



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



Teaching & Learning Policy

2023-24



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



TEACHING & LEARNING POLICY

Created Date	March, 2019
Last Reviewed Date	March, 2023
Reviewed By	SLTs
Review Approved on	June, 2023
Approved By	Principal
Date of Next Review	December, 2023
Related Policies	Assessment Policy, Marking Policy & Reading Policy

Principal: Ms. Karen Robinson



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



TEACHING & LEARNING POLICY

Our school:

- Offers a secure, encouraging, and engaging learning environment.
- Has a staff of considerate, tolerant, and open-minded teacher
- Is a community where everyone strives to be their best selves.
- Is a community of resilient lifelong learners.

Rationale

In line with the School's Vision Statement, to foster a learning community which empowers our students and staff to unleash their innate spiritual and intellectual potential. The New Indian Model School strives to provide quality teaching to ensure progress in learning for all students.

Aim

Through this policy, we aim to-

- Enable our students to be resilient, resourceful, responsible learners who have the knowledge, skills, attitude and values to be successful life-long achievers.
- Promote a nurturing yet challenging learning culture that helps them develop as mindful global citizens.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.
-



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



Student Outcomes

Educating children to ensure they grow up as mindful and responsible citizens in a nurturing environment is the school's vision. Through the broad based and robust curriculum, student-centered pedagogical practices and extended school provisions (support), we purposefully work towards integrating and promoting these ideals so that all students can:

- Improve attainment and progress across all subjects.
- Develop subject specific skills
- Hone personal, social and emotional skills to foster wellbeing.
- Develop mutual respect and understanding through tolerance.
- Work well independently and collaboratively and have confidence to apply knowledge and skills in new contexts.

School's Philosophy on Teaching Learning

At NIMS Dubai, we believe that:

- All students can learn and progress from their existing levels.
- Learning should be fun and enable children to make accelerated progress.
- Students learn best when they feel safe to take on challenges, are interested and motivated and feel valued.
- Students learn when they are actively engaged in the learning process.
- As learning is a social process, students need to collaborate with peers and faculty to strengthen their learning.
- Students need choice and voice to learn effectively.
- Students have individual needs, skills, aspirations and interests that provide the leads while designing the teaching learning experience.
- A positive learning culture across the school community (students and adults) builds life-long learners.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



Teaching -Learning Approach

The school follows a 'Centrist approach' in that there is a balance between teacher-led and inquiry-based activities, between skills and knowledge and individual or group work.

Common approaches:

- Differentiation based on the different learning styles, levels and needs of the students
- Collaborative Approach to enhance learning through working together
- Inquiry Based Approach to develop the student's investigation skill, critical thinking skill ect.
- Technology integration
- Interdisciplinary approach and connection with real life application
- Problem based learning
- Game based learning
- Experiential Learning

Specific teaching-learning approaches:

Beside common pedagogical approaches there are some specific age-appropriate approaches practiced in different phases to engage students in meaningful learning.

➤ Kindergarten:

In kindergarten, pedagogical practices are play-based to make learning fun and engaging for the students. The emphasis is more on development of skills such as numeracy, scientific skills, social skills and language development based on the milestones of child-development. Students are given opportunities to engage with the community through outdoor activities. Experiential and value based- learning is the core of education.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



➤ Primary:

The lower primary section (Grade 1 & 2) centers around the Learning Center approach where students are active learners and are given a wide range of opportunities to explore, explain and relate the concepts. The lessons involve both guided practice as well as independent learning.

In the upper primary (Grade 3 to 5), learning approaches are student-centric, giving opportunities to the learners to work collaboratively as well as independently. Students are engaged in inquiry- based learning through well thought off schemes of work. Teachers provide students with learning opportunities that weave around investigation, critical thinking, reasoning and self-reflection.

• Middle & Secondary School:

The approach here is to provide students with opportunities to become independent learners and take responsibility for their own learning through personalized instruction and flipped lessons. Teachers use master classes with well-defined tutorials to engage all types of learners and support varied learning groups. They are also given ample opportunities for independent investigation in the lab as well as in the classroom.

School's Learning Environment

To meet the outcomes stated above, NIMS Dubai provides:

• *A supportive, social and emotional learning environment*

At NIMS Dubai, we recognise the importance of building positive self-esteem in students through creating a learning environment that gives a sense of belonging, helps promote aspirations, supports individuality, encourages challenges and celebrates success.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



Teachers are responsible for providing a secure and psychologically safe environment in which students feel:

- Cared for and valued.
- Supported and guided in their learning.
- Respected as individuals.
- That there is an adult to reach out to at school.
- That their successes are celebrated.
- Motivated to demonstrate appropriate behavior.

