



POLICY TITLE:	Teaching and Learning
DEPARTMENT:	Academics

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Introduction

This Teaching and Learning Policy is designed to ensure the effective delivery of the academic programs offered at AL AIN JUNIORS SCHOOL, which follows both the CBSE and Cambridge curriculums. Our approach aligns with the Abu Dhabi Department of Education and Knowledge (ADEK) guidelines, the National Education Policy (NEP) 2020, and the NCRF 2023 (Curriculum Framework for UAE). It also incorporates best practices from the Cambridge guidelines on teaching and learning, as well as our commitment to fostering a positive and inclusive learning environment.

Guidelines from ADEK School Policy on Curriculum

In line with ADEK's curriculum policy, the teaching and learning practices in our school adhere to the following principles across the four educational stages:

Kindergarten (KG):

The focus is on the holistic development of the child, including cognitive, social, emotional, and physical development. The curriculum is activity-based, child-centered, and emphasizes experiential learning.

Play-based learning and inquiry are integral to fostering creativity and curiosity.

Teachers are expected to implement developmentally appropriate pedagogies that foster foundational skills in language, mathematics, science, and social studies.

Grades 1 to 5:

In these foundational years, we follow an integrated curriculum that encourages inquiry, exploration, and critical thinking.

The curriculum emphasizes core subjects such as languages (English and Arabic), mathematics, science, social studies, and arts, all taught through engaging, hands-on learning experiences.

Teachers employ differentiated instruction to meet the diverse needs of students, promoting academic and social development.

Grades 6 to 8:

The curriculum builds on the foundational skills from earlier years, with a focus on inquiry-based learning and deeper conceptual understanding.



Students are introduced to specialized subjects, including advanced mathematics, sciences, and languages, as well as subjects like physical education, music, and computing.

Teachers guide students to develop independent learning and critical thinking skills, preparing them for the academic rigors of high school.

Grades 9 to 12:

At this stage, students choose specialized subjects based on their academic interests and career aspirations, preparing for national and international examinations.

The teaching approach focuses on developing analytical, research, and problem-solving skills to equip students for higher education or the workforce.

Teachers create a conducive environment for self-directed learning, fostering intellectual independence and resilience.

National Education Policy (NEP 2020 and NCF 2023)

The NEP 2020 and NCF 2023 emphasize the importance of a student-centered approach, interdisciplinary learning, and the holistic development of students. These guidelines are implemented by:

Fostering a flexible and inclusive learning environment where students develop competencies such as creativity, critical thinking, and emotional intelligence.

Encouraging multilingualism and multilingual pedagogy.

Strengthening experiential learning opportunities that bridge theory and practice, particularly through project-based learning and collaboration.

Cambridge Guidelines on Teaching and Learning

The Cambridge guidelines on teaching and learning emphasize:

Developing a love of learning: Creating engaging and challenging learning experiences that spark curiosity and enthusiasm for learning. Teachers are encouraged to create environments where students feel motivated to explore, question, and engage deeply with content.

Relationships, Classroom Climate, and Emotional Support: Teachers must establish positive relationships with students, recognizing the emotional and social aspects of learning. A supportive and nurturing classroom climate promotes student confidence and resilience.

Teachers' Values: Teachers should demonstrate professionalism, empathy, and respect, fostering an atmosphere of trust and mutual respect in the classroom.



Assessment for Learning: Assessment should be continuous, ongoing, and used as a tool for improving teaching and learning. It is not just for grading but to inform and guide instruction, helping students recognize their strengths and areas for improvement.

Behaviour for Learning and Learning Behaviours: Positive student behaviors that support learning, such as punctuality, active participation, and self-regulation, are actively encouraged. Teachers use clear expectations and constructive feedback to foster these behaviors.

Motivation, Differentiation, and Challenge: Teachers should motivate all students, ensuring that each is sufficiently challenged according to their abilities. Differentiated teaching strategies are employed to cater to the varied learning styles and abilities in the classroom.

The Curriculum

The curriculum we offer integrates both the CBSE and Cambridge systems, allowing for an adaptable and balanced approach to teaching and learning. It is designed to:

- Promote academic excellence in core subjects.
- Encourage creative expression and exploration in non-academic areas.
- Develop life skills such as communication, problem-solving, and collaboration.
- Be inclusive and accessible to all students, with a focus on individual strengths and needs.

Monitoring Teaching and Learning

Monitoring teaching and learning takes place through a variety of means, including:

- Regular classroom observations by school leaders HODs and subject coordinators.
- Feedback from students through surveys and discussions.
- Review of student work, including assessments, projects, and portfolios.
- Continuous professional development for teachers, ensuring they remain up to date with the latest pedagogical practices.
- Collaboration between teachers across subjects to ensure the integration of learning objectives and standards.

Outstanding Teaching and Learning Planning

Outstanding teaching and learning is planned for through:

- **Clear objectives:** Teachers develop well-structured lesson plans with clear learning outcomes that are aligned with curriculum standards.
- **Differentiated instruction:** Plans account for varying student abilities and learning styles, ensuring all students are challenged and supported.
- **Varied teaching strategies:** The use of different instructional strategies, including project-based learning, flipped classrooms, inquiry-based learning, and collaborative group work.
- **Regular reflection:** Teachers are encouraged to regularly reflect on their practice and adapt their teaching methods based on student needs and feedback.



Special Needs

The school is committed to providing an inclusive learning environment for students with special educational needs (SEN). Teachers work closely with special education staff to:

- Identify the needs of students early and provide individualized learning support.
- Modify teaching materials and methods to ensure access to the curriculum for all students.
- Create learning plans that are tailored to meet the individual needs of students, fostering their academic, social, and emotional growth.

Planning for Effective Teaching and Learning

Effective teaching and learning are underpinned by:

- **Collaborative planning:** Teachers collaborate regularly to share best practices, review student progress, and align teaching methods.
- **Student-centered focus:** Planning takes into account the interests, needs, and abilities of students, ensuring that the learning experience is relevant and meaningful to them.
- **Use of data:** Teachers analyze student performance data regularly to inform planning and adapt teaching strategies to support student success.

Conclusion

Our Teaching and Learning Policy aims to create a positive, inclusive, and stimulating environment where every student can thrive. By adhering to the principles outlined in this policy, we ensure that all students receive the highest standard of education that prepares them for future academic and life challenges. Through continuous professional development, collaborative planning, and student-centered teaching, we strive to make learning a fulfilling and transformative experience for all our students.

Monitoring and Review: This policy is to be reviewed and checked annually by the SLT and Assessment/Exam Coordinator.

Version no.	Description of change	Owner	Date of Issue
1.0	Adoption of Policy	Principal	Feb 2015
2.0	Revision of Policy	Principal	2017
3.0	Revision of Policy	Principal	2018
4.0	Revision of Policy	Administrator	2022
5.0	Significant changes to align more closely with ADEK School Policy on Curriculum, NEP 2020 and NCF 2023	VP	2023
5.1	Minor updates on the Teaching and Learning Practices		2024
5.2	Review and Revision of the Policy		2025