

Integrated Management System (IMS)

Teaching and Learning Policy



This Document has been prepared, reviewed and approved by:

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Revision History of the Document

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1. Rationale

New Dawn Private School (NDPS) is committed to consistently high-quality teaching and learning that enables every learner to acquire secure knowledge, develop transferable skills, make strong progress and become an increasingly independent, confident and responsible learner. High-quality teaching is central to the school's purpose and is the primary means through which the curriculum, inclusion commitments, UAE context and aspirations for learners are realised.

The school establishes clear, consistent expectations for effective teaching while recognising teachers' professional judgement in selecting subject-specific pedagogy, lesson structures, resources, pace and responsive approaches. Teaching must be purposeful, inclusive, appropriately challenging and informed by a secure understanding of the curriculum, learners' starting points and their individual needs.

At NDPS, effective teaching is underpinned by clear learning intentions, well-sequenced content, explicit modelling, purposeful questioning, retrieval practice, appropriate scaffolding, regular assessment for learning and constructive feedback. Teachers are expected to identify misconceptions, address gaps in understanding and provide meaningful opportunities for practice, application, reflection and deeper thinking. Learning experiences should promote curiosity, creativity, critical thinking, communication, collaboration, resilience and independence.

As a British international school in the UAE, NDPS prepares learners for their next stage of education and for life in modern British and international society, while developing a strong understanding of UAE culture, heritage, national identity and values. Teaching and learning promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are explicitly taught where appropriate and reinforced through classroom practice, respectful discussion, curriculum content, school routines and opportunities for responsible participation. They must not be undermined through teaching materials, classroom conduct or school practices. Their promotion must remain consistent with UAE legislation, regulatory requirements, culture and national identity.

NDPS is committed to creating a learning environment in which every learner is treated with dignity, fairness and respect. Teaching actively promotes inclusion, equality of opportunity and respect for individual differences. Learners should encounter age-appropriate opportunities to understand diversity, recognise and challenge prejudice, and appreciate the importance of fair treatment and belonging. Protected characteristics and anti-discrimination principles are addressed in a manner appropriate to the school's UAE context and consistent with applicable UAE law and regulatory requirements.

High-quality teaching at NDPS also requires effective adaptive practice. Teachers are responsible for identifying and reducing barriers to learning while maintaining ambitious expectations for all, including

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Students of Determination, learners who use English as an Additional Language (EAL), learners requiring additional support and those who are able, gifted or talented. Adaptation should enable meaningful access to the intended curriculum rather than unnecessarily limiting the knowledge, challenge or opportunities available to learners.

The school recognises that sustained improvement in teaching depends on effective leadership, regular quality assurance, professional collaboration and targeted professional development. Monitoring must focus on the quality of learners' experiences and the impact of teaching on knowledge, progress, engagement, achievement and personal development. Findings are used to celebrate effective practice, identify priorities, support staff and secure continuous improvement.

2. Purpose

This policy establishes a coherent and consistent framework for high-quality teaching and learning across New Dawn Private School. It aims to:

- **Establish clear expectations:** Define the school's shared principles and expectations for effective teaching, purposeful learning, learner engagement, classroom routines and professional practice while allowing appropriate subject and phase-specific flexibility.
- **Align teaching with the curriculum:** Ensure teaching reflects the National Curriculum for England, relevant Cambridge frameworks, applicable UAE Ministry of Education (MOE) requirements and other relevant regulatory expectations.
- **Secure curriculum progression:** Ensure learning is carefully sequenced, builds on prior knowledge, develops subject-specific understanding and skills, and provides coherent progression within and across phases and subjects.
- **Promote ambition and achievement:** Deliver a broad, balanced, inclusive and appropriately challenging curriculum that supports strong attainment, sustained progress and readiness for the next stage of education within the school's authorised provision.
- **Embed British Values:** Prepare learners for life in modern British and international society by promoting democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Ensure these values are reflected in teaching, learning resources, classroom discussion and everyday practice, without undermining them, and in accordance with UAE law and cultural context.
- **Promote UAE identity and values:** Integrate UAE culture, heritage, national identity, citizenship, sustainability, innovation and relevant national priorities meaningfully across learning.
- **Promote equality and respect:** Ensure teaching actively promotes dignity, inclusion, fairness, belonging and respect for individual differences. Address protected characteristics and anti-discrimination principles in age-appropriate ways, consistent with applicable UAE legislation and regulatory requirements.

