NAME OF POLICY	TEACHING & LEARNING POLICY
APPROVED BY	PRINCIPAL & DIRECTOR
APPROVED IN	APRIL 2026
NEXT REVIEW	MARCH 2027
RELATED POLICIES	Assessment, School-parent Agreement, Inclusion

Distribution list:

1. Principal & Director
2. Vice-Principals
3. HM's & Sr. Managers; ICT &Innovation Head
4. Academic and Admin Supervisors
5. HODs
6. All teachers & Coordinators
7. ICT HOD
8. Parents

THIS DOCUMENT CONTAINS THE FOLLOWING INFORMATION
Purpose of the Teaching Learning policy
Vision and Principles of teaching and learning **Regulatory Alignment**
Teaching and Learning framework /Pedagogical framework of the school
Teaching Strategies and Styles
Roles and responsibilities **Teacher's responsibilities / HODs responsibilities/Parent's responsibilities /Pupil's responsibilities / Community Responsibility/ SPEA responsibility**
Learning skills Framework/ Learning processes and approach to learning
Learning environment /Classrooms /Differentiation in planning
Progress and assessment and reporting: Assessment types and methods Result analysis /Monitoring and evaluation /Transition classes and continuity
Quality of teachers **Teacher recruitment and standards** **Team Teaching / Buddy Teacher** **Resources**
Policy review

1. Purpose of the Policy

This policy defines the professional standards, expectations and operational procedures that govern teaching and learning at Delhi Private School Sharjah. The policy ensures that teaching practices promote outstanding student achievement, strong academic progress, and high levels of student engagement. The school is committed to delivering outstanding, personalised education that balances academic rigor with holistic development. The policy aligns with the expectations of the Sharjah Private Education Authority (SPEA), UAE national education priorities, and the Central Board of Secondary Education (CBSE) curriculum.

It establishes a consistent whole-school approach to curriculum delivery, assessment practices, instructional improvement, and inclusive education.

2. Vision for Teaching and Learning

Delhi Private School Sharjah is committed to providing an educational environment that nurtures academic excellence, character development, and global citizenship.

- Promoting intellectual curiosity and critical thinking
- Embedding 21st-century competencies
- Encouraging creativity and innovation
- Developing leadership and communication skills
- Respecting cultural diversity and UAE heritage
- Preparing students for global opportunities
- Building meaningful partnerships with parents, community and SPEA to co-create an inspiring learning ecosystem.

3. Regulatory Alignment

- Central Board of Secondary Education (CBSE) Curriculum
- Sharjah Private Education Authority (SPEA) School Inspection Framework
- UAE National Agenda for Education-2031 targets
- UAE Irshad policy
- UAE Inclusive Education Policy Framework
- UAE Student Wellbeing Framework

All teaching and learning practices within the school are designed to ensure compliance with these frameworks and to promote continuous improvement in student outcomes.

4. Principles of Effective Teaching and Learning

Teaching is anchored in the following non-negotiable principles:

1. Every decision in the classroom is evaluated against its impact on student learning.
2. High expectations for all students. Teachers hold aspirational, consistent expectations regardless of student background or ability
3. Positive, respectful teacher-student relationships are foundational to learning success.
4. Feedback is the engine of improvement. It is timely, specific, and actionable feedback drives student progress.
5. Data from assessments continuously shapes instructional decisions
6. Inclusion is non-negotiable. Every learner has the right to access, participation and achievement.
7. Learning is active and the students are active agents in constructing knowledge.
8. 21st-century skills are embedded in daily learning.

5. Teaching and Learning Framework

Effective teaching at this school is built on a dual framework: the 5E Instructional Model (Bybee et al.) as the structural engine of lessons and units and the SOLO Taxonomy (Biggs & Collis) as the diagnostic lens for tracking the quality of student thinking. Together they ensure that every lesson has both a clear process and a clear progression.

The school integrates both the 5E Instructional Framework and the SOLO Taxonomy across all phases and subject areas.

