



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Teaching and Learning Policy

2025 – 2027

Policy Information			
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Introduction

The modern global student lives in a world where digital literacy is paramount in order to be real-world ready. It is our goal to prepare students for the world they will work in ...the world of tomorrow. Learning through innovation, growing by learning, pursuing excellence and global citizenship are at the heart of our teaching philosophy. We ensure students harness the latest digital technologies and develop world class learning skills as they grow to become ready for their future career pathways and are lifelong learners. All learners are encouraged to lead their own learning through enquiry-based learning pedagogy. Through this approach, learners will be provided with a range of opportunities to lead their own learning and systematically develop advanced cognitive performance characteristics.

Purpose of this 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;
- To promote continuity and coherence across the school;
- To state the school's approach to teaching and learning in order to promote public and parents' understanding of the curriculum

Aims & Objectives

- 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 our core values of Integrity, Tolerance, Collaboration, Compassion, and Courage

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 has 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.

What defines Us: Our Lessons and Classrooms

The classroom environment is consistently positive, respectful, and inclusive for all students and creates and maintains a consistently positive and respectful classroom environment where all students feel safe, valued, and supported in their learning journey.

- Learning cultivates an inclusive and welcoming classroom environment where all students feel valued, respected, and belonging, celebrating diversity and fostering positive relationships among students.
- All classroom activities directly align with the stated learning goals.
- All classroom activities are diverse, engaging, and cater to different learning styles.
- All classroom activities integrate real-world applications, connecting theory to practice effectively.

- All classroom activities provide ample opportunities for active student engagement and participation.
- All students' diverse needs are effectively addressed, fostering a sense of belonging and inclusivity.
- All students have clear expectations and receive timely and constructive feedback on their progress.
- All students are encouraged to actively participate in class discussions and activities.
- All learning outcomes and assessment criteria and/or rubrics are explicitly defined and communicated to students.
- All students receive timely and constructive feedback on their assessments, supporting their learning progress.
- All students are provided with opportunities for self-reflection and encouraged to set goals for improvement.
- All activities consistently and effectively engage students in higher order thinking skills, such as analysis, evaluation, and synthesis, fostering deep understanding and complex problem-solving.
- All questioning techniques consistently stimulate critical thinking, encouraging students to analyze, evaluate, and reflect deeply on the subject matter.
- All lessons consistently provide a high level of rigor and challenge, requiring students to engage in complex cognitive tasks, solve problems, and apply knowledge in diverse contexts.
- All learning goals and objectives are clearly defined, and comprehensive assessment strategies effectively measure student attainment and progress.
- A wide range of assessment methods, including formative and summative approaches, are used to measure attainment, progress, and learning skills.
- Comprehensive assessment strategies effectively evaluate and provide feedback on students' learning skills, such as critical thinking, problem-solving, collaboration, and communication.
- All students actively engage in reflection and goal-setting processes to monitor their own progress, identify areas for improvement, and set meaningful learning goals.
- Teachers encourage and facilitate active engagement and participation of all students, promoting meaningful interactions, collaboration, and contributions to the learning process.
- Assessment strategies are varied, authentic, and aligned with learning outcomes, and effectively measure student understanding and progress, with timely and constructive feedback provided to guide further learning and growth.
- Lessons are differentiated and adapted to meet the diverse needs of all students, providing appropriate challenges, accommodations, and extensions to support individual learning, ensuring that all students can access and make progress in the lesson.
- Lessons demonstrate an exceptional effort to integrate assistive technologies into the lesson, effectively supporting students to create and innovate, especially those with diverse learning needs and accelerating their progress. The use of assistive technologies is purposeful, well-differentiated, and highly effective in facilitating student engagement, depth of understanding, and achievement.
- Lessons promote and support students' self-regulation skills, providing strategies and guidance for managing emotions, resolving conflicts, and making positive choices, fostering a supportive and cooperative classroom environment.

