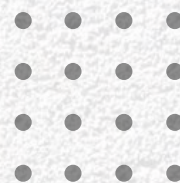


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The Apple International
Community School



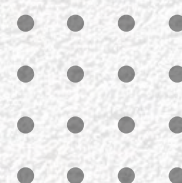
TEACHING AND LEARNING POLICY *2025 - 2026*

POLICY INFORMATION

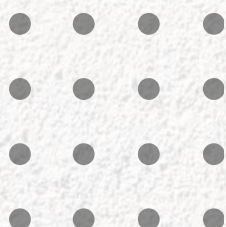
POLICY WRITTEN	AUGUST 2021
POLICY UPDATED	JUNE 2025
POLICY TO BE REVIEWED	MAY - JUNE 2026
APPROVED BY	PRINCIPAL- PRETTY KHOSLA



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01- INTRODUCTION

At Apple International Community School, we believe that every child is a unique individual with a unique way of learning. We also believe in the concept of lifelong learning, and the idea that both adults and students learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching and an individualized approach to learning, we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We intend to promote positive attitudes to learning. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives. The strategies for teaching and learning in this policy are aligned effectively with the vision and mission of the school where it focuses on empowering students, staff and the community to maximize their personal, creative and academic potential and where learning is maximized when it takes place in an environment enriched with support, encouragement and assistance, committed to realizing UAE national priorities.

A challenging learning environment will be created through a unique blend of traditional values and innovative approach to encourage high expectations for success that allows for individual differences and learning styles.

02-PURPOSE OF POLICY

There are four main purposes to this policy:

- To establish an entitlement to high quality teaching and learning for all learners.
- To establish expectations for teachers in teaching and learning in all subjects.



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- To promote continuity and coherence across the school.
- To develop a greater awareness of the school's approach to teaching and learning

03- AIMS AND OBJECTIVES.

Our aims are as follows:

- provide a welcoming, supportive, positive, healthy, caring and safe environment, which sets high expectations.
- and values all members of the school community.
- align teachers to the vision and mission of the school through periodic training and review.
- recognize the needs and aspirations of all individuals and provide opportunities for all pupils to make the best.
- possible progress and attain the highest personal achievements.
- provide a curriculum which promotes the moral, social, cultural, physical, mental and emotional development of the pupils.
- encourage children to become active and responsible citizens, contributing positively to the community and society.
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
- create a positive learning environment where success is celebrated, where it is safe to make mistakes and challenges are an opportunity for development.
- encourage all children to be enthusiastic and committed learners, promoting their self esteem, self-worth and emotional well-being.
- develop children's confidence and capacity to learn and work independently and collaboratively.
- encourage children to value the diversity in society and the environment in which they live.



04-UNDERSTANDING THE LEARNING TEACHING STYLE.

Research tells us that people learn in many ways and respond best to different types of input; we must therefore teach in different ways to address the needs of our learners. We take into account the different skills when planning our teaching and provide opportunities to develop the skills and positive attitudes. At AICS learners are encouraged to lead their own learning with teachers facilitating the process. We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn.

05-EFFECTIVE LEARNING

- Learners show an exceptional attitude to learning — they are positive, hard-working, enthusiastic, and committed. They take responsibility for their own learning in sustained ways.
- They listen carefully to others and are willing to confidently contribute their ideas.
- Learners respond well to teachers, communicate effectively, and collaborate well with others.
- Learners respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Learners apply their learning to the world around them, making meaningful connections between areas of learning.
- Learners are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available and resilient in moving forwards with their learning.
- Learners develop systematic ways of supporting their own learning through meta-thinking and planning strategically.



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- Learners demonstrate innovation, enterprise, enquiry, research, critical thinking and can use learning technologies to support them in their learning.
- They are provided with the skills to reflect and evaluate their own work and that of others so that they can develop an understanding of their strengths and areas for development and can take targeted action to improve.
- Good learners regularly demonstrate: a growth mindset, positivity and enthusiasm, a curiosity for learning, open-mindedness, a questioning mind, determination, adaptability, initiative, and an ability to take a risk and learn from their mistakes.