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- **Provide inclusive and adaptive teaching:** Identify and reduce barriers to learning through appropriate scaffolding, modelling, resources, targeted support, reasonable adjustments where required, and suitable challenge for all learners.
- **Use assessment responsively:** Apply formative and summative assessment evidence to inform planning, feedback, reteaching, intervention, extension and curriculum adaptation.
- **Develop future-ready competencies:** Strengthen critical thinking, creativity, communication, collaboration, problem-solving, resilience, independence, digital literacy and the ability to apply knowledge in real-life contexts.
- **Promote positive behaviour and wellbeing:** Establish respectful, orderly and supportive classrooms in which learners feel safe, understand expectations, take responsibility for their learning and are able to participate without fear of humiliation, discrimination or bullying.
- **Support personal development and relationships education:** Where included in the school's PSHE provision, teach age-appropriate content relating to wellbeing, personal safety, online safety, respectful communication, healthy relationships, personal boundaries and seeking help. Any relationships or sex education content must be appropriately planned, age-sensitive and consistent with applicable UAE requirements.
- **Strengthen professional practice:** Ensure staff understand the school's teaching and learning expectations and receive appropriate induction, coaching, collaborative planning and professional development to improve classroom practice.
- **Ensure effective quality assurance:** Establish clear arrangements for monitoring teaching and learning through lesson drop-ins, learning walks, planning reviews, work scrutiny, learner voice, assessment analysis and curriculum deep dives.
- **Link monitoring to improvement:** Use monitoring findings to identify strengths, address inconsistencies, inform targeted CPD, evaluate the impact of interventions and improve learner outcomes through the school's Plan–Do–Check–Act (PDCA) cycle and wider quality assurance processes.

The policy is implemented alongside the Curriculum Policy, Assessment Policy, Inclusion Policy, Behaviour Policy, Safeguarding and Child Protection Policy, PSHE arrangements and other relevant school policies.

3. Core principles of effective teaching and learning

Effective teaching at NDPS is characterised by the following principles:

3.1 Clear purpose and high expectations

- Learning objectives and success criteria are clear, appropriate and aligned with curriculum expectations.
- Teachers communicate high expectations for effort, conduct, participation, progress and achievement.

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- Learning is purposeful, suitably challenging and connected to prior and future learning.
- Learners understand what they are learning, why it matters and what successful learning looks like.

3.2 Explicit instruction and effective pedagogy

- Teachers demonstrate secure subject and curriculum knowledge.
- New learning is introduced and explained clearly, with modelling and worked examples where appropriate.
- Learning is broken into manageable stages where needed, with opportunities for guided practice and independent application.
- Questioning probes understanding, identifies misconceptions and encourages learners to explain, justify and extend their thinking.
- Retrieval practice and regular review help learners retain and connect knowledge over time.

3.3 Assessment, feedback and responsive teaching

- Teachers check understanding throughout lessons rather than relying solely on end-of-unit assessments.
- Assessment for learning informs immediate teaching decisions and subsequent planning.
- Feedback is constructive, specific and proportionate, helping learners understand how to improve.
- Misconceptions and gaps are addressed through timely reteaching, targeted practice or intervention.
- Learners have opportunities to respond to feedback and demonstrate improved understanding.

3.4 Inclusion, adaptive teaching and challenge

- Teachers know learners' starting points, strengths, needs and relevant support arrangements.
- Teaching is adapted through scaffolding, questioning, resources, grouping, modelling, pace and targeted adult support where appropriate.
- Learners with additional needs have meaningful access to the intended curriculum, including suitable adjustments where required.
- EAL learners receive appropriate language support to develop vocabulary, comprehension, speaking, reading and writing while accessing age-appropriate curriculum content.
- Learners who demonstrate high prior attainment or advanced understanding receive deeper questioning, extension and opportunities to apply learning in increasingly complex contexts.
- Adaptation maintains ambitious expectations and avoids unnecessary reduction in curriculum breadth or challenge.

