



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Teaching and Learning Policy (Secondary)

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Secondary	
Date of review	August 2023
Date of next review	August 2024

1. Introduction

- 1.1 The aims of this document are to set out a clear set of high expectations and a common approach to an ethos of teaching and learning at DBS so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed in such a way to ensure that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, that high standards are always met and as a consequence, so are the best outcomes for the students.
- 1.2 This document is structured into five sections which are based on the four key areas which teaching should be understood to include:

Section 2: Planning and implementation of learning activities

Section 3: Setting of appropriate home learning across the whole curriculum

Section 4: Curriculum

2. Planning and implementation of learning activities

- 2.1 For effective learning to take place, the school expects staff to ensure the following. They are to:

- Maintain secure knowledge and understanding of the subject they are teaching;
- Plan lessons which are directly linked to the schemes of learning and the examination syllabus;
- Set out and share differentiated learning outcomes based on staff assessment of students and student needs;
- Provide secure assessment for learning strategies, linking to subject specific learning skills and Assessment Objectives.
- Ensure good relationships are established through creating a positive learning environment (use of rewards and consequences) and through understanding the needs and abilities of each student;
- Employ a range of learning opportunities to ensure appropriate pace and challenge (and therefore progress);
- Have expectations which are high, but attainable, for the whole ability range;
- Involve effective use of questioning to probe students' knowledge and understanding and to challenge their thinking;
- Provide mini-plenaries throughout the lesson to consolidate learning against the outcomes;
- Ensure cross-curricular links are established, particularly students' literacy skills
- Ensure displays are up to date and support the ethos and culture of learning

3. Setting of appropriate home learning across the whole curriculum

- 3.1 Homework is designed to support the learning of students outside of the classroom.
- 3.2 Homework is set where appropriate to support the learning needs.
- 3.3 Each department has its own bespoke set of homework guidelines which are shared with students and displayed within the learning environment.
- 3.4 Teachers are able to exercise flexibility within that week by giving out homework at times that meet their lesson progression needs.
- 3.5 All homework will be published through the Show My Homework application.

4. Curriculum

- 4.1 The curriculum should inspire and challenge all learners and prepare them for the future. The School's aim is to develop a coherent curriculum that builds on young people's experiences across all the phases and that helps all young people to become successful learners, confident individuals and responsible citizens.
- 4.2 Specifically, the curriculum should help young people to:
 - Achieve high standards and make very good/outstanding progress.
 - Enable those not achieving age-related expectations to narrow the gap and catch up with their peers
 - Lead to qualifications that are of worth for employers and for entry to higher education.
 - Fulfill statutory requirements.
 - Enable students to fulfill their potential.
 - Meet the needs of young people of all abilities at DBS.

Below is a table which elaborates on what outstanding teaching and learning looks like at Dubai British School, in line with the KHDA inspection framework currently in place.

Teaching	Planning	The best planning will show clear evidence of well-planned course content that ensures structured progression (4.1.2). Individual lessons will be imaginative, with time and resources being used creatively to enable all groups of students to learn successfully (3.1.2). Such planning will also show clear evidence of expert subject knowledge and pedagogy (3.1.1).
	Delivery	The best teaching will develop knowledge, skills and understanding (4.1.1) and nurture interests and aspirations. In the best lessons, teachers will have high expectations of all groups of students and therefore provide very challenging work and excellent support (3.1.4) including highly appropriate SEN / G&T intervention (5.2.4). Ongoing opportunities (including homework) for students to become resourceful, innovative and creative will be embedded as routine (2.3.3).
Learning	Learning Skills / AO	Evidence of the highest quality learning taking place will be identified when students demonstrate knowledge, skills and understanding above curriculum standards (1.1.3) and make better than expected progress in relation to appropriate learning objectives (1.2.2). The best use of 'Learning Skills' / AO will embed critical thinking and problem-solving skills as intrinsic features of learning (1.3.4) so that students consistently make meaningful connections (1.3.3). The best questioning will challenge students' thinking and promote insightful responses, and teachers will engage in dialogue to involve students in insightful discussions and reflection (3.1.1).
	Environment	The best learning environment will enable students to focus well (1.3.2) and interact and collaborate very effectively (1.3.2). Interactions between pupils / pupils and teachers will be very respectful and considerate (2.1.3) including consistent and fair use of praise, sanctions and rewards following the agreed systems and policies (5.2.1).
Progress	Assessment	The best measures of students' academic progress will be through internal assessment that is coherent, consistent and provides valid, reliable and comprehensive information (3.2.1). The most skilful and effective use of assessment information will influence teaching in order to optimise the progress of all groups of students (3.2.4) and will be rigorous enough to enable accurate identification of students with SEN / who are G&T (5.2.3).
	Feedback	The best feedback to students will be comprehensive and constructive showing in-depth knowledge of the strengths and weaknesses of individuals (3.2.5) with written reports being equally comprehensive in conveying achievements, areas for improvement and next steps in learning (6.3.3).