

Dubai Schools Teaching & Learning Policy



مدارس دبي
DUBAI SCHOOLS



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1. Purpose

This policy establishes the principles and approach for learning and teaching at Dubai Schools, in alignment with the schools' Vision, Mission and Values. It exists to provide clarity for all leaders, teaching staff and stakeholders regarding a shared understanding of what constitutes high-quality learning and teaching, and to promote a consistent, inclusive and ambitious culture for learning across the school community.

The policy is designed to promote consistently high-quality learning and teaching across all phases and subjects, mitigate risks associated with inconsistent teaching practices, low expectations and variable student outcomes, including risks to student progress, engagement and overall educational experience. It also supports student wellbeing by ensuring that teaching practices are responsive, equitable and inclusive, meeting the diverse needs of all learners.

Through a whole-school approach, the policy promotes the development and maintenance of high-quality teaching that is research-informed, student-centered and focused on continuous improvement. It fosters an environment in which all students are supported and challenged to achieve their full potential, and where staff are empowered to reflect on and refine their practice.

Clear expectations for learning and teaching are established while recognizing the importance of students' age, developmental stage, prior attainment, language profile, individual needs and aspirations in shaping effective instruction.

The policy recognizes the potential of educational technology and Artificial Intelligence (AI) to enhance learning through greater personalization, real-time feedback, self-assessment, adaptive learning and improved teacher efficiency. This is balanced by clear recognition that effective learning is fundamentally relational. Technology should enhance, rather than replace, the professional judgement of teachers and the human relationships, dialogue, collaboration and sense of belonging that underpin successful learning.

This policy should be read in conjunction with the *Dubai Schools Curriculum, Assessment, Inclusion, Artificial Intelligence and Culture for Learning Policies and the individual school Teaching and Learning Playbooks*.

2. Scope

This policy applies to all members of the school community, including students, educators, leaders, administrative and support staff, and parents while engaged in school-related activities.

It applies across all learning environments, including:

- Classrooms and specialist teaching spaces.
- Shared learning areas.
- Digital and blended learning platforms.
- Co-curricular activities.
- Learning beyond the classroom.
- School-related events both on and off-site.

The policy covers:

- Expectations for high-quality teaching and effective learning.
- Curriculum implementation.
- Personalised learning and adaptive instruction.
- Assessment for Learning and responsive instruction.
- Feedback and evidence of learning.
- Planning and the use of assessment information.
- Student agency and independence.
- Learning environments and resources.
- Educational technology and AI.
- Home learning.
- Phase-specific approaches to learning and teaching.
- Professional development and continuous improvement.
- Roles and responsibilities of stakeholders.
- Monitoring, evaluation and review.

The Learning and Teaching Policy supports the schools' commitment to high expectations, equity, inclusion and continuous improvement and should be applied consistently across all areas of school life to ensure high-quality educational experiences and outcomes for all students.

3. The Dubai Schools Vision, Mission and Values

(a) School Mission

Combining an inquisitive teaching approach and future-focused skillset delivery, we work hand-in-hand with the community to nurture students to become independent and empathetic learners. We offer an American education that is guided by Arabic principles and Islamic values, and fosters future-ready graduates, driven by pride and tolerance.

(b) School Vision

Dubai Schools align with Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum's vision of a School Model that enriches Dubai's educational system by developing individuals who are both nationally rooted and globally competent.

(c) School Values

Future-ready:

Equipping students with the necessary life skills to face future challenges, both national and global, with resilience, while encouraging them to be ambitious, self-directed learners.

Trust & Empathy:

Developing a home-school relationship based on trust and respect, while fostering a welcoming school environment in order for every student to flourish and every parent to feel reassured. Bringing empathy into our classrooms and embedding it as a core value.

Collaboration & Inclusion:

Working together with education partners, parents, and the wider community to achieve shared goals, making every member of the school community feel valued. Cultivating an inclusive culture that recognizes and honors an individual's strengths and abilities.

Cultural Preservation:

A dynamic and forward-thinking learning system that is rooted in the Emirati culture. Guided by Arabic and Islamic values to further foster a culture of strong identity and tolerance, while maintaining a global outlook.

Academic Excellence:

A strong international curriculum that prepares and inspires students to contribute positively towards the future in a caring and inclusive environment. High-quality innovative education will be delivered to equip students with essential problem solving, critical thinking, and life skills, so that they graduate with a thorough understanding of the world they will inhabit and lead in their future.

