Teaching & Learning Policy

Reviewed in April 2026

Next review April 2027

Reviewed by Principal, Slt's



Al AmaalEnglishHighSchool-SharjahTeaching and Learning Policy

Vision:Identify the most effective approach to educate all learners and empower them to take responsibility for themselves.

Mission:Provide high quality education to equip our students with skill, knowledge & power of confidence to become intellectually adept, thoughtful & ethical contributors to the global society.

UAE Values:All Students will be enabled to develop an excellent understanding of the UAE's culture and society through appropriate learning.

AAEHS instructional model:

Engage,Explore,Explain,Elaborate and evaluate

Systems & routines have been placed which helps teachers &students to accomplish end goals.

AAEHS learner profile:

Confident,Responsive,Reflective,Innovative,Engaged,Openminded

POLICY STATEMENT: To establish a direct link between effective teaching and learning and raising the achievement of all learners within the school.

AIMS AND PRINCIPLES OF THE POLICY: The aim of this policy is to figure the school's expectations for teaching and learning and the means to achieve outstanding teaching and learning practices.

EFFECTIVE TEACHING AND LEARNING

❖ EFFECTIVE LEARNING

Learning is effective when:

- Students take ownership of their learning process
- Students are actively engaged in their own learning process and they identify opportunities for their progress.
- Students are helped through the identification of skills, concepts, research and vocabulary to complete the task.
- Students are encouraged to express and present their learning in their own way while developing their knowledge and understanding.
- Students can apply the new learning effectively in new and varied situations.
- Students are encouraged to think critically, ask questions and share their solutions with others.
- Students experience a range of tasks in their learning journey including hands-on activities, critical thinking and problem-solving skills. Students reflect on their work and they can identify areas of improvement.
- Students use feedback constructively to make necessary improvements and to track their progress.
- Students set their academic targets and know the steps required to achieve them.
- Students enjoy their work by choosing differentiated tasks in the "Learning Journey" that fits to their learning style.
- Students are able to track their progress using the lesson trackers.

- Students participate in the learning process through their preparations of resources.
- Students feel valued and have their successes (achievements) celebrated.

EFFECTIVE TEACHING

Teaching is effective when:

- Teachers train the learners to take the responsibility of their own learning.
- Teachers have high and consistent expectations of student' behavior and achievement.
- The learning plan is appropriate learning tasks where the students can choose tasks according to their learning needs and feel valued. Tasks are relevant and challenging.
- Questioning is effective to challenge students' thinking, encourage critical responses, and foster problem-solving skills.
- Teacher/student relationships are effective. Teacher is enthusiastic, motivating students through, praise, positive reinforcement, student choice, lesson delivery and the celebration of achievement.
- Clear targets are set for students and they receive feedback on the strengths and areas for improvement in their work in notebooks and appropriate assessment.
- Classroom management is appropriate to the teaching requirements.
- Students are on task in a structured way that promotes learning.
- Assessment data from different sources is utilized to guide planning, delivery and assessment to meet the diverse needs of all learners and ensure students make better-than-expected progress.
- All groups of learners make measurable progress and they monitor their own progress.
- The learning environment is appealing and well suited to the subject and activity.
- Teachers are committed to ongoing professional development and modify their teaching to improve student outcomes.

EFFECTIVE INCLUSION

- Teachers make sure that every student can engage fully with the curriculum regardless of individual learning needs.
- **Targeted support** is offered so each learner's specific requirements are addressed and all students reach their full potential.
- The SENCO plays an active role in training the teachers, identification of students, planning IEP and monitoring the implementation along with the school improvement team.

QUALITY ASSURANCE OF TEACHING AND LEARNING

- Teaching and learning are assessed in line with the UAE School Inspection Framework and UAE Teacher Standards.
- School improvement team at AAEHS carries out formal lesson observations twice a year in the MOCK reviews usually in the month of June and October
- **SLT and MLT conducts planned learning walks throughout the teaching time.**
- Goals for further enhancement are set using baseline data from structured observations, learning walks and student work scrutinies .
- Progress tracking on teaching and learning priorities outlined in the School Improvement Plan (SIP).
- Provide professional development sessions, PLCs a and personal improvement plans.
- Identify and share the effective best practices through PLCs.
- The school improvement team 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: o 2 learning walks, followed by an IDP discussion where the next steps will be identified. o This will be followed by a formal lesson appraisal.

• For Good Teachers:

o 3 learning walks, followed by an IDP discussion where the next steps will be identified.

o This will be followed by a formal lesson appraisal.

• For Acceptable Teachers:

4 learning walks, followed by an IDP discussion where the next steps will be identified. o 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

Last Review : March 2026

Next Review : March 2027

AL AMAL ENGLISH HIGH SCHOOL PVT