



Nurture  
**Lifelong**  
Learning

# AGS Teaching and Learning Policy

This procedure is reviewed annually to ensure compliance with current regulations.

Approved/reviewed by	Principal
Date of review	August 2024
Date of next review	August 2025

We aspire to be an inclusive, world class school of choice for parents in Dubai, where every student is happy, positive, and thriving academically, socially, and emotionally.

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## 1. Rationale

At Arcadia Global School (AGS), we believe in lifelong learning, where learning is challenging, engaging, rewarding, and enjoyable for everyone. This belief extends to students, staff, and parents, and we strive for our definition of learning to be evident throughout the school. Our vision statement, **“We aspire to be an inclusive, world-class school of choice for parents in Dubai, where every student is happy, positive, and thriving academically, socially, and emotionally,”** guides our approach to education. Through high-quality teaching, a supportive school environment, and meaningful partnerships with various stakeholders, we equip students with the skills, knowledge, and understanding they need to make informed choices and prepare for the future.

Our approach to teaching and learning is deeply rooted in the ideas of renowned educational theorists, such as Abraham Maslow and Benjamin Bloom, whose theories underpin much of our practice. Maslow’s Hierarchy of Needs emphasises the importance of meeting students’ foundational needs before they can thrive academically. At AGS, we prioritise creating a safe, nurturing, and inclusive environment where students’ emotional and social needs are met, which allows them to focus on intellectual growth. According to Maslow, only once students feel secure and valued can they fully engage in the higher-order aspects of learning, such as self-actualization and personal growth. This aligns with our goal to help students become happy, positive, and emotionally balanced, ready to engage with their learning.

In addition to Maslow, Benjamin Bloom’s Taxonomy also profoundly influences our teaching practices. Bloom’s model of cognitive development encourages educators to guide students through a process that builds from basic knowledge recall to higher levels of thinking, such as analysis, synthesis, and evaluation. We aim to provide a progressive learning environment that challenges students to think critically and creatively at every stage. Our curriculum and teaching strategies are designed to engage students at all levels of Bloom’s Taxonomy, ensuring that every child’s cognitive development is nurtured and advanced. By targeting both lower-order thinking skills (such as remembering and understanding) and higher-order skills (like analysing and creating), we provide students with a well-rounded educational experience that prepares them for success both inside and outside of the classroom.

At AGS, we believe today’s students are tomorrow’s leaders. This is why our vision, mission, and values are central to everything we do. In our classrooms, our values come to life through action, and education is viewed as a continuous journey. Our goal is for students to be equipped and empowered to make a positive impact in the world. We see education as a holistic process that nurtures not just intellectual development but also emotional and social growth, ensuring that our students develop into well-rounded, global citizens.

To ensure clarity in our approach, it is essential to define key terms within this policy:

**Teaching** refers to creating situations where learners can effectively acquire knowledge, skills, and understanding through engaging and supportive methods.

**Learning** is the process of acquiring knowledge, understanding, and skills, and being able to retrieve and apply them in future contexts.

## 2. Aims

### 2.1 Goals of Teaching and Learning

Our teaching and learning approach are designed to provide students with a well-rounded, engaging, and future-focused education that equips them with the knowledge, skills, and values necessary to thrive in a rapidly changing world.

Through our teaching, we will ensure that:

- We develop creative, innovative, and critical thinkers.
- We cultivate independent, confident learners who take increasing responsibility for their own learning.
- Our students become reflective, active, and effective participants in their learning journey.
- We foster the acquisition of essential skills for both current and future learning by nurturing lively, enquiring minds that question, share ideas, and work cooperatively.
- We promote respect and understanding for the culture in which we live and for different nationalities within the school.
- Our students access a rich and balanced curriculum in a variety of ways, encouraging self-expression, reflection, and intellectual curiosity beyond the classroom.
- We develop critical thinking, problem-solving, collaboration, creativity, innovation, and digital literacy to equip students for future challenges.
- We provide a balanced education that integrates academic rigor with social, emotional, and physical development.
- We recognise and support each student's unique learning journey through differentiated instruction and inclusive practices.
- We meet the needs and aspirations of all learners while recognizing and nurturing their personal skills and interests.

## 2.2 Outcomes for Students

Our goal is to nurture confident, capable, and compassionate individuals who are prepared to make a meaningful impact in their communities and beyond. We expect our students to:

- Achieve academic excellence and meet their full potential in all areas of learning.
- Demonstrate strong communication skills, both in written and verbal forms.
- Exhibit resilience, adaptability, and a growth mindset in the face of challenges.
- Act as responsible, ethical global citizens who contribute positively to society.
- Embody our AGS values in their daily actions, showing empathy, integrity, and respect for others.

By focusing on these aims and objectives, we strive to create an environment where students are empowered to become lifelong learners and future leaders.

## 3. Legislation & Guidance

At AGS, our teaching and learning policies align with the National Curriculum for England and are underpinned by key educational frameworks and legislation. For the Early Years Foundation Stage (EYFS), we follow the EYFS Statutory Framework and the Development Matters guidelines. These documents set clear expectations for children's learning and development in the Foundation Stage, emphasising communication, physical development, and personal, social, and emotional growth. The Development Matters document provides a detailed developmental progression for children, outlining how they should develop across different age groups and laying out clear benchmarks for educators.