4. Key Definitions

Personalized Learning

An approach to learning and teaching that tailors experiences to individual students' interests, strengths, needs and learning preferences, enabling all learners to achieve their full potential.

Adaptive Instruction

A responsive teaching approach in which educators continuously adjust methods, resources, questioning, scaffolding, challenge and support based on ongoing assessment of student understanding and progress.

Student Agency

The capacity of students to take ownership of their learning through choice, voice, goal setting, self-assessment and reflection, fostering independence and motivation.

Learning Opportunities

A diverse range of structured and unstructured experiences, such as inquiry, collaboration, problem-solving and real-world application, designed to engage students and deepen understanding.

Learner Values

Core principles that underpin all aspects of learning and teaching, guiding behavior, decision-making and curriculum design to ensure a shared vision across the school community.

Learner Attributes

A set of dispositions and characteristics that students are expected to develop, shaping how they approach learning and personal growth.

Enabling Environments

Learning spaces intentionally designed to support, challenge and motivate students while promoting independence and celebrating the learning process.

Assessment for Learning (Afl)

An ongoing process of gathering and using evidence of student learning to inform teaching, provide feedback and adapt instruction to improve outcomes in real time.

Data-Informed Instruction

The practice of using qualitative and quantitative student data to guide planning, teaching strategies, intervention, support and challenge to maximize learning outcomes.

Differentiation

The process of modifying content, instruction, resources or outcomes to meet the diverse needs, abilities and readiness levels of learners.

Home Learning

Structured learning completed outside school that reinforces, consolidates or extends classroom learning while promoting independent study habits.

5. Roles and Responsibilities

Effective learning and teaching is a shared responsibility across the school community. All stakeholders have a role in establishing and sustaining high expectations, positive learning behaviors and consistently strong educational outcomes.

Policy Governance and Accountability**Oversight: Superintendent and Governors**

Responsible for monitoring the effectiveness of the policy, ensuring alignment with regulatory expectations, and reviewing its impact on student outcomes and quality of education.

Policy Owner: Phase Principals

Responsible for overall implementation and approval, strategic direction, and ensuring alignment with the school's Vision, Mission, and Values.

Implementation Leads: Instructional Coaches and Heads of Department

Responsible for the day-to-day implementation of teaching and learning expectations, monitoring consistency of practice, supporting staff, and ensuring the policy is embedded across all phases and subject areas.

Leadership – Staff Training

The Teaching and Learning Policy will be shared annually with all staff as part of induction to ensure a consistent understanding of expectations and pedagogy. Staff joining mid-year will receive induction led by the Phase Principals, supported by the relevant Instructional Coaches and Heads of Department.

Ongoing professional development will be provided through the school's Professional Development Calendar to:

- Reinforce high-quality teaching and learning practices.
- Support consistent implementation of curriculum, assessment, and pedagogy.
- Respond to emerging needs identified through monitoring and data analysis.
- Develop staff expertise in personalized learning, adaptive instruction, and assessment for learning.

Staff are encouraged to contribute to the ongoing review and development of the policy and associated practices.

Students

Students are expected to:

- Take an active role in their learning and demonstrate increasing independence.
- Engage positively in learning activities and make sustained efforts to achieve their best.
- Demonstrate Dubai Schools learner values and attributes.
- Respond to feedback and use it to improve their work and understanding.
- Collaborate effectively with peers and contribute positively to learning.
- Take responsibility for completing classwork and home learning to the best of their ability.
- Show respect for others, resources and learning environments.
- Reflect upon their progress and set goals for improvement.
- Engage increasingly in self-assessment and take ownership of their learning.
- Use technology and AI responsibly, ethically and in accordance with school expectations.

Parents

Parents are expected to:

- Support their child's learning in line with this policy.
- Encourage positive attitudes towards learning, effort, resilience and independence.
- Engage with school communication and information regarding student progress.
- Support home learning and the development of independent study habits.
- Communicate constructively and respectfully with the school.
- Attend relevant meetings, workshops and consultations.

- Share relevant information that may affect their child's learning or wellbeing.
- Support the school's expectations regarding appropriate and responsible use of digital technology.

