Teaching and Learning Policy

Purpose

This policy defines the guiding principles and practices for teaching and learning at Buds Public School, ensuring alignment with CBSE/NEF, KHDA, UAE MOE frameworks, and international best practices. It aims to foster academic excellence, holistic development, and inclusivity from Kindergarten through Grade 12.

Vision

To deliver inclusive, engaging, and high-quality learning experiences that empower students with 21st-century skills, Islamic values, and a global perspective.

Core Principles

- Learning is personalized, inclusive, and student-centered.
- Teaching is innovative, evidence-informed, and responsive to learner needs.
- Assessment and feedback are continuous, constructive, and integral to planning.
- Integrated Technology is used meaningfully to enrich instruction.
- Collaboration among students, teachers, and families enhances learning outcomes.
- Differentiation ensures equitable access for all learners, including SEN, EAL, and Gifted & Talented students.

Curriculum Design and Implementation

- Curriculum is aligned with CBSE/NEF (2020), UAE MOE and KHDA requirements, integrating moral education, UAE identity, and global competencies.
- Instruction is based on clear learning goals across all phases: KG, Primary, Middle, and High School.
- Cross-curricular connections, critical thinking, and real-life application are emphasized.

Teaching Methodologies

- A blend of traditional and progressive approaches such as direct instruction, inquiry-based learning, project-based learning, flipped classrooms, and experiential learning.
- Teaching considers multiple intelligences and diverse learning styles.
- Student engagement strategies include peer teaching, discussions, debates, and hands-on tasks, research and exploration.

Learning Environment

- Classrooms are safe, inclusive, stimulating, and resource-rich.
- Classroom and corridor display boards celebrate learning and promote curiosity.
- Learning corners and independent learning spaces are integrated.
- Integrated Technology and well-equipped Labs create a high-quality learning experience.

Assessment and Feedback

- A variety of assessments (formative, summative, diagnostic, peer/self) are used.
- Timely and constructive feedback guides student improvement.

CONFIDENTIAL

- Data informs planning and targeted interventions.
- Progress is shared through reports, PTMs, and communication channels.

Inclusion and Well-being

- Differentiated instruction supports all learners.
- Collaboration with EDUSCAN and inclusion teams ensures appropriate interventions.
- Emotional and social well-being is prioritized.

Professional Development

- Teachers engage in ongoing CPD aligned with CBSE goals and regulatory standards.
- Practices include CBSE and International workshops, peer observations, coaching, and mentoring.
- Innovative pedagogy and technologies are continually explored.

Roles and Responsibilities

- **SLT** ensures policy implementation and quality assurance.
- **Heads of Phase/ Cycle** support and implement curriculum delivery and instructional standards.
- **Teachers** plan and deliver instruction, assess effectively, and collaborate with families.
- **Students** engage actively in learning and take responsibility for progress.
- **Parents** support learning at home and maintain communication with the school.

Monitoring and Evaluation

- Teaching and learning are reviewed through observations
- (Internal and external), student voice, book scrutiny, and data analysis.
- SLT conducts regular walkthroughs and performance reviews to maintain quality.

Review Cycle

Effective from April 2025, this policy will be reviewed annually in March to reflect EYFS, CBSE, KHDA/MOE updates and internal evaluations.

Policy code: BPS/020/2026

Policy Reviewed: March 2026

Effective from: April 2026

Reviewed By: Senior Leadership Team

Next Review: March 2027

Approved By: Mr. Donald Weilson (Principal)

CONFIDENTIAL