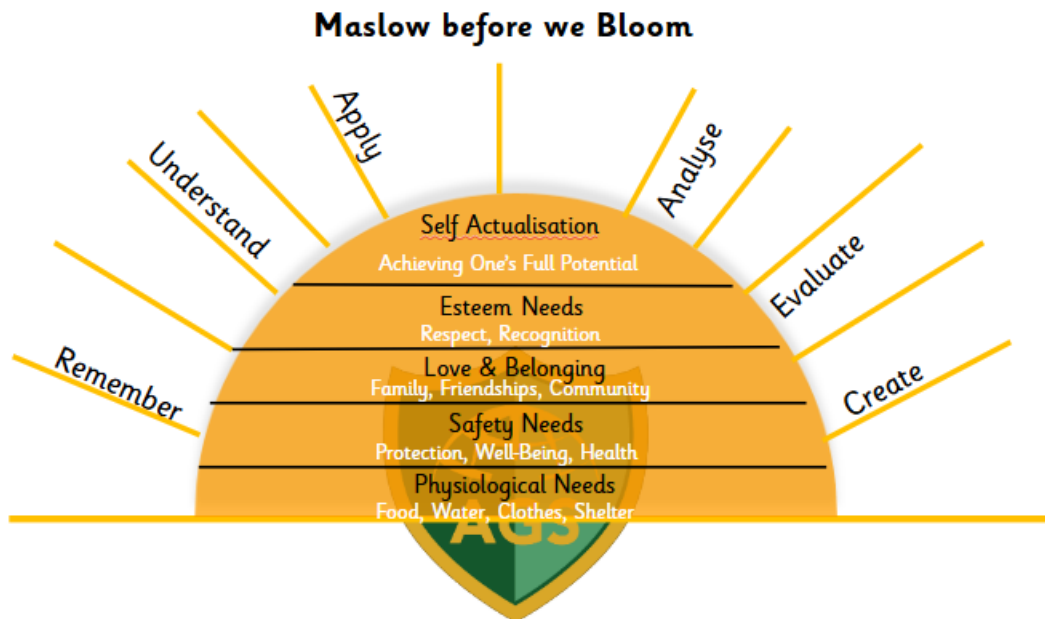
For our Primary and Secondary years, we implement the National Curriculum for England, which provides a comprehensive framework for subject-specific learning, ensuring students in all key stages receive a well-rounded education that promotes both academic knowledge and critical thinking skills. These frameworks are supported by various other teaching documents used in both Primary and Secondary to ensure that the learning process is consistent, legally compliant, and progressive throughout all key stages.

These documents help us create learning environments that are inclusive, reflective of the children's development, and aligned with both local and national educational requirements. For further details, staff and parents have access to these frameworks to ensure the learning paths are clearly understood and implemented effectively.

## 4. Effective teaching and learning

### 4.1 Instructional Strategies and Pedagogical Approaches

At AGS we embrace the “Maslow before Bloom” philosophy. Our teaching practices are grounded in well-researched theories like Maslow's Hierarchy of Needs and Bloom's Taxonomy, ensuring that students' foundational needs are met to maximise learning potential. Bloom's Taxonomy guides our instructional strategies, ensuring that students not only acquire knowledge but also progress through higher-order thinking skills like application, analysis, synthesis, and evaluation. Teachers employ a variety of methods such as direct instruction, inquiry-based learning, and project-based tasks to engage students at all levels of cognition.



### 4.2 Personalised and Differentiated Learning Strategies

At AGS, we believe that every student learns differently, and therefore, our teaching approach is tailored to meet the diverse needs, abilities, and learning styles of each individual. In alignment with Maslow's Hierarchy of Needs, we prioritise meeting the holistic needs of students to create an environment where they can thrive academically, socially, and emotionally. We believe that learning should be challenging, engaging, rewarding, and enjoyable for everyone - students, staff, and parents. Our approach is designed to ensure that all students have access to the curriculum and the opportunity to grow at their own pace.

We use Bloom's Taxonomy to guide the design of tasks at varying levels of complexity, ensuring students are appropriately challenged based on their readiness and abilities. Through ongoing formative assessments, teachers adjust instruction to support students who need reinforcement, while offering additional stretch and challenge activities (referred to as Bravery & Adventurous activities) for those ready to engage in higher-order thinking. This personalised approach allows every student to thrive, regardless of their starting point.

Differentiation in our planning is guided by our AGS Values: Determined, Gritty, and Aspirational. Students are encouraged to select tasks that not only meet their immediate learning needs but also stretch and challenge their thinking. We provide a wide range of learning experiences that cater to visual, auditory, and kinesthetics learning styles, ensuring that each child is provided with opportunities that align with their individual needs.

Our personalised learning approach includes various strategies and experiences, such as:

- Inquiry-based learning and problem-solving
- Group, paired, and independent work
- Use of ICT throughout all areas of the curriculum
- Hands-on activities, including designing, construction, and physical activities
- Creative opportunities, such as debates, role-plays, and oral presentations
- Outdoor and play-based learning
- Independent research and investigation
- Whole-class discussions and questioning

These strategies, alongside differentiated tasks and personalised learning opportunities, ensure that all students are equipped with the skills, knowledge, and confidence to succeed. At AGS, our goal is to create an environment where every student has the chance to reach their full potential by receiving the support they need and being challenged to extend their thinking.

At our school, we are dedicated to providing a teaching and learning environment that encourages all students to achieve their fullest potential. Our approach is designed to foster growth, curiosity, and academic excellence while ensuring every student is provided with personalised support and challenge.

## Challenge and Personalisation

- **Teach to the Top:** We set challenging and measurable learning objectives, encouraging students to exceed expectations and unlock their full potential.
- **Challenging Success Criteria:** Using frameworks such as Bloom's Taxonomy, we ensure that success criteria are progressive and demanding, guiding students through their learning and pushing them to achieve beyond their comfort zone.
- **Personalised Learning:** Lessons will be tailored to meet the needs of all students, ensuring every learner, regardless of ability, is challenged and supported in ways that best suit their needs.
- **Matching Lesson Activities to Success Criteria:** All lesson activities will be aligned with success criteria to ensure focus and clarity throughout the lesson.
- **Effective Use of Resources:** Resources, including digital tools, will be used thoughtfully to support and challenge learning, providing opportunities to enhance engagement and understanding.