Teachers and School-Based Staff

Staff are expected to:

- Deliver high-quality and engaging learning aligned with curriculum expectations and this policy.
- Plan effectively using assessment evidence.
- Meet the needs of all learners, including those with identified barriers to learning.
- Apply adaptive teaching strategies that provide appropriate support and challenge.
- Use Assessment for Learning to inform instruction.
- Provide timely and impactful feedback.
- Create positive, inclusive and purposeful learning environments.
- Promote student agency, reflection and ownership.
- Maintain high expectations for progress, presentation and engagement.
- Use resources, educational technology and AI purposefully and responsibly.
- Maintain accurate and up-to-date records of student progress and attainment.
- Communicate effectively with parents.
- Engage actively in professional development and apply professional learning to classroom practice.
- Contribute to collaborative planning, moderation and school improvement processes.

Middle Leaders and Heads of Department

Middle Leaders and Heads of Department are responsible for:

- Supporting consistent implementation of this policy within their areas of responsibility.
- Ensuring curriculum, planning and teaching expectations are understood and implemented.
- Monitoring student outcomes and the quality of learning.
- Supporting teachers through feedback, coaching and professional development.
- Identifying patterns in student performance and responding appropriately.
- Support moderation and standardization.
- Ensuring appropriate provision for the range of learners within their areas.
- Contributing to school-wide monitoring and improvement processes.

Instructional Coaches

Instructional Coaches are responsible for:

- Supporting the development of consistently high-quality teaching practices.
- Providing coaching, modelling and professional learning.
- Supporting staff in implementing personalized learning, adaptive instruction and Assessment for Learning.
- Using evidence from monitoring and student outcomes to identify professional learning needs.
- Supporting new and developing teachers.
- Promoting evidence-informed approaches to pedagogy.
- Contributing to the evaluation and continuous development of learning and teaching across the school.

Phase Principals

Phase Principals are responsible for:

- Leading the implementation of this policy within their phases.
- Ensuring consistency and quality across grade levels and subject areas.
- Monitoring the quality and impact of learning and teaching.
- Ensuring appropriate intervention and professional support where improvement is required.
- Developing the capacity of middle leaders and teachers.
- Ensuring professional learning responds to identified needs.
- Reporting strengths, priorities and areas requiring intervention to the Superintendent.

Superintendent

The Superintendent holds overall school-level accountability for the implementation and impact of this policy.

The Superintendent is responsible for:

- Establishing and sustaining a culture of high expectations and educational excellence.
- Ensuring consistent implementation of learning and teaching expectations.
- Ensuring appropriate leadership capacity, professional development and resources are available.
- Evaluating the quality of education and student outcomes.
- Ensuring appropriate action is taken where monitoring identifies inconsistency or underperformance.

- Ensuring alignment with Dubai Schools strategic priorities and regulatory requirements.
- Reporting appropriately and accurately to the Governing Board.

6. Key Principles of Learning and Teaching

Personalized learning, adaptive instruction and student agency are at the heart of high-quality learning and teaching at Dubai Schools.

Learning and teaching will be characterized by:

- High expectations and ambition for every student.
- A commitment to equity, inclusion and appropriate challenge.
- Clear learning intentions and clarity regarding what successful learning looks like.
- Teaching informed by students' prior knowledge, attainment, language, needs and interests.
- Responsive instruction informed by assessment and evidence gathered during learning.
- Strong subject and pedagogical knowledge.
- Explicit development of literacy, language and academic discourse across the curriculum.
- Opportunities for students to think critically, inquire, collaborate, communicate, create and solve problems.
- Increasing student independence, ownership, self-assessment and agency.
- Meaningful feedback that enables students to understand their progress and next steps.
- Effective use of educational technology and AI where this enhances learning.
- Positive relationships and learning environments in which students feel safe, known, valued and able to take appropriate intellectual risks.
- Teaching that reflects and respects Emirati culture, Arabic and Islamic values and the diverse backgrounds of the school community.
- Continuous professional reflection and improvement.

A diverse range of learning opportunities will be made available to students, taking account of their interests, learning preferences and needs. These include, but are not limited to:

- Investigation and problem-solving.
- Enquiry, research and exploration.
- Flexible groupings and collaborative work.
- Independent work.

- Whole class instruction.
- Effective questioning.
- Effective use of educational technology to redefine and enhance learning opportunities.
- A range of experiences, including visits and visitors.
- Creative and expressive activities.
- Debates, role-play, public speaking opportunities and oral presentations.
- Designing and making.
- Learning outside the classroom.
- Opportunities that create awe, wonder and curiosity and ignite students' interests and passions.

