



مدرسة وودلم بارك

Woodlem Park School

Al-Hamidiya, Ajman

www.woodlemparkhamidiya.ae

TEACHING & LEARNING POLICY



Policy Name	Teaching & Learning	Policy No.	WPSH_PLC_066
Effective Date	April 2026	Date of Last Review	10 th March 2026
Date of Next Review	March 2027	Person-in-Charge	Ms. Deepa John

Rationale:

In line with the School's Vision Statement, of nurturing global citizens, WPSH School consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students, while fostering continuous improvement.

Aim:

Through this policy, we aim to enable our students to become resilient, resourceful, and responsible learners who possess the confidence, skills, and mindset to be successful lifelong achievers. To support this vision, we cultivate high expectations and a strong commitment to academic excellence across the school. Our teaching practices are differentiated and inclusive, ensuring that the diverse needs of all students are met. We embed assessment for learning to inform instruction and guide meaningful progress. Furthermore, we promote a culture of reflection and continuous professional growth among staff, empowering them to enhance their practice and contribute to a dynamic learning environment.

Student Outcomes:

Educating children to ensure they grow up as mindful global citizens in a nurturing environment is the school's vision. Through the broad based and robust curriculum, innovative and researched pedagogical practices and extended school provisions, we purposefully work towards integrating and promoting these ideals so that all students can:

- Improve attainment and progress across all subjects
- Develop subject specific skills
- Hone personal, social and emotional skills
- Achieve mental wellbeing

Teaching and Learning Beliefs:

- Learning should be purposeful, engaging, and student-centered
- All students are capable of success when supported appropriately
- Learning builds on prior knowledge and develops through active inquiry
- Learning from mistakes is an integral part of the learning journey; it is okay to make mistakes.
- Students learn best when they feel safe to take on challenges, are interested and motivated and feel valued.
- Every lesson should encourage metacognition and deeper thinking □
Students need choice and voice to learn effectively

Teaching-Learning Approach

At WPHS, the teaching-learning approach is thoughtfully designed to align with the developmental needs of students across various stages of schooling.

- **Kindergarten:** A child-centered learning approach is adopted, recognizing that young learners thrive when they are actively involved in shaping their learning experiences. Children are encouraged to explore, question, and make choices about what and how they learn, fostering independence and creativity. Teachers act as facilitators and observers, guiding group learning experiences and closely monitoring each child's growth and development within the classroom community.
- **Primary School:** Learning is driven by inquiry-based methods, guided by well-structured schemes of work. Students are actively engaged in investigating real-world questions and concepts through activities that promote critical thinking, reasoning, and reflection. Teachers design meaningful learning experiences that ignite curiosity and empower students to take ownership of their learning.
- **Middle School:** The focus at these levels is on fostering independent, self-directed learners. Through personalized instruction, flipped classroom strategies, and targeted master classes, students are encouraged to take responsibility for their academic progress. Teachers use well-defined tutorials and differentiated strategies to cater to diverse learning needs, ensuring that all students are challenged and supported.

School's Learning Environment:

To meet the outcomes stated above, WPHS provides:

- **A supportive, social and emotional learning environment.**

At WPHS, we recognise the importance of building self-efficacy and positive self-esteem in students through creating a learning environment that gives a sense of belonging, helps promote aspirations, supports individuality, encourages challenges and celebrates success. The wellbeing of students is of top priority in all the learning experiences we provide at school. At WPHS, teachers are responsible for providing a secure and psychologically safe environment in which students feel:

- Cared for and valued.
- Supported and guided in their learning.
- Respected as individuals.
- That mistakes are opportunities to learn from.
- That there is an adult to reach out to at school.
- That their successes are celebrated.
- Motivated to demonstrate appropriate behaviour.

A safe physical environment.