- The 5E model provides a structured approach to lesson design and delivery, ensuring that learning is engaging, inquiry-driven, and reflective.
- The SOLO (Structure of Observed Learning Outcomes) Taxonomy is used to support progression in learning, deepen understanding, and develop higher-order thinking skills.

- Through the integration of the 5E Framework and SOLO Taxonomy, the school aims to develop confident, reflective, and independent learners who are equipped with the knowledge, skills and dispositions necessary for future success.

6. Teaching Strategies and Styles

Our teachers employ a dynamic repertoire of evidence-based teaching strategies:

Strategy	Description and Application	5E Phase Alignment	SOLO Progression
Direct instruction	Clear, structured explanation with worked examples, modelling, and guided practice. Most effective when introducing new concepts or vocabulary that students cannot easily discover independently.	Engage · Explain - explicit teaching and clarification of learning intentions	Prestructural → Multistructural: builds foundational knowledge; moves students from no understanding toward identifying and naming multiple concepts.
Inquiry-based learning	Students investigate questions, explore phenomena, and construct understanding through guided and open-ended research, experimentation, and data analysis.	Explore · Elaborate - students actively construct meaning through investigation	Unistructural → Extended Abstract: progressively deepens understanding; at its highest, students generate original questions and hypotheses beyond the given context.
Collaborative learning	Structured cooperative tasks - think-pair-share, jigsaw, expert groups, peer tutoring - that build communication,	Explore · Explain · Elaborate - discussion and shared problem-	Multistructural → Relational: social construction of knowledge helps students link ideas; peer dialogue

Strategy	Description and Application	5E Phase Alignment	SOLO Progression
	collective reasoning, and shared accountability for learning.	solving across phases	surfaces connections that individual thinking may miss.
Socratic questioning	Teacher-guided dialogue using higher-order, open-ended questions to surface reasoning, challenge assumptions, and press students to justify and refine their thinking.	All phases - especially prominent in Explain and Elaborate	Multistructural → Extended Abstract: targeted questioning steers students from listing ideas toward analysis, evaluation, and principled reasoning.
Project-based learning	Sustained, real-world projects requiring research, critical thinking, creativity, and cross-curricular integration, culminating in a public product or performance.	All phases - integrates all 5E stages; Elaborate and Evaluate are central	Relational → Extended Abstract: demands transfer and application; students connect knowledge across disciplines and apply it to authentic, unstructured problems.
Flipped learning	Core content delivered via digital resources for home review; class time reclaimed for discussion, application, collaborative problem-solving, and targeted teacher support.	Engage · Explore - maximises active classroom time for deeper inquiry	Unistructural → Relational: surface content covered independently; class interaction builds connections and applies understanding.
Differentiated instruction	Flexible, responsive teaching adapting content, process, and product based on learner readiness,	All phases - applied throughout to ensure	All SOLO levels: meets each learner at their current stage; tiered tasks mapped to SOLO levels so

Strategy	Description and Application	5E Phase Alignment	SOLO Progression
	interest, and learning profile -ensuring accessibility and challenge for every student.	inclusion and stretch	all students are both supported and extended.
Metacognitive coaching	Explicitly teaching students to plan, monitor, and evaluate their own thinking, using SOLO-coded self-assessment, learning journals, and structured reflection routines.	Evaluate - reflective components embedded across all phases	Relational → Extended Abstract: self-regulated learners can monitor their SOLO level and independently identify what is needed to deepen understanding.
Technology-enhanced learning	Strategic use of digital tools -simulations, interactive platforms, coding environments, AI-assisted applications, and collaborative suites -to extend what is possible in the classroom.	All phases - enhances engagement, exploration, collaboration, and assessment	Unistructural → Extended Abstract: technology scaffolds access at lower SOLO levels and amplifies creative, analytical, and generative thinking at higher levels.