7. Learning and Teaching Framework

a. Personalised Learning

Learning experiences should respond appropriately to students' prior attainment, interests, strengths, needs and aspirations. Personalization does not imply individual lesson plans for every student. Rather, teachers use their professional knowledge, assessment data and understanding of students to provide appropriate pathways, scaffolding, support and challenge.

b. Adaptive Instruction

Teachers are expected to respond dynamically to evidence of learning. Adaptation may include changes to:

- Questioning.
- Explanations and modelling.
- Scaffolding.
- Grouping.
- Resources.
- Language support.
- Level of challenge.
- Pace.
- Feedback.
- Independent practice.
- Adult and other additional support.

Adaptation should enable students to access ambitious learning rather than unnecessarily

reducing curriculum expectations.

c. Student Agency

Students should increasingly understand themselves as active participants in the learning process. Students should have appropriate opportunities to:

- Make choices about aspects of their learning.
- Set goals.
- Reflect on progress.
- Self-assess.
- Respond to feedback.
- Ask questions.
- Explain their thinking.
- Evaluate strategies.
- Identify next steps.
- Challenge themselves.
- Take increasing responsibility for independent learning.

d. Inclusion and Equity

High-quality teaching is the first response to the diverse needs of students. Planning and teaching should take account of students of determination, gifted and talented students, bilingual and multilingual learners, students with identified barriers to learning, and those requiring additional academic or pastoral support. Reasonable adjustments, appropriate scaffolding and targeted intervention should enable students to access ambitious curriculum expectations wherever possible.

8. Learner Values and Attributes

The Dubai Schools learner values should underpin all aspects of learning and teaching, with relevant and meaningful links made through curriculum mapping, planning and teaching strategies. There should be clear progression in skills and expectations as students move through grade levels. School leaders are responsible for ensuring staff have a shared understanding of the values and how they are embedded within school life. Alongside the Dubai Schools Values, nine learner attributes form part of curriculum planning, teaching structures and the development of learner skills.

At Dubai Schools, we aim for all students to understand what it means to be:

- Seekers.
- Believers.
- Thinkers.
- Dreamers.
- Creators.
- Achievers.
- Adventurers.
- Leaders.
- Explorers.

These attributes should become increasingly sophisticated as students progress through the school.

9. Enabling Learning Environments

Learning spaces within Dubai Schools should facilitate student learning and act as a 'second teacher' within classrooms and shared spaces. Their principal function is to scaffold, challenge, motivate and celebrate learning for all.

Core expectations include:

- The process of learning should be valued alongside the final product.
- Student work should be prioritized.
- Resources supporting current learning should be the principal focus of displays.
- A 'less is more' approach and neutral visual environment should be considered where appropriate to ensure student learning remains central.
- Bilingual and multilingual students should be supported and valued through dual-language approaches where possible.
- Consistency across grade levels and subjects should be evident.
- High standards of presentation should demonstrate pride in student work, displays and books.
- Environments should enable students to become increasingly independent.
- Resources and learning environments should be inclusive and accessible.

Further guidance can be found in the [Enabling Learning Environment – Principles, Guidance and Features of Highly Effective Practice](#) documentation.

10. Phase-Specific Approaches

There are a number of phase-specific nuances that ensure learning opportunities are fully aligned to students' age, stage and developmental needs within a US curriculum framework. These approaches reflect international best practice and local expectations, including a commitment to bilingual development, cultural understanding and preparation for future academic pathways.

a. Kindergarten

A play-based, inquiry-driven approach to learning underpins provision in Kindergarten, recognizing the importance of early childhood development in shaping lifelong learners. Students are supported to explore, question and make meaning through structured and unstructured play, with intentional opportunities for choice, creativity and discovery. There is a strong emphasis on developing social skills, independence and self-regulation, alongside oracy, language development and early literacy skills, including phonological awareness and systematic phonics. Numeracy is developed through hands-on, experiential learning. Learning environments are language-rich and inclusive, supporting both English acquisition and exposure to Arabic in line with local requirements. Strong partnerships with parents are fostered to support continuity between home and school.

b. Elementary

In Elementary School, a gradual release of responsibility model supports students in becoming increasingly independent and reflective learners. Teaching is structured to move from guided instruction to collaborative learning and ultimately independent application. There is a continued and explicit focus on literacy, particularly the development of:

- Fluent reading.
- Writing for a range of purposes.
- Confident communication.
- Vocabulary and language development.

