مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE

LEARNING AND TEACHING POLICY

2025 - 2026

International School of Creative Science – Nad Al Sheba

LEARNING AND TEACHING POLICY

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ISCS Learning and Teaching Policy

Our Goal

To create an environment that increases academic, social, and emotional success—an environment of strong school connectedness.

Mission

To ignite a passion for learning, by creating an inclusive community which fosters virtues, innovation, and best practice focused on achieving successful outcomes for all our students.

Vision

Lighting the way to excellence rooted in faith, cultivating life-long learners and global citizens equipped with a moral compass.

School Core Values

Integrity: We will conduct ourselves in a trustworthy, ethical, and reliable manner in everything we do and say.

Tolerance: Every individual must have moral obligation or duty which involves respect for the individual as well as mutual respect and consideration between people.

Collaboration: Leverage collective genius, we respectfully and ethically interact with each other and those around us.

Courage: Give permission for imperfection, every individual to have the courage to be themselves.

Compassion: Lend a helping hand and practice what we preach. We are all individuals who are caring recognizing the unique challenges faced by our community and will provide support with kindness and empathy.

Perception of Learning at ISCS

Learning is the lifelong progression of developing, demonstrating, and applying independently new and transferable skills, knowledge and understanding in a variety of settings for life-long learning.

School's Philosophy on Teaching Learning

Effective Learning at ISCS is when students …

- Are engaged in the learning process. The teacher facilitates challenge with exciting opportunities and excellent resources that help to develop new and transferable skills.
- Are happy, healthy, secure, make positive contributions and feel valued within the environment and display a positive self-image.

- Are afforded clear learning objectives, success criteria, modelling and clearly staged learning opportunities. Learning is structured for them to achieve, participate and progress according to their potential.
- Are familiar with measurable success criteria and how to meet it; this helps them to achieve their potential.
- See that their success is celebrated, are informed of their progress, and rewarded accordingly.
- Have opportunities to review what and how they have learned and are able to articulate this.
- Are able to demonstrate their learning in a variety of ways: both independently and collaboratively.
- Can see the big picture and their needs of life-long learning are met.
- Are responsible for their own progress, independent, creative, resilient, and confident students, and leaders. They show the ability to participate, apply, communicate, and explore.
- Are challenged, not afraid to take risks in their learning and are willing to learn from their mistakes.
- Are given the advice, information, guidance, and the opportunity to follow suitable curriculum pathways.
- Develop transferable skills, especially the key skills of Literacy and Numeracy. They can also demonstrate our core values alongside demonstrating an understanding of the world around them.
- Understand where they are now and how they can improve.
- Have respect for the learning of others and take pride in their work.
- Have a voice in the learning process and are able to establish a learning dialogue with their teachers and their peers.
- Are successful in their assessments and know how to revise effectively.
- Have excellent knowledge and are engaged, motivated and excited about their learning as the leaders of tomorrow.

To promote and facilitate effective learning, ISCS Teachers …

- Implement the curriculum which balances the national expectations and an all-encompassing range of experiences allowing our children to develop academically and personally.
- Have clear strategic planning which allows the curriculum to be dynamic and adapt to the context of the school and children's needs.
- Plan lessons that enable and challenge students to learn key knowledge exceptionally well across the curriculum with clear objectives, success criteria and challenges to reach their potential and beyond.
- Use assessment data to inform future planning and raise achievement.
- Establish a good routine at the start of each lesson: greeting the students at the door, smiling, using a seating plan, circulating the room throughout the lesson, etc.
- Structure lessons that will follow the Accelerated learning structure.
- Display their standards and expectations in every classroom.

- Implement our curriculum to allow students to be given the opportunity to express their knowledge, skills and understanding though their own learning experiences.
- Have consistently high expectations of themselves, others and of all students; ensure that students adhere to the school's core values.
- Make students aware of how learning fits into the big picture
- Use well-judged teaching strategies, resources and learning styles matched to the
- students' learning needs, including a variety of independent, pair and group activities
- for learning.
- Scaffold students' learning through modelling and collaborative learning where this is appropriate.
- Work closely with Teaching Assistants and other adults to ensure all students can access the curriculum and make progress.
- Systematically and effectively check students' understanding using a variety of effective AfL strategies, anticipating where they may need to intervene to consolidate learning.
- Set appropriate homework/revision that matches students' needs to reinforce and extend what is learned in school.
- Promote and monitor students' progress through rigorous assessment, revision and reviewing class data.
- Intervene and support those students who are falling behind and not achieving their full potential.
- Provide a neat, tidy, and stimulating learning environment that celebrates students' achievements and promotes high standards.
- Ensure that feedback for learning is effective in ensuring that students make significant and sustained gains in their learning.
- Ensure that the teaching of reading, writing, oracy, and mathematics is highly effective.
- Ensure that students are developed spiritually, morally, socially, and culturally as well as promote School Core Values in the classroom.
- Commit to reflection and improvement of pedagogy

