



DGPS Teaching & Learning Policy 23-24

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Motto

Learning Together, Growing Together

Vision & Values

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

Introduction

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.

DGPS is committed to:

- Maximising students' learning potential
- Promoting high-quality effective teaching
- Achieving 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.

Our Primary School Teachers are expected to:

- Lead by example and set consistently high standards for the pupils in their class
- Create a secure and stimulating climate for learning that motivates learners and accelerates their learning, recognising, and developing students' personal skills and interests.
- Develop creative, collaborative, critical thinkers with excellent communication skills (4 Cs)
- Develop independent, confident learners who take increasing responsibility for their own learning.
- Have excellent subject and pedagogical knowledge, planning effectively and delivering lessons that are individualised for each student within the group, ensuring challenge and support as appropriate, meeting the needs and aspirations of all our learners.
- Engage in a culture of self-learning, share best practices, undertake professional development and observe good practice.
- Be reflective practitioners to strengthen teaching practice.
- Monitor, analyse and evaluate student progress using a variety of assessment methods and use this to inform teaching.
- Partner with parents in the learning journey of their children.
- Ensure that students' work is marked in alignment with the Marking Policy with clear feedback given.

Our Learning Support Assistants (LSAs) are expected to:

- Work collaboratively with the class teacher in planning for the students in their care.
- Support students in specific aspects of their learning as agreed with the class teacher.
- Be a positive role model for all students so that they are exemplary learners and know what is expected of them.
- Attend CPD sessions to improve in specific areas relating to the needs of students.

Our Learners are expected to:

- Be self-respecting and positive individuals, with an enthusiasm for learning.
- Be independent learners who take responsibility for their own learning and believe in their own abilities.
- Think through the consequences of their behaviour and be able to learn without being disrupted by others.
- Actively participate in lessons and be innovative in their approach, reflecting on their learning.
- Be creative, collaborative, critical thinkers with excellent communication skills (4 Cs).
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work cooperatively.
- Be active in their personal, social and emotional development.
- Provide feedback to peers and self-evaluate learning.
- Know their next steps towards learning and strive to achieve the targets set.
- Discuss their learning with teachers and parents to maximise their progress.

Our Primary Year Leaders are expected to:

- Lead their year group by example and set high standards
- Guide and facilitate continuous improved performance, using coaching strategies.
- Be accountable for the standards of teaching, learning and student progress.
- Plan for the developments of their areas in both the long and medium term. These plans will include the high-quality use of digital technologies and UAE values. These plans will also detail how Teaching and Learning is inclusive for all students at DGPS.
- Ensure the learning environments across the areas are exemplary and show consistency throughout the year-group.
- Identify professional development requirements across the year-group to ensure continuous development of Teaching and Learning.
- Ensure that information regarding the curriculum of Teaching and Learning is up to date, particularly when visible to all stakeholders.
- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Teaching and Learning.
- Create Strategic Action Plans that are regularly updated and evaluated to inform student progress and key Teaching and Learning priority areas within year-group
- Attend regular leadership meetings, with a Teaching and Learning focus.

Our Primary Subject Leaders are expected to:

- Implement the monitoring, evaluation, and review procedures within their subject.
- Set Teaching and Learning priorities for the Primary stage within the context of the school improvement plan.
- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Teaching and Learning.
- Create Strategic Action Plans that are regularly updated and evaluated to inform key Teaching and Learning priority areas and developments across the Primary stage.
- Attend a weekly line management meeting and regular leadership meetings that will discuss Teaching and Learning and Strategic Action Planning.

Our Senior School Teachers are expected to:

- Implement the monitoring, evaluation, and review procedures within their subject.
- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Teaching and Learning.
- Support Strategic Action Plans that are regularly updated and evaluated to inform key Teaching and Learning priority areas and developments across the Senior stage.
- Attend a weekly Senior School Team meetings that will support and develop Teaching and Learning strategies.

