



مدرسة جيمس ميلينيوم الخاصة
GEMS Millennium School
Sharjah

TEACHING AND LEARNING POLICY

Reviewed By: Senior Leadership Team

April 2025

REVIEWED IN: MARCH 2025

POLICY STATEMENT:

To provide a whole school framework for effective teaching and learning that directly contributes to raising the achievement of all learners within the school.

AIMS AND PRINCIPLES OF THE POLICY:

The aim of this policy is to outline the school's approach for the expectations for teaching and learning and the means by which it strives to achieve outstanding teaching and learning practices. The same is further elaborated in the Teaching and Learning Framework.

EFFECTIVE TEACHING AND LEARNING

❖ **EFFECTIVE LEARNING**

Learning is effective when pupils take ownership of their learning process and when:

- Pupils are actively engaged in their own learning process and seek out opportunities for growth and improvement.
- Pupils are supported through the identification of skills, concepts, research, vocabulary, and technical language needed to complete the task.
- Pupils are encouraged to use subject specific vocabulary when developing their knowledge and understanding.
- Pupils can apply the new learning effectively in new and varied situations.
- Pupils are encouraged to ask questions and/or report their findings to others.
- Pupils experience a range of tasks encouraging hands-on learning and critical thinking and problem-solving skills. Pupils reflect on the work they have done and are involved in identifying how to improve by incorporating the feedback received from peers and mentors.
- Pupils know their academic targets and understand the steps required to achieve them.
- Pupils use feedback constructively to make necessary improvements and to track their progress.
- Pupils enjoy and are interested in what they are doing by choosing differentiated tasks in the "Learning Journey" that cater to their learning style. Pupils move to the next level of challenge task of the learning journey.
- They are also able to track their progress using the student dashboard.
- Pupils feel valued and have their successes (achievements) celebrated.

USE OF RESOURCES TO ENHANCE STUDENT LEARNING

RESOURCE	SUBJECT	IMPACT
Mindspark	Mathematics	Improves critical thinking, problem solving skills in Mathematics
Achieve 3000	English	Achieve 3000 Literacy helps students learn and grow from advance and striving readers
Tabbie Math	Mathematics	Personalised learning for students sorted by topic, typology, skill and complexity level
I-Start Arabic	Arabic	Online platform for non-native Arabic speakers. The platform offers several levels divided into sub-levels that deal with practical daily issues and increase the cultural awareness of the learner
Islamic Treasure App	Islamic Studies	The application contains 7 sections (Salah, Remembrances, Quran, Hadith, Names of God, Ramadan, Competition)
Xperimenter (Lab in a box)	Science	Mapped to the CBSE Curriculum, each lesson offers hands-on learning opportunities for students in the classroom

❖ EFFECTIVE TEACHING

Effective teaching takes place when the teacher encourages learners to take responsibility for their learning. Teaching is effective when:

- Teachers have high and consistent expectations of all pupils' behaviour and achievement.
- The scheme of work is appropriate with differentiation by task/resources/ outcome so that all pupils can participate and feel valued. Tasks are appropriate, relevant and challenging to the age and ability of the pupils.
- Questions are thoughtfully planned to challenge students' thinking, encourage critical responses, and foster problem-solving skills, thereby aiding in lesson design and supporting differentiation.
- Teacher/pupil relationships are effective, praise and positive reinforcement are used and the teacher is enthusiastic, motivating pupils through tasks, lesson delivery and the celebration of achievement.
- Every lesson features differentiated challenge icons—triangle, square, pentagon, and hexagon—to provide varying levels of difficulty, ensuring that all learners can achieve the learning objectives and support their development as assessment-capable learners.
- Clear targets are set for pupils and they receive feedback on the strengths and areas for improvement in their work based on regular and appropriate assessment.
- Classroom management is appropriate to the teaching situation.

- Pupils are on task in an orderly manner conducive to learning.
- Pupils have opportunities to be proactive and involved.
- Assessment data from multiple sources is utilised to guide teaching decisions, curriculum design, and adaptations to meet the diverse needs of all learners and ensure students make better-than-expected progress.
- All groups of learners are making visible progress and they are aware of this.
- The learning environment is attractive and appropriate to the subject and activity.
- Teachers are committed to ongoing professional development to positively influence their teaching practice and improve student outcomes.

EFFECTIVE INCLUSION

- Teachers ensure that all pupils can access the curriculum as fully as possible, irrespective of learning needs.
- Appropriate support is provided to ensure that pupils' individual needs are met, enabling them to work towards their full potential.
- Provide learning opportunities that are appropriate to the needs, interests and abilities of all learners.
- LSAs are actively involved in lesson planning providing support and curriculum adaptations for students with additional needs to ensure equitable access to the curriculum.

QUALITY ASSURANCE OF TEACHING AND LEARNING

- Quality of teaching and learning is evaluated in accordance with the UAE School Inspection Framework & UAE Teacher standards
- A comprehensive review of teaching and learning is carried out annually as part of GEMS Quality Assurance. Internal formal lesson appraisals by SLT are conducted twice a year, and learning walks are consistently included in the teachers' development program.
- Improvement targets for enhancement based on outcomes from standardized monitoring activities, including structured lesson observations, learning walks, inter-department audits and book scrutinies.
- Progress tracking on teaching and learning priorities outlined in the School Improvement Plan (SIP).
- Provide mentoring and, when appropriate, integrate teachers into the Teacher Development Programme as outlined in the Individual Teacher Development Plan.
- Identify and disseminate effective best practices through discussions, modelling and team-teaching during department meetings.
- The senior and middle leadership teams track student progress closely, especially for those facing learning difficulties or at risk of underachieving.

INDIVIDUAL DEVELOPMENT PLAN (IDP) FOR TEACHERS

The inclusion of an Individual Development Plan (IDP) for teachers in the Teaching and Learning Policy ensures personalized professional growth and continuous improvement. The IDP serves as a structured tool to identify teachers' strengths and areas for development, promoting targeted professional learning and capacity building. It is developed after each Learning Walk and is customized based on teachers' performance, allowing for clear next steps and goals.

The purpose of the IDP is to:

- **Support reflective teaching practices** by providing feedback on observed lessons.
- **Foster professional growth** through tailored development goals that address specific needs.
- **Enhance teaching quality** by aligning teacher development with the broader school improvement plan.
- **Improve student outcomes** by focusing on effective teaching strategies and innovative practices.

Criteria for Learning Walk and Individual Development Plan (IDP)

- **For Very Good to Outstanding Teachers:**
 - 2 learning walks, followed by an IDP discussion where the next steps will be identified.
 - This will be followed by a formal lesson appraisal.
- **For Good Teachers:**
 - 3 learning walks, followed by an IDP discussion where the next steps will be identified.
 - This will be followed by a formal lesson appraisal.
- **For Weak and Acceptable Teachers:**
 - 4 learning walks, followed by an IDP discussion where the next steps will be identified.
 - This will be followed by a formal lesson appraisal.

These steps will be followed by bi-annual Teacher Competency Review (TCR) updates for all teachers, using the revised TCR parameters based on the UAE Teachers Standard.

Next Review Date: March 2026