Numeracy development emphasizes conceptual understanding, problem solving and real-world application. Students are provided with opportunities for inquiry, cross-curricular connections and personalized learning pathways that respond to their interests, strengths and needs. Arabic Language, Islamic Education and UAE Social Studies are integral components of the curriculum, supporting students' understanding of local culture and identity alongside a global perspective.

c. Middle School

Middle School builds upon foundational skills while responding to the developmental needs of adolescents. There is a continued focus on advancing literacy across all subject areas, ensuring students can access increasingly complex texts and express their thinking with clarity and sophistication.

Greater emphasis is placed on:

- Critical thinking.
- Dialogue and debate.
- Collaborative learning.
- Academic discourse.
- Independent learning.
- Goal setting and reflection.
- Increased student choice.

Subject-specific instruction becomes increasingly specialized, preparing students for the academic rigor of High School pathways. Opportunities for student leadership, service learning and real-world application are embedded to develop responsibility, resilience and global citizenship while maintaining alignment with local curriculum requirements and cultural expectations.

d. High School

In High School, learning and teaching are designed to prepare students for successful progression to higher education, careers and active global citizenship. Instruction is aligned with US curriculum standards and pathways, including college preparatory, Honors and Advanced Placement (AP), where applicable. There is a strong emphasis on academic rigor, depth of understanding and students' ability to:

- Think critically.
- Analyze complex information.
- Solve increasingly sophisticated problems.
- Communicate effectively across disciplines.
- Conduct independent research.
- Construct evidence-based arguments.
- Apply learning in unfamiliar and authentic contexts.

Students are expected to take increasing ownership of their learning through goal setting,

self-assessment, reflection and independent study. Teaching approaches prioritize inquiry, problem-solving and real-world application, with opportunities for interdisciplinary learning and authentic assessment. Literacy development continues across all subject areas, with particular emphasis on advanced reading, academic writing, research skills and evidence-based argumentation. Personalization and student choice are key features, enabling students to pursue areas of interest, explore potential career pathways and make informed decisions about their future. This is supported through academic advising, college and career guidance and opportunities such as internships, service learning and extracurricular activities. As part of the UAE context, students continue to engage with Arabic Language, Islamic Education and UAE Social Studies, ensuring a strong connection to local culture, heritage and values.

High School provision also emphasizes leadership, resilience, ethical responsibility and intercultural understanding, equipping students with the competencies needed to succeed in a dynamic and interconnected world.

11. Planning for Learning

All planning across Dubai Schools sits within the Atlas online platform. Teachers across all subjects and phases are expected to complete:

- Scope and sequence/unit planning.
- Weekly planning.
- Lesson planning when required for inspection, observation, or specific school purposes.

All planning must align fully with the Dubai Schools Curriculum Policy and ensure:

- Planning is informed by recent and relevant assessments, including internal and external assessment outcomes where available.
- Appropriate opportunities for support and challenge are available for all students.
- Students with identified needs or barriers to learning are identified appropriately and the planned response is clear.
- The roles of additional adults within learning are clearly considered and planned for.
- Learning builds appropriately upon students' prior knowledge and understanding.
- Opportunities exist for students to apply and transfer learning.
- Literacy and language demands are considered where appropriate.
- Resources, technology and assessment approaches are selected purposefully.

Planning should support effective teaching rather than become an administrative exercise. The quality and impact of planning should ultimately be judged through the quality of students' learning and progress.

12. Assessment for Learning (Responsive Instruction)

Assessment for Learning is a vital part of learning and teaching and is imperative for students to make progress. Teachers should continually 'take the pulse' of learning and maintain an astute awareness of when and how to intervene through questioning, explanation, feedback and adaptation to move learning forward.

Highly effective Assessment for Learning includes:

- Timely feedback, whether verbal, written or digitally recorded, that is personalized and motivating, addresses misconceptions, identifies the next steps and promotes challenge.
- Ongoing formative assessment used skillfully in the moment to inform and evolve planning, teaching and provision.
- Strategies including pre and post-assessment tasks, cold tasks, prove-and-move activities, progress pit stops and other appropriate formative approaches.
- Accurate and effective coordination and integration of available data sources, including academic and pastoral, quantitative and qualitative information.
- Data-informed instruction drawing upon relevant assessment such as CAT4, NGRT and MAP.
- Aspirational target setting that considers students' assessment information and full potential.
- Observations, annotations and enhancements, including those made by learning assistants, which directly influence planning and provision.
- Opportunities for peer and self-assessment.
- Opportunities for students to understand where they are in their learning, what they need to achieve and how they can improve.