7. ROLES AND RESPONSIBILITIES

Learning and teaching are understood as a shared responsibility, and all members of the school community have an important and valued role to play in making this a reality. All members of the school community actively work toward the realization of the school's vision by:

- Esteeming children as individuals and consistently respecting their rights, values and beliefs
- Fostering and actively promoting good relationships and a strong sense of belonging within the school community

- Providing a well-ordered and structured environment in which all members are fully aware of behavioral expectations
- Offering equal opportunities in all aspects of school life and genuinely recognizing and celebrating the importance of different cultures
- Encouraging, praising, and positively reinforcing good relationships, constructive behaviors, and quality work
- Working effectively as a team, providing mutual support and encouragement to one another

HOD'S RESPONSIBILITIES

- Taking the lead in syllabus design to ensure clear progression and continuity in their subject area throughout the school
- Providing meaningful support to colleagues in the development and implementation of the syllabus, as well as in assessment and record-keeping activities
- Monitoring progress across their subject areas and advising the HM and VP on any action required
- Actively mentoring and professionally supporting the new members of their department and Coaching members who need to improve their teaching skills.
- Keeping up to date through dedicated reading and attendance at relevant professional courses and training
- Planning and endeavoring to make purposeful use of cross-curricular opportunities to enrich and enhance student learning
- Creating smart, innovative lesson plans that provide students with engaging and meaningful learning opportunities

Teacher's responsibilities:

- Recognize and remain consistently aware of the individual needs of each child according to their ability and aptitude
- Ensure that learning is progressive, continuous, and builds meaningfully upon prior knowledge
- Serve as positive role models who are punctual, well prepared, and professionally organized at all times
- Actively keep up to date with current educational issues, research, and developments
- Provide clear and accessible information on school procedures and individual pupil progress

- Maintain a positive, open attitude toward change and the ongoing development of their own professional expertise
- Work collaboratively and constructively with all those involved in the education of the pupils in their care

Parents' responsibilities:

- Ensuring that their child attends school regularly, punctually, well-rested, and in good health
- Ensuring that their child arrives at school wearing the correct uniform and bringing all necessary equipment
- Providing active support for the discipline maintained within the school and for the teacher's professional role
- Supporting and becoming actively involved in the implementation of any relevant support programme, such as the Learning Support Programme (LSP)
- Participating meaningfully in discussions concerning their child's progress and attainment
- Remaining open and approachable when discussing matters that may affect a child's happiness, progress, or behavior
- Supporting the school's homework policy and giving appropriate importance to all homework tasks assigned
- Ensuring that all contact addresses and telephone numbers are kept up to date and accurate at all times
- Allowing their child to develop increasing independence as they progress through the various stages of schooling
- Informing the school promptly of reasons for their child's absence

Pupils' responsibilities:

- Attending school regularly and punctually without exception
- Attending school in good health, supported by adequate diet, regular exercise, and sufficient sleep
- Being well organized and bringing all necessary equipment and materials to school each day
- Conducting themselves in an orderly and respectful manner, fully in line with the expected behavior policy
- Taking increasing responsibility for their own learning and academic development
- Feeling comfortable to speak freely and openly, sharing their well-being, their happiness, or any concerns or issues they may have

Community Responsibility:

The wider community, including the school's alumni network, is warmly invited to support the school in the following ways:

- Presenting themselves as positive and inspiring role models for students to look up to and emulate
- Organizing meaningful activities and events that serve to extend and deepen pupils' knowledge and practical skills
- Actively supporting and participating in school events and functions
- Voluntarily offering assistance in the classroom or around the school wherever needed
- Contributing by providing valuable information, career guidance, and professional counselling support to students

SPEA Responsibility

- Sharjah Private Education Authority (SPEA) provides regulatory oversight, inspection, and quality assurance for DPS Sharjah
- SPEA conducts periodic school inspections using a robust framework that evaluates student outcomes, teaching quality, curriculum, leadership, and wellbeing
- SPEA issues inspection reports, improvement priorities, and commendations that inform the school's development planning
- The school submits required compliance documentation, student data, and self-evaluation reports to SPEA
- SPEA organizes professional development forums, inter-school collaboration, and curriculum guidance for private schools in Sharjah
- DPS Sharjah values its partnership with SPEA as a mechanism for accountability and continuous improvement

8.Learning Skills Framework

DPS Sharjah’s curriculum develops key competencies aligned with the UAE National Education Framework and CBSE learning outcomes.

