



**DUBAI  
BRITISH  
SCHOOL**  
JUMEIRAH PARK

# Teaching & Learning Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:		Head of Primary/Secondary
Last reviewed:	September 2024	Head of Secondary
To be reviewed:	September 2025	

## **1 Rationale:**

At Dubai British School Jumeirah Park (DBSJP), students are regarded as lifelong learners; they are part of a learning community which promotes the school's vision to 'Enjoy, Aspire, Achieve' and develops a learning environment that is challenging and inspiring for all. We are confident that through our inclusive, personalised approach, we will equip our students with strong values, knowledge, and the understanding necessary to make informed choices. Through a relentless focus on 21st learning skills, our students will develop a greater understanding of their responsibilities to each other; the wider world and the UAE's heritage, culture and future agenda. DBSJP will prepare students to become global citizens, where they will be able to take their place in the world and contribute to it confidently. We will provide high quality teaching and experience across all curriculum areas that enable every student to fulfil their unique potential. We are fully committed to providing our students with excellence and, ensuring they are inspired to learn at all times.

## **2 Aims:**

Students learn best when:

- They are motivated, happy and secure in the school and feel valued for their efforts and individuality
- They have a curriculum that makes links between learning and real-life situations and is driven by their own interests
- Their work is well planned, differentiated, personalised and with clear instructions
- They are encouraged to ask critical questions to challenge and to make informed choices
- There are strong links between home and school and the importance of appropriate parental involvement in students' learning is recognised, valued, and developed
- Their learning environment is purposeful, supportive, engaging and positive
- Opportunities to learn outside of the classroom and school are planned
- Students are well equipped to evaluate and assess their own learning

### **Teachers will ensure that students:**

- Make progress that meets/exceeds their target levels
- Access a rich and balanced curriculum in a variety of ways, which includes encouraging creativity and self-expression
- Are exposed to highly focused, well-paced lessons with sharp objectives and varied learning styles to match the needs of the learners
- Develop as independent, confident learners who take increasing responsibility for their own learning
- Are effective participators in their own learning and are reflective on their own learning
- Receive high 'Quality First' teaching daily
- Will become creative and critical thinkers who are encouraged to ask questions
- Will acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds who share ideas and work cooperatively
- Develop their personal skills and interests
- Be provided with an interactive, stimulating, and challenging learning environment
- Be involved with the direction and decision making of their curriculum, resulting in high levels

of engagement

- Will interact with their teacher about their learning through dialogue as well as given regular opportunities for students to talk individually and in groups
- Will accept responsibility for their own learning

### **3 Policy Statement:**

#### **3.1**

We work towards our aims by providing a challenging and stimulating programme of study based on the English National Curriculum and the UAE National Curriculum with some modifications to take into account our international setting and aspirations. Our creative approach to the curriculum development is designed to enable all students to reach the highest standard of personal achievement.

#### **3.2**

We acknowledge that students learn in different ways and through a variety of styles; we will provide learning opportunities that will meet these individual's needs. We recognise the need to develop strategies that allow all students to learn in ways that best suit them, be they visual, auditory or kinesthetic learners, as well as for those who may have special educational needs

#### **3.3**

We will ensure that every lesson is differentiated and personalised to meet the needs of the learners. We will ensure the learning objective is clear and is well-matched to the task to ensure progress is clear and made by all learners. Students will be exposed to adapted success criteria that will allow them to meet the learning objectives that are appropriate to them, as well as giving opportunities to exceed it. Students will be actively learning throughout the lesson.

#### **3.4**

We will ensure that lessons are effectively planned to ensure that teaching and learning is well paced. There will be adequate modelling of tasks to ensure that students are able to make at least good progress within the lesson. Teachers will teach in guided/focused groups which are organised based on the needs of the students, or as a result of formative assessment from previous learning. Whole-class teaching will be limited as students always need to actively participate in their learning. Teaching assistants will be used effectively to improve the progress and attainment of all groups of students. During whole-class teaching, they will support groups of students. Plenaries will be used to check on students' understanding throughout the lesson, and they will also be used at the end of every lesson to move students' learning forward.

