



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Teaching and Learning Policy

Approved by:

Hazel Halligan

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MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



Introduction

This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. characteristics.

At GEMS Metropole Al Waha, we are committed to fostering a vibrant and inclusive learning environment. Our teaching and learning policy is rooted in the core values of curiosity, confidence, creativity, respect, and kindness. These values serve as the guiding principles for both our educators and learners, shaping the way we interact and grow together.

Curiosity drives our thirst for knowledge, encouraging us to question, explore, and seek deeper understanding. Confidence empowers individuals to embrace challenges, take risks, and believe in their abilities to succeed. Creativity is nurtured, allowing imagination and innovation to flourish, leading to fresh perspectives and solutions.

Respect is the foundation of our community, promoting an atmosphere of empathy, understanding, and acceptance for diverse perspectives and backgrounds. Kindness flows through our interactions, fostering a culture of compassion, support, and inclusivity.

Through these values, we aim to cultivate leaders, individuals who exhibit a strong sense of responsibility, empathy, and integrity. With our motto "nurturing leadership," we are committed to equipping our learners with the skills and mindset necessary to make a positive impact in the world. Our culturally diverse student-body influences our programme as we tailor the traditional English curriculum to meet the needs and expectations of the modern global student.

Purpose of Policy

There are 5 main purposes of this policy:

1. **Establishing Clear Goals and Objectives:** to define the overall goals and objectives of teaching and learning at MTW, and outlining what we aim to achieve in terms of student learning outcomes and academic standards.
2. **Ensuring Consistency and Quality:** to set the expectations for teaching and learning practices across the school, establishing consistency in order to maintain a high standard of education and ensuring that all students have equal access to quality learning experiences.
3. **Promoting Student Engagement and Success:** to focus on promoting student engagement and success by providing guidelines on effective instructional strategies and support mechanisms.
4. **Supporting Professional Development:** to outline MTW's commitment to ongoing professional development for all staff
5. **Ensuring Compliance and Accountability:** to establish a system of accountability by outlining the roles and responsibilities of teachers, administrators, and other stakeholders.

Aims

- To embed the core values of curiosity, confidence, respect, creativity and kindness



- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will underpin all future learning
- To promote, facilitate and enable the inclusion of all groups of children (including those with special educational needs and disabilities, the More-Able Gifted and talented, English Language Learners, Emirati children and boys and girls)
- To provide a broad and balanced curriculum which provides an opportunity for all learners to make progress through enjoyment and challenge
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To promote positive attitudes through GEMS' Jewels of Kindness and the High-Performance Learning values of 'empathy', 'agility' and 'hard-work'.

Teaching and Learning Ethos

At MTW, we embrace a student-centered teaching and learning ethos. We believe in fostering a supportive and inclusive environment where every student is valued and their unique strengths and needs are acknowledged. Our approach prioritises active engagement, critical thinking, and collaborative learning. We encourage creativity, curiosity, and a growth mindset, empowering students to become lifelong learners. Our dedicated teachers are committed to excellence, constantly seeking innovative pedagogical practices and professional development opportunities. We foster a culture of respect, empathy, and open communication, fostering a positive and safe learning community. Together, we strive to inspire, empower, and equip our students with the knowledge and skills they need to succeed in an ever-changing world.

At MTW, we have high expectations for our teachers, and we believe in the following principles:

- Building strong relationships with learners to understand their interests and motivations, allowing teachers to effectively support their needs as facilitators of learning.
- Possessing secure subject knowledge and understanding of how learners learn, seeking guidance from Senior Leaders, teaching and learning coaches, subject coordinators, and colleagues when needed.
- Planning imaginative and engaging lessons while creating an inspiring learning environment, utilising time and resources creatively to ensure successful learning for all groups.
- Clearly defining Learning Objectives and Success Criteria for every lesson, explaining them to the class and displaying them throughout. Objectives should be specific, achievable, and measurable.
- Incorporating elements such as explanation, modeling, scaffolding, practice, and self-regulation in lessons to support student progress.
- Including progress measures in every lesson, allowing students to self-assess their learning and demonstrate their assessment capabilities.
- Using Assessment for Learning (AfL) practices to gain accurate understanding of student knowledge and progress.
- Thoughtfully planning questions to challenge learners' thinking, foster critical responses, and develop problem-solving skills. Questions also play a vital role in lesson design and differentiation.
- Differentiating lessons with varying levels of challenge to ensure depth of learning and meet the needs of all students, supporting assessment-capable learners.
- Catering to different learning styles and cultural diversity to promote pupil participation and understanding.