## Real Life Learning Links

- **Contextualised Learning:** We place learning in real-world contexts, providing students with a purpose for their studies.
- **Local, National, and Global Links:** Whenever possible, learning will be connected to local, national, and global contexts, broadening students' perspectives.
- **Building on Prior Knowledge:** Prior learning, both within and across areas of the curriculum, will be connected to new concepts to help students see the continuum of their education.

## Connecting the Learning

- Engagement: Each unit or topic begins with a provocation to grab students' attention. This is designed to spark curiosity, engage students in inquiry-based learning, and encourage exploration of new concepts through open-ended questions, hands-on activities, or thought-provoking materials.
- Assessing Starting Points: Teachers will assess students' existing knowledge and understanding to guide the lesson and ensure that new content is pitched at an appropriate level. Teachers will do this through pre-assessment checks as well as KWL grids.
- Assessment for Learning: Assessment will be used throughout the lesson to ensure progress is being made and adjust the teaching to meet student needs.

## Timely Interventions

- Continuous Formative Assessment: Teachers will use assessment strategies throughout the lesson to check understanding, identify misconceptions, and provide interventions that move learning forward.
- Effective Feedback: Feedback will be provided during lessons to accelerate progress and support continuous development.
- Addressing Misconceptions: Any misconceptions will be addressed promptly and effectively to prevent misunderstandings from hindering learning

## Model Excellence

- High Standards: We will model excellence in all aspects of learning to set clear expectations and show students what success looks like.
- Clarity of End Goals: Students will be made aware of the high-quality end product they are working towards, which will help them set personal targets for their learning.

## Collaborating

- Active Learning: Active learning strategies will be used to engage students deeply in their learning and make the learning process dynamic and participatory.
- Collaboration: Opportunities for collaboration will be built into lessons to enhance learning, co-develop knowledge, and foster skills such as teamwork and communication.

## Higher Order Questioning

- Challenge Through Questioning: Higher order questioning using Blooms Taxonomy will be used to encourage deeper thinking and challenge students to critically evaluate, analyse, and synthesize information.
- Promoting Dialogue: Students will be actively engaged in discussions and encouraged to reflect on their thinking, promoting dialogue that fosters deeper understanding.

## High Quality Learning

- Expectations for Quality: High standards will be set for the quality of student work, with clear criteria on what makes an excellent outcome.
- Purposeful Work: Students will understand the purpose of their work and the audience for which it is intended, ensuring their efforts are meaningful.
- Reflection and Refinement: Time will be provided for students to reflect, edit, and refine their work, fostering a growth mindset and enabling them to improve their products continuously



## Lesson Transparency

- Clear Learning Objectives: At the start of each lesson, the learning challenge/objective and success criteria will be explicitly stated and referred to throughout the lesson, helping students drive their own learning.
- Clear Expectations: Students will understand what is expected of them, why they are learning what they are, and how they will achieve their goals.

## Meta-Cognitive Thinking

- Thinking About Thinking: Students will be encouraged to think about their own thinking and articulate how they approach their learning process.
- Self-Assessment and Reflection: Opportunities for self-assessment and reflection will be built into lessons, enabling students to evaluate their progress and adjust as needed.
- Self-Directed Learning: We will nurture students' ability to take initiative in their own learning, empowering them to be self-starters and take responsibility for their academic development.

This policy underpins our commitment to providing an engaging, challenging, and personalised learning environment that prepares students for both academic and personal success now and in the future. Through continuous reflection and refinement of teaching strategies, we ensure that our students thrive and develop into lifelong learners.

## 5. 'Quality first' teaching and learning

Quality First Teaching and Learning at AGS ensures that every student makes progress through high-quality, inclusive teaching practices embedded into everyday lessons. It focuses on meeting the needs of all learners through well-planned, engaging activities, effective assessment, and tailored support.

Key Strategies for Quality First Teaching:

- Positive Learning Environment: Build a safe, inclusive classroom culture that encourages curiosity, resilience, and collaboration.
- Use of Data to Inform Planning: Analyse student performance data to identify needs early and tailor instruction effectively.
- Clear Learning Objectives: Set explicit goals for each lesson, ensuring students understand what they are learning and why.
- High Expectations: Maintain ambitious yet achievable expectations for all students to foster motivation and growth.
- Differentiation: Adapt tasks and materials to cater to varied learning needs, abilities, and interests.
- Active Engagement: Promote student participation through interactive activities, discussions, and problem-solving tasks.
- Formative Assessment: Use regular questioning, observation, and assessment to monitor progress and inform future planning.
- Feedback and Scaffolding: Provide timely, constructive feedback and appropriate support to guide student learning.
- Inclusive Practices: Embed support strategies such as visual aids, pre-teaching, or peer support within lessons to address learning barriers.



## 5.1 Guided principles for Teaching and learning

### 5.1.2 Foundation Stage Planning Framework

#### Teachers should plan lessons considering:

- Theme & Unit – Weekly learning focus and curriculum alignment.
- Core Text – Key story or book supporting literacy development.
- Learning Objectives (LO) & Success Criteria (SC) – Clear goals for skill and knowledge acquisition.
- Curriculum Links – Connections to Early Years learning areas.
- Key Vocabulary – Essential language development focus.