In leading learning, ISCS Middle and Senior leaders will…

- Lead, support, guide and advise Middle Leaders by acting as Senior Subject Link and follow, evaluate, and robustly monitor the impact of Learning & Teaching with Subject Leaders.
- Celebrate excellence and address underperformance.
- Monitor the quality of feedback and act on information provided via work scrutiny and Student Voice.
- Monitor the quality of learning through the whole school monitoring and evaluation cycle.
- Have a leading role in the subject reviews, acting on the information accordingly.

To hold the school to account regarding the effectiveness of teaching and learning, Governors will …

- Monitor and review the Teaching and Learning Policy and its practice through Governor Visits, and reports from the Principal and other Senior Leaders.

The ISCS Community works together to create an inclusive connected community to ensure students…

- Have access to a curriculum that gives them opportunities to achieve and exceed their academic and vocational potential.
- Learn how to become good citizens and take responsibility for their actions, whilst demonstrating respect for others and their environment.
- Feel safe, secure and gain confidence in their learning environment.
- Receive regular information about their progress in each subject

A Climate for Learning

Classrooms that are clean and uncluttered set the tone of a purposeful learning environment: a stimulating and engaging environment can be used as part of the learning process within a lesson.

Displays are changed regularly (termly recommended), relating to current student work.

Appropriate health and safety procedures should be followed at all times.

Students should have access to 'Working Walls'/Challenge Walls to support their learning

We believe that certain approaches improve students' learning. **Students should be taught to:**

- Assess their own learning;
- Listen to each other;
- Adopt various roles in groups;
- Be prepared to volunteer their thoughts and opinions;
- Respect the values, ideas, contributions and beliefs of others;
- Give honest and positive feedback to each other;

The ISCS Shared Language of Learning

At ISCS, students (and staff) are expected to know the dispositions that underpin and drive effective learning. The following are agreed upon by all stakeholders at ISCS as the dispositions that make a successful learner, known as the 5Rs of Learning.

A successful LEARNER is:

Resilient

- Persists- keeps going
- Has a growth mindset
- Manages distractions

Resourceful

- Takes risks
- Asks critical thinking questions
- Makes links and uses learning technologies

Reflective

- Understands themselves as a learner (meta-learning)
- Plans, revises and evaluates their learning
- Imagines things from different perspectives

Responsible
- Is organised
- Is considerate towards others and the environment
- Can learn independently and collaborate with others

Ready to Reason
- Justifies their point of view
- Considers evidence
- Works methodically and thinks critically

At ISCS NAS, it is an expectation of all teachers to help facilitate and 'grow' effective learners who are increasingly (over their time at the school) independent, able to direct their own learning and, therefore, are less reliant on the teacher.

Planning for Effective Learning

Effective plans reflect a clear understanding of what needs to be learned, and how students will be taught.
Teachers' knowledge is also demonstrated in the way they:

- **ensure all learning opportunities are placed within a real life context to allow students to connect ideas, understand relevance and make links between subjects**

- explain new ideas in ways that make sense to students, and answer their questions accurately;
- provide relevant first-hand experience, drawing on different contexts, a wide body of knowledge including, where relevant, the world of work, links with other subjects or the diversity of cultures, to develop understanding of concepts, and their significance and students' capacity to apply them in different situations;
- cater for the more able in the subject and those with special educational needs;
- know and use the most appropriate and up-to-date resources that interest and challenge students and
  promote effective independent study.

