BELVEDERE
INTERNATIONAL SCHOOL

TEACHING AND LEARNING POLICY

2026-2027

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We believe in the concept of lifelong learning, and in the belief that we are laying the foundations for learning throughout life, in terms of skills, strategies and attitudes. We maintain that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, and a broad range of knowledge and understanding, including social, cultural and global themes, necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead safe, healthy productive happy and rewarding lives.

Aims

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to enjoy their learning experiences.
- Enable children to become confident, resourceful, enquiring and independent learners through the provision of a broad and balanced curriculum with opportunities for creative thinking and creative expression.
- Develop a range of skills and attitudes as well as a concept and knowledge base to promote further learning.
- Foster children's self-esteem, and help them to build positive relationships with other people; and be responsive and productive members of their community.
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings.
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people.
- Enable children to understand their community, and help them feel valued as part of it; respond to it; and be involved in it.
- Help children grow into reliable, independent and positive citizens.

1. Guiding Principles for Teaching & Learning

We aim to deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of learning styles when planning our teaching.

Teachers aim to provide a breadth of learning opportunities in the classroom through an approach to teaching which will include the following key aspects:

- Enquiry
- Problem Solving
- Creative thinking; creativity and creative expression.
- Information processing
- Reasoning
- Range of recording skills, including the use of technology
- Evaluation and reflection
- Self-awareness
- Emotional Intelligence
- Empathy
- Social skills
- Communication

We aim to ensure the best possible environment for learning by developing a positive, safe and inclusive atmosphere where students feel safe and feel they belong, where they enjoy being challenged, and know that they will succeed because levels of expectation and challenge for individuals are realistic.

At BIS, we use teaching and learning strategies to target barriers to learning and accelerate progress. The list below is designed to provide both teachers and leaders with a guide for teaching lessons that are consistent with the expectations of the BIS Teaching and Learning Policy and the ADEK Inspection Framework:

1. **Learning Objectives and Success Criteria**, that are age appropriate and challenging, so that there is clarity about what is being learned and a way

of checking that progress is being made. There should be a balance between knowledge and skills development in the design of this element of a lesson.

2. **A 'Do Now/Task on Entry'**, a short, purposeful differentiated task at the start of a lesson to get students focused, ready to learn, identify what they know about the topic and identify their individual starting points. For example, a question(s) linked to prior learning, a 'hook' question or similar. Using this as a way of interleaving prior learning and maximising learning time is a good idea.

3. **A review of learning/progress checks**, most likely at the start, during and end of lessons, of both new and prior learning, to fill gaps in learning and address any misconceptions, as appropriate.

4. **Clear explanations and instructions** - we share with students explicitly what they need to know, in plain language, and we often re-explain to ensure clarity. We present new material in small steps, with student practice independently or collaboratively after each step to minimise cognitive load. Where appropriate, a text-book is used to provide consistent clarity of a subject to promote subject-specific literacy development, as well as tasks that can be used to support and challenge all learners appropriately.

5. **The use of many examples, worked examples and models**, with the teacher deconstructing examples and models and 'thinking aloud', which is powerful for learning. By 'example', we mean an actual piece of work, such as a student's answer to a question; by 'worked example', we mean an answer that the teacher has annotated, for example to draw attention to how a student has met the success criteria for a task; by 'model', we mean the teacher sharing, with students, an example of a strong answer/response to a question. It might also include teachers modelling an activity themselves before the students' attempt this, as appropriate.

6. **Using Assessment for Learning techniques/Progress Checks** to check for understanding through responsive teaching: we don't guess, we check that the students 'get it' and we adapt our teaching, based on our students' strengths and needs. If it is clear from our checking that a significant number of students haven't 'got it', we re-teach.

7. **Questioning** that is aimed at making all of the students think, with think-time after the question is posed, and the opportunity for students to articulate their thinking (for example, through Think/Pair/Share).

8. **Guided and independent learning activities** – the teacher should not allow students to practice on their own until she/he is confident they can do so with a high success rate. Some students may need to use a 'scaffold', such as a manipulative, sentence starters or writing frame, to get them going. Students need to do a lot of practice to help new learning to stick and to achieve automaticity in knowledge retrieval. Creating time in lessons for guided learning activities is also a great opportunity for students to collaborate with each other to work without significant input from the teacher.

9. **Adaptive Teaching** that ensures challenge and support for all by using scaffolding and extension tasks in every stage of the lesson. Teachers should know their students, by using assessment information, including current working levels/grades and information gathered through AfL. Teachers are expected to meet the needs of students with Individual Education Plans (IEPs) or Advanced Learning Plans (ALPs), as well as the needs of students who don't have an IEP/ALP by:

    - Targeting their questions judiciously during whole-class questioning
    - Providing support to students that need it during guided and independent learning activities
    - Providing extension work to stretch and challenge students during guided and independent learning activities
    - For students with Individual Education Plans (IEPs) or Advanced Learning Plans (ALPs), there are specific strategies that teachers are expected to use to ensure these students also make great progress.

10. **Feedback** – while students are getting on with work, the teacher is circulating to mark student work and give verbal feedback to help students move their learning forward. Teachers provide feedback on standards and make use of time to improve their work, supporting, stretching and challenging students, and gaining feedback on what the students have understood well and what they have not yet understood well. Live feedback also helps teachers to decide whether they need to adapt their teaching, for

example because students are making many errors which suggest they have not been given sufficient guidance yet.