Our Senior Leadership Teams are expected to:

- Review the Teaching and Learning Policy annually, making appropriate changes when necessary
- Create and maintain an environment which promotes and secures Quality First Teaching, effective learning, high standards of achievement and effective behaviour for learning.
- Set Outstanding Teaching and Learning standards and expectations
- Determine, organise and implement a full, broad, inclusive and aspirational curriculum.
- Ensure DGPS adheres to KHDA requirements and other appropriate international guidelines.
- Ensure that effective support and challenge are available and planned for all pupils.
- Ensure that the digital facilities are of the highest standard in order to enhance Teaching and Learning.
- Ensure all staff have access to high-quality and tailored CPD to improve the quality of Teaching and Learning throughout the school.
- Ensure monitoring and evaluating procedures are consistently adhered to and feedback is given to continuously update practice.
- Develop strong links with the community and stakeholders to ensure Teaching and Learning is enhanced through our enriched curriculum.
- Create and maintain excellent relationships and partnerships with parents to improve the experience for their child at DGPS.
- Ensure that staff gain recognition for their work and that best practice is frequently shared amongst the staff to maintain high standards.
- Ensure students' work is celebrated and consistently recognised throughout DGPS.
- Prioritise Teaching and Learning within the weekly leadership meetings.

Our Parents/Carers are expected to:

- Support DGPS initiatives that involve collaboratively working together to raise student achievement.
- Encourage and support their child to work and achieve their full potential.
- Read regularly with their child at home, questioning them on what they have read.
- Communicate with teachers to enable learners to maximise their progress.
- Attend meetings regarding their child to support the Individualised Learning Journey at DGPS.
- Attend relevant workshops delivered by DGPS teachers to support the learning of their child/children.
- Participate in feedback regarding aspects of the school so that DGPS continues to enhance Teaching and Learning.

Our Governors are expected to:

- Work in close partnership with DGPS to ensure learning is maximised using the most efficient methods.
- Support initiatives of DGPS that involve collaboration to raise pupil achievement.
- Attend appropriate training/CPD to ensure Teaching and Learning are always at the highest standard possible.
- Hold Senior Leadership Team accountable for maintaining high standards of Teaching and Learning across the school.

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.

A range of learning opportunities are made available to the students that take account of visual, auditory, and kinaesthetic learning styles and preferences.

Such opportunities include:

- investigation and problem-solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT throughout all areas of the curriculum
- a range of experiences including visits and visitors
- creative activities
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- outdoor learning

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:

1. 'Quality first' teaching and learning

This is characterised by:

- Highly focused lessons with clear objectives
- High expectations of student involvement and engagement with their learning
- High levels of interaction for all students
- Differentiation
- Teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk individually and in groups
- An expectation that students will accept responsibility for their own learning and work that is produced.
- Praise and encouragement to motivate students further

2. 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.
- Summative data is collected three times in KS1 and Ks2 for; reading, maths, writing, science, social studies and moral education. These are then discussed formally with the teachers and SLT in student progress meetings.
- Summative data is collected termly for all senior subjects and is analysed at a class level to identify intervention areas.

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.

Across Primary, formative data is ongoing and regularly discussed in Year group meetings. Targets for each of the core subjects are reported to parents termly.

- Student progress meetings are held termly with individual teachers to identify strengths or weaknesses in performance and/or identify CPD needs.
- Manageable targets are set by teachers to ensure accelerated progress can be made; students are encouraged to review their performance before future target setting.
- Parents/carers receive regular updates on their student's progress and targets are shared so that they can provide support at home.
- Student progress is additionally monitored through focused lesson observations, book looks and planning monitoring by the MMT and SLT team.

Across the Senior school, formative data is ongoing and regularly discussed in our weekly team meetings. Current level and next steps are shared with parents termly.
for each of the core subjects are reported to parents termly.