- Teaching proactively promotes and nurtures the emotional and mental wellbeing of all students, creating a supportive and empathetic classroom environment that prioritizes their social-emotional development.
- Provides comprehensive support systems and resources that cater to the diverse needs of all students, ensuring access to necessary support services, and facilitating a collaborative approach among educators and support staff.

ASCS Community works together to create an inclusive connected community where

ASCS students will

- 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 feedback about their progress in each subject

High Quality Learning at ASCS

At ASCS, high-quality learning is active, meaningful, and for everyone. It empowers learners to be curious thinkers, kind leaders, and global citizens ready for the future. Learners ask questions, work together, reflect deeply, and use what they learn to make a difference through learning that is challenging, student-led, creative, respectful, and connected to real life.

ASCS Learners Attributes

1. Thinker

An ASCS learner approaches challenges with curiosity and logic, using critical and creative thinking to explore ideas and make informed decisions.

2. Communicator

An ASCS learner expresses ideas clearly and respectfully in multiple forms and languages, listens actively, and collaborates purposefully with others.

3. Inquirer

An ASCS learner is naturally curious, asks meaningful questions, investigates topics independently, and enjoys discovering new knowledge.

4. Responsible

An ASCS learner takes ownership of their actions and learning, meets expectations with integrity, and works consistently toward personal and academic goals.

5. Resilient

An ASCS learner embraces challenges with perseverance, learns from failure, and adapts positively in the face of change or adversity.

6. Ethical

An ASCS learner demonstrates respect, honesty, and fairness in all interactions, upholds strong moral principles, and advocates for what is right.

School's Philosophy on Teaching Learning

Effective Learning at ASCS is when students

- Are engaged in the learning process. The teacher facilitates challenges 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.

ASCS Teachers

- Implement the curriculum which balances the school vision, mission and high quality learning 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 learning structure that fosters learning to all groups of learners.
- Display their ethical standards and expectations in every classroom.
- Implement our curriculum to allow students to be given the opportunity to express their knowledge, skills and understanding through 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

ASCS Teaching Assistants will

- Assist the classroom teacher in promoting the ethos of the school and insist on the highest standards of behavior in the classroom.

- Commit to improving their own practice through reflection and self-evaluation.
- Ensure that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the achievement of all students including, where appropriate, those with special educational needs and disabilities.
- Communicate effectively and sensitively with students to adapt to their needs and support their learning.
- With the teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Recognize and respect the role and contribution of other professionals, parents, and carers by liaising effectively and working in partnership with them.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Communicate their knowledge and understanding of students to other school staff so that informed decision making can take place on intervention and provision.

Middle leaders, and those with leadership responsibilities, will lead, support, guide and advise classroom teachers and monitor that the standards are reached through

- The whole school monitoring and evaluation programs including the subject reviews, observations, learning walks, work scrutiny and Student Voice.
- A supportive and collaborative approach to improving pedagogy across the school through the School's data driven CPD Program.
- Celebrating excellence and addressing underperformance through the effective use of appraisal, guiding teachers to celebrate their strengths and developing areas for improvement through the Departments' SEF, Appraisal Objectives, Coaching, attending in-house CPD and external CPD where appropriate.
- Developing and sharing best practice during subject time and monitoring the impact of CPD on Learning and Teaching.

Vice Principal 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.
- Lead, support, guide and advise Middle Leaders and teachers by acting as Senior Subject Link in the development of the wider curriculum articulation and robustly monitor the impact of curriculum within lessons.
- 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 findings accordingly.

ASCS Principal will

- Lead, support, guide and advise the Senior Leaders in the vision, leadership, development, monitoring, and evaluation of learning across the school community.

Governors will

- Monitor and review the Teaching and Learning Policy and its practice through Governor Visits (where Possible), and reports from the principal and other Senior Leaders.

The community will be invited to support the learning in the school by

- Contributing to activities, such as assemblies, artistic events, specialist outings and after school clubs.
- Sharing and contributing to the school's resources for learning.
- Organizing activities and events to extend and deepen Students' knowledge and skills.
- Supporting school events.