- Providing appropriate resources that support learning outcomes and offer challenges for advanced learners.
- Maintaining high expectations for presentation, quality, and quantity of student work.
- Effectively utilising assessment data from various sources to inform teaching, curriculum design, and adaptation to support the needs of all learner groups. Collaborating with Learning Support Assistants (LSAs) to ensure equitable access and resource adaptation.
- Engaging in reflective practices to understand the impact on students' learning and seeking opportunities to further enhance progress.
- Taking an active role in professional development to continuously improve and positively impact teaching practice.

Curriculum

Our curriculum is broad and balanced, aiming to develop a depth of learning of content, skills and the application of this to the real world. We use a range of resources to support our curriculum design: The Early Years Foundation Stage Framework, The Primary National Curriculum for England 2014. The Secondary National Curriculum for England 2014 The Ministry of Education Curriculum for Arabic, Islamic, Social Studies and Moral Education, Oxford AQA and Edexcel.

Our curriculum is enriched in a number of ways, including but not limited to: Masterclass, sports days, art, music and creative performances (e.g. Winter Celebration), events, educational visits - local, national and international. Importantly, in recognition of Emirati culture, our school celebrates a range of local events, including UAE National Day, Flag Day and International Day.

Nurturing Curiosity – Infant School

In the early years of education, it is essential to nurture curiosity and encourage students to explore the world around them. At GEMS Metropole School – Al Waha, we focus on nurturing curiosity in FS1 to Year 2 through play-based learning via our forest school and sustainability programmes. Our forest school, complete with biodomes and a farm, provides students with opportunities to engage in hands-on, experiential learning, while our sustainability programmes helps them to understand the importance of caring for the environment and the impact they can have on the world.

GEMS Metropole School – Al Waha (MTW) is a unique and innovative British curriculum school, where we prioritise student growth, success, and leadership development. We believe that education should be an enriching and empowering experience, and we strive to provide a supportive and inclusive environment for our students to reach their full potential. Our motto, "Nurturing Leadership," reflects our commitment to fostering the next generation of leaders.

Nurturing Confidence – Junior School

As students move into Year 3 to 6, it is crucial to nurture confidence and prepare them for future success. Our curriculum is designed to help them develop important skills and knowledge, including mathematical calculations, writing, public speaking, and more, while fostering a love for reading, scientific inquiry and entrepreneurial leadership. We also offer a range of performing arts and sports programmes to help students



find their passions and develop their creative abilities. Our focus on nurturing and support helps students grow in confidence and develop their leadership potential.

Nurturing Creativity – Prep School

Creativity is an essential ingredient for success in today's rapidly changing world, and at GEMS Metropole School – Al Waha, we nurture creativity through a variety of programmes for students in Year 7 to Year 8. Our core curriculum, performing arts focus, and entrepreneurial leadership curriculum provide opportunities for students to express their creativity and develop their artistic skills. Our elite sporting pathway through Mavericks also provides opportunities for students to participate in a wide range of sports activities and develop their physical abilities and passions.

Nurturing Career Success & Opportunities – Senior School

We understand the importance of providing students with opportunities to pursue their passions and develop the skills necessary to succeed in their chosen university pathways and careers. That's why we aim to offer within the next two years a world-class iBTEC provision for students interested in pursuing a career in electrical automotive manufacturing, construction, or a wide range of GCSE and A-Level options. With our focus on nurturing and support, we are confident that our students will leave GEMS Metropole School – Al Waha as confident, well-rounded, and successful leaders.

Inclusion

At GEMS Metropole School Al Waha, we firmly believe in the potential and progress of all learners, including those with additional needs. We prioritise careful lesson planning, incorporating modifications, adaptations, and alternative curriculums to ensure that learners have diverse opportunities to access education in various environments. When additional needs arise, class teachers collaborate with the Inclusion Team, individual learners, parents, and therapists to develop effective Individual Education Plans (IEPs) that provide comprehensive support. Learners benefit from personalised, individual, and small group support from the Inclusion Specialist teacher through both "push-in" and "pull-out" sessions, addressing areas outlined in the IEP, with contributions from the class teacher, parents, and therapists.