Planning should indicate that thought has been given to how knowledge, understanding and skills are to be built up. It should be judged by how well it supports Learning and Teaching, not by any preconceived idea about its format or detail. It is important planning for lessons gives support staff a good framework for adapting the work and modifying approaches for students of determination and gifted students.
At ISCS, teachers plan on a medium term basis (MTPs) to sequence learning for half a term in any given subject. Medium term planning enables teachers to think about:

- what they are teaching
- why they are teaching it
- when they will teach it

In using the medium term planning approach, teachers establish learning objectives across time and the key learning outcomes that the students are aiming for. In addition, MTPs help teachers to organise the knowledge they wish to impart and structure content delivery so that students stand the best chance of embedding learning in their long term memory.

Differentiation and Challenge for ALL- using the Adaptive Teaching Approach

Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress. We recognise that:

- Different students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals.
- Teachers will be aware of the needs of specific groups such as SEND, G&T, More Able and EAL and will provide the appropriate support
- ALL STUDENTS should be challenged to make good or better progress in lessons
- Lesson planning should take into account the variety of students' abilities and will aim to maximise progress for all.

Adaptive Teaching

According to Standard 5 of the *Teachers' Standards* (DfE, 2011) adaptive teaching is when teachers "adapt teaching to respond to the strengths and needs of all pupils". Specifically, adaptive teaching requires teachers to:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.

At ISCS, we provide opportunity for all pupils to experience success, by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Providing targeted support to pupils who are struggling, is likely to increase pupil success.
- Making effective use of teaching assistants.

Inclusive Teaching Practices

At ISCS, we are committed to ensuring that every student is supported, challenged, and empowered to reach their full potential. We recognise the unique strengths, abilities, and needs of all learners, and we actively promote inclusive teaching practices that foster equity, respect, and belonging. This commitment extends to students with special educational needs, those who are learning English as an additional language (EAL), and students who are more able, gifted, or talented.

Strategies to Support Inclusive Teaching

For Students with Special Educational Needs (SEN):

- Differentiating tasks and learning objectives to match individual abilities.
- Providing scaffolding, visual aids, and structured resources to support access to the curriculum.
- Using assistive technology and adapted materials where appropriate.
- Implementing personalised learning plans, including clear targets and regular reviews.
- Collaborating with support staff and specialists to address individual learning and wellbeing needs.

For Students with English as an Additional Language (EAL):

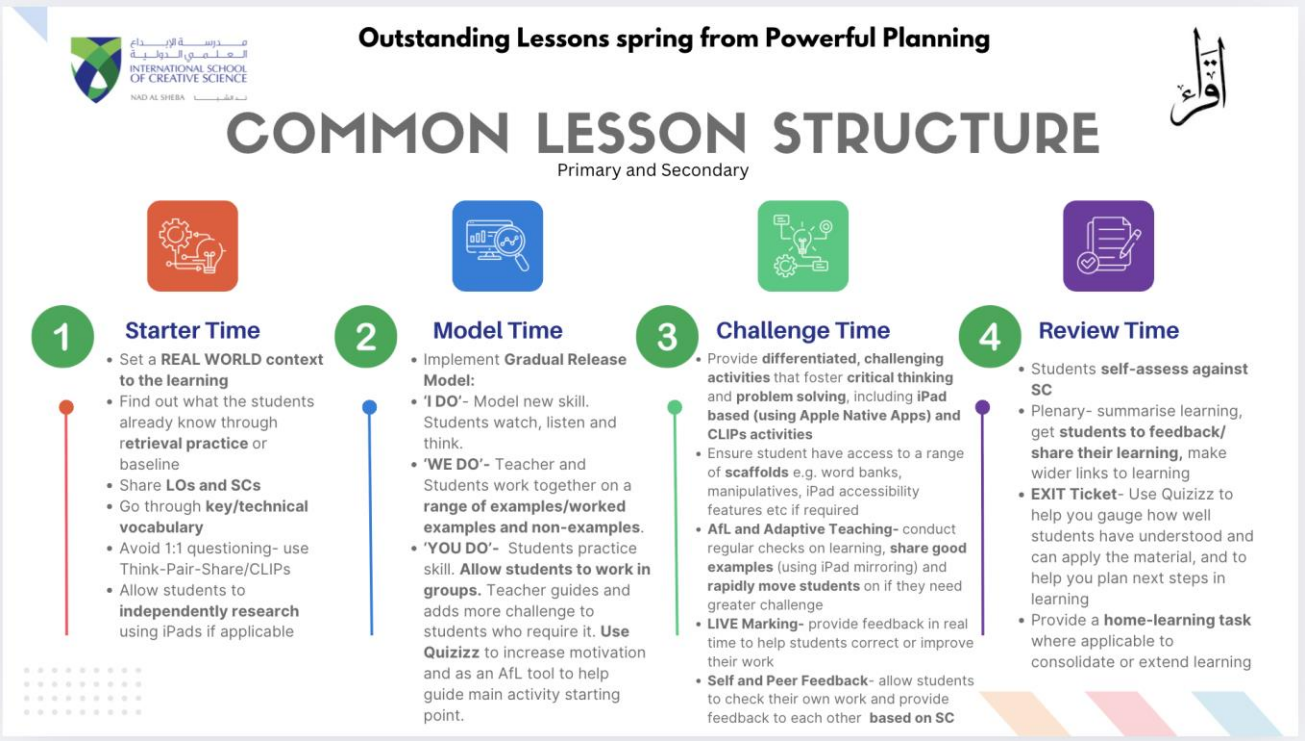
- Using clear, accessible language and modelling key vocabulary.
- Providing visual prompts, word banks, and dual-language resources.
- Allowing additional time for processing and responding.
- Encouraging peer support through paired and group activities.
- Building on students' prior knowledge and cultural backgrounds to make learning meaningful.