11. **A high standard of student engagement and on-task behaviour** built on strong relationships of mutual trust and respect - students are working hard, there is very little (if any) wasted time; students are used to periods of silence whilst they work (if this is appropriate). Teachers should have high expectations of book. Teachers are also expected to work hard to build relationships with students as this is the bedrock of successful learning.

12. **Plenary activities** - closing the lesson with a review that tests whether students can demonstrate the key learning covered in the lesson. The review will aim to consolidate the key learning, fill any gaps in the learning and address any remaining misconceptions. A final quiz, with oral, written or digital questions based on the learning outcome(s) and success criteria for the lesson, is a good example of an effective final review. You may also wish to show how the lesson will be useful in the future learning journey of the students.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving, which we favour to develop intellectual capabilities and reasoning and support differentiation
- Research and discovery
- Group work
- Paired work
- Independent work
- Whole-class work
- Questioning
- Talk for writing and speaking and listening
- Use of technology
- Projects
- Fieldwork and visits to places of educational interest
- Physical, creative and expressive activities

- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical and creative/ expressive activity

We encourage children to take responsibility for their own learning, to be active and independent learners who develop not only the skills and confidence, but also the key abilities to make a productive contribution to society. We encourage the notion of learning to be extended to all experiences and not just school.

2. Effective Planning

1. Build strong relationships based on mutual trust and respect.
2. Ensure you have routines embedded to ensure a smooth start to learning and to ensure no lost learning time; this might include a task on entry which revisits prior learning to inform new learning.
3. Tell students what they should be learning (Learning Outcomes) and how they can check whether they have been successful (Success Criteria).
4. Review of learning, at either the start, during and/or end of the lesson.
5. Explain things very clearly and use exemplars to show what a good one looks like, remembering to promote literacy through reading and sharing keywords/bilingual vocabulary, for example.
6. Check 'smartly' that the students get it. - ask questions of everyone (Think Pair Share, Show Me Boards and No Hands Up).
7. Embed collaboration and teamwork activities to develop respect and understanding towards each other.
8. Ensure 'hands-on' learning opportunities are linked appropriately to provide students with practical learning opportunities.
9. Set challenging work for everyone by adapting teaching; use internal and external assessment information to identify the students who need support, as well as to extend those that finish the work early, or who need an extra challenge. IEPs/ALPs to help support our students who are identified as needing more support or extension.

10. We look for opportunities to develop the learning skills and strategies to use in all subjects.

11. Give feedback verbally or written whilst students are working; when giving verbal feedback, ask students to note that verbal feedback has been given; correct gross errors of spelling, punctuation and grammar (SPAG) and ask students to correct mistakes in green pencil or highlighter.

12. Insist on high standards of work and behaviour, as well as periods of individual work in silence (if appropriate), to help all students engage well and concentrate.

13. Include links to National Identity, Wellbeing and the use of technology.

3. The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- Listening to parents and sharing information with parents.
- Holding parents' workshops to explain our school strategies. Sending information to parents, at the start of each month, which outlines the topics that the children will be studying during that month at school.
- Sending parents periodic reports in which we explain the progress made by each child, and indicate how the child can improve further.
- Revising our homework approach to engage and enthuse parents to work with their child using links to projects and investigative work.
- Canvassing the opinions and views of parents as part of the home/school partnership.

We believe that parents have the responsibility to support their children and the school implementing school policies. We would therefore like parents:

- To ensure that their child has the best attendance record possible.
- To ensure that their child is equipped for school with the correct uniform and PE kit.

- To do their best to keep their child healthy and fit to attend school.
- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Support children's strengths and areas for development e.g. commitment to music practice, out-of hours' commitments; sports coaching etc.
- To promote a positive attitude towards school and learning in general.

4. Monitoring and Review

At BIS, monitoring is used to help the school leadership of the school know we are providing high quality teaching and learning environment for our students.

Throughout the academic year, all teachers receive regular feedback on the quality of teaching and learning that takes place in the classroom. This information is used to make judgements about the overall quality of teaching and learning, but also to inform individual teachers Appraisals and Performance managed judgements.

These typically from the following forms:

- Formal lesson observations – typically full lesson observations, graded against the UAE School Inspection Framework
- Walkthrough visits – typically 20 minutes long, monitored against checklist in line with the MoE Inspection Framework
- Book Checks – proforma to evaluate the effectiveness of feedback and the quality of work produced
- Planning checks – proforma to check the quality of lesson planning to ensure the principles for effective teaching are being followed

Furthermore, school leaders will produce a termly monitoring calendar to guide middle and senior leaders through the successful completion of the monitoring identified above.

5. Continuous Professional Development

As part of our continuing drive to improve teaching and learning, BIS provides all our staff with Continuous Professional Development (CPD) to improve their practices.

Professional Learning Opportunities offered at BIS:

- Bi-weekly face-to-face CPD as per the termly CPD calendar
- Appraisal and Performance Management
- ECT Mentorship Programme (ESP Education)
- Online CPD (Educare and The National College)
- Induction Programme

6. Links to other policies

Key policies which are linked to Teaching and Learning:

- Curriculum Policy
- Curriculum Adaptation Guidelines
- Inclusion Policy
- Assessment Policy
- Marking and Feedback Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Appraisal Policy
- Health and Safety Policy