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3.5 Positive learning environments and learner agency

- Classrooms are safe, orderly, respectful and conducive to learning.
- Routines, transitions and resources are managed effectively to maximise learning time.
- Teachers model respectful language, fairness, integrity and positive relationships.
- Learners are encouraged to ask questions, collaborate, reflect, persevere and take increasing responsibility for their learning.
- Technology is used purposefully where it improves access, engagement, understanding or application.

3.6 Values, citizenship and personal development

- Teaching promotes British Values and responsible citizenship through planned curriculum content and everyday classroom practice.
- Learners are encouraged to listen respectfully, express viewpoints appropriately, consider different perspectives and understand the importance of rules, fairness and individual responsibility.
- Teaching materials and classroom interactions promote inclusion, dignity and respect and do not encourage prejudice or discrimination.
- Learners develop an understanding of UAE culture, national identity, heritage and relevant civic responsibilities.
- PSHE and related learning, where provided, support wellbeing, online safety, personal safety, respectful relationships and appropriate boundaries in accordance with applicable requirements.

4. Monitoring the quality of teaching and learning

The quality of teaching and learning is monitored systematically to evaluate implementation, consistency and impact. Monitoring is developmental, evidence-informed and focused on improving the experiences and outcomes of learners.

At NDPS, quality assurance may include:

- **Lesson drop-ins:** Heads of Key Stage undertake a minimum of five lesson drop-ins of approximately 15 minutes each day, in line with the school's established monitoring expectations. Feedback is provided to staff on the same day, with follow-up monitoring within the following week where required.
- **Learning walks:** Leaders review consistency in classroom routines, learner engagement, curriculum implementation, inclusion, behaviour for learning and the wider learning environment.

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- **Work scrutiny:** Leaders examine learners' work to evaluate curriculum coverage, progression, task quality, feedback, presentation expectations and evidence of learning over time.
- **Planning reviews:** Leaders review curriculum and lesson planning to assess sequencing, alignment with intended outcomes, adaptive provision, challenge and responsiveness to assessment.
- **Assessment analysis:** Leaders and teachers evaluate formative and summative information to identify progress, attainment patterns, misconceptions, gaps and groups requiring additional support or challenge.
- **Learner voice:** Learners are consulted, where appropriate, about their understanding, engagement, feedback, progress, sense of belonging and experience of teaching.
- **Curriculum deep dives:** Subject and phase reviews examine curriculum intent, implementation and impact, including learners' retained knowledge, work over time, assessment information and the quality of teaching.
- **Professional review and development:** Monitoring findings inform individual coaching, team development, collaborative planning, CPD priorities and school improvement planning.

Monitoring outcomes are recorded appropriately, with strengths, development points, actions, responsible personnel and review dates clearly identified. Leaders evaluate whether agreed actions have improved classroom practice and learner outcomes rather than treating completion of an action as evidence of impact.

Monitoring is conducted fairly and proportionately, with due regard to staff professional development, the needs of different subjects and phases, and the school's relevant performance management and quality assurance arrangements.

5. Terms and Definitions

Term	Definition
Adaptive teaching	Deliberate adjustment of explanation, modelling, questioning, scaffolding, grouping, resources, pace, support and challenge so all students can access ambitious learning.
Horizontal alignment	Consistency of curriculum coverage, expectations, assessment and standards across classes, subjects or groups within the same phase or year group.

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Vertical alignment	Planned progression of knowledge, skills and concepts between year groups, key stages and phases.
Inclusive education	An approach that promotes equitable access, participation, engagement, challenge and progress for all learners by anticipating and removing barriers to learning.
Digital literacy	The knowledge, skills and behaviours required to use technology safely, critically, responsibly and effectively, including evaluation of online information, communication, collaboration and digital creation.
Technology-enhanced learning	Purposeful use of smart boards/screens, approved online resources, educational applications and digital platforms to improve explanation, modelling, access, assessment, feedback, collaboration and independent learning.
Interdisciplinary learning	Purposeful learning that makes meaningful connections between subjects while preserving subject-specific knowledge and disciplinary integrity.
QA triangulation	Use of multiple evidence sources, including observations, learning walks, book looks, planning, student voice and assessment evidence, to validate judgements.
PLC	Professional Learning Community: structured collaborative professional learning used to review curriculum, teaching, assessment and student learning.
PDCA	Plan–Do–Check–Act: the school's continuous improvement cycle.