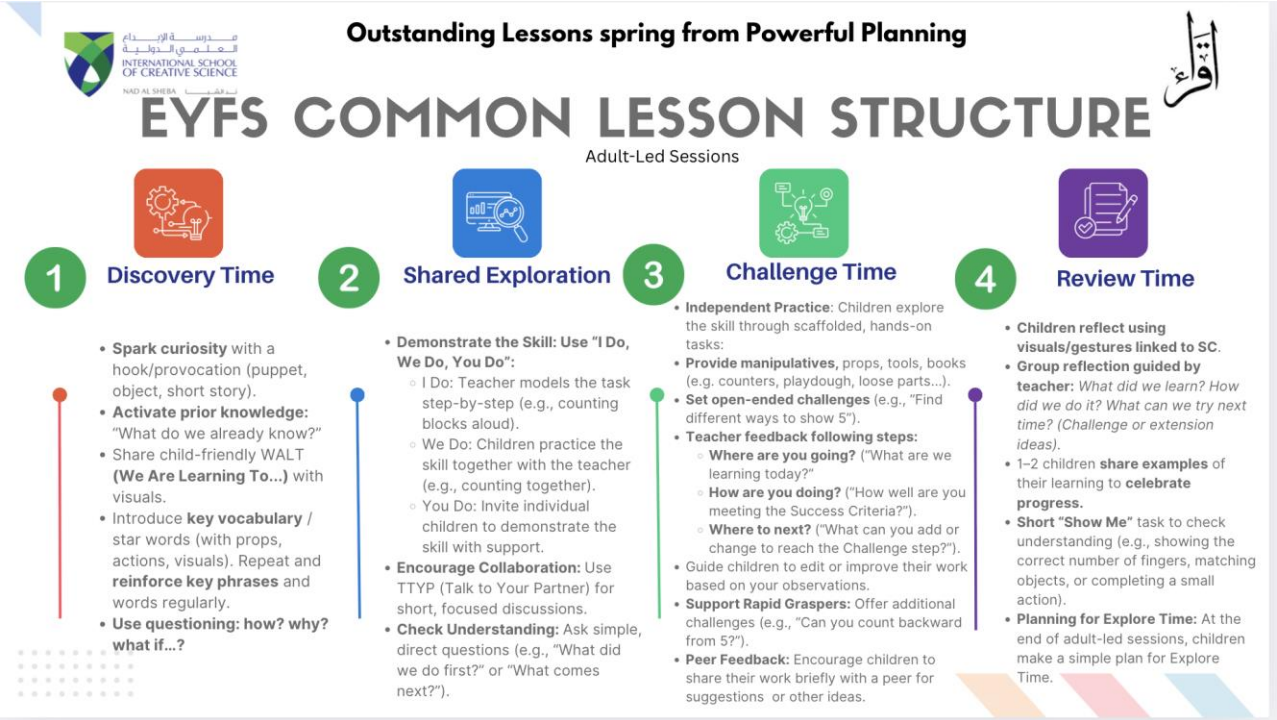
For More Able, Gifted and Talented Students:

- Setting high expectations and providing appropriate challenge through extension activities.
- Encouraging independent research, problem-solving, and creative thinking tasks.
- Offering opportunities for leadership, mentoring, or peer teaching.
- Differentiating by outcome, pace, and depth of learning.
- Providing enrichment opportunities both within and beyond the classroom.