#### Characteristics of Effective Learning

Lessons should promote:

- Playing & Exploring – Hands-on, engaging experiences.
- Active Learning – Sustained engagement and motivation.
- Creative & Critical Thinking – Problem-solving and decision-making.
- Independence & Routines – Encouraging self-directed learning.

#### Lesson Structure

1. The Starter/Hook – A stimulating introduction to spark curiosity and excitement.
2. Teacher Input & Modelling – Clear explanations and demonstrations, encouraging children to correct and guide the teacher.
3. Guided & Independent Exploration – Hands-on, play-based activities that promote discovery and interaction.
4. Differentiation & Questioning – Scaffolding and open-ended questioning to support diverse learning needs.
5. Group/Focused Activities – Small group tasks for targeted learning and skill reinforcement.
6. Plenary & Reflection – Storytelling, recap of learning, and discussion to consolidate understanding.
7. Assessment & Feedback – Observations, child-initiated notes, and continuous formative assessment.

#### Learning Opportunities

Teachers should integrate:

- Communication & Language – Developing vocabulary and storytelling skills.
- Mathematical Understanding – Practical number and shape experiences.
- Understanding the World (UTW) – Exploring nature, people, and technology.
- Physical Development (PD) – Gross and fine motor activities.
- Expressive Arts & Design (EAD) – Creative expression through art, music, and role-play.
- Personal, Social & Emotional Development (PSED) – Building confidence, relationships, and emotional awareness.

#### Enhanced Provision & Environment

Learning should be supported through well-resourced areas, including:

- Reading & Writing Areas – Encouraging literacy skills.
- Maths Area – Hands-on numeracy activities.
- Creative & IT Areas – Fostering artistic and technological exploration.
- Construction & Small World Play – Developing spatial awareness and storytelling.
- Outdoor Learning – Opportunities for movement, nature exploration, and problem-solving.

#### AGS Values in Early Years Learning

Lessons should reinforce:

- Determination & Grit – Encouraging perseverance in learning.
- Aspirational Mindset – Supporting goal setting and confidence.
- Bravery & Innovation – Promoting risk-taking and independent thinking.

### 5.1.3 Primary Planning Framework

#### Teachers must structure lessons with:

- Subject: The specific subject area being taught.
- Week/Context of the Lesson: The placement of the lesson within the unit and its relevance to overall learning objectives.
- Unit: The broader topic or theme under which the lesson falls.
- Learning Objectives (LO) & Success Criteria (SC) - Clear, measurable goals should be established for every lesson, ensuring students understand expected outcomes.
- Age-Related Expectations & Curriculum Links - Lessons must be aligned with national standards, ensuring challenge and progression for all learners.
- Prior Knowledge - Activating and assessing students' existing knowledge helps create a foundation for new learning.
- Key Vocabulary - Essential terminology should be introduced explicitly to support comprehension and subject-specific literacy.

#### Embedding Key Learning Opportunities

Each unit of lessons should highlight opportunities for:

- Collaboration & Communication: Encouraging teamwork, peer discussion, and articulate expression of ideas.
- Digital Literacy: Integrating digital tools and fostering creativity through modern educational resources.
- Essential Learning Skills: Lessons must incorporate activities that develop:
  - Research skills
  - Critical thinking
  - Problem-solving
  - Creativity
- Real-World Connections: Learning should be contextualized to demonstrate relevance to everyday life and practical applications.

#### Lesson Structure

##### 1. Starter (Hook/AFL/Research)

The lesson should begin with an engaging activity that:

- Captures students' attention.
- Encourages recall of prior knowledge.
- Establishes the learning objectives in a meaningful context.

##### 2. Lesson Launch & Teacher Input

Teachers must provide clear explanations using various instructional strategies, such as:

- Collaborative and discussion-based learning.
- Practical, hands-on activities.
- Inquiry-based questioning.

##### 3. Teacher Modelling - Demonstrating key concepts and skills should be an integral part of lesson delivery.

##### 4. Guided Practice - Students should be given structured opportunities to apply their learning with teacher support.

5. Assessment for Learning (AFL) & Evaluation - Teachers should use questioning, discussions, and formative assessments to measure student understanding and inform next steps.
6. Resources & Materials - Lessons should incorporate digital tools, worksheets, and practical materials to enhance engagement.
7. Independent Learning Task (Learning Episode) - Students should engage in meaningful, independent or group-based tasks that promote deeper learning and critical thinking.
8. Differentiation & Inclusion - Lessons must be accessible to all learners by:
  - Clear differentiation and tailored support for Students of Determination (SOjD), Emiratis, English Language Learners (ELL), and Exceptional Learners.
  - Providing scaffolding and support where needed.
  - Offering extension activities for high-achieving students.
9. Plenary & Reflection - Each lesson should end with a summary or reflective activity to consolidate learning.

## **AGS Values in Teaching and Learning**

Lessons should reflect and reinforce AGS Values, promoting:

- Determination – Encouraging perseverance in learning.
- Grit & Resilience – Fostering a strong work ethic.
- Aspirational Mindset – Supporting students in striving for excellence.
- Bravery & Adventurous Thinking – Cultivating risk-taking and innovation in learning.

### **5.1.3 Secondary Lesson Planning Framework**

**Teachers must structure lessons with:**

- Subject, Date, Class, and Teacher – Essential identifiers for lesson planning.
- Context of Lesson (Topic) – Clear alignment with curriculum objectives.
- Learning Objectives (LO) – Specific, measurable goals for student learning.
- Success Criteria – Defined outcomes to assess student progress, including extension opportunities
- Differentiation & Inclusion - Students of Determination (SOjD), Emiratis, English Language Learners (ELL), and Exceptional Learners.