Curriculum Design & Alignment

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. Our curriculum is enriched in a number of ways, including but not limited to: Internal ECA offerings, Virtues in Practice, Wellbeing Homeroom, Social Emotional Learning, Community Service Learning, Quran Program, Sustainability Project Based Learning, Capstone Projects, sports days, art, Computer Science, 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.

Clear Learning Intentions:

Lessons must begin with explicit goals tied to standards, clarifying what students will understand and demonstrate. Success criteria should be co-constructed with students to promote ownership.

Cross-Curricular Integration:

Link concepts across subjects using frameworks like NGSS crosscutting concepts (e.g., cause-effect relationships in science and social studies).

Scaffolded Progression:

Use worked examples to model problem-solving steps, reducing cognitive load during skill acquisition. For instance, annotate exemplar essays in ELA or demonstrate algebraic steps in math.

Planning for Effective Learning

Effective plans reflect a clear understanding of what needs to be learned and how students will be taught. Planning is judged by how well it supports learning and teaching, not by its format or level of detail.

Teachers' subject and pedagogical knowledge is demonstrated in the way they:

- place learning opportunities within a real-world context so that students 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 a wide body of knowledge — including the world of work, links with other subjects and the diversity of cultures — to develop understanding of concepts and students' capacity to apply them in different situations;
- cater for the more able and for students of determination;
- select current, appropriate resources that interest and challenge students and promote effective independent study.

Planning must show how knowledge, understanding and skills are built up over time, and must give support staff a clear framework for adapting work and modifying approaches for students of determination and for gifted and talented learners.

Unit Planning and Curriculum Mapping

All curriculum planning is mapped, stored and maintained in Atlas. Units are planned and sequenced by semester across the academic year and are aligned to the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the Ministry of Education standards for Arabic, Islamic Education and Moral, Social and Cultural Studies.

Each unit plan in Atlas establishes:

- the standards to be taught, and the enduring understandings and essential questions that frame them;
- what is being taught, why it is being taught and when it will be taught within the semester;
- the knowledge, skills, vocabulary and ASCS Learner Attributes students will develop;
- the formative and summative assessments through which mastery of each standard will be evidenced;
- the resources, adaptations and modifications required so that all groups of learners can access the unit.

Unit plans are working documents, not one-off submissions. As teaching progresses, teachers record in Atlas what has actually been taught and assessed, note any variation from the plan, and upload their lesson plans against the unit. This maintains a live record of the taught curriculum alongside the planned curriculum.

Standards coverage is monitored continually and formally reviewed at the mid-point and end of each semester. Leaders use Atlas reports to confirm that every standard is taught, assessed and revisited, to check horizontal alignment across grade-level teams and vertical progression between grades, and to identify gaps, duplication or pacing that needs adjustment before the next semester.

Atlas unit plans are the reference point for work scrutiny and lesson observation: the content evidenced in students' books and in lessons should align with the unit and standards currently mapped.

Instructional Practices

All lessons at ASCS follow a common structure so that high-impact practice is consistent across phases and subjects. Kindergarten follows an adapted version of this structure built around discovery, shared exploration, challenge and review.

Starter Activities:

Activate prior knowledge through "Do Now" tasks (e.g., vocabulary recall or problem-solving).

Modelling:

Demonstrate processes via live examples (e.g., solving equations step-by-step).

Guided Practice:

Collaborative tasks like Think/Pair/Share to apply concepts with peer support.

Independent Practice:

Assign tiered activities (Mastery/Proficient/Developing) with scaffolds (e.g., sentence frames).

Review & Consolidation:

Every lesson closes by returning to the success criteria. Students self-assess, summarize their learning and share it with peers; teachers use exit tickets or short retrieval tasks to check understanding, address misconceptions and plan next steps.

Differentiation Strategies

Differentiation takes account of the needs of all learners and plans so that every learner is set challenging goals and makes at least expected progress. We recognize that:

- different students have different needs, shaped by influences both within and beyond the classroom, and awareness of the needs of specific groups strengthens provision for individuals;
- teachers must know the needs of students of determination, gifted and talented, more able and English language learners in their classes, and provide the appropriate support;
- all students should be challenged to make good or better progress in every lesson;
- lesson planning takes account of the full range of students' abilities and aims to maximize progress for all.

