مدرستنا الثانوية الإنجليزية ، الشارقة ـ بنات
Our Own English High School, Sharjah-Girls

GEMS EDUCATION

OOS TEACHING AND LEARNING POLICY

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Compiled by : SLT & SMT

Approved by: Ms. Asma Gilani, Principal & CEO

P. O. Box 2676
SHARJAH - U.A.E.
Our Own English High School, Sharjah

"Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects and teach them to think , if possible." -- Robert M. Hutchins

Teaching and Learning

The **Teaching and Learning Policy** articulate the school's commitment to creating meaningful, inclusive and purposeful learning experiences that enable every student to thrive. It sets out how students are supported to become **confident, curious, independent and lifelong learners**, while empowering teachers to facilitate learning through effective pedagogy, innovation and reflective practice.
In preparing our **K–12 learners for an ever-changing world**, teaching and learning extend beyond the acquisition of foundational knowledge and skills. **Reading, Writing, Arithmetic, Science, 2nd l** are strengthened through the development of essential **21st-century competencies**, enabling students to apply their learning creatively, think critically, communicate effectively, collaborate purposefully and engage responsibly with the world around them.
Our approach integrates the **6Cs**:

- **Creativity & Innovation** – Encouraging students to generate ideas, take intellectual risks, design solutions and approach challenges with imagination.
- **Critical Thinking & Problem-Solving** – Developing the ability to question, analyse, evaluate evidence, make informed decisions and solve authentic problems.
- **Communication** – Enabling students to articulate ideas confidently and communicate effectively across a range of contexts, platforms and audiences.
- **Collaboration** – Fostering teamwork, empathy, respect and shared responsibility while learning with and from others.
- **Computing & Digital Literacy** – Developing digital fluency, computational thinking and the ability to use technology, including emerging AI tools, **safely, ethically and purposefully**.
- **Culture & Global Citizenship** – Developing cultural awareness, respect for diversity, a strong sense of identity and the knowledge, attitudes and values needed to contribute positively to an interconnected world.

Our teaching and learning practices are underpinned by **student agency, inclusion, wellbeing, inquiry, creativity and real-world application**. Students are encouraged to ask questions, make connections, learn from mistakes, reflect on their progress and take increasing ownership of their learning. Teachers, as **facilitators, mentors and reflective practitioners**, use purposeful technology and assessment to identify learning needs, provide appropriate support and challenge, and ensure that every student is given opportunities to achieve their potential.

1. Our Aim

Our prime aim at **Our Own** is not simply to prepare students **for the next stage of education**, but to prepare them **for life**—equipping them with the knowledge, skills, character and dispositions to navigate uncertainty, embrace change, contribute meaningfully to society and become **lifelong learners who can think, create, connect and lead with purpose**.

Our school will endeavour to:

- provide as much as is possible, a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- focus upon **continually raising standards of teaching and learning** in the school
- inspire and motivate students and staff.
- improve levels of achievement and attainment as a consequence.
- identify and share good practices in learning and teaching across all curriculum areas.

- develop our range of learning and teaching styles to create an exciting and creative learning culture.
- enable students to be independent and confident learners.
- achieve stronger partnerships with parents and other stakeholders.
- make links with the learning that students do outside the classroom.
- provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.

1.1 Expectations from students:

- A commitment to their own learning.
- A commitment to working alone, in pairs and in larger groups.
- A courteous and co-operative conduct towards others.
- A respect for all forms of resources.
- A willingness to seek and accept guidance or help

1.2 The policy supports teachers by

- clarifying the learning process and linking these with the NCERT/CBSE/ GEMS Standards. This enables staff to be proactive in managing their own performance and development;
- acknowledging that it is the professional responsibility of OUR SCHOOL staff to keep the evidence of their own practice and feedback in their folders.

Expectations from Teachers:

All teachers must:

1. Take full account of the characteristics of a Successful Lesson Plan and draw up realistic lesson plans
2. Plan lessons to take account of the different learning needs of the students, using prior attainment data and assessment for learning information.
3. Display the intended learning outcomes throughout the lesson, communicate them clearly to the class in a language that they understand and refer to them as the lesson progresses to develop understanding and reinforce learning.
4. Ensure that the learning outcomes are not tasks but outline what the students are expected to learn in terms of knowledge, skills and understanding.
5. Mark work regularly with constructive comments that tell the students what they need to do to improve their work and reach their targets.
6. Aim to involve the students actively in their learning by using Intelligent Questioning Techniques and a range of ways of working.
7. Differentiate activities to meet the different abilities of the class, drawing on the full range of available methods.
8. Keep whole class, teacher directed learning to a minimum and rarely ask students to undertake mundane tasks such as copying or dictation.
9. Use the plenary to encourage the students to reflect on their learning. Crucially, the plenary should also enable the teacher to assess how the students have progressed during the lesson, to inform their planning.
10. Use assessment 'of' and 'for' learning to develop a thorough knowledge of how the learner learns best, rates of progress, strengths and weaknesses to inform the way students are taught and to identify the next learning steps
11. Provide and maintain a well ordered, calm, happy and supportive learning environment.