The ISCS Common Lesson Structures

To ensure consistency and the leveraging of teaching strategies that have impact and are underpinned by research, all lessons have a common structure:





KS5 have an adapted version of the ISCS Common Lesson Structure

Assessment

Assessment should be used as a natural part of Learning and Teaching. It should be effective in diagnosing students' strengths and helping them to recognise and overcome their weaknesses. Good teachers target their questions and pitch them to match their understanding of students' capabilities. They use students' answers to deal with any misunderstandings or to deepen knowledge and understanding.

Students should be encouraged to comment on and assess their own work and understand and use the criteria that teachers use to assess their work.

Assessment is more than responding to national tests and examinations. However, statutory requirements should be met for assessment in the relevant subjects of the National Curriculum. Teachers' assessments should be consistent with the results of National Curriculum tests and external examinations.

Use assessment information to inform planning and target-setting to meet the needs of individual students and groups

Assessments might guide planning through:

- Analysing students' oral and written responses so as to adjust the pace, content or methods of teaching;

- Review of students' progress, including whether targets have been met at the end of a unit of work, to inform teaching and target-setting for the whole class, groups, or individuals

Assessments should lead to regular reviews and refinement of targets and teaching programmes:

- information about students' attainment on entry to the school should be used to determine their programmes for learning and as a basis for checking their progress;

- assessments are followed through and students are supported where this is needed;

- targets for individual students of all abilities are agreed, and the basis for any change to them;

- changes are made to teaching approaches as a result of assessment;

- assessment contributes to planning work for gifted and talented students and those with special educational needs or disabilities, and the outcomes are considered in reviews;

- staff respond to signs that students are underachieving.

Formative Assessment

The aim of formative assessment is to give students clear guidance about how to improve their work and how they have been successful. Formative assessment allows the learner to reflect and then put in place strategies to improve.

Formative assessment works best when students are engaged in an on-going dialogue about their progress, which can take the form of verbal or written feedback. Students should be actively involved in the assessment process, giving them ownership of their learning and encouraging independent learning. Formative feedback should encourage and support the individual needs of students in a constructive way and allow students to take ownership of their learning.

Formative comments should:
- Be concise and accessible to students and highlight their achievements, using 'Tickle Pink' (or what went well)
- Indicate how improvement can be made, **giving a chance for students to respond** (e.g. Bubble Time/iCloud Time/DIT- see Quality Feedback and Marking Policy)
- Encourage and support the individual needs of students in a constructive way;
- Refer to success criteria.

Monitoring & Evaluating the effectiveness of Learning & Teaching

Staff responsible for monitoring and evaluating the effectiveness of teaching and learning:

- Principal
- Vice-Principal
- Heads of School
- Middle Leadership Team
- Head of Inclusion

The criteria for Monitoring and Evaluating the effectiveness of Learning and Teaching:

- Effective schemes of work are in place
- The statutory requirements of the National Curriculum of England and Wales are reflected in planning
- There is evidence of the effective implementation of our Teaching and Learning Policy
- Planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations

- The teaching will reflect these clear learning objectives, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced
- A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of learning technologies
- A balance of curriculum is covered
- Learning Intentions and Success criteria will be identified and shared within the lesson
- The teaching will stimulate the children
- Teachers will demonstrate a sound knowledge of the subject
- Students will be given opportunities to develop independence in their learning
- Students will be involved in setting their own targets for learning and improvement and this will be displayed on class target wall in each classroom.
- Students will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Students will show engagement, application and concentration and work productively
- Students will develop and/or illustrate the capacity to work independently and collaboratively
- An effective transition between key stages exists

Criteria for looking at Student Work:

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning
- Standards are monitored between year groups and key stages
- Feedback supports learning

Teaching and Learning Lesson Observation/Evaluation Forms (including Work Scrutiny Criteria) can be found in Appendix 1 and 2

Assessment Tools Used to Monitor and Evaluate the Effectiveness of Teaching and Learning:

