



TEACHING AND LEARNING POLICY 2026-2027

VISION

“To ignite the potential in every child through holistic education, nurturing them to learn with curiosity, live with integrity, and thrive as responsible global citizens, united by respect, belonging, and a commitment to excellence”.

MISSION

We are committed to providing an inclusive, student-centered, and challenging learning environment that nurtures academic excellence, character, and well-being. Through holistic and experiential learning, we nurture critical thinking, open-mindedness, and resilience, grounded in integrity and ethical values. In partnership with parents and the community, we empower students to become confident, compassionate, and responsible contributors to a diverse global society, prepared for lifelong learning and success.

1. INTRODUCTION

At TCS, we believe that high-quality teaching and learning are the foundations of students' success and well-being. This policy outlines our shared vision, principles, and expectations to ensure consistency, coherence, and excellence in teaching and learning across the school.

2. PURPOSE

This policy provides a clear framework to support effective classroom practice, promote high standards, and ensure that all students are given equitable opportunities to achieve their full potential. It aligns with the school's vision, values, and statutory requirements.

3. OBJECTIVES

- Promote high-quality teaching that inspires and challenges all learners
- Ensure consistency in teaching practices across the school
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.
- Support inclusive and adaptive teaching to meet diverse learning needs
- Foster a positive, safe, and engaging learning environment
- Encourage lifelong learning skills, independence, and resilience

4. OUR LEARNING PHILOSOPHY

- All students are capable of learning and progressing from their current levels.
- Learning should be enjoyable and designed to support accelerated progress.
- Students learn best when they feel safe to take risks, motivated, interested, and valued.
- Active engagement is essential for effective learning.
- Learning is a social process, and collaboration with peers and teachers strengthens understanding.
- Students benefit from having choice and voice in their learning.
- Teaching and learning should be tailored to individual needs, skills, aspirations, and interests, guiding the design of meaningful learning experiences.

5. STUDENT OUTCOMES

TCS aims to educate children to become mindful, responsible, and well-rounded citizens in a nurturing environment. Through a broad and robust curriculum, student-centered teaching approaches, and additional school support, we intentionally promote these values to ensure that all students can:

- Achieve strong attainment and progress across all subjects.
- Develop subject-specific knowledge and skills.
- Strengthen personal, social, and emotional skills to support wellbeing.
- Cultivate mutual respect, tolerance, and understanding.
- Work effectively both independently and collaboratively, confidently applying knowledge and skills in new contexts.

6. TEACHING AND LEARNING APPROACH

TCS adopts a centrist approach, balancing teacher-led instruction with inquiry-based activities, knowledge acquisition with skill development, and individual work with collaborative tasks.

6.1 Common Approaches:

- Differentiation tailored to students' learning styles, levels, and needs
- Collaborative learning to enhance understanding through teamwork
- Inquiry-based learning to develop investigation, critical thinking, and problem-solving skills
- Technology integration to support and enhance learning
- Interdisciplinary connections and real-life applications
- Problem-based learning
- Game-based learning
- Experiential learning

National Priorities Integration: Teachers will intentionally plan links to the UAE context, including UAE Social Studies and Moral Education.

6.2 Phase-specific Teaching-Learning Approaches:

In addition to these common strategies, age-appropriate methods are implemented across different phases to ensure meaningful and engaging learning experiences.

- **Kindergarten (KG1 & KG2): Teaching and Learning**

Teaching and learning in Kindergarten are developmentally appropriate and designed to nurture early literacy, numeracy, communication, social skills, creativity, and independence

Key features include:

Learning through purposeful play, exploration, and hands-on experiences. A language-rich environment that promotes speaking, listening, storytelling, and vocabulary development. Early literacy and numeracy through phonics, number sense, patterns, and problem-solving activities. Learning centres that encourage guided, independent, and collaborative learning. Development of personal, social, and emotional skills, including confidence, cooperation, and positive behaviour. Inclusive practices that support ELA and diverse learning needs

Assessment in Kindergarten is ongoing and observation-based, enabling teachers to plan next steps, provide early support, and communicate progress effectively with parents.

- **Primary School:**

Lower Primary (Grades 1–2): The Learning Center approach encourages active, student-centered classrooms where learners explore, investigate, and apply concepts through

hands-on activities. It encourages independent and collaborative learning, fosters critical thinking, and allows students to engage with concepts at their own pace.

Upper Primary (Grades 3–5): Learning is student-centered, fostering both collaborative and independent work. Inquiry-based learning is embedded through carefully planned schemes of work, promoting investigation, critical thinking, reasoning, and self-reflection.