- Student progress meetings are held termly with individual teachers to identify strengths or weaknesses in performance and/or identify CPD needs.
- Parents/carers receive regular updates on their student's progress and objectives are shared so that they can provide support at home.
- Student progress is additionally monitored through focused lesson observations, book looks and planning monitoring by the MMT and SLT team.

3. Assessment

- Secure knowledge of each student's progress and attainment is a core element of teaching and learning at Dove Green Private School.
- Lesson planning is based on prior learning, and throughout the learning process, active assessment is required to ensure expected progress is being made.
- Fundamental to our formative assessment procedures is Assessment for Learning.
- A range of AfL strategies are used in every lesson:
 - Learning objectives (WALT) are made explicit and shared with students.
 - Success Criteria are created by teachers to differentiate learning and ensure challenge at all levels, allowing students ownership over their learning.
 - Self and peer assessments are used against the learning objective and success criteria.
 - Students are engaged in their learning and receive written and/or oral feedback on their progress.
 - Snapshot profiles are annotated in FS and used to plan clear next steps
 - Class observation sheets in FS are used against the learning objective to assess progress and identify target students.

4. Provision

- It is expected all students at Dove Green Private School will make at least 'expected' progress through quality first, class-based teaching, with a large majority making 'better than expected' progress. This is based on their baseline level. However, for some students this approach may not be sufficient and these students, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.
- Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular student or groups of students.
- More able learners are supported firstly through quality first teaching with ample opportunities for critical thinking and problem solving extending them beyond their current knowledge. Additionally, these learners will be given opportunities to take part in activities outside of the timetable.

5. The Learning Environment

We believe that a stimulating environment sets the climate for learning. This is done through neutral displays which allow student work and class-produced working walls to be the most prominent. Students are encouraged to independently draw from the environment to further their understanding.

6. Curriculum Organisation - EYFS

In the Early years we provide an enabling environment that allows students to explore, investigate and learn through a wide range of first hand and multi- sensory experiences in the indoor and outdoor classroom. We follow the practice Guidance for the Early Years Foundation Stage which has three prime and four specific areas of learning

Prime areas of learning

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas of learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

From Years 1 – 6, our curriculum is planned through topics. Each topic has a broad title where a high value is placed on all subject areas and a rich text is placed at the heart. Each National Curriculum area has been rigorously planned into the topics throughout the school to ensure progression and continuity. The topics provide the explicit links to be made across the subject areas ensuring an in-depth understanding of the learning. The organisation of the topics provides opportunities for students of all abilities to access the learning creatively at an appropriate level and to be successful learners. Teachers then plan the learning journey to meet the needs and interests of the students in their class.

From Year 7, our curriculum is planned around the learning objectives for NCfE, ensuring full coverage over the three years of Key Stage 3 (KS3). Furthermore, this provides a solid grounding for their GCSE's with content backwards planned into KS3. These objectives facilitate the explicit links in and across subject areas. This ensures an in-depth understanding across all subject areas. The organisation of the topics provides opportunities for students of all abilities to access the learning objectives creatively and at an appropriately scaffolded level.

7. The Extended Curriculum

Helping students to discover and/or develop new interests is essential to personalised learning at Dove Green Private School. During the school year a range of activities are organised to enhance the curriculum including educational visits, external visitors, residential trips and ECAs.

8. Supporting student's wider needs

At Dove Green Private School we aim to establish good relationships with our DGPS families to ensure open dialogue from the offset. If barriers to learning are identified, the school and family then work in partnership to ensure the needs of the individual student can be met.

Planning Structure

Across Primary we plan our curriculum in three phases.

- Long-term plans are created for each year group, using the National Curriculum Documents ensuring coverage and progression through each key stage. Our curriculum maps indicate what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- Medium-term plans are made up of two documents; half termly curriculum overview maps out all of the objectives to be taught that half term in each subject. As well as a parent-friendly topic overview which talks more generally about the content of the topic and teaching strategies.
- Short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- Classroom Maps/ Area plans - Within our Foundation Stage and Year 1 we also plan for the environment and ensure opportunities for independent learning are available.

