

Quality Procedures for Teaching & Learning Policy

Integrated Management System (IMS)

Teaching & Learning Policy



This Document has been reviewed and approved by:

Name	Position	Signature
Michael Hughes	Principal	
David MacPherson	Vice Principal	

Revision History of the Document

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1- Rationale

At New Dawn Private School (NDPS), we believe that exceptional teaching is the single most powerful driver of learner achievement, progress and wellbeing. This Teaching and Learning Policy sets out a clear, shared vision for high-quality classroom practice and establishes the non-negotiable pedagogical principles that underpin learning across the school.

Teaching and learning at NDPS are active, immersive, interactive and inclusive by design. Learning is not a passive process; it is something learners *do*. Our approach ensures that all

learners are cognitively engaged, challenged, and supported to think deeply, articulate their understanding, and apply knowledge confidently.

This policy is not an “add-on”. It represents high-quality first teaching and reflects our belief that:

- Every learner can succeed
- Learning should be memorable and meaningful
- Engagement drives progress
- Pedagogy must be intentional, consistent, and research-informed

2- Purpose

The purpose of this policy is to:

- Establish consistent expectations for teaching and learning across NDPS
- Ensure lessons are active, immersive, and interactive
- Embed Claire Gadsby strategies as core pedagogical tools
- Secure deep understanding and long-term retention
- Ensure equity, inclusion, and access for all learners
- Promote confidence, independence, and learner voice
- Align teaching practice with the Cambridge Curriculum, National Curriculum for England, MoE and KHDA expectations
- Place wellbeing and relationships at the heart of learning

At NDPS, we believe learners learn best when they:

- Feel safe, valued, and known
- Are actively involved in constructing knowledge
- Can talk about their learning
- Are challenged appropriately
- Receive timely feedback
- Understand *how* to improve

3- Scope

This policy applies to:

- All teaching staff (EYFS to Year 8)
- All curriculum subjects
- All teaching spaces
- All learners, including EAL, SEND, and G&T

4- Terms and Definitions

Term Definition

NDPS New Dawn Private School
CPA Concrete – Pictorial – Abstract
AFL Assessment for Learning
EAL English as an Additional Language
SOW Scheme of Work
ELT Executive Leadership Team

5- Responsibilities

Teaching and learning are **collective responsibilities**. All stakeholders play a role in ensuring high standards.

(Governors, Principal, ELT, SLT, Head of EYFS, Class Teachers, Support Staff, Students and Parents responsibilities remain as written, with the understanding that all uphold this policy and its pedagogical expectations.)

6- Procedures

The NDPS Teaching & Learning Vision

At NDPS, **every lesson must be:**

- **Active** – learners think, talk, write, manipulate, and apply
- **Immersive** – learners are absorbed in purposeful learning experiences
- **Interactive** – learners engage with content, peers, and adults

Passive learning is not acceptable. Learners must be cognitively involved at all times.

EmpowerED Learners

At New Dawn Private School, our vision is to ensure that every learner becomes *EmpowerED*. EmpowerED is our internal learning framework, rooted in Bloom's Taxonomy and brought to life through six UAE-inspired cultural animals, each representing a key cognitive verb. This shared language of learning enables learners to understand *how* they learn, not just *what* they learn. By developing independence, resilience, and metacognitive

awareness, learners take increasing ownership of their learning journey, set ambitious goals and confidently apply their knowledge across subjects and real-life contexts. Through EmpowerED learning, all learners are supported and challenged to exceed their potential and thrive as reflective, confident and capable global citizens.

Core Pedagogical Strategies

NDPS has adopted a **shared** pedagogical language based on proven, high-impact strategies. These strategies are used consistently across subjects to strengthen retention, participation, and depth of understanding.

1. Snowball Activity

What it is:

Learners think individually → pair → group → whole class.

Impact:

- Builds confidence for all learners
- Ensures every learner participates
- Supports EAL and less confident learners
- Improves quality of responses
- Develops oracy and reasoning

2. Vocabulary Harvest

What it is:

Explicit identification, discussion, rehearsal, and application of key vocabulary.