Types	**Documented/Evidence**
Lesson Observations (once every Term)- as part of performance management	**On LINK HR**
Lesson Drop Ins (throughout the year)	**On Click Up- each phase has a dedicated workspace with each teacher listed.**

Work Scrutiny (throughout the year)	**Work Scrutiny Forms and fed into Power Bi Dashboard to gauge trends and action plan**
Student Voice (throughout the year)	**Scheduled student focus group sessions**

Teaching and Learning Dashboards

The school feeds data from Teaching and Learning monitoring exercises into a school dashboard (on PowerBi) to enable school leaders to:

- Identify trends relating to areas of strengths and development
- Support teachers through coaching programs
- Shape CPD priorities

Homework

Homework is an integral part of the curriculum and should be used to consolidate, extend and enrich students' learning.

Homework should be purposeful and meaningful, and support achievement towards the aims of the current episodes of lessons. Where students are engaged in controlled assessments and other extended projects in school, they should be provided with opportunities beyond the classroom to develop the required skills further.

Teachers are expected to set homework according to the school's Homework Policy.

Homework can take a variety of forms including answering questions, reading, extended writing, thinking, planning and researching.

Professional Development

We recognise that our most important asset is our staff and that the effectiveness of a school is directly dependent upon the quality of teaching and learning within it. We understand that providing Continual Professional Development as well as creating a climate of pedagogical dialogue, where staff talk about and reflect upon their practice, are paramount in order to ensure that we are able to teach as well as possible and continue to improve our practice.

Our CPD vision is based on the idea of reflective and deliberate practice. While we are sure that there are certain essential elements of great teaching, we also recognize that across subjects and age ranges, there are a number of different methods and approaches.

The above is expanded upon in our CPD policy.

Linked Policies

This policy should be read in conjunction with:

Quality Feedback and Marking Policy
Monitoring & Evaluating the effectiveness of Learning & Teaching Policy
Curriculum Policy
Assessment Policy
Inclusion Handbook
CPD Policy

APPENDICES

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APPENDIX 1- Teaching and Learning Lesson Observation Form

Observation Tool - English and Arabic 22092023.xlsx

APPENDIX 2- Work Scrutiny Observation Form- PRIMARY

ELEMENTS

Focus Area	Element to be judged
1. Marking and Feedback	Is marking up to date? Is marking in line with the policy? Do feedback comments support progress by identifying key areas for improvement? Are there regular opportunities for response to marking?
2. Presentation	Is the learning appropriately dated and does presentation meet the school's expectations? Is there evidence that basic handwriting, spelling and grammar are improving?
3. Learning Objectives and Success Criteria	Are learning objectives present? Are students provided with success criteria?
4. Learning Activities	Is there sufficient content in the book? Is there evidence of Cold Tasks being used? Is work done in relation to the LO? Is there evidence of relevant real life links being made? Is there evidence of Hot Tasks being used? Is students' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time?
	Do tasks also allow pupils to deepen their knowledge of the subject? Does content in books align with Medium Term Planning?
5. Modification and Adaptations	Is Differentiation by TASK or SUPPORT clear? Are modifications made for Students of Determination where appropriate? Is the work completed linked directly to year group expectations? Is there evidence of high expectations and learning being challenging enough FOR ALL? Is there evidence that all students are being given opportunities to reason and problem solve? Is there evidence of mastery/learning at depth? Is there evidence of editing and improving?

APPENDIX 3- Work Scrutiny Observation Form- SECONDARY and SIXTH FORM

Does the teacher make clear reference to presentation of work?		
Content/Activities:		
Is the curriculum being covered in depth and breadth?		
Are students building on prior learning?		
Is the frequency of work in books in line with the departments Weekly/Unit Outline		
Are Learning Objectives present for each lesson?		
Is work done in relation to the Learning Objective?		
Is there evidence of cross-curricular links?		
Challenge and High Expectations:		
Are the tasks Differentiated? And is it clear?		
Is there evidence of high expectations and appropriate challenging tasks FOR ALL?		
Is there evidence of deep learning, especially for more able learners? (Above curriculum standards)		
Is there evidence that pupils' understanding during a lesson is being systematically checked and adjustments made as needed? **e.g. pupil is editing and improving work before marking**		
Is there good progress over time?		
What went well:	**Areas for Development**	