Middle (Grades 6 - 8): Learning in the Middle School serves as a vital bridge, transitioning students from foundational inquiry to disciplined academic rigour. The curriculum is competency-linked, emphasizing the application of knowledge through interdisciplinary projects and collaborative problem-solving. Educators utilize a blend of guided inquiry and explicit instruction to foster deeper conceptual understanding and analytical thinking. In alignment with CBSE goals, there is an increased focus on developing digital literacy and self-regulated learning habits. Assessment practices shift toward a balance of formative feedback and summative evaluations, ensuring students build the resilience and subject-specific skills necessary for the high-stakes environment of the Secondary years.

Secondary:

Learning in the Secondary Section will be competency-based and learner-centred, with clear learning intentions and success criteria. Lessons will develop critical thinking, problem-solving, and subject mastery through experiential learning, investigations, and hypothesis-driven activities, embedding reading and literacy across all subjects. Assessment, feedback, differentiation, and data-driven interventions will ensure inclusion and progress. Teaching strategies will be goal-oriented, preparing all students for 100% success in Board examinations.

6.3 Inclusive Education(Students of Determination & G&T)

Ensure equitable access to the curriculum for Students of Determination (SEND) and provide 'stretch and challenge' opportunities for Gifted and Talented (G&T) learners.

- Students of Determination (SoD): With the support of special educators and counsellors, teachers will implement Individual Education Plans (IEPs) and use 'scaffolding' and 'curriculum modification' to remove barriers to learning, ensuring all students can access the same core concepts as their peers.
- Gifted and Talented (G&T): High-achieving students will be identified through data and teacher observation. They will be supported through extended tasks and Advanced Learning Plans (ALPs), focusing on higher-order thinking, complexity, and leadership in learning.

7. SCHOOL'S LEARNING ENVIRONMENT

To meet the outcome :

- A supportive, social and emotional learning environment (Inclusive Teaching and Learning)
- A safe physical environment
- Teaching and Learning Culture
- Teacher's Expectations
- Planning and Preparations
- In Lessons
- Post Lessons
- Teachers Training & Support

8. LEARNERS EXPECTATIONS

At TCS, learners are expected to:

- Believe in themselves that they are capable of learning and achieving.
- Be self-respecting and positive individuals, with an enthusiasm for learning.
- Be independent learners who take responsibility for their own learning.
- Set goals and strive hard to achieve them.
- Think through the consequences of their behavior and be able to learn without being disrupted by others.
- Be active, collaborative learners and consistently strive hard to achieve success.
- Be mindful of time management and the repercussions for non-compliance.
- Answer questions in class in a systematic and respectful manner.
- Use the notebook rubric to reflect on their learning during a unit of study.
- Analyze their AfLs, internal assessment and external benchmarking test (where applicable) to develop a better understanding of self.
- Engage in their social, emotional development.
- Provide feedback to peers and self-evaluate learning.
- Know their next steps towards learning.

9. WORKING WITH OTHER STAKEHOLDERS

The school adheres to the statutory requirements and guidelines set by regulatory authorities, including CBSE, KHDA, and MOE. The Senior Leadership Team is responsible for ensuring that teaching and learning processes are fully aligned with these standards.

10. PARTNERSHIP WITH PARENTS

We actively engage parents as partners in their child's learning journey. The school:

- Communicates students' targets, learning goals, and ways to support learning through Parent-Teacher Meetings (PTMs) held twice each term.
- Conducts four official PTMs annually to review student progress, while parents may also schedule additional appointments with teachers as needed.

11. MONITORING AND EVALUATION

The quality of teaching and learning is monitored through:

- Lesson observations and learning walks
- Anecdotes (Teacher Observations)
- Peer Observations
- Mentor and Mentee Program
- Pupil voice and work scrutiny
- Assessment data and progress reviews
- Professional dialogue and self-evaluation

12. PROFESSIONAL DEVELOPMENT

TCS is committed to continuous professional development by:

- Providing regular training aligned with school priorities
- Encouraging reflective practice and collaboration
- Supporting staff to develop subject and pedagogical expertise

POLICY REVIEW

Reviewed by	Senior Team	Leadership	Reviewed & Approved
Review Date	April 2025	Next Review Date	March 2027
Approved by	Principal	(Signature of the Principal)	Reviewed & Approved

The Central School

Affiliated to the CBSE, New Delhi, India



المدرسة المركزية

تتبع منهاج سي.بي.اس.اي. نيودلهي، الهند



THE CENTRAL SCHOOL, P.B NO: 90697, DUBAI, U.A.E.
PHONE : (0)4 267 4433 | Email: info@centralschool.net

The Central School

Affiliated to the CBSE, New Delhi, India



المدرسة المركزية

تتبع منهاج سي.بي.اس.اي. نيودلهي، الهند



THE CENTRAL SCHOOL, P.B NO: 90697, DUBAI, U.A.E.
PHONE : (0)4 267 4433 | Email: info@centralschool.net