Adaptive Teaching:

Annotate seating plans to address SEND needs and provide bilingual resources for ELL learners.

Adaptive teaching means adapting teaching to respond to the strengths and needs of all students. It requires teachers to:

- know when and how to adapt so that all students are taught effectively;
- understand the range of factors that can inhibit a student's ability to learn, and how best to overcome them;
- take account of the physical, social and intellectual development of students at different stages;
- understand the needs of students of determination, high-ability learners and English language learners, and use and evaluate distinct teaching approaches for them.

We provide the opportunity for every student to experience success by adapting lessons while maintaining high expectations, balancing the input of new content so that key concepts are mastered, providing targeted support to students who are struggling, and making effective use of teaching assistants.

Blended Learning:

Combine core concept instruction with personalized projects (e.g., virtual labs for NGSS, digital portfolios for ELA).

Assessment Frequency & Feedback

Type	Frequency	Purpose
Formative	Daily	Adjust pacing via exit tickets
Benchmark	Quarterly	Identify curriculum gaps
Summative	Termly	Evaluate standards mastery

Feedback

Provide specific, actionable comments within 48 hours, focusing on improvement rather than grades.

Formative Assessment:

Formative assessment gives students clear guidance on how they have been successful and how to improve. It works best as an ongoing dialogue — verbal or written — in which students are active participants and take ownership of their learning.

Formative comments should:

- be concise, accessible to the student and highlight what has been achieved;

- indicate how improvement can be made, and give students dedicated time to respond to and act on the feedback;
- encourage and support the individual needs of students in a constructive way;
- refer explicitly to the success criteria.

Professional Development

Content-Focused Workshops:

Annual training on unpacking standards, differentiation, and technology integration.

Collaborative Learning:

Peer observations and PLCs to share strategies for literacy, numeracy, and SEL.

Coaching Cycles:

Biweekly classroom walkthroughs with analysis to refine pedagogy.

Sharing Best Practice:

Best practice is systematically identified and shared across the school to build collective efficacy. Leaders promote professional collaboration through departmental meetings and cross-phase discussion, dedicated best-practice channels in which staff celebrate success and exchange strategies and resources, and structured ‘What Works’ sessions during professional development days where staff showcase approaches proven by evidence, classroom experience and student outcomes.

Learning Environment

Classroom Culture:

Build community through morning meetings, student-led discussions, and transparent routines.

Behavior Management:

Implement proactive strategies like positive reinforcement and restorative circles to minimize disruptions.

Literacy Focus:

Embed vocabulary development (3+ keywords per lesson) and text analysis across all subjects.

A Climate for Learning:

Classrooms that are clean and uncluttered set the tone of a purposeful learning environment, and a stimulating environment is used as part of the learning process within the lesson. Displays within classrooms are updated at start of units to serve as a working wall. Displays in hallways are changed regularly — half-semester is the expectation — and relate to current student work. Students have access to working walls and challenge walls that support their learning, and health and safety procedures are followed at all times.

Students are taught to:

- assess their own learning;
- listen to each other;
- adopt different roles within a group;
- volunteer their thoughts and opinions;
- respect the values, ideas, contributions and beliefs of others;
- give honest and constructive feedback to one another.

Inclusion

At ASCS, we believe that all learners can achieve and make progress, including those with additional needs. Through careful lesson planning, modifications, adaptations and use of alternative curriculums learners are provided opportunities to access learning in a range of environments. Where there is an additional need, class teachers work collaboratively with the Inclusion Team, the individual learners, parents and therapists to ensure that they are supported through an effective Individual Education Plan (IEP). Learners requiring modified curriculum also receive Individual Curriculum Plans (ICPs) detailing modifications and instructional strategies. Learners receive ‘push-in’ and ‘pull-out’ individual and small group support from the Inclusion Specialist teacher to support in areas outlined in the IEP, from the class teacher, parents and/or therapists.