Skill Domain	Key Skills	Integration Approach
Cognitive Skills	Critical thinking, problem-solving, analysis, evaluation	Bloom's Taxonomy, inquiry tasks, case studies, Socratic questioning
Communication	Reading, writing, speaking, listening, digital communication	Literacy integration, debates, presentations, drama, public speaking
Collaboration	Teamwork, leadership, conflict resolution	Cooperative learning, group projects, student leadership opportunities
Creativity & Innovation	Design thinking, entrepreneurship, creative expression	Innovation challenges, maker spaces, arts integration, exhibitions
Digital Literacy	Coding, research, cyber safety, AI awareness	Digital projects, Computer Science curriculum, responsible technology use
Social & Emotional Learning	Self-awareness, empathy, resilience, wellbeing	SEL programmes, counselling, mindfulness, mentoring
Research & Inquiry	Investigation, data analysis, presentation skills	Project-based learning, scientific inquiry, research activities
Cultural Intelligence	Global citizenship, intercultural understanding, UAE values	Heritage programmes, cultural events, national identity initiatives

9. LEARNING PROCESSES AND APPROACHES TO LEARNING

Children learn in different ways and progress at varying rates. The school recognizes, values, and supports this diversity by providing varied and engaging learning experiences that promote active participation, inquiry, creativity, and reflection. The school recognizes that students learn through a variety of modalities and processes-offering students' opportunities to express learning through linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic pathways.

Students develop knowledge, skills, and understanding through a range of learning processes, including:

- Investigation and inquiry
- Experimentation and problem-solving
- Observation and active listening
- Discussion, questioning, and collaborative dialogue
- Practical exploration, role play, and hands-on experiences
- Research and information retrieval
- Imagination, creativity, and innovation
- Practice, reflection, and consolidation of learning

10.Learning Environment

The quality of the learning environment directly impacts student achievement. The school commits to:

- Physically safe, well-resourced, and aesthetically stimulating learning spaces that spark curiosity
- Displays that celebrate student work, learning processes, vocabulary walls, and subject-specific visual resources
- Psychologically safe classrooms where mistakes are valued as learning opportunities and every voice is respected
- Well-maintained specialist facilities: Science labs, Computer labs, Art rooms, Music rooms, Library, Sports complex

- Outdoor learning spaces integrated into curriculum delivery for environmental and experiential education

11.Classrooms

Every classroom is a purposefully designed learning ecosystem:

- Flexible seating arrangements that enable collaborative, paired and individual learning configurations
- Technology-enabled: Interactive Smartboards, student devices and high-speed Wi-Fi in all classrooms
- Learning displays co-created with students- not merely decorative, but pedagogically purposeful
- Clear display of learning objectives, success criteria, and vocabulary for each unit of study
- Classroom libraries/reading corners in primary sections to cultivate reading culture
- Positive behavior displays, student rights and responsibilities charts, and wellbeing corner resources

12.Differentiation in Planning

Lesson planning at school explicitly addresses the diverse learning needs of all students through:

- Pre-assessment to identify prior knowledge, misconceptions and readiness levels before a new unit
- Tiered lesson objectives: What all students will learn / What most students will learn / What some students will explore
- Varied instructional resources: visual, textual, audio-visual and hands-on manipulatives
- Choice boards offering students agency in how they demonstrate understanding
- Strategic grouping: flexible groups restructured based on formative assessment data.
- The inclusive learning environments support students of all abilities and backgrounds. Support plans for students identified with learning needs, reviewed termly with the Inclusion and G & T Lead. Additional support is also provided within the classroom by teacher assistants in Phase 1. Furthermore, extra support is made available in some classes through the formation of focused groups, where a second teacher is assigned to work with a specific group or individual student.