The Inclusion Hub comprises of a supportive team consisting of our school Principal, Inclusion Governor, parent representatives on the parent council, Neuropedia Children's Centre and The Inclusion Support Team which encompasses specialised educators for Special Educational Needs and Disabilities, English as Additional Language, Gifted and Talented, a school Psychologist, a Careers and student counsellor and a team of learning support assistants. As a school we feel it is vitally important to keep our team of educators up to date in current teaching practices and through our inhouse team and GEMS, continuous professional development opportunities are provided.

Neuropedia Children's Neuroscience Centre is based at GEMS Metropole where the Metropole team work extremely closely together with the team of DHA approved therapists to ensure a holistic approach of support for the students. The Neuropedia Team provide Speech and language therapy, Occupational Therapy, Applied Behaviour Analysis support and Physiotherapy. In the case where adapted curriculum or school readiness support is required the team provide a Unity class with a Metropole qualified educator to deliver the



individualised support program.

For English language learners, we offer a dedicated EAL support program, providing individual and small group sessions, both "push-in" and "pull-out," focused on English language development. This program includes tailored resources and an Individual Language Plan (ILP) to support each student's language acquisition journey.

To meet the needs of our gifted, able, and talented learners, our teachers provide stimulating challenges and opportunities aligned with their personal targets. We strive to create an enriched learning experience that nurtures their exceptional abilities.

Equal Opportunities

MTW embraces the importance of fostering a diverse school community that encompasses individuals from various backgrounds, possessing unique skills and abilities. We are committed to cultivating a school culture where fairness, dignity, and tolerance are upheld for all, irrespective of their individual differences. Through the collaborative efforts of our governing body, managers, and staff, we actively work towards creating an inclusive environment where every person feels confident and valued. We firmly believe in celebrating diversity and recognizing the inherent worth of each member of our school community.

Parental Involvement

As a community hub, we value the partnership between educators and parents in supporting students' learning and development. We believe that parental involvement plays a crucial role in fostering a positive educational experience. We actively encourage and facilitate parental engagement through open communication channels, regular updates, and meaningful opportunities for involvement. We strive to create a welcoming and inclusive environment that actively invites parents to participate in school activities, events, and decision-making processes. We recognise that parents possess valuable insights into their child's unique needs and abilities, and we actively seek their input to inform our teaching practices. Together, we work collaboratively to ensure the holistic growth and success of every student.

Assessment and Recording

At MTW, assessment is viewed as an integral part of the teaching and learning process. We believe that effective assessment practices are essential for understanding student progress, providing targeted feedback, and guiding instructional decisions. Our assessment policy is grounded in fairness, validity, and reliability, ensuring that assessments accurately measure student knowledge and skills. We employ a variety of assessment strategies, including formative and summative assessments, to provide a comprehensive understanding of student learning. We prioritise ongoing assessment, using data to inform instruction and support personalized learning experiences.

Our policy promotes assessment for learning, encouraging students to reflect on their progress, set goals, and take ownership of their learning journey.



Roles and Responsibilities

- **Local Advisory Board/ GEMS** - GEMS diligently conducts regular internal reviews to ensure the highest standards of teaching and learning throughout the school. As part of this process, GEMS provide unwavering support to the MTW team, fostering a collaborative environment for continuous improvement.
- **Leadership Team** - The Leadership Team upholds accountability for maintaining exemplary teaching and learning standards across the school. Through comprehensive monitoring, evaluation cycles, and pupil data analysis, the team identifies areas for improvement and offers targeted in-service training opportunities. Teachers are encouraged to actively participate in network meetings with fellow GEMS educators and are guided towards relevant external training, including esteemed courses offered by TELLAL.
- **Middle Leaders** - Effective collaboration among all leaders is essential. Each leader plays a vital role in achieving the highest standards of teaching and learning across all subjects, providing unwavering support to team members and senior leaders alike.
- **Teachers** - Teachers bear the responsibility of meeting the non-negotiables outlined in the Teaching and Learning Handbook, ensuring exceptional teaching practices. They are expected to adhere to the GEMS Global Teacher Standards, which align with guidance from KHDA and the UAE Teacher Competency Standards. By embracing these standards, teachers contribute to a dynamic and effective learning environment.
- **Learners** - Learners play an active role in their education by taking ownership of their learning journey. They engage in classroom activities, ask questions, and seek clarification. Learners set goals, reflect on their progress, and actively participate in assessments. They embrace a growth mindset, collaborate with peers, and contribute to a positive and inclusive learning environment.

Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.