Where a learner is an English language learner, we have a tier two support program offered that facilitates ‘push-in’ and ‘pull-out’ English language support classes, resources and an Individual Language Plan (ILP).

For our Gifted, Able and Talented learners, teachers provide challenge and opportunities in line with the learners Advanced Learning Plans (ALPs) which have been developed with students, their teachers and the G&T coordinator. In-class subject enrichment plans are complimented by our out-of-class G&T Programming offerings.

Inclusive Teaching Practices

Every teacher is a teacher of inclusion. The following strategies are expected in all classrooms.

Students of Determination:

- adapting tasks and learning objectives to match individual starting points;
- providing scaffolding, visual aids and structured resources to support access to the curriculum;
- using assistive technology and adapted materials where appropriate;
- implementing IEP and ICP targets, with clear success criteria and regular review;
- collaborating with the Inclusion Team, support staff and therapists to address learning and wellbeing needs.

English Language Learners:

- 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.

More Able, Gifted and Talented Learners:

- setting high expectations and providing challenge through extension tasks aligned to ALP targets;
- encouraging independent research, problem solving and creative thinking;
- offering opportunities for leadership, mentoring and peer teaching;
- differentiating by outcome, pace and depth of learning;
- providing enrichment opportunities both within and beyond the classroom.

Equal Opportunities

At ASCS, we embrace 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.

Teaching and learning are planned and delivered so that they uphold, and never undermine, the values of the UAE: tolerance, respect for the rule of law, individual dignity, and mutual respect between people of different faiths, nationalities and backgrounds. Teaching does not discriminate against any student on the basis of a protected characteristic. Classrooms are safe and respectful spaces in which students are encouraged to think critically, express themselves confidently and engage with diverse perspectives with moral responsibility.

Assessment & Recording

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 prioritize ongoing assessment, using data to inform instruction and support personalized learning experiences. Regular progress checks across the academic year ensure that all learners are supported effectively in achieving their targets. Intervention processes are in place to narrow their gaps in learning. Our policy promotes assessment for learning, encouraging students to reflect on their progress, set goals, and take ownership of their learning journey.

Assessment data is recorded on Eduration, the results of which are analyzed and inform planning to ensure students' 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.

Homework

Homework is an integral part of the curriculum and is used to consolidate, extend and enrich students' learning. It should be purposeful and meaningful and should support the aims of the current sequence of lessons. Where students are working on extended projects or controlled assessments, they are given opportunities beyond the classroom to develop the required skills further.

Homework may take a variety of forms, including answering questions, reading, extended writing, thinking, planning and researching. Teachers set homework in line with the school's Homework Policy.

Monitoring & evaluating the effectiveness of learning & teaching

Subject reviews will take place periodically throughout the year. The reviews starting point will include formal discussions focusing on challenges and support for quality of education for students, leadership & management, personal development & behavior & attitudes. These reviews will consider information from lesson observations, learning walks, work scrutiny and student outcomes.

Grading is quality assured and moderated by paired observations, coaching discussions, observer training and standardization meetings.

An audit is carried out by Senior Leaders in charge of Teaching and Learning to ensure feedback and grading are consistent and reliable.

Head of Kindergarten and Head of Academics will set priorities and actions as well as deciding which staff would benefit from further support.

An ongoing cycle of learning walks, work scrutiny, student voice will ensure that the monitoring and evaluation of Teaching and Learning is of the highest priority.

If there are concerns with a member of staff performance, they will be supported according to the adapted Appraisal Policy.

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

- Principal
- Vice Principal
- Head of Kindergarten
- Heads of Sections
- Middle Leadership Team
- Head of Inclusion

Criteria for looking at student work:

- presentation is of a high standard and reflects the school's expectations for presentation and marking;
- the standard of work in books, displays and performance shows continuing progress appropriate to age, ability, strengths and needs;
- work reflects teachers' high expectations and their knowledge of individual students, including knowledge gained through assessment for learning;
- content in books aligns with the Atlas unit plan, and the frequency of work matches the planned sequence;
- there is evidence of modification and adaptation for students of determination, and of challenge and depth for the more able;
- there is evidence of students editing and improving their work, and of feedback that supports learning;
- standards are monitored between year groups and across phases.