- Teachers set individual targets each term for their class. These targets are shared transparently with both the child and their parents in order to actively encourage and foster meaningful partnerships in the learning process.
- Teachers actively differentiate the curriculum to meet individual student needs across a range of dimensions including:
- Pace
- Content
- Task
- Relevance
- Resources
- Extension activities
- Outcomes

13. Progress, Assessment and Reporting

Accurate, purposeful assessment is the cornerstone of high-quality teaching at Delhi Private School Sharjah. It enables planning and delivery with precision, ensures the individual needs of all learners are consistently met, and sustains high expectations aligned with CBSE, SPEA and UAE Ministry of Education frameworks. All staff are committed to promoting meaningful progress across every area of the curriculum and at every stage of a student's school career.

Regular and ongoing assessments establish current levels of attainment and inform the planning of future learning experiences. Formative assessment is used continuously to guide individual progress, identifying what each child has learned, where gaps exist, and what the most productive next step in their learning journey should be.

Assessment types and methods

Assessments are conducted through a range of multidimensional methods, including diagnostic, formative, and summative approaches, as well as assignments, activity-based tasks, project-based work, quizzes, viva examinations, practical assessments, research tasks, and the evaluation of work habits.(links to assessment policy)

Pre- and post-assessment feedback mechanisms

- Doubt Clearing (DC) classes and sessions

- Group and one-on-one discussions
- Guided self-appraisal and reflection on work and progress
- Periodic reviews of student work
- Remedial support through the Learning Support Programme (LSP), aligned with the Inclusion Education Policy Framework.
- Self and peer assessment

Student progress records

- Available at all times through the CLP and Special Programme-School LMS
- Updated annually by the relevant teachers
- Examined by both class teachers and subject teachers at the start of each academic year as they prepare for a new class, for the purpose of goal setting and identifying the existing strengths of the class
- Retained throughout the child's entire time at the school, with appropriate records passed on to other schools when pupils transfer or leave
- Available in the form of the Red Book submitted to SPEA and the Ministry

Student Progress Tracking Model

- Termly data analysis meetings
- Individual student progress tracking
- Target setting for improvement
- Intervention programs for struggling learners
- Extension opportunities for high achievers

Result analysis

All assessment data is systematically analysed at individual, group, class, and phase level to directly inform planning, pedagogy, and intervention. Outcomes feed into the School Improvement Plan (SIP) and are referenced during SPEA self-evaluation cycles. (See Assessment Policy for full detail.)

Monitoring and Evaluation

- Pupils' work is monitored on a regular and consistent basis through book scrutiny during learning walks and audits to ensure ongoing quality and progress.
- A termly review of results, discussion, and monitoring procedures is conducted on a phase-by-phase basis. These sessions include in-depth discussions of individual and group student performance, as well as a thorough examination of the impact of the various interventions that are employed.
- Outcomes are documented and actioned in phase improvement plans

TRANSITION CLASSES AND CONTINUITY

Smooth transition between phases and the continuity of each pupil's learning experience is carefully ensured through:

- Pre-school and Kindergarten liaison meetings to support the earliest transitions.
- Coordinator meetings held between phases to facilitate communication, alignment, and a shared understanding of each student's needs and progress
- Sharing academic profiles, SEN information, and pastoral notes, and alignment of curriculum expectations across phases.
- Transition procedures are aligned with SPEA guidance on pupil progression and inclusion, and the continuity of Arabic, Islamic Studies, and UAE Social Studies is explicitly tracked across all phases

14.QUALITY OF TEACHERS

All our teaching staff meet the statutory academic qualifications deemed necessary by local authorities and CBSE. Our teachers are our most valuable resource. DPS Sharjah is committed to recruiting, developing, and retaining

exceptional educators who embody excellence, compassion and a relentless focus on student success.