### **Embedding Key Learning Opportunities**

- Real-World Connections – Ensuring relevance by linking learning to practical applications.
- Literacy Development – Embedding key vocabulary and subject-specific language.
- Collaboration & Communication – Encouraging teamwork and discussion.
- Innovation & Technology – Using digital tools to enhance learning.
- Cross-Curricular Links – Connecting learning across disciplines.
- Learning Skills Development – Promoting research, problem-solving, critical thinking, and creativity.

### **Lesson Structure**

1. Starter Activity (Do Now) – Engages students immediately, activating prior knowledge.
2. Lesson Launch – Introduces key concepts and objectives, setting the stage for learning.
3. Learning Episodes (Main Teaching & Student Activities) –
  - Teacher Input – Clear instruction, questioning, and scaffolding.
  - Student Activities – Inquiry-based learning, collaboration, and independent tasks.
  - Differentiation – Adjusted tasks to support and challenge all learners.
  - Progress Checks – Ongoing formative assessment to monitor understanding.

4. Plenary – Summarises key takeaways, reinforcing learning outcomes.
5. Home Learning – Extends learning beyond the classroom.

## **AGS Values in Teaching and Learning**

Lessons should reflect and reinforce AGS Values, promoting:

- Determination – Encouraging perseverance in learning.
- Grit & Resilience – Fostering a strong work ethic.
- Aspirational Mindset – Supporting students in striving for excellence.
- Bravery & Adventurous Thinking – Cultivating risk-taking and innovation in learning.

## **6. Curriculum Organisation**

Please refer to our Curriculum Policy.

## **7. Learning Skills**

The following key skills are central to our teaching and learning approach, designed to develop well-rounded students who are prepared for both academic success and life beyond school. These skills focus on fostering cognitive, communication, collaboration, emotional learning, and digital literacy, helping students build critical thinking, creativity, effective communication, empathy, and technological proficiency.

### **1. Cognitive Skills**

- Critical thinking: Problem-solving and decision-making.
- Creative thinking: Innovation and imagination.
- Independent learning: Setting goals and managing learning.
- Research skills: Asking questions and finding information.

### **2. Communication Skills**

- Speaking and writing: Clear and effective expression.
- Listening: Understanding others' perspectives.
- Presentation: Sharing ideas confidently.

### **3. Collaboration Skills**

- Teamwork: Working well with others.
- Leadership: Taking responsibility and guiding peers.
- Conflict resolution: Solving disagreements respectfully.

### **4. Emotional Learning**

- Self-management: Handling emotions and staying resilient.
- Empathy: Understanding others' feelings.
- Mindfulness: Staying focused and aware.

### **5. Digital Literacy**

- Digital citizenship: Using technology responsibly.
- Tech skills: Using digital tools for learning and creation.
- Data interpretation: Understanding and using data effectively.

## 8. Target Setting

### 8.1 Foundation Stage

#### 1. Purpose of Target Setting

The purpose of target setting in Foundation Stage is to encourage children to become reflective learners. It helps them think about what they are good at, what they want to improve, and how they can grow both academically and personally.

#### 2. Target Setting Process

At the beginning of each term, children have conversations with their teacher about what they can already do well and what they would like to improve. Through regular discussions our students become more aware of their learning.

#### 3. Parental Involvement

When the workbooks go home, parents can see their child's goals and reflect on their progress together. This helps parents support their child's learning at home and stay connected with their development.

### 8.2 Primary

#### 1. Purpose of Target Setting

Target setting in primary school is an essential tool for promoting self-awareness, goal setting, and accountability in students. It encourages reflection on both academic progress and personal development, specifically related to core values like altruism, respect, and determination. This process helps students align their learning experiences with their growth as individuals.

#### 2. Target Setting Process

At the beginning of each term, students assess their strengths and areas for improvement using a five-star scale. They identify their strongest skill and select a specific area they wish to develop further. Students then provide an example of how they plan to work on that chosen skill, promoting a proactive approach to learning and self-improvement.

#### 3. Reflection and Assessment

Reflection is an ongoing process in primary education. Students are encouraged to assess their progress regularly through peer and self-assessment. This gives them the opportunity to review and reflect on their development, ensuring that they are actively engaged in their learning journey. Students also receive feedback from teachers, which further supports their growth.

#### 4. Parental Involvement

The targets set in the workbooks are shared with parents when the books go home, allowing families to celebrate their child's progress and success. This communication strengthens the partnership between school and home, ensuring that parents are actively involved in their child's learning process.

#### 5. Student-Led Conferences

Target setting plays a key role during our student-led conferences. These conferences are designed by the students, allowing them to reflect on their learning journey throughout the academic year. Students present their progress, share their goals, and take ownership of their educational experience, fostering greater independence and confidence.

#### 6. Celebrating Progress and Success

The target-setting process in primary school is not only about identifying areas for improvement but also about celebrating achievements. Regular reflection and review ensure that students feel valued for their efforts, and their success is acknowledged through feedback and recognition. This celebration of progress encourages a growth mindset and motivates students to continue striving for personal and academic excellence.

## 8.3 Secondary

### 1. Purpose of Target Setting

Target setting in Secondary School is an essential tool for promoting self-awareness, goal setting, and accountability in students. It encourages reflection on both academic progress and personal development, specifically related to core values like altruism, respect, and determination. This process helps students align their learning experiences with their growth as individuals.

### 2. Target Setting Process

Targets for each subject are based upon their CAT4 assessment. If a student is consistently achieving above their Target Grade, the grade is adjusted up in line with their current working standard via evidence.

### 3. Reflection and Assessment

Reflection is an ongoing process in primary education. Students are encouraged to assess their progress regularly through peer and self-assessment. This gives them the opportunity to review and reflect on their development, ensuring that they are actively engaged in their learning journey. Students also receive feedback from teachers, which further supports their growth.

