



DGPS Teaching & Learning Policy 2025-2026

Vision & Values

Learning Together, Growing Together

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

Determined learners

Global thinkers

Positive achievers

Striving for success

Rationale

At Dove Green Private School, we are committed to providing students with a high-quality education which promotes a love of life-long learning by inspiring, motivating and engaging a future generation of learners. We are constantly challenging students' thinking in new ways through engaging and stimulating lessons; helping them to think outside the box and question things more thoroughly. Our students are encouraged to use skills of creativity, collaboration, communication, and critical thinking throughout the curriculum (Our 4Cs). We provide high-quality teaching and learning experiences, enabling every child to reach their full potential and flourish.

Dove Green Private School

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DGPS is committed to:

- Personalising learning to maximising students' learning potential
- Promoting high-quality effective teaching which leads to high-quality learning
- Developing an effective learning environment
- Recognising and celebrating achievement, attainment and effort
- Fostering creativity, collaboration, critical thinking and communication
- Stimulating a desire for life-long learning
- Reducing unproductive and unnecessary teacher workload – marking, planning, and tracking progress that does not contribute to raising standards
- Ensuring compliance with KHDA and DFE
- Working with other schools to share good practices in order to improve teaching and learning at DGPS.

Teaching and Learning Culture

At Dove Green Private School, all our stakeholders work together to ensure that teaching and learning are the core purpose of our school. We believe that the more we have a shared understanding of what constitutes as effective teaching and learning, the greater our success will be.

Thinking & Learning skills through all subjects

At Dove Green Private School, we inspire students to be independent thinkers and we proudly promote the 4Cs as part of our school ethos and culture: Creativity, Communication, Collaboration and Critical Thinking.

From Foundation Stage to Year 11, the 4Cs are a key focus within our school curriculum and are woven into all lessons. Students are taught how these key skills can be applied to class learning, encouraging them to learn efficiently and become focused, reflective learners.

Additionally, our teachers model metacognitive strategies to students, to promote critical and reflective thinking. As a result, students develop a deep understanding of how they think, and can successfully articulate their thoughts.

Effective Teaching and Learning

We believe that personalised learning is at the heart of effective teaching and learning. At Dove Green Private School, we recognise the need to develop strategies that will allow all students to learn in ways that are best suited to them, ensuring they fulfil their potential and flourish.

We encourage all students to take responsibility for their own learning and to be involved in each step of the learning process. From reviewing the way they learn and then reflecting on how they learn; what helps them learn and what makes it difficult for them to learn.

Effective teaching and learning is characterised by the features of personalised learning and is based on our Core Principles: Learning Climate and Expectations – Check, Adapt and Respond – Explain, Model and Scaffold – Questioning and Retrieval – Deliberate Practice and Independence – Connect, Stretch and Challenge.

Personalised Learning

All teachers at DGPS are supported to provide inclusive, adaptive and personalised teaching which considers individual differences among students. Adaptation, scaffolding, challenge and personalisation are fundamental aspects of teachers' daily practice.

Definition of terms

Adaptation – responding to the needs of the child/children in the moment and changing the task, outcome or resources available

Scaffolding – providing temporary support to a child/group of children, which is gradually removed to promote independence

Personalisation – providing separate tasks, instruction, outcomes or resources for a child/group of children

Category	Examples of Strategies
Adaptation	Simplified texts, reduced quantity, visual schedules, chunked instructions, alternative methods of recording (e.g., typing, drawing), extension activities to deepen learning
Scaffolding	Word banks, sentence starters, graphic organisers, guided practice, modelling, paired work, adult support
Personalisation	Tiered questioning, adapted outcomes, flexible grouping, varied pace, enrichment challenges, pitched based on data

Roles and Responsibilities

Class/Subject Teachers

- Plan challenging lessons and sequences that include curriculum adaptations and scaffolds
- Use assessment for learning to identify student needs
- Collaborate with the Inclusion Team to adjust planning for identified students
- Monitor and evaluate the impact of adaptations

Inclusion Team

- Support teachers with planning, strategies, and resources
- Maintain and update student profiles and Individual Educational Plans
- Provide direct support through ILSAs or small group interventions
- Contribute to continuous professional development related to adaptation, scaffolding and personalisation
- Provide regular feedback to teachers

LSAs/ILSAs

- Implement scaffolded or personalised tasks under teacher direction
- Observe and record student progress
- Encourage independence over time
- Provide regular feedback to teachers

Procedure

At DGPS teachers are expected to know every student they teach.