Further detailed information can be found in the Dubai Schools Assessment Policy.

13. Feedback and Evidence of Learning

Dubai Schools will collate evidence of learning and progress through a range of sources, including:

- Copybooks.
- Online platforms, including Seesaw and Microsoft Teams.
- Student outcomes and products.
- Internal assessment.
- External assessment data.
- Student discussion and articulation of learning.
- Other appropriate evidence of knowledge, skills, understanding and progress.

The role of copybooks is to showcase learning outcomes and, importantly, the process and progression of learning. Copybooks must be in place for all core subjects. The expected quantity of work may be determined by school leaders in accordance with grade level, subject and school expectations. However, evidence must be substantial enough to demonstrate meaningful learning, progress and high-quality student outcomes.

Online platforms should be used both as communication tools and to evidence learning experiences that may not appropriately be represented through copybooks.

Feedback should be judged primarily by its impact on learning, rather than the volume or frequency of written marking.

Feedback should:

- Address misconceptions.
- Recognize successful learning.
- Provide appropriate challenge.
- Identify next steps.
- Inform future planning and teaching.
- Enable students to improve their work or understanding.

A variety of feedback approaches should be utilized according to student age, phase, subject and purpose, including:

- Verbal feedback.
- Self-assessment.
- Peer assessment.

- Written feedback.
- Whole-class feedback.
- Digital feedback.
- Live feedback during learning.

Further detailed information may be contained within individual schools' feedback and assessment guidance.

14. Resources, Educational Technology and AI

Resources must support student outcomes by ensuring that:

- Resources are well prepared and link directly to intended learning outcomes and success criteria.
- Resources provide varying levels of challenge and support where appropriate.
- Resources support translanguaging, including Arabic and English, where appropriate.
- Students are motivated and able to engage effectively with resources.
- Resources promote independence rather than unnecessary dependency.
- Materials are accessible and inclusive.

All resources should align with New York State and UAE Ministry of Education curriculum requirements, where applicable. Teachers are encouraged to develop their own resources aligned with curriculum expectations and informed by relevant assessment, alongside any mandatory resources. All teaching staff hold responsibility for vetting resources to ensure texts, visuals, media and digital content are culturally appropriate and suitable for students. Schools may utilize supplementary schemes, subscriptions and platforms such as TT Rockstars, IXL, RAZ Kids and other approved resources. Staff should be appropriately trained and confident in using these for the benefit of students.

a. Educational Technology and AI

Educational technology should be used purposefully where it improves the quality, accessibility, efficiency or personalization of learning.

Appropriate use may include:

- Personalized and adaptive learning experiences.
- Real-time formative feedback.

- Supporting student self-assessment and reflection.
- Increasing access to resources and alternative representations of learning.
- Supporting bilingual and multilingual learners.
- Enabling collaboration and creativity.
- Providing opportunities for learning beyond the physical classroom.
- Supporting teachers with appropriate administrative, planning and resource-development tasks, reducing unnecessary workload and increasing capacity to focus on students.

AI should be used responsibly, ethically and in accordance with school and Taaleem guidance. Students should progressively develop the knowledge and judgement required to use AI critically, safely and ethically, including understanding academic integrity and evaluating the reliability and appropriateness of AI-generated information.

The use of technology and AI must enhance rather than replace human connection. Positive relationships between students and teachers, high-quality dialogue, collaboration, empathy, professional judgement and a strong sense of belonging remain fundamental to effective learning.

15. Language of Learning

There is a shared understanding across all Dubai Schools that an important part of the learning and teaching process is a shared language of learning.

This supports stakeholders in articulating:

- What effective learning looks like.
- The skills required to become successful learners.
- How those skills develop.
- How students can take increasing responsibility for their attainment and progress.

Schools should have a clear and progressive language of learning informed by the Dubai Schools values, relevant student assessment information and evidence-informed approaches including Visible Learning. Each School is engaged in an ongoing cycle of professional learning focused on Visible Learning, supporting the creation, development and effective use of a shared language of learning alongside teacher clarity and collective efficacy. Schools may

retain appropriate autonomy in adapting terminology to their individual context while maintaining the shared principles of Dubai Schools. The explicit development and use of academic language and high-quality student academic discourse should be an essential component of the shared language of learning.

Appendix A outlines the rubric for assessing Approaches to Learning.