### 4. Parental Involvement

The targets set in the workbooks are shared with parents when the books go home, allowing families to celebrate their child's progress and success. Targets are displayed on official School Reports. This communication strengthens the partnership between school and home, ensuring that parents are actively involved in their child's learning process.

### 5. Student-Led Conferences

Target setting plays a key role during our student-led conferences. These conferences are designed by the students, allowing them to reflect on their learning journey throughout the academic year. Students present their progress, share their goals, and take ownership of their educational experience, fostering greater independence and confidence.

### 6. Celebrating Progress and Success

The target-setting process in Secondary School is not only about identifying areas for improvement but also about celebrating achievements. Regular reflection and review ensure that students feel valued for their efforts, and their success is acknowledged through feedback and recognition. This celebration of progress encourages a growth mindset and motivates students to continue striving for personal and academic excellence.

## 9. Support for Learning

### Commitment to Inclusion

At AGS, we believe that every student is capable of success when provided with the right support. Our teaching and learning philosophy are rooted in an inclusive approach that values diversity and strives to meet the needs of all learners, including students of determination (SOdD), English language learners (ELL), and those who require additional academic support.

### Identifying and Supporting Learners' Needs

We recognise that every student learns differently, and we are committed to identifying and responding to a wide range of learning needs. Teachers, in collaboration with our inclusion team and families, regularly assess students to ensure timely identification of those requiring additional assistance. Students who need extra support are referred our inclusion team for tailored interventions, which may include small-group instruction, one-on-one support, or targeted learning plans.

### Inclusive and Differentiated Instruction

Our teachers are trained to provide differentiated learning experiences that address the varying needs, interests, and

abilities of students. Through thoughtful lesson planning and flexible grouping, teachers adapt their approach to ensure that all students have access to the curriculum and opportunities to succeed. This includes the use of varied teaching strategies, assistive technologies, and learning tools to support both academic and personal growth.

## **Collaboration and Communication**

Support for learning is a collective effort. Teachers work closely with our inclusion team of support staff, including special education educators, language support specialists, and counsellors, to provide the necessary assistance. Open communication between school staff and families is encouraged to keep parents informed about their child's progress, and to discuss specific strategies for supporting learning at home.

## **Monitoring Progress and Evaluation**

We continuously monitor the effectiveness of our support strategies through formative assessments, observations, and feedback from both students and staff. Our goal is to ensure that all students are progressing toward their learning goals. If necessary, interventions are adjusted to ensure that each student's individual needs are being met.

## **Professional Development**

We prioritise the professional development of our teachers to ensure they are equipped with the skills and knowledge to meet the needs of all students. Ongoing training in differentiated instruction, the latest educational tools, and special educational needs ensures that our educators are constantly improving their practice and responding effectively to the diverse needs of their students.

## **Resources and Tools for Learning**

Arcadia Global School is committed to providing students with access to the necessary resources and technologies to support their learning. We also support the use of a range of tools to enhance students' engagement and understanding, whether in the classroom or through online learning platforms.

## **Thrive and Bloom Learning Spaces**

The **Thrive and Bloom** learning areas are designed to cater to the diverse needs of our students. It provides a supportive environment where students who require additional assistance - whether due to learning difficulties, emotional or social challenges, or language barriers - can receive tailored support to enhance their academic, social, and emotional development. The room ensures that all students are included in the learning process and can access the curriculum at their level while building confidence and independence.

## **Key Functions of the Inclusion Room**

### **1. Individualised Support**

- The Thrive and Bloom rooms offer targeted, one-on-one or small-group support, tailored to each student's specific learning needs. This might include academic intervention, speech and language support, or social-emotional guidance.
- Students who require accommodations or modifications to the curriculum can access resources designed to meet their individual learning goals.

### **2. Differentiated Instruction**

- The Thrive and Bloom rooms facilitate differentiated learning, allowing students to work at their own pace and in a setting that supports their unique needs. The support could include simplified tasks, additional time for assessments, or alternative learning materials.



- Our inclusion team and support staff collaborate with classroom teachers to design learning experiences that align with the student's strengths and areas for growth.
- 3. **Behavioural and Emotional Support**
  - The Thrive and Bloom rooms also function as a space where students can receive support for behavioural or emotional challenges. Whether it's a student struggling with self-regulation or needing a quiet space to calm down, the room is equipped to provide a safe, supportive environment.
  - Social skills training, emotional regulation exercises, and one-on-one counselling may take place in the room to ensure that students can develop strategies to cope with challenges positively and inclusively.
- 4. **Language and Communication Support**
  - For students who are English language learners (ELLs) or those who need assistance with communication, the Thrive and Bloom room provides additional language support. Language specialists or teaching assistants work with students to enhance their vocabulary, comprehension, and fluency.
  - It offers language-rich activities and interventions that support ELL students in both social and academic contexts.
- 5. **Collaboration with Families**
  - The Thrive and Bloom rooms are an integral part of the school's holistic approach to learning. Regular communication between teachers, parents, and support staff ensures that families are involved in their child's progress and that learning goals are aligned both at school and at home.
  - Parents may be invited to participate in regular reviews of their child's learning plan, ensuring the support is both appropriate and effective.

## Purpose in the School Community

The purpose of the Thrive and Bloom room is to ensure that every student feels a sense of belonging and is able to engage fully in the school experience. By offering a dedicated space for focused support, we promote equity in education, ensuring that each learner's needs are met in a caring and respectful manner. The room serves as a vital component of our commitment to inclusivity, helping to remove barriers to learning and fostering an environment where every student has the opportunity to **thrive and bloom**.