Teacher Recruitment and Standards

- All teaching staff are qualified professionals holding relevant subject degrees and teacher education qualifications
- Experience in CBSE curriculum delivery is preferred; induction and mentoring provided for all new joiners
- UAE visa and licensing requirements fully complied with SPEA educator registration maintained
- Regular performance appraisal conducted using a transparent, developmental framework
- Teachers who consistently demonstrate outstanding practice are recognised through audits.

Team Teaching

Team Teaching is a strategic model deployed to provide high-quality co-teaching for classes with diverse learning needs.

The school employs a Team Teaching (In Arabic across phase 1,2 and 3 and In English, Math and UW in Phase 1) and Buddy Teacher model as an innovative and purposeful approach to its overall teaching strategy. In this model, two teachers of the same subject collectively and collaboratively teach a class on a particular topic, for a specific class, or in a selected subject area, with one teacher taking the lead role and the second providing focused assistance to a targeted group of students. This approach is utilized for specific subjects where students of a particular class or group would benefit from a different teaching method or more individualized attention.

The responsibilities of the teaching team include:

- Pooling resources effectively to maximize teaching impact
- Sharing subject expertise and professional knowledge

- Focusing dedicated attention on a particular group of students who require additional support
- Making strategic use of teachers for both guided and independent assessment sessions

The topics of the syllabus selected for this approach are based on the recommendations of the relevant HOD. The deployment of teachers within this model is carried out according to the specific areas and teaching methods in which each teacher feels most confident and effective. The SLT and the Head of Department take responsibility for the following key considerations:

- Scheduling the team-teaching sessions effectively
- Identifying the specific groups of students who require additional attention and targeted support
- Assigning clear and specific responsibilities to the teacher who will be assisting or mentoring the focus group
- Providing designated independent study time for pupils under the guidance of their assigned mentors
- Making strategic use of subject-area experts to assist and support both teachers and students

Buddy Teacher Programme

The Buddy Teacher Programme pairs every new or early-career teacher with an experienced mentor colleague:

- Weekly structured meetings between buddy pairs to discuss lesson planning, student concerns, and professional growth. Buddy teachers conduct informal supportive observations and provide collegial feedback

Monitoring and Evaluation of Teaching

- Formal internal and external lesson audits
- Learning walks
- Book scrutiny
- Student voice surveys
- Analysis of assessment data
- Teacher tracker data

Instructional Coaching Model

Instructional coaching supports continuous improvement in teaching practice.

- Peer coaching and lesson study
- Professional learning communities (PLCs)
- Mentoring for new teachers
- Collaborative lesson planning
- Reflective practice discussions

Teaching Standards Framework

- Strong subject knowledge
- Effective lesson planning
- Classroom management and positive learning environments
- Assessment literacy
- Commitment to professional development.

15. RESOURCES

The SLT and MLT, together with classroom teachers and subject leaders, work collaboratively to ensure that:

- A range of appropriate, accessible, and relevant resources are consistently available to pupils, suited to the specific task and learning objectives at hand
- The school library is recognized as a valued and important resource, and is used appropriately and regularly by students and staff
- A high level of quality digital resources is used appropriately and effectively to support and enhance learning
- A Bring Your Own Device (BYOD) culture is actively maintained and encouraged across the school
- The school website and CLP platform are effectively and purposefully utilized as key educational tools
- IT support team ensuring seamless technology integration in teaching and learning
- Time is recognized and treated as a valuable resource; teachers actively encourage pupils to work within given time scales, and

facilitate the effective use of time through the provision of well-planned resources and appropriate extension activities

16. Policy Review

This policy will be reviewed annually to ensure continued alignment with CBSE and SPEA inspection expectations, UAE education priorities, and evolving best practices in teaching and learning.