

**TEACHING & LEARNING POLICY AND PROCEDURES****APPROVED BY:
PRINCIPAL****DEPARTMENT:****REVIEW
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OUR VISION

International Academic School (IAS) is driven by the explicit aim, which is to provide quality learning for all students in a sustainable, healthy, and safe education environment. IAS learners will be emotionally intelligent and imaginative learners who will achieve beyond the curriculum, national and international standards. They will make significant contributions to their school, the UAE and global community through volunteering work experiences and the sharing of innovative practices and ideas.

1. Introduction

At IAS we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We will ensure that students are provided with high quality learning experiences that lead to a consistently high level of achievement by creating an effective and well-managed learning environment in which the individual needs of each child are met.

Teaching is centered on the learning process of the individual child, with the learning of basic skills as one of IAS's most important goals. In developing the school's curriculum therefore, our staff personalize learning and integrate the teaching and reinforcing of basic skills in all subject areas.

2. Responsibilities

- The Principal is responsible for the implementation of the Teaching and Learning policy and ensuring that staff deliver the program in such a way that the needs of all students have been met.
- School staff are responsible for ensuring the policy and procedures are followed in school, and for ensuring that they provide a variety of opportunities for students to maximize their achievements in and out of the classroom. They play a fundamental role in ensuring that every student experience a personalized program that meets their individual needs and engages them in all areas of learning.

3. Aims

Through our programs we aim to:

- enable children to become confident, resourceful, enquiring, and independent learners
- foster children's self-esteem, and help them to build positive relationships with other people
- develop children's self-respect, encourage them to understand the ideas, attitudes, and values of others, and teach them to respect other people's feelings
- show respect for a diverse range of cultures and, in doing so, promote positive attitudes towards other people
- enable children to understand their community, and help them feel valued as part of it
- help children grow into reliable, independent, and positive citizens.

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| Learning Students learn best when they: <ul style="list-style-type: none">• are happy• are interested and motivated• achieve success and gain approval• are given tasks which match their ability• clearly understand the task• are confident, feel secure and are aware of boundaries• are challenged and stimulated• are aware of what they need to do to improve | Organization Teachers organize the environment to ensure that students can: <ul style="list-style-type: none">• work individually, in groups and as a class• make decisions• work co-operatively• solve problems• be creative• discuss their ideas• develop social skills• develop independence• use initiative• receive support• achieve academically |
| Environment Learning takes place in an environment which: <ul style="list-style-type: none">• is challenging and stimulating• is peaceful and calm• is happy and caring• is organized• is well resourced• makes learning accessible• is encouraging and appreciative• is welcoming• provides equal opportunities• provides a working atmosphere | Skills Children are encouraged to develop organizational skills and independence through: <ul style="list-style-type: none">• appropriate tasks• confidence building• example• co-operation• provision of suitable opportunities• responsibilities |

4. Effective Learning

We acknowledge that people learn in many ways, visually, kinesthetically, and auditory. We aim to consider these different forms of intelligence when planning our teaching and to provide varied opportunities for learning. Opportunities are planned to promote independent and active learning and Athena Core Values.

5. Effective Teaching

When teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan and Schemes of Work to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children.

We set academic targets for the children in each year, and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the California Common Core Standards. Our lesson plans are driven by SMART Learning Objectives. We thoroughly plan for differentiation, use of questioning and collaborative learning opportunities. All students' progress is assessed and celebrated. To inform future learning and teaching, our plans are evaluated and reflected upon.

We ensure that all tasks and activities that the children do are safe.

Teaching assistants and other adult helpers are deployed as effectively as possible to ensure progress and engagement for all our students.

All our teachers reflect on their strengths and weaknesses, and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. This is achieved using peer teaching, team teaching and coaching. All our teaching staff attend in-house bespoke CPD workshops and share good practice across the Athena network.

6. Distance Learning

To ensure continuous learning for Grades K-9 students during unexpected school closures due to severe weather conditions or medical emergencies.

Guidelines Notification of Closure:

- Families will be notified of school closures via email and ClassDojo by 6:00 AM on the day of the closure or a day before.
- Details about accessing the day's lessons and assignments will be included in the notification.

Access to Learning Materials:

- Teachers will upload daily lessons and assignments to Microsoft Teams. by 8:00 AM.
- Students should ensure they can access Microsoft Teams. and other necessary online platforms such as RazKids.
- Teachers will take attendance as online distance learning.

Lesson Structure:

- Lessons will include video instructions, reading assignments, and interactive activities to engage students.
- Each lesson will be designed to fit within a 40-50 minute period, mirroring the regular school schedule.

Live Sessions:

- Teachers must schedule live sessions for real-time interaction in Microsoft Teams. The links are to be shared on TEAMS.
 - Phase 1: all classes should use Microsoft Teams. as their primary method of communication. Teachers may choose to conduct live lessons, based on the needs of their students. These sessions should be brief, keeping in mind the age and the abilities of their students to log in and interact. Activities should be posted on Microsoft Teams for students to work on.
 - Phase 2: all classes should use Microsoft Teams as their primary method of communication. Teachers should conduct live lessons but may choose to hold brief 15-20 minute sessions per subject with students before releasing them to complete tasks. Teachers should still be answering student questions and providing feedback.
 - Phase 3: all classes should be conducted live following the school timetable. Teachers and students should remain in the session. Lessons should include teaching, time for students to complete work, and time for questions and feedback.
 - Phase 4: all classes should be conducted live following the school timetable. Teachers and students should remain in the session. Lessons should include teaching, time for students to complete work, and time for questions and feedback.

A recording of live sessions will be available for students unable to attend in real time.

7. The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings to explain our school strategies and discuss students' progress
- by sending information via circulars, newsletters and updating the school website
- by sending reports throughout the year on student attainment and targets
- by suggesting to parents how they can support their children at home.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible
- to ensure that their child is equipped for school with the correct uniform and PE kit
- to do their best to keep their child healthy and fit to attend school
- to inform school if there are matters outside of school that are likely to affect a child's performance or behavior
- to promote a positive attitude towards school and learning in general.

8. The Future

We are aware of the need to monitor the school's Learning and Teaching Policy and to review it regularly. This will allow us to embrace new initiatives and research, changes in the curriculum, developments in technology and changes to the physical environment of our school. We strongly believe that a reflective and innovative approach to Learning and Teaching will prepare all our students for the future.