Across the Senior school our planning takes two forms:

- Long-term plans are created for each year group, using a modified National Curriculum Documents ensuring coverage and progression through key stage 3 and into GCSE. Our curriculum maps indicate what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis and cross referenced to NcfE Standards
- Short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Curriculum

Education at Dove Green Private School is a continuous process of discovering, learning and growing, as our students progress through the various key stages of their school life.

At DGPS, we embrace the UK's National Curriculum and are proud to deliver a knowledge-rich curriculum that promotes high academic standards and offers a wide-range of enriched opportunities. Our learning experiences equip students with the knowledge, skills and understanding needed to become life-long learners and problem-solvers of tomorrow's challenges. From Foundation Stage to Year 9, our curriculum promotes innovative and inclusive opportunities that encourage a spirit of intellectual curiosity and the pursuit of knowledge. At Dove Green Private

School, we promote high expectations for our students' personal, social and academic development, as well as instilling our community ethos of 'Learning Together, Growing Together'.

Reading, Writing and Mathematics are the core elements within our curriculum. Through research-informed practice, our teachers promote high-quality Teaching and Learning within their classroom environments. At DGPS, we pride ourselves on balancing established teaching methods with modern practice to ensure students are exposed to an ever-evolving curriculum that inspires students to become leaders of their own learning.

Our unique curriculum is based on the National Curriculum for England and Early Years Foundation Stage but is influenced and contextualised by global issues and local opportunities and personalised to meet the specific needs and interests of our international community of students living here in the UAE.

Children's work is recorded in subject specific books with the learning objective clearly written above or on Seesaw with the relevant skill attached. Students' work is responded to orally or with written feedback in accordance to the marking and feedback policy.

Maths

Maths lessons are delivered 4 times weekly and are planned from the White Rose sequence of objectives to ensure coverage. Teachers plan investigative lessons that encourage students to use critical thinking to explain their answers and solve a range of problems drawing on their prior learning therefore making links to their new learning.

Every Primary Maths lesson at DGPS will follow the structure below:

- Flashback Four – retrieval
- In Focus -Problem Solving – open ended investigation
- Let's Learn -teacher input
- Guided Practice - teacher models
- Fluency -3 questions to check understanding so far
- Problem Solving – independent
- Evaluate – Self assessment
- Learn from experience -reflecting

*In FS and the first terms of Year 1, large focus on open ended problem solving and fluency. Teachers facilitate students to move on to their independent learning when the individual child is ready to so.

English

Most English lessons are now taught as part of the topic-based curriculum. This is designed to be more relevant to the real world and local environment, motivate students with current and responsive topics all discussed through a quality, rich texts.

A typical Primary English lesson will take the form of:

- GASP starter – Grammar, Adventurous Words, Spelling and Punctuation.

- Main input – Reading a section of the story and setting up the main activity.
- Modelled Writing
- Shared or Guided Writing
- Children to independently complete tasks with success criteria in mind.

Spoken Language

The development of Speaking and Listening skills are at the core of the curriculum and are seen to underpin all other areas therefore the development of these skills is given our highest priority. students in every year group are working towards and monitored against the Spoken Language requirements as set out in National Curriculum 2014. These are integrated and developed through both the formal and informal curriculum. Classes in Foundation Stage and Year 1 will all have role play areas linked to their topic-based learning, which allows vocabulary to be developed for all students.

Reading

At DGPS we promote reading across the curriculum and believe in the importance of ensuring children can be competent readers early on to allow them to acquire new knowledge for themselves. In the Primary stage, every class has an inviting and engaging reading corner with a range of appropriate books to encourage students to read for pleasure. Reading skills are embedded into all English lessons through our use of the 'Power of Reading' scheme. On top of which, VIPERS is used to explicitly teach specific reading skills. Accelerated Reader is used to identify students exact reading age and therefore ensure they are challenged appropriately in their reading.