## Student Involvement

We believe in empowering students to take an active role in their own learning. Through regular check-ins, goal-setting, and self-assessment, students are encouraged to understand their strengths and areas for improvement. By fostering student agency, we aim to instil a sense of ownership over their learning journey.

## Transition Support

Supporting students through transitions - whether between year groups, subjects, or into new learning environments - is a key aspect of our support system. Our transition programs ensure that students receive the necessary support and guidance to adapt to new challenges, ensuring continuity in their educational experience.

## 10. Technology in Learning

In our curriculum, we integrate devices to enhance learning, maintaining a balance between digital tools and a range of activities, including notebook work and practical tasks.

In Foundation Stage (FS) and Year 1, Seesaw is an essential tool used by teachers to document each student's learning journey. It provides a chronological record of photos and learning experiences, capturing the exciting activities and

milestones the children achieve in their early education. Students in these year groups also have access to devices within their classrooms, which are seamlessly integrated through innovation and technology stations in the enhanced provision areas. These stations offer opportunities for students to explore digital learning tools and develop essential technological skills, enriching their classroom experiences in engaging and age-appropriate ways.

In Primary, we utilise Seesaw as a key platform for students to engage with lessons, submit work, collaborate, and receive feedback in real-time. It serves as our main digital platform, seamlessly supporting the submission and assessment process while fostering collaboration between students and teachers. Half of the lessons focus on digital learning activities, where students use their devices for research, interactive tasks, and creative projects, fostering digital literacy. The remaining 50% involves written responses and hands-on work, ensuring students continue to develop essential writing and critical thinking skills. To further enhance our curriculum, we integrate a variety of digital tools and resources to create immersive and engaging learning experiences, supporting skill development across all areas of the curriculum.

In addition to classroom activities, home learning is shared digitally each week via Seesaw. Students are given a home learning book to record their progress, and they submit their work through Seesaw to receive feedback from their teachers. While home learning is not compulsory, it offers a diverse range of activities that encourage children to reflect on their in-school learning. It helps them develop important skills such as self-organization, independent thinking, and focus, giving them an opportunity to extend and consolidate their learning beyond the classroom.

In Secondary, all students have access to their own laptops during the school day, enabling them to research information, create presentations, complete assignments, take notes, and collaborate on group projects. Microsoft Teams serves as the main digital platform, where students access homework files, revision materials, and important class resources. For English, Maths, and Science homework, students use Century Tech, an adaptive learning platform designed to provide personalized support and challenge in key subject areas. While digital tools enhance their learning experience, homework is submitted in person, ensuring opportunities for teacher feedback and discussion. This blended approach combines the benefits of technology with traditional methods to support student learning effectively.

## 11. Learning Environment

We believe that a stimulating environment sets the climate for learning, and an engaging classroom promotes independent use of resources and high-quality work by the children. We build our learning environment in a co-constructed way throughout school. Our definition of a co-constructed learning environment is “Co-constructed is defined as a collaborative process involving social interaction and joint patterns of awareness to seek a deep understanding of a topic or theme. In a classroom environment what are we learning, why we are learning it, posing questions around it, developing the journey and documenting the learning in a collaborative co-constructed display.” The co-construction of learning fosters a collaborative, inclusive, and empowering space for students, encouraging ownership of their learning and promoting a deep understanding of content.

### Benefits of Co-Constructed Learning Environments:

1. **Increased Student Engagement:** By actively involving students in shaping their learning, they become more engaged and motivated to participate in classroom activities, making learning more relevant and enjoyable.
2. **Collaboration and Social Skills:** Students work together to explore concepts, fostering critical collaboration and communication skills that are essential for their development both academically and socially.

3. Personalised Learning: Co-constructed environments recognise and address the diverse learning needs of each student, offering opportunities for individualized learning paths that ensure all students can access the curriculum in ways that are meaningful to them.
4. Critical Thinking Development: Encouraging dialogue and discussion enables students to critically engage with concepts, develop problem-solving skills, and enhance their ability to analyse and question information.
5. Empowerment and Ownership: Students are empowered to take responsibility for their learning, developing a sense of ownership that encourages independence, self-regulation, and persistence in the face of challenges.
6. Deeper Understanding of Concepts: Through collaborative discussion and peer feedback, students are able to reinforce their understanding, clarify misconceptions, and develop a deeper grasp of subject matter.
7. Growth Mindset: Co-constructed environments support the development of a growth mindset by encouraging students to see learning as a process that involves effort, resilience, and the ability to learn from mistakes.
8. Inclusivity and Respect for Diversity: All students' voices are valued in a co-constructed environment, promoting inclusivity and fostering respect for diverse perspectives and experiences.
9. Enhanced Teacher-Student Relationships: In this environment, teachers act as facilitators and guides, which strengthens their relationships with students, builds trust, and creates a more positive and supportive classroom culture.
10. Differentiated Learning Opportunities: The flexibility inherent in co-constructed learning allows teachers to tailor activities to the individual needs of students, ensuring that all learners, regardless of ability or background, are supported.
11. Peer Learning and Mentoring: Students are given the opportunity to learn from and teach their peers, reinforcing their own understanding while supporting the learning of others.
12. Preparation for Future Learning: Co-constructed learning environments help students develop skills such as reflection, self-regulation, collaboration, and critical thinking, all of which are essential for lifelong learning and future success.

By fostering co-constructed learning environments, we create classrooms where students feel valued, supported, and motivated to take ownership of their learning. This approach enhances student engagement, promotes critical thinking, and encourages a collaborative, inclusive culture that prepares students for success in the classroom and beyond. We are committed to building learning environments where every student's voice is heard, and every learner has the opportunity to thrive.