16. Home Learning

Across Dubai Schools, consistent expectations are in place to ensure home learning is purposeful, manageable and aligned with the schools' shared Vision and Values.

a. Logistics and Communication

- Consistent systems and processes should be in place for the dissemination of home learning, including where and how it is accessed and recorded.
- Students and families should have an appropriate timeframe in which to complete home learning.
- Completed home learning should be appropriately acknowledged.
- Appropriate translation accommodations should be available for students and parents where required.

b. Content and Purpose

- Home learning must have a clear intended outcome that benefits students' knowledge, skills or understanding.
- Task-based home learning should primarily consolidate learning that has taken place in school rather than require students independently to access unfamiliar curriculum content.
- Pre-reading or research-based home learning may support consolidation or preparation for new learning.
- Reading should be an expectation for all students, appropriately differentiated by age and stage.
- Home learning should develop student-led learning skills, including research, revision and recording through a variety of media.
- Mandatory home learning activities should not exceed one hour per week for Kindergarten and Elementary students, aside from guided reading expectations.
- Middle School students should normally receive no more than two hours per week.

- High School students can expect up to four hours per week.
- Home learning will primarily focus on core subjects, with an appropriate balance of non-core curriculum learning.

17. Professional Development and Continuous Improvement

All staff are expected and encouraged to engage in professional learning, both mandatory and self-directed, to remain current and highly skilled in impactful learning and teaching approaches.

School leaders are responsible for ensuring that induction enables new staff to develop an appropriate understanding of:

- How and why, we teach and learn at Dubai Schools.
- Dubai Schools pedagogy and philosophy.
- Effective summative and formative assessment.
- Personalized learning and adaptive instruction.
- Inclusion.
- Safeguarding and pastoral expectations.
- Educational technology and responsible use of AI.
- Relevant curriculum and regulatory requirements.

Throughout the academic year, school-based professional learning should be relevant and responsive to the needs of staff and students. Professional development should be informed by evidence gathered through:

- Monitoring cycles.
- Student outcomes.
- Assessment information.
- Staff appraisal.
- Student and staff voice.
- School improvement priorities.

Professional learning may include:

- Professional Learning Communities, including planning and moderation.
- Whole-school and departmental development linked to identified priorities.
- Online professional learning.
- External professional development where required.
- Coaching and mentoring.
- Taaleem PLC's and cluster meetings.
- Dubai Schools and Taaleem moderation and professional networks.
- Collaborative enquiry and evidence-informed professional learning.

School leaders should provide an appropriate balance between self-directed and school-mandated professional learning. Staff should expect professional development sessions to take place within and, where required, outside the normal school day. This section should be read in conjunction with the *Dubai Schools Staffing and Professional Development and Policy*.

18. Monitoring & Review

The Teaching and Learning Policy will be monitored and reviewed regularly to ensure its effectiveness, consistency of implementation, and alignment with the school's Vision, Mission, and Values.

Monitoring of Impact

The school will evaluate the impact of this policy through the systematic analysis of qualitative and quantitative evidence in line with their monitoring and evaluation calendar, including:

- Student outcomes data, including internal and external assessment measures.
- Progress and attainment trends across subjects, grade levels, and student groups
- Quality of teaching and learning evidence (e.g. lesson observations, learning walks, drop-ins, flythroughs, and book looks).
- Feedback quality and its impact on student progress.
- Curriculum planning and implementation (e.g. Atlas documentation, lesson planning, differentiation).
- Student, staff, and parent voice (e.g. surveys, focus groups).
- Inclusion and support data, including the quality of teaching and learning provision for students with identified needs.
- Professional development engagement and impact on classroom practice.

This evidence is used to identify strengths, areas for development, and to inform targeted interventions, professional development and continuous improvement in teaching and learning.

Monitoring Processes

- Monitoring will follow a cyclical model, with clear links between evidence gathering, feedback, and actionable next steps.
- A range of monitoring approaches will be used, including formal observations, learning walks, drop-ins, flythroughs, specific focus reviews, and book looks.
- Monitoring priorities and focus areas will be communicated transparently with staff.
- Feedback will be timely, constructive, and focused on improving student outcomes.
- Monitoring outcomes will inform the appraisal cycle and professional development priorities.
- All monitoring activities will be recorded in agreed platforms and formats, as directed by senior leaders.

Senior leaders will ensure that middle leaders are empowered to contribute effectively to monitoring and improvement processes within their areas of responsibility. This will be supported through allocated non-contact time, as well as coaching and mentoring to build leadership capacity. A tiered system of support will be implemented to provide bespoke professional development in response to identified staff needs and levels of experience.