We offer students opportunities to learn in different ways. These include:

- investigation and problem-solving
- research and discovery
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of IT; “including iPads and laptops.
- fieldwork and visits to places of educational interest
- creative activities
- observing and responding to television and other recorded media
- debates, role-plays, and oral presentations
- designing and making things
- participation in athletic or physical activity
- experiences with practitioners and specialists
- performing



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The students' independent and collaborative learning clearly indicates their inquiry based and STEAM based approach as futuristic thinkers and entrepreneurs such as including higher order thinking skills and real-life problem solving in all their learning practices.

06-EFFECTIVE TEACHING

Teachers plan engaging and Interactive lessons through inspiring learning environments and use time and resources skillfully to enable all groups of students to be successful learners. Planning is detailed, identifies objectives, outlines differentiation and intended learning outcomes and is responsive to previous learning, as assessed on an on-going basis by teachers.

The school follows inquiry-based learning model across all the phases. The teacher's lesson plans are divided into five stages of inquiry such as: - Tuning in - Finding out - Sorting out - Making Connections - Reflection/ Action. The teachers use 'P-TIC- P-TOC' an acronym created for effective learning in the classroom. Each lesson is expected to have all the elements of 'P-TIC- P-TOC'. The acronym stands for: - Prediction opportunities - Tiered learning - Investigation - Collaboration - Progress tracking - Technology integration - Ownership for learning - Critical thinking.

Careful planning ensures that work is differentiated for all age groups; data is used to inform planning via appropriate analysis of CAT4, GL Assessment, ASSET as well as progress of individual pupils through quarterly pupil progress meetings.

Our expectations at AICS are as follows:

- Teachers have high expectations of all learners and strive to understand them, their starting points, interests and motivations so that they can support their needs; the teacher is the facilitator to learning.



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- Teachers have a sound subject knowledge and understanding of how learners learn and childhood development.
- Teachers need to be agile, adaptive, open-minded, and innovative in their teaching approaches and continually learning from the best practice and research.
- Teachers need to plan imaginative and engaging lessons and provide an inspiring learning environment. Time and resources should be used creatively to enable all groups of learners learn very successfully.
- Every lesson has a clear learning objective and learning outcome, which are explained to the class and are regularly referred to throughout the lesson. A feature of lessons should also include elements of explanation, modelling, scaffolding, practice, review, and reflection.
- Teachers must use a range of Assessment for Learning (AfL) in their practice so they can accurately understand what their learners know and do not know so that can redirect the learning when needed and can check on the progress made.
- Questions need to be carefully planned to challenge learners' thinking and promote critical responses and develop problem solving, innovation and independent learning skills.
- Teaching activities are varied and include support and challenge to ensure that all individuals make progress and aim high.
- Teachers provide opportunities for children to explore, develop and practice new skills/ concepts.
- All teachers cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.



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- Staff to provide appropriate resources, which support learning outcomes and provide appropriate levels of support and challenge for all learners to achieve highly.
- To have high expectations of presentation, quality and quantity of work
- Assessment data from a variety of sources is used effectively to inform the next steps in teaching, curriculum design and adaptation to support all the learning needs of all groups of learners.
- Teachers direct Teaching Assistants (TAs) to be fully involved and active in lessons so that they can support all learners. For those children with additional needs, Learning Support Assistants (LSAs) who are part of our inclusion team, help provide curriculum adaptation to ensure entitlement.
- Teachers spend time reflecting on their practice to understand the impact they are having on their learners' learning and how they can maximize this progress further; teachers should strive to be role models for the learners in their care.
- Teachers take an active stance in their own Professional Development, so they are constantly seeking ways to improve their practice.

07-WHOLE SCHOOL CURRICULUM PLANNING

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. AICS will be following the UK National Curriculum through Cambridge Pathway for students from Foundation Stage (FS) to Post-16. The school curriculum will be adapted to the local requirements, supplemented by the UAE Ministry of Education.



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The school will be an accredited Cambridge International Examination and Edexcel centre prepares students for life beyond the school. Our programs will be deeply rooted in the Islamic values and Emirati culture by incorporating different cultures across the world to nurture our students as global citizens. The school will be following a skill based curriculum, that helps students to become confident, reflective, responsible, independent, and compassionate human beings.