## 11.1 The Emotional Environment

We use our bespoke emotional regulation and positive behavior app, Ten Points, to support and promote students' emotional regulation and reinforce positive behavior across the school. In the Foundation Stage (FS), all students have access to a class *Zones of Regulation* display, allowing them to document how they are feeling. This provides teachers with valuable insights to offer tailored support while helping students begin their journey toward understanding and managing their emotions. Each classroom is equipped with *Zones of Regulation* areas and self-regulation tools to further assist students in their emotional development.

In both Primary and Secondary school, students can access the *Zones of Regulation* through our well-being app, Ten Points. Through this app, students log their feelings along with a reflective comment, which is linked to the teacher dashboard. This feature enables students to reflect on their emotions and allows teachers to provide targeted support based on each student's individual needs.

## 12. T & L Responsibilities

At AGS, we believe in fostering an environment where all members of the school community work together to ensure the highest standards of teaching and learning. The roles and responsibilities outlined below highlight the commitment of each stakeholder in creating an enriching, inclusive, and supportive learning environment for all students.

### 1. Leadership Team (Senior Leaders/Principal)

- **Strategic Vision:** Lead the development, implementation, and evaluation of the school's Teaching and Learning (T&L) policy, ensuring it aligns with the school's mission, vision, and core values.
- **Monitoring and Evaluation:** Oversee the quality of teaching and learning across all areas of the school, setting clear expectations for teaching standards and regularly evaluating the effectiveness of instructional practices.
- **Professional Development:** Ensure that teachers and staff have access to continuous professional development opportunities to enhance teaching practices and remain at the forefront of educational best practices.
- **Accountability:** Hold staff accountable for the effective delivery of the T&L policy and student outcomes through regular performance reviews and feedback.

### 2. Year Leaders & Subject Leaders

- **Curriculum Leadership:** Ensure the effective implementation of the school curriculum within their respective subject or phase, ensuring it is well-resourced and tailored to meet the diverse needs of students.
- **Support and Guidance:** Provide guidance, mentorship, and ongoing support to teaching staff within their area, fostering a culture of collaboration and shared best practices.
- **Assessment and Data Analysis:** Lead the use of formative and summative assessments to monitor student progress, identify areas for improvement, and inform instructional decisions.
- **Quality Assurance:** Regularly review teaching practices and student outcomes within their area to ensure high standards and continuous improvement.

### 3. Teachers

- **Effective Instruction:** Deliver engaging, differentiated lessons that cater to the varied learning styles and abilities of all students, ensuring an inclusive and positive classroom environment.
- **Planning and Assessment:** Plan and deliver high-quality lessons based on clear, measurable learning objectives. Regularly assess student progress through both formal and informal methods, using the data to inform teaching and support student growth.
- **Student-Centred Approach:** Provide individualised support and tailored interventions for students with diverse learning needs, ensuring every child is supported to reach their full potential.
- **Professional Reflection:** Engage in ongoing self-reflection and participate in professional development opportunities to enhance their practice and pedagogy.
- **Collaboration and Sharing Best Practices:** Work collaboratively with colleagues, sharing resources, strategies, and ideas to continually improve teaching practices across the school.

### 4. Learning Support Assistants (LSAs) and Classroom Coaches

- **Assist in Learning Delivery:** Support the teaching staff in delivering lessons and providing additional help to students, especially those with additional learning needs.
- **Feedback and Communication:** Provide feedback to teachers on student progress, challenges, and successes, ensuring that instructional adjustments are made as necessary.

- Personalised Support: Assist in delivering personalized learning interventions and support to students, enabling them to access the curriculum effectively.

## 5. Students

- Active Participation: Take responsibility for their learning by actively engaging in class activities, participating in discussions, and completing assigned tasks to the best of their ability.
- Self-Regulation and Reflection: Develop skills in emotional regulation and self-reflection, becoming active participants in their learning process. Reflect on their progress, identify areas for improvement, and seek help when needed.
- Engagement with Feedback: Actively engage with feedback from teachers and peers to improve their understanding, deepen their knowledge, and enhance their learning outcomes.

## 6. Parents/Carers

- Support at Home: Provide support for their child's learning at home by encouraging good study habits, assisting with homework, and ensuring regular school attendance.
- Effective Communication: Maintain open communication with teachers and school staff, sharing any concerns or challenges their child may be facing. Participate in parent-teacher meetings to stay informed about their child's progress and development.
- Engagement in School Activities: Participate in school events and activities, supporting the school's mission to create a positive, learning-centred environment for students.

## 7. Academic Committee

- Oversight and Accountability: Monitor and evaluate the effectiveness of the T&L policy and its implementation, ensuring that teaching practices align with the school's strategic objectives and the needs of the students.
- Support for School Leadership: Provide support and challenge to the leadership team, holding them accountable for student outcomes and the quality of teaching and learning across the school.

## Conclusion:

At AGS, we recognise that effective teaching and learning is a collective responsibility. By clearly defining the roles and responsibilities of all stakeholders, we ensure that every individual is empowered to contribute to the success of our students. Together, we create a collaborative, inclusive, and dynamic environment that nurtures academic excellence, personal growth, and a lifelong love of learning.

## 13. Professional Development

Professional development is integral to a Teaching and Learning (T&L) policy, ensuring that educators continuously enhance their skills and knowledge to improve student outcomes. It should be aligned with the school's goals and tailored to individual needs, fostering growth through workshops, collaborative learning, and reflective practices. Prioritising professional development empowers teachers to stay updated on the latest pedagogical strategies and educational technologies, ultimately creating a more effective and engaging learning environment.