1. Policy Principles and Responsibilities

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1.1 Curriculum Design, Standards and Coherence

- The curriculum will be broad, balanced and ambitious, offering appropriate subject diversity so students develop a broad knowledge base as well as secure disciplinary understanding.
- Curriculum design will be standards-led and sequenced so that knowledge, concepts and skills build cumulatively over time.
- Vertical and horizontal alignment will be secured through curriculum maps, progression documentation, collaborative planning, weekly PLCs, analysis of PLC meeting minutes and the controlled alignment process.
- Interdisciplinary learning will be purposeful: it will deepen understanding, promote transfer and connections between subjects, and strengthen critical thinking without diluting subject-specific knowledge.

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- Curriculum and teaching will prepare students for later stages of education, future pathways and the responsibilities and opportunities of later life.

1.2 UAE National Identity and National Priorities

- UAE National Identity, culture, heritage, values and national priorities will be meaningfully integrated into curriculum planning and learning experiences where relevant.
- UAE mandatory curriculum requirements will be implemented in accordance with applicable Ministry and regulatory requirements.
- Teaching and curriculum planning will develop knowledge application, reasoning, problem-solving, reading, mathematical and scientific literacy reflected in relevant national and international benchmarks, including PISA and TIMSS where applicable to the school's phase and student cohorts.
- UAE-themed learning will be authentic and connected to intended learning rather than added as a superficial activity.

1.3 Inclusion and Inclusive Education

- All students are entitled to equitable access, participation, challenge and progress.
- Teachers will maintain high expectations while adapting teaching to meet identified needs, including Students of Determination, EAL learners, lower-attaining learners, higher-attaining learners and other identified groups.
- Adaptive teaching will draw on prior attainment and assessment evidence and may include adjustments to scaffolding, questioning, modelling, grouping, resources, pace, support and challenge.
- Detailed identification, individual planning, specialist support and provision requirements are governed by the Inclusion Policy.

1.4 Digital Literacy and Technology-Enhanced Learning

- Digital literacy will develop safe, ethical, critical and responsible technology use together with communication, collaboration, information evaluation, content creation and future-ready skills.
- Technology-enhanced learning will use smart boards/screens, approved online resources, educational applications and digital platforms purposefully where they add educational value.

- Technology will support, not replace, strong pedagogy, subject knowledge, effective explanation, modelling, questioning and feedback.

1.5 Board of Governors / Executive Committee

- Review and approve the Teaching and Learning Policy and Procedures annually and when required.
- Monitor the effectiveness of teaching and learning through the Teaching & Learning QA Deep Dive document/process and termly analysis presented by SLT.
- Analyse the quality of teaching practices and their impact on student attainment, progress, engagement and learning through the Teaching & Learning QA Deep Dive evidence.
- Ensure strategic decisions support continuous improvement and alignment with school, curriculum and regulatory expectations.

1.6 Quality Assurance Representative (QAR)

- Ensure the Teaching and Learning Policy and Procedures are controlled, communicated and implemented consistently.
- Identify strengths, gaps, inconsistencies and improvement priorities through F001 Teaching & Learning Evaluation Form, informed by F002 Formal Lesson Observation Form, F003 Informal Learning Walk Form, F004 Book Look Form and other relevant triangulated evidence.
- Report key findings and recommendations to SLT and the Board / Executive Committee.
- Apply the PDCA cycle to quality improvement: Plan priorities from evidence; Do implement agreed actions/support; Check impact through follow-up QA and outcomes; Act by embedding successful practice or introducing further corrective/improvement actions.

1.7 Senior Leaders

- Ensure teaching complies with this policy and approved curriculum and regulatory requirements.
- Ensure consistent implementation through vertical and horizontal curriculum alignment (F005), weekly PLCs (F006), analysis of PLC meeting minutes and the wider QA process.
- Ensure Assessment for Learning is embedded in classroom practice in accordance with the Assessment Policy.
- Ensure teaching is inclusive, adaptive and responsive to learner need.
- Monitor the quality and impact of teaching across subjects and phases.