At WPHS, conducive learning environment is provided through a well thought of physical environment that supports and reinforces learning. Classrooms are a place where students feel safe, are able to share their learning and grow as happy individuals. Specifically, teachers are expected to:

- Create classrooms that are exciting, stimulating and welcoming.
- Ensure the physical safety within classrooms and other learning spaces.
- Provide attractive displays and resources.

Classroom and corridors are expected to have:

Class rules co-constructed with and agreed upon by the students.

Learning tools in the form of key words, posters, word banks, diagrams, latest information in the form of newspaper cuttings, technological advancements in the field of study.

Marking codes and rubrics being used.

Well-presented displays of high-quality student work that reflects their achievements.

Interactive displays reflecting current topic to promote investigation and curiosity.

Mission and Vision statement of the school, information on who to contact at school, evacuation plan, important dates and class timetable.

Furniture that creates a safe, flexible learning environment including a carpet focus area (where applicable).

Creating a topic focused environment which stimulates interest in the theme of study through display, book corner, board work.

Teaching Learning Culture.

The culture of learning is based on the bedrock of the school's belief of learning and the environment. Further, the value of trust is integral to building a strong culture. The school provides intellectual rigour and has high expectations of educators and students.

Teachers' Expectations.

All educators are expected to:

- Have excellent subject and pedagogical knowledge.
- Be leaders of learning, enhance their own subject and pedagogical knowledge.
- Engage in a culture of self – learning, share best practices, undertake professional development and build capacity, observe good practice.
- Be reflective practitioners to strengthen their teaching practice.
- Have high expectations from students and believe in their ability to learn.
- Understand students' strengths and weakness and providing them with learning that suit their needs.
- Use data driven decisions to inform teaching-learning.
- Have open channels of communication with students and parents.
- Set goals that are built together with students.
- Use time appropriately while adhering to timelines for effective work ethic and culture.
- Model and expect students to respect and care for themselves and their environment.
- Partner with parents in the learning journey of their wards.

- Raise any concerns about a student's learning or behaviour with parents as and when the need arises so that appropriate strategies can be designed in partnership to resolve issue

Teachers are responsible for the design, preparation and delivery of learning opportunities which enable learners, in relation to their starting points, to achieve very high standards.

Planning and Preparation for lessons:

Teachers should:

- Have a thorough knowledge of each individual student and his/her interests, skills, aspirations and needs. Specifically, use triangulated data from internal assessment, CAT4, ASSET, learning needs- IEPs, feed forward.
- Provide videos, power point presentations, other reading material to students prior to lessons so that they can come to class with pre-read resources.
- Aligned with the Woodlem Park Hamidiya Lesson Plan Template and "WPHS Steps to Success," every lesson should be designed to:
 - Introduce the topic through a recap or a big question.
 - Allow students to engage with content through flipped learning.
 - Are linked to building 21st century skills, subject specific skills, and enhance the social emotional and wellbeing needs of students so that they are prepared with the future focused fluencies to enter graduate school.
 - Connect learning to real life and promotes cross curricular linkages.
 - Include mini plenaries to establish progress in learning.
 - Use differentiated tasks based on Bloom's taxonomy, ie. provide choice and voice to students.
 - Lessons reflect links to UAE National Priorities and SDGs
 - Are challenging and raise students' curiosity to learn.
- Develop students' capacity to work independently and collaboratively.
- Lessons explicitly integrate one or more Habits of Mind □ Students are encouraged to reflect, inquire, and problem-solve
- Provide a broad range of opportunities for every student to shine.
- Provide appropriate support for those with special educational needs, gifted and talented.

In lessons:

- Use the data to create a variety of grouping that best meet the learning needs.
- Share the learning intention for the unit and co-construct the success criteria with students so that they are aware of what is being learnt and why they are learning it.
- Implement the lesson plan to meet the individual needs of all students.
- Use a variety of strategies and multi-sensory resources to enable all students to learn effectively.
- Give the key information and vocabulary needed for the lesson.
- Make learning more student led.

