specific intervention is being implemented this week to address it.

7. Professional Responsibilities

- Teachers are required to attend weekly grade-level/departmental meetings to ensure horizontal and vertical alignment through collaborative planning.
- Staff are expected to engage in peer observations and professional learning communities as part of continued **professional development**.

8. Monitoring and Evaluation

The Senior Leadership Teams and Middle Leaders will monitor the implementation of this policy through:

- Learning Walks and formal observations.
- Work Samples (Book Looks) to check for quality of marking and progress.
- Student Voice surveys and focus groups.

This policy is a living document. It serves as our roadmap to becoming an 'Outstanding' school by focusing on the impact we have on every individual learner's progress.