2: Key Learning Principles

Our focus is increasingly on the quality of LEARNING. Ultimately; this has an impact on progress and attainment.

Learning is an active process, which involves the following three principles (Hughes: 51: 2002):

a) Learning involves making sense of information
b) Learning involves building on existing understanding
c) Learning takes place at a level just beyond current understanding

2.1: Learning involves making sense of information

"Ah I get it!" - This is the moment when an individual is able to make sense of information that has come their way.

2.2: Learning involves building on existing understanding

Learning cannot take place if it is too far removed from an individual's current reality. "Start from what they know" is good classroom practice that we follow in our school.

2.3: Learning takes place at a level just beyond current understanding

The child cannot master this level alone, but needs support. As a child develops, the support can be reduced until he / she is able to work independently. We believe that Learning occurs when the support is removed

3. Guidelines on Assessment:

Our school follows the guidelines provided by CBSE, therefore teaching, learning and Assessment is viewed as a continual process.

3.1 Assessment for learning:

Teaching and Learning at our school is based on the principles of assessment for Learning, with the aim of ensuring that students are actively involved in their learning.

Therefore, teachers will plan and deliver lessons around the key elements of

AFL:

- They will share learning objectives with students and use these intended learning outcomes as the basis for questioning during the lesson
- Evaluate feedback from students in relation to achievement of the intended learning outcomes to inform the next stages of planning
- Use plenaries to show learners what they have learnt and what the next steps will be.

Oral and Written feedback:

- Ensure feedback is clear, positive and constructive. Identify what the student has done well, what needs to be done to improve and how to do it
- Ensure that the students know their target and understand what they need to do to achieve it.

Peer and Self - assessment:

- Identify within the scheme of work suitable places where peer and self-assessment will be used formally.
- Give students clear opportunities to talk about what they have learned and what they found difficult, using the intended learning outcomes as a focus.
- Provide opportunities for students to discuss together how to improve.
- Ask students to explain how they arrived at their answer.
- Provide reflection time for students.
- Involve students in identifying the next steps in their learning

Questioning and Dialogue:

- Use questioning techniques that promote higher order thinking skills .
- Provide a secure environment where students feel confident enough to try out an answer.
- Identify small steps to enable students to see their progress, thus building confidence and self-esteem.
- Encourage students to explain their thinking and reasoning.

Project and Research work:

- Age and grade appropriate project work is assigned to students. These are marked on the basis of well-planned rubrics.

3.2 Guidelines: Assessment of learning – Summative Assessment

Assessment of learning will also take account of the following key aspects:

Target setting:

- Share with students their grades/levels and set realistic targets.
- Give students regular feedback on where they are with their targets.
- Use student friendly language when setting levels and targets.
- Provide displays of students' work, which shows the various stages of development through to the finished product.

Marking:

The marking of student's work is essential in motivating them and helping them to make progress. A variety of marking methods will be used to do this including self and peer marking.

All teachers will mark work regularly with constructive comments that identify the strengths and weaknesses and tell the students what they need to do to improve their work and reach their targets. The frequency of this will be determined by the age and stage of the students. Students preparing for examinations will require more regular feedback giving more detailed guidance on how to improve their work.

The performance of the student in the assessment is informed to the student and the Parent/ Guardian during Open House and Report card is issued online.

Good relationships:

At Our Own we believe that Teaching and Learning occurs when there is good relationship among all stake holders.

- The teacher is friendly, uses the students' names and speaks to every child during the course of the lesson.
- The teacher conveys to the students that they are interested in what they think and not whether they are right or wrong all the time
- Praise is used widely and real achievements celebrated warmly.
- Students respect their teacher and feel safe, supported and positive.
- Students enjoy what they are doing.
- There is a respectful relationship with the parent community and the parents are kept well informed about their ward and the programmes of the school.