Reporting Processes

Teaching and learning data and monitoring outcomes will be reviewed termly by the Senior Leadership Team, with a focus on impact, consistency, and areas for development.

The school will provide termly reports to the Governing Board, including:

- Analysis of student outcomes and progress data.
- Evaluation of the quality of teaching and learning.
- Overview of monitoring activities and key findings.
- Identification of priorities and targeted improvement actions.
- Implementation Leads (e.g. Phase Principals, Heads of Department) are responsible for providing regular updates to the Superintendent to ensure ongoing oversight and responsive action were required.

Review Cycle

This policy will be formally reviewed annually and approved by the Governing Board. The review will ensure that the policy:

- Continues to meet the evolving needs of the school community.
- Remains aligned with the school's Vision, Mission, and Values.
- Reflects current best practice in teaching and learning.
- Incorporates stakeholder feedback to support continuous improvement.

Early Review Triggers

An earlier review of this policy may be initiated where:

- There is a significant change in local or national regulatory requirements (e.g. KHDA or UAE guidance).
- Data indicates emerging concerns in student outcomes or quality of teaching and learning.
- Monitoring identifies inconsistency in implementation across phases, subjects, or departments.
- There are significant findings from inspections or external reviews
- Stakeholder feedback highlights concerns regarding clarity, effectiveness, or implementation.

19. Implementation Timeline

This policy shall be implemented within thirty (30) days from the effective date indicated on the cover page, allowing adequate time for communication, training, and adoption across all relevant Taaleem entities. Where any requirement in this policy is dependent on a system functionality, configuration, or tool that is not yet implemented, such requirement shall take effect only once the relevant functionality is operational. Until such time, existing processes shall continue to apply.

20. Non-Compliance

Non-compliance with any established corporate policies may result in disciplinary action.

Appendix A

Approaches to Learning Rubric

Approaches to Learning (Success Criteria)					
Criteria	1 - Emerging	2 - Developing	3 - Meeting	4 - Exceeding	5 - Mastery
Communication	Ideas are consistently unclear, leading to misunderstandings.	Often unclear; needs help to convey messages.	Ideas are somewhat clear but may require clarification.	Generally clear with minor lapses; engages in dialogue.	Communicates ideas clearly and effectively, fostering understanding.
Responsible Decision Making	Rarely makes responsible decisions; frequently avoids accountability.	Often struggles with decision-making; needs guidance.	Occasionally makes responsible choices but lacks consistency.	Usually makes sound decisions but may overlook some factors.	Consistently makes informed and ethical decisions; considers consequences.
Thinking	Does not demonstrate critical or creative thinking.	Rarely applies critical thinking; mostly relies on others.	Occasionally engages in critical thinking but lacks depth.	Generally, think critically, with some creative insights.	Demonstrates exceptional critical and creative thinking skills.
Self-awareness	Lacks self-awareness; unaware of impact on self and other emotions.	Rarely reflects on personal emotions or behaviors.	Some awareness of self but often lacks insight.	Generally self-aware; recognizes some personal attributes and emotions.	Highly aware of personal strengths, weaknesses, and emotions.
Relationship Skills	Struggles significantly in forming and maintaining relationships.	Often has difficulty building relationships; conflicts arise frequently.	Occasionally engages positively but struggles with conflicts.	Generally, maintains good relationships; some minor conflicts.	Builds and maintains strong, positive relationships with others.
Research	Does not conduct research or uses unreliable sources.	Rarely engages in thorough research; relies on limited sources.	Occasionally conducts research but lacks depth or variety.	Generally, conducts good research; uses reliable sources.	Conducts thorough and effective research, using diverse sources.
Self-Management	Rarely manages time effectively; consistently late or unprepared.	Often disorganized and frequently misses deadlines.	Sometimes manages time; may struggle with organization.	Generally, manages time and tasks well, with minor lapses.	Consistently demonstrates effective time management and organizational skills.
Social Awareness	Lacks awareness of social dynamics; does not respond.	Rarely recognizes social cues; often indifferent to others.	Some awareness of social issues but often disengaged.	Generally aware of social contexts; empathetic towards peers.	Highly aware of social dynamics and sensitive to others' needs and feelings.

Version Control

Version No.	Date	Details of Change
2	May 2026	Revised version – Developed to improve consistency of expectations across all Dubai Schools, as part of the Excel Anywhere Governance policy review framework.

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