Step 1: Identify Needs

- Use baseline data, student profiles, and observations
- Refer to IEPs, ELL levels, MAGT passports, and teacher assessments
- Hold regular progress meetings and parent consultations

Step 2: Plan Personalised Learning Strategies

Step 3: Deliver & Adjust

- Use formative assessment (for example questioning or exit tickets) to evaluate impact
- Monitor engagement and adapt support as needed in real time
- Encourage metacognition by discussing strategies with students

Step 4: Record & Reflect

- Document personalised learning in planning (e.g., groupings, scaffold notes)
- Reflect on adaptations in weekly planning reviews
- Reflect on personalised learning and update student profiles/IEPs as needed based on evidence of progress

Assessment

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of students
- guide future planning, teaching and curriculum development
- inform parents and the wider community of student achievement
- provide information to ensure continuity when the student changes school or year group
- comply with statutory requirements

Assessment tasks used are diverse and conform to the following principles:

- Validity - they assess what they claim to assess
- Reliability – they are consistent from learner to learner and context to context
- Fairness – they do not disadvantage any individual or group of learners
- Flexibility – they are appropriate to a range of learner needs.

All assessments are standardised and moderated.

Cognitive Ability Assessment

Cognitive Ability Tests (CAT4) are taken as part of the entrance assessment procedure. At the start of each academic year from Year 3 onwards, the CAT4 are also taken. The Cognitive Ability Tests show a student's ability in verbal reasoning, non-verbal reasoning, quantitative, and spatial reasoning. The results of these tests are used formatively to plan, teach, and support students effectively. They also help the school to assess the effectiveness of its teaching, as the results offer statistically relevant predictions for IGCSEs and ALevels.

Summative Assessment

Teachers always:

- clearly announce to students when summative assessment tasks are set
- set formative and/or revision tasks for classwork and/or home learning before a summative assessment task
- ensure students understand the criteria for success
- ensure that grades given are a fair and accurate representation of the student's academic performance at the present moment
- share the results from summative assessment tasks with students in a supportive manner which maintains confidentiality and encourages students to improve
- share academic concerns with class teachers or form tutors
- use the results, formatively, to plan next steps and support

Teachers never:

- set grading criteria that is below national standards
- use low grades, or threat of low grades, as a punishment

The results of summative assessment tasks are recorded.

- Summative data is collected three times per year in KS1 and KS2 for; reading, maths, writing, science, social studies and moral education.
- Summative data is collected three times per year in KS3 & KS4 in all subjects.
- This data is discussed formally with the teachers and SLT in student progress meetings.
- In FS, summative data is collected six times per year for all seven areas, literacy; maths; understanding the world; personal, social and emotional development; physical development; expressive arts and design and communication and language.

Formative Assessment (Assessment for Learning)

Secure knowledge of each student's progress and attainment is a core element of teaching and learning at DGPS.

Formative assessment covers a wide range of learning activities which have the purpose of providing students and teachers with information that helps students improve their learning and teachers improve their teaching. Formative assessment can take the form of a test, a writing task, a creative task, a student presentation, a home learning challenge, or questioning in class.

Formative assessment is always diagnostic and nearly always involves feedback. Its purpose is to:

- allow a teacher to judge how successful their teaching of a particular topic has been
- pinpoint difficulties in the learning of individual students so that learning can be personalised

The results of regular formative assessment tasks are recorded and used in:

- future planning
- students' work
- learning discussions with students
- discussions with class teachers, form tutors, the Inclusion team and parents to support and challenge students

Target setting and tracking

- Individual student progress is tracked.

- Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.
- Student progress is additionally monitored through focused learning observations and monitoring.
- Students are encouraged to review their performance before future target setting.

Reporting to parents/carers:

DGPS reports academic progress to parents at least twice per year. The dates for reports can be seen on the school calendar and the reports are accessed via the Parent Portal of iSAMS.

There are parent/teacher conferences at key points throughout the year for teachers to share students' academic progress and wellbeing with parents. The dates of these can be seen on the school calendar.

At any point in the year, if subject teachers are concerned about a student's progress, they will liaise with the class teacher or form tutor to invite parents to be part of the support plan.

If a parent is concerned about a student's academic progress, they may schedule a meeting with a subject teacher via email at any point during the year

Signed:



Print Name: Christopher Seeley

Designation: Principal

Date: September 2025

Next Review: September 2026