

# POLICY FOR TEACHING AND LEARNING

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## **Introduction:**

At The Indian Academy, Dubai, we believe in the concept of lifelong learning, and the idea that both adults and students learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We intend to promote positive attitudes to learning. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

## **Aims and objectives:**

We believe that people learn best in different ways. Therefore, we provide a rich and varied learning environment that allows students to develop their skills and abilities in the ways that suit them.

Through our teaching and learning overall, the school aims to:

- enabling students to become confident, resourceful, enquiring and independent learners.
- Helping students to reach the highest possible level of personal achievement.
- Helping students to develop their innovation skills.
- Fostering students' self-esteem and helping them to build positive relationships with people.
- Developing students' self-respect, encouraging them to understand the ideas, attitudes, and values of others, and teaching them to respect others' feelings.
- Showing respect for a diverse range of cultures and, in doing so, promoting positive attitudes toward different people.
- enabling students to understand their community and help them feel valued as a part of it.
- Helping students grow into reliable, independent, and positive global citizens.

## **Understanding how learning develops**

Research tells us that people learn in many different ways and respond best to different types of input; we must therefore teach in different ways to address the needs of our learners. We take into account the different skills when planning our teaching and provide opportunities to develop skills and positive attitudes.

We offer opportunities for students to learn in different ways. These include:

- Investigation and problem-solving
- Research and discovery Group work
- Pair work  
Independent work Whole-class work
- Asking and answering questions
- use of IT; “including iPads and laptops”
- fieldwork and visits to places of educational interest  
creative activities
- Observing and responding to television and other recorded media  
Debates, drama, role-plays and oral presentations
- Designing, creating, and making things  
Participation in athletic or physical activity
- Experiences with practitioners and specialists performing.

We encourage students to take responsibility for their learning, to be involved as far as possible in reviewing how they learn, and to reflect on how they learn. Students are encouraged to report on what helps them learn and what makes it difficult for them.

Success criteria based on the key aspects of learning are used to audit the learning and offer opportunities for students to learn in different ways.

### **Planning and assessment for learning**

Teaching is structured to maximize learning opportunities. Activities are planned in accordance with the following principles:

The teaching:

- builds on previous learning and is instigated/designed by our knowledge of the learner.
- gives pupils the 'big idea' and purpose of the work being pursued.
- makes success criteria explicit and indicates the next step in the learning.

**The teacher** explains the success criteria, and why the activity is important in achieving the learning objectives.

The lesson:

- ♦ It is usually presented in a range of styles
- ♦ Allows opportunities for the pupils to build up their understanding through various activities
- ♦ Develop core skills in English, mathematics, Research, and information technology (IT) through a variety of opportunities.
- ♦ Allows opportunities for the students to review and reflect on what has been learned at regular intervals throughout the lesson has built-in opportunities for feedback to the students, acknowledging success, and reviewing learning strategies.

When teaching, we focus on motivating all the students, and building on their skills, knowledge and understanding so that they reach the highest level of personal achievement. We use the school curriculum maps and long-term planning drawn from the CBSE curriculum to guide our teaching. These set out the learning objectives in terms of key areas of learning and detail which skills and outcomes are taught in each year group.

We plan our lessons using key aspects for learning across the curriculum. We take objectives, key skills, and level descriptors from the NCERT documents and frameworks, and where we feel necessary supplement them with the rigour of other international frameworks, such as early years foundation stage (UK), TIMSS, PIRLS, and PISA. Our lesson plans centre on personalized learning goals for students and includes how we assess the students' work.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons to take into account the different abilities of students. Our prime focus is to develop further the knowledge, understanding, and skills of all our students. We strive to ensure that the tasks set are appropriate to each student's level of ability. When planning work for students with special educational needs, we give due regard to information and targets contained in the student's Individual Education Plan (IEP) and Behavior Modification Plan (BMP). Teachers modify teaching and learning as appropriate for students with disabilities as they do for students with varying levels of prior learning. Teachers use Assessment Data from Progress Tracker and Assessment Tracker, CAT 4, PASS, ASSET, and GL assessments to inform their teaching process to meet the need of all groups of students.

Regards,

*Shiny Davison*

Principal