



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Teaching and Learning Policy (Secondary)

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Secondary	
Date of review	August 2024
Date of next review	August 2025

1. Introduction

The aims of this document are to set out a clear set of high expectations and a common approach to an ethos of teaching and learning at DBS so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed in such a way to ensure that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, that high standards are always met and as a consequence, so are the best outcomes for the students.

Our Curriculum

At Dubai British School Emirates Hills, we strive to provide a holistic educational experience tailored to the aptitudes and needs of all our pupils. Our carefully devised curriculum and our approach to all aspects of school life uphold the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance towards those adhering to different faiths and belief systems.

Our curriculum ensures that all pupils, irrespective of their backgrounds or abilities, are provided with equitable opportunities for learning and academic advancement, fostering an inclusive and supportive learning environment.

We offer full-time teacher-led provision that exposes our pupils to a range of disciplines, allowing them to cultivate their skills and explore their interests across the realms of language, mathematics, science, technology, humanities, social studies, physical education, and the creative arts.

Our principal medium of instruction is English and we place emphasis on the development of communication skills, including oratory, auditory comprehension, reading, writing, and numerical aptitude, thereby equipping our pupils and students with the requisite tools for effective learning and expression.

Personal, Social, Health, and Economic Education (PSHE):

Our PSHE curriculum is a reflection of the school's overarching aims and ethos, promoting and encouraging respect for others and fostering an understanding of diversity and difference among individuals. Our approach to relationships education follows the UK model whilst satisfying KHDA requirements. Arrangements are made to ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is excused until the request is withdrawn.

Higher Education & Careers Guidance:

We offer accurate and relevant careers guidance presented in an impartial manner throughout our pupils' and students' educational journey. This guidance is intended to empower our pupils to make informed choices regarding a broad spectrum of career paths and to inspire them to realise their potential.

Early Years Education:

For our youngest learners, we provide a programme of activities tailored to their developmental and educational needs, with a focus on personal, social, emotional, and physical growth, as well as the acquisition of communication and language skills.

Sixth Form Education:

For our pupils above the age of 16, we offer a broad and inclusive programme of A level and Level 3 BTEC courses blended with wider activities through our VESPA and PSHE curriculums designed to cater to their specific needs and aptitudes, thereby preparing them for higher education and employment.

Preparation for Life in British Society:

Throughout our curriculum, we endeavour to prepare our pupils for the opportunities, responsibilities, and experiences that await them in international life and in British society, equipping them with the requisite knowledge, skills, and values necessary for active participation and contribution.

Assessment & Progress Monitoring:

We have several systems (Pupil Progress, O-Track, Sistra Analytics) in place to evaluate pupil and student performance and provide effective trend data and feedback which allows students to lead their learning. This data internally analysed to inform teaching it is reported regularly to parents to ensure effective school-learner-parent partnership.

2. Planning and implementation of learning activities

2.1 For effective learning to take place, the school expects staff to ensure the following.
They are to:

- Maintain secure knowledge and understanding of the subject they are teaching;
- Plan lessons which are directly linked to the schemes of learning and the examination syllabus;
- Set out and share differentiated learning outcomes based on staff assessment of students and student needs;
- Provide secure assessment for learning strategies, linking to subject specific learning skills and Assessment Objectives.
- Ensure good relationships are established through creating a positive learning environment (use of rewards and consequences) and through understanding the needs and abilities of each student;
- Employ a range of learning opportunities to ensure appropriate pace and challenge (and therefore progress);
- Have expectations which are high, but attainable, for the whole ability range;
- Involve effective use of questioning to probe students' knowledge and understanding and to challenge their thinking;
- Provide progress checks throughout the lesson to consolidate learning against planned outcomes;
- Ensure cross-curricular links are established, particularly students' literacy skills
- Ensure displays are up to date and support the ethos and culture of learning

3. Setting of appropriate independent study across the whole curriculum

3.1 Purpose and Rationale

Independent Study can play several important roles in the learning process:

- Strengthening knowledge and deepens understanding relating to classroom learning by providing opportunities for reflection and consolidation
- Preparing students for higher order thinking in the classroom
- Promoting independent thinking, resourcefulness, time management and self-regulation

3.2 Frequency and Duration

There is no fixed frequency with which teachers are required to set independent study for students. IS activities should be set as and when teachers feel they serve a specific, timely and relevant learning purpose.

In the interests of student wellbeing, the amount of time students spend completing IS needs to be managed. Teachers setting IS activities should make explicit the maximum amount of time to be spent by students on their completion in each instance and students should not be expected to spend more than the allotted time:

Years 7-9 , 5 hours per week

Year 10 & 11 , 10 hours per week

Year 12 & 13 , 15 hours per week

The amount of work spent on IS will increase as students progress through school. This is in line with best practice research on the effectiveness of independent learning and with curriculum demands commensurate with age as students engage with publicly examined courses.

3.3 Setting and Completion

Teachers will set IS tasks via Classcharts, specifying the due date and the format required.

All IS tasks will have a minimum timeframe of 48hrs between setting and completion.

Teachers should liaise with students regarding current workload to ensure IS arrangements are appropriate and in their best interests in order to avoid overload and to ensure best quality.

4. Curriculum

- 4.1 The curriculum should inspire and challenge all learners and prepare them for the future. The School's aim is to develop a coherent curriculum that builds on young people's experiences across all the phases and that helps all young people to become successful learners, confident individuals and responsible citizens.
- 4.2 Specifically, the curriculum should help young people to:
 - Achieve high standards and make very good/outstanding progress.

- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfill statutory requirements.
- Enable students to fulfill their potential.
- Meet the needs of young people of all abilities at DBS.