Impact:

- Accelerates language acquisition
- Reduces cognitive overload
- Supports EAL and SEND learners
- Improves reading comprehension and written accuracy
- Develops academic language across subjects

Vocabulary is taught, revisited, displayed, spoken, written, and applied.

3. Show You / Show Me

What it is:

Learners demonstrate understanding physically, visually or practically.

Impact:

- Immediate assessment for learning
- Increased engagement
- Reduced reliance on verbal dominance
- Inclusive for all learners
- Supports misconceptions being addressed instantly

4. Missing Slides

What it is:

Key steps, answers or explanations are deliberately removed for learners to reconstruct.

Impact:

- Encourages deep thinking
- Prevents passive copying
- Strengthens memory retrieval
- Develops reasoning and explanation skills

5. Colourful Collaboration

What it is:

Structured collaborative learning with defined roles and accountability.

Impact:

- Improves teamwork and communication
- Ensures equal participation
- Builds confidence and learner voice
- Develops social and leadership skills
- Enhances outcomes through peer explanation

Mathematics at NDPS – Concrete, Pictorial and Abstract approach

Our Belief

At NDPS, manipulatives are not optional. They are central to how learners understand mathematics.

We believe:

If learners cannot see it, touch it, and explain it, they do not yet fully understand it.

Concrete – Pictorial – Abstract (CPA)

All Mathematics teaching follows the CPA approach:

Concrete

Learners use physical manipulatives such as:

- Counters
- Base-10
- Numicon
- Cubes
- Fraction strips
- Place value charts

Why?

- Builds conceptual understanding
- Removes abstraction
- Supports SEND and EAL learners
- Makes mathematics accessible to all

Pictorial

Learners represent understanding using:

- Bar models
- Part-whole models
- Arrays
- Number lines
- Diagrams and drawings

Why?

- Bridges concrete and abstract
- Strengthens reasoning
- Develops visualisation skills
- Supports problem-solving

Abstract

Learners work with:

- Numbers
- Symbols
- Equations • Formal methods

Why?

- Secures fluency
- Enables application
- Prepares learners for future learning

Learners only move to abstraction when understanding is secure.

Manipulatives: The Heart of Maths

Manipulatives:

- Are available in every Maths lesson
- Are used by all learners, not just those who struggle
- Support reasoning, explanation, and independence
- Are used to *think*, not decorate lessons

Mathematical Talk and Reasoning

Learners are expected to:

- Explain their thinking
- Justify answers
- Compare methods
- Use precise mathematical vocabulary

Sentence stems, partner talk, and structured discussion are embedded.

Lesson Structure at NDPS

All lessons include:

1. Classroom Ready

- o Meet and greet at the door
- o Calm, purposeful start
- o Learning Objective shared and understood

2. Activate Prior Knowledge / Retrieval Practice

- o Linked to prior learning
- o Low-stakes recall
- o Addresses misconceptions

3. Small-Step Teaching

- o Chunked learning
- o Clear modelling
- o “I do – We do – You do” where appropriate

4. Modelled, Guided & Independent Practice

- o Live marking
- o Targeted questioning

- o Focus on SOD and low attainers first

5. Plenary

- o Review learning
- o Check understanding
- o Inform next steps

Assessment, Feedback and Intervention

- Pre and post assessments inform planning
- AFL is continuous
- Feedback is timely, specific, and actionable
- Interventions are targeted, short, and impactful
- Reteaching prioritises conceptual understanding

7- Accountability

The Teaching & Learning Lead holds staff accountable for implementation. SLT and ELT monitor through:

- Learning walks
- Book scrutiny
- Pupil voice
- Data analysis
- Planning reviews

8. REVIEW AND UPDATE

This policy is reviewed annually to ensure it reflects best practice, inspection expectations, and the evolving needs of learners.

9- Related Forms and Documents

- Assessment Policy
- Curriculum Policy
- Marking & Feedback Policy
- Inclusion Policy
- Behaviour Policy
- Home Learning Policy
- UAE Code of Conduct

10- References

- National Curriculum for England
- Cambridge International Curriculum
- White Rose Education
- Claire Gadsby – Active Learning Strategies
- Rosenshine's Principles of Instruction