EYFS : At AICS in Early years we use a variety of teaching and learning styles in order for our students to become independent learners. Children will learn through a play-based curriculum planned from the children's learning characteristics, needs, strengths and interests. Through play our children explore and develop learning experiences, which help them make sense of the world and develop independence. They practise and build upon ideas through adult led activities and child initiated play. They can investigate, communicate and solve problems in a secure but challenging environment. Learning takes place indoors and outdoors in order to give children opportunities to enjoy learning and challenge themselves, encouraging child-initiated learning.

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge, and demonstrating their understanding through 7 Areas of Learning and development.

Children should mostly develop the 3 Prime Areas first. These are:

- Communication and language
- Physical development; and
- Personal, social and emotional development.



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These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 Specific Areas.

These are:

- Literacy.
- Mathematics
- Understanding the world and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs and interest. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

08-INCLUSION INCLUDING REFERENCE TO SENDO, EAL, G&T

At AICS we believe that all learners can achieve and make progress including those with additional needs. Through careful lesson planning, modification of assessments and expectations, we make sure that the learning is accessible or challenging enough for all. Where there is an additional need, class teachers work collaboratively with the Inclusion Team, the individual pupil and parents to ensure that they are supported through an effective Individual Education Plan (IEP). The learner's individual targets will then be the key focus for them in small group teaching including Flourish, with an Inclusion specialist. Guidance will also be followed to achieve targets within the whole class setting. (Please refer to the Inclusion Policy for more)



08-EQUAL OPPORTUNITIES

The school recognizes the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

09- PARENTAL INVOLVEMENT

At AICS we recognize just how important parents are in supporting in the education of their child or children and that they have a fundamental role to play in helping students to learn. The school informs parents about what and how their children are learning:

- By holding parents' evenings/workshops to explain school strategies, for example in literacy and mathematics.
- By meeting with and sending information to parents at the start of the year, to outline the topics that the students will be studying during that year at school.
- By informing parents of assessment outcomes and curricular targets which indicate how their child can improve further
- By explaining to parents how they can support their children at home.



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We encourage parents to support with learning at home by checking on the online platforms (such as Seesaw, MS Teams) We believe that parents have the responsibility to support their students and the school in implementing school policies Under normal circumstance, we encourage parents to become partners in learning through volunteering in aspects of school life. Currently, we are following government guidelines around this, and additional adults are not permitted in school. However, if parents volunteer on a regular basis, we ensure that they are supported in providing recent adequate police check as safeguarding in our school is paramount. If parents can volunteer, they should first of all contact their child's class teacher.

10-ASSESSMENT AND RECORDING

Learners have baseline assessments when they first arrive at AICS and when they move onto a new year group. Regular progress checks across the academic year ensure that all learners are supported effectively in achieving highly. Intervention processes are in place to narrow their gaps in learning. Assessment data is recorded on our data system; the results of which are analyzed and inform planning to ensure pupil progress. There will also be mandatory assessments in certain year groups as per KHDA guidelines. Parents will receive regular progress updates, be invited to attend parent consultation days and a comprehensive end of year report.

11-RESOURCING

Each classroom is fully equipped with a BENQ interactive board. Keeping covid protocols in place teachers will aspire to create imaginative and engaging classroom environments for their learners. Classroom libraries as well as a school library, will be used following government guidelines).



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Learners will be provided with sufficient exercise books and writing materials when necessary. Any additional resources required will be communicated with parents.

12-ROLES AND RESPONSIBILITIES

- LEAMS education will carry out regular internal reviews to monitor the standards of teaching and learning across the school and provide support for the AICS team.
- Leadership Team - Leaders are accountable for standards of teaching and learning across the school. On the basis of the monitoring and evaluating cycle, including pupil data and pupil progress interviews, appropriate in-service training will be identified and offered. Teachers will then be encouraged to identify their own learning needs and will be guided to use a range of support and training materials.
- Workshops will be designed and led by our Middle and Extended Leadership Teams. Teachers will also be encouraged to engage with other LEAMS teachers through network meetings and will be directed, where appropriate to external training. All leaders need to comply with the UAE Leadership Standards.
- Subject leaders/ Year and Phase Leaders - To be effective, collaboration between all leaders is required. All leaders need to take responsibility in achieving the highest standards of teaching and learning in all subjects, supporting their team members and senior leaders.
- Teachers - Teachers are responsible for meeting all of the non-negotiables for teaching which are noted in the employee handbook.