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1.8 Teaching and Learning Lead

- Ensure a coherent and consistent approach to teaching and learning across all phases.
- Oversee lesson planning, delivery, Assessment for Learning and constructive feedback provided to students; implementation and findings will be monitored through agreed Teaching & Learning QA checkpoints.
- Ensure alignment with this policy, the National Curriculum for England, applicable Cambridge frameworks and UAE requirements.
- Monitor the impact of teaching on attainment, progress, engagement and learning.
- Support improvement in teaching through coaching, modelling and the annual CPD Plan; refer to the Professional Development Policy.
- Promote adaptive teaching and effective differentiation through outcome-led/backward planning, use of prior attainment and assessment evidence, and deliberate adjustment of scaffolding, questioning, modelling, grouping, resources, pace, support and challenge.
- Lead lesson observations, learning walks, book looks, Deep Dives and other agreed QA activities.
- Ensure QA findings lead to improvement actions and are revisited through PDCA.

1.9 Teachers and Teaching Assistants

- Plan and deliver teaching aligned with curriculum expectations, intended learning and success criteria.
- Use high-quality explanation, modelling, questioning, guided practice and independent application.
- Use assessment evidence and constructive feedback to adapt teaching and improve learning.
- Create positive, inclusive and safe learning environments.
- Participate in weekly PLCs, curriculum alignment, moderation, CPD and quality assurance processes.
- Use technology purposefully and model safe, responsible digital practice.

2. Policy Requirements

The operational requirements below are implemented through Part B of this document. Where a detailed process is governed by another controlled policy, this document states the expectation and cross-refers to that policy rather than duplicating the procedure.

- Curriculum planning and progression must demonstrate vertical and horizontal coherence.
- Lesson planning must use approved school processes and controlled templates/forms.
- Teaching must be responsive to evidence of learning and inclusive of all students.
- Assessment for Learning must be embedded in lessons; detailed assessment procedures are governed by the Assessment Policy.
- Professional learning and improvement priorities must be linked to QA evidence and the annual CPD Plan.
- Digital learning must be safe, purposeful and educationally justified.

3. Accountability

- The Board / Executive Committee is accountable for policy approval and strategic oversight.
- The Principal is accountable for overall implementation, evaluation and continuous improvement.
- The Vice Principal and Teaching & Learning Lead are accountable for implementation, QA, coaching and improvement actions.
- Heads of Phase, Subject Leaders and Middle Leaders are accountable for consistent implementation within their areas, including curriculum alignment, PLCs and follow-up.
- Teachers and Teaching Assistants are accountable for high-quality, inclusive and responsive teaching and for acting on agreed feedback and development priorities.

4. Policy Review

This policy will be reviewed annually and whenever significant curriculum, regulatory or school requirements change. Review will consider QA evidence, student outcomes, stakeholder feedback and relevant regulatory/curriculum updates.

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5. Related Forms and Documents

Code / Reference	Controlled Form / Linked Document
F001	Teaching & Learning Evaluation Form
F002	Formal Lesson Observation Form
F003	Informal Learning Walk Form
F004	Book Look / Book Scrutiny Form
F005	Vertical & Horizontal Curriculum Alignment Form
F006	PLC Form / PLC Meeting Minutes
4AD.01	Curriculum planning forms – refer to Curriculum Policy
4AD.09	Assessment / AfL forms and detailed procedures – refer to Assessment Policy
2QD.11	Annual CPD Plan – refer to Professional Development Policy
5IWD.01	Inclusion procedures and individual provision – refer to Inclusion Policy

6. References

- UAE Ministry of Education – National Education Charter (2026).
- UAE Ministry of Education – applicable national curriculum and private-school requirements.
- KHDA / relevant local regulator – applicable private-school, inspection and inclusive education requirements.
- National Curriculum in England: Framework for Key Stages 1 to 4.
- Applicable Cambridge curriculum frameworks.
- Education Endowment Foundation – relevant evidence-informed guidance.
- Rosenshine, B. Principles of Instruction.
- Sherrington, T. Rosenshine's Principles in Action.
- Jones, K. Retrieval Practice.
- Lemov, D. Teach Like a Champion.

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