



Curriculum, Teaching and Learning Policy

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 provide 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

Policy Statement

At Dove Green Private School, we are committed to providing a high-quality education that inspires, motivates and engages students, fostering a lifelong love of learning. Our curriculum follows the National Curriculum for England (NCE) and promotes high academic standards while supporting students' personal development, creativity, independence and respect for others. Through a broad, balanced and ambitious curriculum, students develop the knowledge, skills and values needed to become confident learners and responsible global citizens.

Teaching and learning at DGPS challenge and stimulate students' thinking through engaging, purposeful lessons. Students are encouraged to explore ideas deeply, think critically and question the world around them. Across the curriculum, we promote creativity, collaboration, communication and critical thinking (our 4Cs) to prepare students for future opportunities and challenges.

Our curriculum supports the progressive development of knowledge, skills and understanding, preparing students for the next stage of their education and beyond. High-quality learning experiences enable every child to reach their full potential while recognising and celebrating achievement, attainment and effort.



The DGPS curriculum is ambitious, inclusive and reflective of both the British National Curriculum and the cultural context of the UAE. We aim to develop confident, inquisitive and resilient learners who demonstrate strong academic standards, moral character and a global outlook. All students are provided with a broad and balanced curriculum that nurtures essential knowledge, key skills and positive learning behaviours. Through a values-led approach, we promote wellbeing, intercultural understanding, respect and empathy, enabling students to become active and responsible members of both local and global communities.

Curriculum Intent

Dove Green Private School is committed to:

- Providing a broad, balanced and ambitious curriculum that meets the needs of all learners.
- Ensuring that the requirements of the National Curriculum for England are met.
- Promoting high-quality teaching that leads to effective learning.
- Personalising learning to maximise each student's potential.
- Developing a positive and stimulating learning environment.
- Fostering creativity, collaboration, communication and critical thinking across the curriculum.
- Promoting students' spiritual, moral, social and cultural development.
- Encouraging British values and international mindedness, appropriate to our context in the UAE.
- Recognising and celebrating achievement, attainment and effort.
- Reducing unnecessary teacher workload where it does not contribute to improved student outcomes.
- Ensuring compliance with KHDA and Department for Education (DfE) guidance.
- Working collaboratively with other schools to share effective practice and continually improve teaching and learning at DGPS.

Curriculum Implementation

The curriculum is structured in Key Stages:

Early Years Foundation Stage (FS1 and FS2)

Key Stage 1 (Year 1 and Year 2)

Key Stage 2 (Year 3 – Year 6)

Key Stage 3 (Year 7 – Year 9)

Key Stage 4 (Year 10 and Year 11)

Key Stage 5 (Year 12 and Year 13)

Teaching and Learning Culture through all subjects

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 effective teaching and learning is, the greater our success will be.

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The 4Cs (creativity, communication, collaboration and critical thinking) 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.

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.

Curriculum Adaptation and Pathways

We are committed to ensuring equality of access to the curriculum for all students, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), English Language Learners (ELL) and those who are More Able, Gifted or Talented (MAGT). Adaptations and personalised support are provided as needed to ensure all students can thrive.

Assessment (see 2.2 Assessment, Feedback, Recording and Reporting)

Assessment is integral to teaching and learning. It includes:

- Formative assessment (ongoing) to support progress.
- Summative assessment (e.g., end-of-topic tests, external exams).
- Standardised testing (e.g., GL Assessments, CAT4, Progress Tests) for benchmarking.
- Reports and parent meetings to share progress.

Monitoring and Evaluation (see 2.4 Quality Assurance and Lesson Visits)

The curriculum is monitored and reviewed regularly by:

- Senior Leadership Team (SLT)
- Heads of Department and Subject Leaders



- External inspections

Evaluation considers student outcomes, engagement, coverage, and feedback from all stakeholders.

Responsibilities

Senior Leadership Team

- Provide strategic oversight of curriculum design, teaching and learning across the school.
- Ensure the curriculum aligns with the National Curriculum for England, KHDA expectations and the school's vision and values.
- Monitor the quality of teaching, learning and assessment through lesson observations, work scrutiny and data analysis.
- Support professional development to promote high-quality teaching practices.
- Ensure inclusive practices are embedded to support all learners.

Heads of Department/Subject Leaders

- Lead the development, implementation and review of subject curricula.
- Ensure progression of knowledge, skills and understanding across year groups.
- Monitor the quality of teaching and learning within their subject areas.
- Support teachers with planning, assessment and curriculum adaptations.
- Analyse assessment data to identify trends and inform improvement.
- Promote high expectations and consistency in teaching and learning.

Class/Subject Teachers

- Plan and deliver engaging and challenging lessons that meet the needs of all learners.
- Adapt teaching through scaffolding, adaptation and personalisation where necessary.
- Use assessment for learning to identify student needs and inform teaching.
- Collaborate with the Inclusion Team to support identified students.
- Monitor and evaluate the effectiveness of adaptations and interventions.
- Create a positive learning environment that promotes independence, curiosity and high expectations.

Inclusion Team

- Support teachers with planning, strategies and resources to meet diverse learning needs.
- Maintain and update student profiles and Individual Education Plans (IEPs) where appropriate.
- Coordinate targeted support through ILSAs and intervention programmes.
- Contribute to staff professional development related to inclusive teaching practices.
- Provide regular feedback to teachers on student progress and strategies.

LSAs/ILSAs

- Support the implementation of scaffolded or personalised learning tasks under teacher direction.
- Work with individuals or small groups to support learning.
- Observe and record student engagement and progress.



- Encourage increasing independence and confidence in learning.
- Provide regular feedback to teachers to support ongoing planning and assessment.

Students

- Engage positively in learning and participate actively in lessons.
- Demonstrate curiosity, resilience and independence in their learning.
- Show respect for others and contribute to a positive learning environment.
- Take increasing responsibility for their own learning, including completing tasks and reflecting on feedback.
- Uphold the school's expectations for behaviour and effort.

Parents

- Support their child's learning at home and encourage positive attitudes towards education.
- Ensure regular attendance and punctuality.
- Engage with the school through communication, meetings and reporting processes.
- Support the school's values, expectations and policies.
- Work collaboratively with teachers and the school to support their child's progress and wellbeing

Review and Audit

The policy is reviewed at least annually and procedures are audited termly to ensure effectiveness. Governors receive a detailed annual report summarising key data and improvements.

Signed:

A handwritten signature in black ink, appearing to read "C. Seeley", with a stylized flourish at the end.

Print Name: Christopher Seeley

Date: January 2026

Designation: Principal

Next Review: January 2027