- Pose critical thinking questions and problem-solving case studies to enrich students understanding of the learning context and its application in real life situations.
- Ensure tasks are clearly understood by using questioning, recall, exit ticket systems
- Undertake frequent assessment for learning (digital and others) to help students track their progress. Could use a pre-test and post-test with a rubric to measure progress.
- Allow for reflective time for students to answer questions.
- Allow students to reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.

Post lessons:

- Reflect on the learning that has occurred.
- Use the data from AfLs to inform and plan the following day's teaching.
- Mark student work as per the Correction Policy of the school.
- Give written and oral feedback in line with the school's policies on assessment, feedback.

Teachers Support:

- Teachers are supported in improving their teaching practice in the following ways:
- Tours of strength (observing good practice from colleagues)
- Learning Circles (teachers working in small groups to enhance their own planning and practice)
- Hubs of Learning (professional learning communities to share best practice)
- Development time (targeted continuing professional development (CPD) sessions)
- Observing good practice at partner schools
- External courses when necessary

Learners' Expectations:

- At DWS, learners are expected to:
- Believe in themselves that they are capable of learning and achieving.
- Be self-respecting and positive individuals, with an enthusiasm for learning.
- Be independent learners who take responsibility for their own learning.
- Set goals and strive hard to achieve them.
- Think through the consequences of their behaviour and be able to learn without being disrupted by others.
- Be active, collaborative learners and consistently strive hard to achieve success.
- Be mindful of time management and the repercussions for non-compliance.
- Answer questions in class in a systematic and respectful manner.
- Use the notebook rubric to reflect on their learning during a unit of study.
- Analyse their AfLs, internal assessment and external benchmarking test (where applicable) to develop a better understanding of self.
- Engage in their social, emotional development.
- Provide feedback to peers and self-evaluate learning.
- Know their next steps towards learning.

Working with other stake holders:

Regulatory Authorities:

School will uphold the proposed requirements and statutory mandates of the regulatory authorities, namely CBSE and MOE. The senior leadership team is responsible for aligning the teaching learning processes to the requirements of the CBSE and MOE.

Parents:

We actively seek parents as partners in their wards' learning journey. Specifically, the school:

- Informs parents of their wards' targets, learning foci and ways to support learning through monthly, mid- term and termly feedback.
- Conducts two official parent-teacher meetings across the year to discuss their wards' progress, but parents are also entitled to make an appointment to see the teacher at other times and also target setting meeting in the first month of the academic year.
- Encourages parents to observe lessons as a quality assurance measure (Flaunt your learning day).
- Invites parents to a range of school related activities to help parents understand the learning at school.
- Conducts workshops for parents to support the learning needs of their children.

Monitoring and Evaluation:

The Senior Leadership Team at WPHS is responsible for monitoring and evaluating the teaching learning process.

The following process is followed for teaching:

- Mentoring of teachers by their respective line managers.
- Provision of need-based and generic professional development to support teachers' practice.
- In an academic year, 3 developmental lesson observations by an SLT member other than the teacher's supervisor.
- Teacher's self-reflection and feedback from SLT provides areas of strength and development.
- Gaps across departments and phases are identified, which flow into the next professional development programme.
- Instructional Practice Inventory is conducted twice a year to measure the extent of student engagement.

The following process is followed for learning:

We advocate the continuous and comprehensive pattern of evaluation. The purpose of the continuous and comprehensive pattern of evaluation is to gather relevant information about student progress. Teachers are able to reflect on student achievement, as well as special inclinations of the group, to customize their teaching plans. Specifically, teachers:

- Provide opportunities for feedback, peer and self-evaluation in lessons.
- Allow for reflective time to fill notebook rubric that helps students determine their journey through a unit of study.

- Help students reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.
- Give written and oral feedback in line with the school's policies on Assessment and notebook corrections.
- Maintain a weekly reflection sheet on the classroom learning, so that it informs teaching.

Regards,

S. Saïson

Principal.