#### **3.5**

**Protected Characteristics and Fundamental British Values:** At DBSJP, we are committed to promoting fundamental British values, which include democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Our curriculum is designed to reflect these values and to ensure that all students understand the importance of respecting and celebrating diversity, including protected characteristics as outlined in the Equality Act 2010 (as relevant to UAE law).

**Promoting Respect and Tolerance:** We will create an environment where students learn to appreciate and respect different cultures, beliefs, and lifestyles, fostering a sense of community and belonging.

**Encouraging Individual Liberty:** Students will be empowered to make their own choices and understand their rights and responsibilities within the school and wider community.

**Developing Critical Thinking:** We will encourage students to engage in discussions about social issues,

enabling them to think critically and make informed decisions that reflect their understanding of British values and protective characteristics.

#### **4 Roles and Responsibilities:**

All Stakeholders (including parents):

- To work together to develop each student's learning and future potential
- To address the behaviours of all students in the school

**All Staff:**

- To fulfil the requirements of the Taaleem Professional Standards

**Teaching Staff:**

- To develop positive, effective relationships with all students
- To be accountable for the progress and wellbeing of every student in each class they teach, making the expected progress according to English National Curriculum and KHDA guidelines; there is an expectation that most students exceed this benchmark
- To use data effectively to inform lesson planning and set appropriate, challenging targets so all students' needs are met
- To foster a commitment to professional development so that every student makes very good or outstanding progress
- To create an environment for learning which is safe, challenging, creative and fun, with a students' learning as the primary focus.
- To establish a philosophy of educational risk taking, where students recognise that making a mistake is part of the learning process and it is "OK" to fail as long as it spurs them on to do better next time
- To create an 'open door policy', welcoming opportunities for parental engagement and for visitors (including SLT and fellow colleagues) to regularly attend and observe lessons
- To expect lessons to be observed regularly as part of the whole school self-review programme for professional development, appraisal, performance management and quality assurance purposes
- To be open to coaching and/or mentoring and any professional development offered to improve skills as required
- To commit to innovation, using a wide range of effective learning tools including ICT

**Planning:**

**Teachers should:**

- Ensure planning builds on prior learning / assessments and moves learning forward
- Think: 'What do I want each of my students to learn today?'
- Use data to differentiate activities and resources based on assessments of where students are and where they need to be
- Plan for guided/focus groups based on prior learning/assessment
- Use a range of questioning skills to build on prior learning and promote future learning
- Identify how other adults in the classroom will contribute to and be involved in the learning
- Identify home learning that consolidates learning
- Ensure that the learning within the classroom is linked to the real world
- Ensure there is an opportunity for collaborative/cooperative/active learning in all lessons
- Ensure all marking is completed in line with the school feedback policy and informs planning (including students responding to feedback)
- Ensure that lessons, particularly at KS4 and KS5, are centered around examination

specifications and requirement

## **Delivery**

### **All teachers should:**

- Share learning objectives (this is different for each key stage) and revisit at the end of learning
- Have a short and appropriate starter that immediately engages the students
- Use mini plenaries and progress checks to assess understanding and reshape teaching as appropriate
- Use final review tasks or plenaries to check the progress that has been made
- Use a variety of questions to engage/challenge students and to check learning and progress
- Ensure all adults involved in the lesson have a clear role in moving learning forward particularly during the whole class input
- Use a variety of resources to engage/enthuse/interest the students, meeting the needs of all the learners
- Avoid too much 'teacher talk'
- Ensure students all know their targets, current performance levels and next steps for progress during the lesson
- Provide opportunities for collaborative/cooperative/active learning to take place. This should be the majority of the lesson time
- Ensure high expectations, high challenge, pace, use of technology and the school values are demonstrated in all lessons
- Ensure their own subject knowledge, particularly of GCSE and A Level content, are organically interweaved into their dialogue and questioning

### **5 Applicable to: All Staff**

### **6 Related Documents: Staff Handbook**