Early Reading

In FS and KS1 reading skills are taught through daily Read Write Inc. sessions where students learn the sounds in English, the letters that represent them and then how to form these letters when writing. Read Write Inc. Phonics includes reading books written only using the letters they have learned at each level (and a small number of tricky words). Through this process, students quickly feel confident and successful.

Spelling

In the Primary Stage, Read Write inc. spelling is taught through four, 20-minute sessions where students have been streamed to ensure lessons are appropriately pitched. Children move on to the Read Write Inc. Spelling scheme when they have mastered the phonics programme. This uses Read Write Inc. Spelling is a spelling programme based on proven strategies of teacher modelling followed by partner work, to embed learning. The programme covers all the National Curriculum word structures and spelling requirements. grapheme- phoneme correspondence from Read Write Inc Phonics.

Handwriting

In FS and KS1, handwriting is taught in explicit, regular sessions focussing on letter formation and, consistent size and shape of letters. The next step is then pre-cursive letters from the Twinkl programme of study, working through each of the letter families. Following this, children are taught cursive writing with an aim to leave Year 2 with clearly joined handwriting. Handwriting sessions are differentiated based on the needs of the child. Students in KS2 who are not able to correctly form or join letters will be given targeted handwriting intervention. Handwriting is applied in all writing

and modelling, as well as in displays, where appropriate, and is a consistent marking focus.

Science

Teachers plan engaging, hands-on science lessons ensuring the Science objectives for each year group are covered. In most lessons, Working Scientifically objectives are taught alongside topic objectives to ensure that lessons are linked to scientific skills and are practical. Science lessons always start with a 'Big Question' that is used as a hook to spark discussion.

Investigative skills that develop students' ability to work scientifically are fostered throughout all scientific learning.

Scientific vocabulary expectations are explicitly set across Key Stage 1 and Key Stage 2 which demonstrate the progression of learning. In the Primary stage, every class has a 'Lab Coat' on their science display board where students are encouraged to write new scientific vocabulary learned.

A Thinking School

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 9, 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 fundamental thinking processes to students, such as Thinking Maps, to promote critical and reflective thinking. These are applied across the curriculum as part of a coherent and articulate approach, encouraging harmony and a common language throughout the school. As a result, students develop a deep understanding of how they think, and can successfully articulate their thoughts. Across all units of learning, teachers talk about different thought processes with their students and lead in the philosophy of, 'learn to think, think to learn.'

Across the senior school the content of each subject across the senior school is taught by a specialist teacher with all lessons following planned and delivered in line with the DGPS teaching and learning policy. There are no specific addendums for senior school subjects.

Monitoring and Evaluation of Teaching and Learning

Monitoring and evaluation are key contributing factors to ensure Teaching and Learning is consistently at a high standard. Below are the main areas for monitoring and evaluation that directly link to Teaching and Learning at DGPS.

Lesson Observations:

Each member of staff will have formal Lesson Observations throughout the academic year. The minimum Lesson Observation time is 30 minutes. Feedback from Lesson Observations will always

be given within 24 hours after the observed lesson. General feedback from lesson observations will also be shared with year-group leaders to inform Teaching and Learning support.

Learning Walks:

At DGPS, learning walks are completed by the Principal, Vice Principal, Head of Primary, Head of Senior school, Assistant Heads of Primary, Year Leaders, Subject Leaders and Governors. The focus of the learning walk will be decided on by SLT based on current school priorities, and staff will be made aware of what the focus is in advance.

Planning and Book Monitoring:

Planning and books are regularly monitored by Heads of Years, Subject Leaders, Assistant Heads and the Head of Primary or Head of Senior School. General feedback is shared with teachers with positives outlined and clear next steps.

Line Management:

Line management is a supportive process that will ensure seamless development of Teaching and Learning. The meetings will provide developmental targets so that teaching and learning is enhanced and learning opportunities for all students are maximised.

Signed:



Print Name: Christopher Seeley

Designation: Principal DGPS

Date: September 2023

Next Review: September 2024