Monitoring tools and evidence:

- formal lesson observations — once per term, as part of appraisal;
- lesson drop-ins with live coaching — throughout the year, logged by phase;
- work scrutiny — two cycles per term, recorded on the work scrutiny form;
- student voice — scheduled focus group sessions across the year.

Annual monitoring timeline:

Window 1 (September – December)

- formal lesson observation 1 (all staff);
- induction observation for new starters, within three weeks of joining;
- weekly Head of Department drop-ins with live coaching;
- work scrutiny cycle 1 (Weeks 6–8) and cycle 2 (end of term);
- weekly department meetings responding to emerging trends.

Window 2 (January – March)

- formal lesson observation 2
- weekly Head of Department drop-ins with live coaching;
- work scrutiny cycle 3 (Weeks 6-8) and cycle 4 (Weeks 12-13);
- mid-year analysis of trends and professional development needs;
- weekly department meetings responding to emerging trends.

Window 3 (April – June)

- weekly Head of Department drop-ins with live coaching;
- work scrutiny cycle 5 (Weeks 4–5) and cycle 6 (end of term);
- end-of-year evaluation feeding into appraisal, CPD planning and school improvement priorities.

Teaching and Learning Dashboards:

Data from all monitoring activity is fed into the school's Teaching and Learning dashboard so that leaders can identify trends in strengths and areas for development, target coaching and support for individual teachers, and shape whole-school CPD priorities.

Judgment on Learning and Progress in Lesson

Objectives and success criteria are relevant, shared explicitly and referenced throughout the lesson. Students are clear about the end points in the lesson and beyond (sequencing).

There is clear evidence of pace and consistent challenge which results in students making significant progress.

Students are fully engaged in their learning, showing independence and resilience which is a result of strong and creative planning and the teacher's expert subject knowledge.

Students can show clear evidence of embedding knowledge and applying it.

Judgment on Feedback and Assessment for Learning (AfL)

Students are fully aware of their progress and can readily explain their strengths and areas for development.

Understanding is checked systematically and effectively anticipates interventions.

Questioning is clearly planned and suitably challenging.

Feedback is consistently in line with feedback policy; students are keen to use feedback to improve and make progress.

The quality of presentation in books is consistently of a high standard.

Judgment on Attitudes to Learning/Behavior

An exceptionally positive culture for learning and expectations are high.

Attitudes to learning are exemplary. Students have a high desire and ambition to improve learning.

Routines and standards in the classroom are consistently strong.

Lesson proceeds without interruption because behavior is managed skillfully and highly consistently.

Students understand unsafe situations and are highly aware how to keep themselves and others safe.

Judgment on Literacy, Numeracy, Wellbeing, School Values

As a result of careful planning, literacy, numeracy (where applicable) and wellbeing are a key part of learning.

Opportunities to address key areas are skillfully and thoughtfully handled when they naturally appear in the lesson.

There is strong evidence of literacy (Reading, Writing & Oracy), numeracy (where applicable) and topics linked to wellbeing in books as well as within lessons.

Quality Assurance

Monitoring:

Conduct learning walks, students voice surveys, and work scrutinise to ensure policy adherence.

Data-Driven Adjustments:

Use dashboards to track progress in SEND, ELL, and gifted programs, updating IEPs each semester along with Individual Curriculum Plans (ICPs).

This policy prioritizes clarity, adaptability, and evidence-based practices to foster academic and social-emotional growth. The alignment of instruction with formative feedback and collaborative PD, will enable ASCS to create dynamic learning ecosystems that meet diverse student needs.

Supporting Policies

Curriculum Policy

Differentiation Policy

Assessment Policy

Marking Policy

Moderation Policy

Wellbeing and Social Emotional Learning Policy

Inclusion Policy

ELL Policy

G&T Policy

Homework Policy

Positive Behavior Policy

Associated Monitoring Documents

Lesson Observation Form

Work Scrutiny Form