• **A safe physical environment**

At NIMS Dubai, a conducive learning environment is provided through a well thought of physical environment. Classrooms are a place where students feel safe, are able to share their learning and grow as happy individuals. Specifically, teachers are expected to:

- Create classrooms that are exciting, stimulating and welcoming.
- Ensure the physical safety within classrooms and other learning spaces.
- Provide attractive displays and resources.

Classroom and corridors are expected to have:

- Class rules co-constructed with and agreed upon by the students.
- Learning tools in the form of keywords, posters, word banks, diagrams, technological advancements in the field of study.
- Marking codes and rubrics being used.
- Well-presented displays of high-quality student work that reflects their achievements.
- Positive inspirational slogans.
- Interactive displays reflecting current topics to promote investigation and curiosity.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



- Mission and Vision statement of the school, information on who to contact at school, evacuation plan, important dates and class timetable.
- Furniture that creates a safe, flexible learning environment including a carpet focus area (where applicable).
- Appropriate equipment for learning corridors, free flow areas, laboratories,
- Focus area around the board and ensure that it is at the students' eye level.
- Clutter free and tidy spaces that promote a calm, productive learning environment.
- Learning Walls to engage students in learning outside their classrooms.

Teaching Learning Culture

The culture of learning is based on the bedrock of the school's philosophy of learning and the environment. Further, the value of trust is integral to building a strong culture. The school provides intellectual rigor and has high expectations of educators and students.

Teachers' Expectations

All educators are expected to:

- Have excellent subject and pedagogical knowledge.
- Engage in a culture of self – learning, share best practices, undertake professional development and build capacity, observe good practice.
- Have high expectations from students and believe in their ability to learn.
- Understand students' strengths and weaknesses and provide them with learning that suit their needs.
- Have open channels of communication with students and parents.
- Set goals that are built together with learners.
- Use time appropriately while adhering to timelines for effective work ethic and culture.
- Model and expect students to respect and care for themselves and their environment.
- Partner with parents in the learning journey of their wards.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



- Raise any concerns about a student's learning or behaviour with parents as and when the need arises so that appropriate strategies can be designed in partnership to resolve issues. Teachers are responsible for the design, preparation and delivery of learning opportunities which enable learners, in relation to their starting points, to achieve very high standards.

Planning and Preparation for lessons:

Teachers should:

- Have a thorough knowledge of each individual student and his/her interests, skills, aspirations and needs. Specifically, use triangulated data from internal assessment, CAT4, ASSET, learning needs- IEPs, ALPs feed forward.
- Provide videos, PowerPoint presentations, other reading material to students prior to lessons so that they can come to class with pre-read resources.

Teachers Design lessons that:

- Introduce the topic through a recap or a big question.
- Allow students to engage with content through flipped learning.
- Are linked to building 21st century skills, subject specific skills, and enhance the social emotional and wellbeing needs of students so that they are prepared for the future.
- Connect learning to real life and promotes cross curricular linkages.
- Include mini plenaries to establish progress in learning.
- Use differentiated tasks based on Bloom's taxonomy, i.e. provide choice and voice to students.
- Are challenging and raise students' curiosity to learn.

Develop students' capacity to work independently and collaboratively.

- Provide a broad range of opportunities for every student to shine.
- Provide appropriate support for those with special educational needs, gifted and talented.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



In lessons:

- Use the data to create a variety of groupings that best meet the learning needs. (Class Story)
- Implement the lesson plan to meet the individual needs of all students.
- Use a variety of strategies and multi-sensory resources to enable all students to learn effectively.
- Give the key information and vocabulary needed for the lesson.
- Make learning more student-led.
- Pose critical thinking questions and problem-solving case studies to enrich students' understanding of the learning context and its application in real life situations.
- Ensure tasks are clearly understood by using questioning, recall, exit ticket systems
- Undertake frequent assessment for learning (digital and others) to help students track their progress.
- Allow for reflective time for students to answer questions.
- Allow students to reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.

Post lessons:

- Reflect on the learning that has occurred.
- Use the data from AfLs to inform and plan the following day's teaching.
- Mark student work as per the Correction Policy of the school.
- Give written and oral feedback in line with the school's policies on assessment, feedback.

Teachers Training & Support

Teachers are supported in improving their teaching practice in the following ways:

- Tours of strength (observing good practice from colleagues)
- Learning Circles (teachers working in small groups to enhance their own planning and practice)
- Development time (targeted continuing professional development (CPD) sessions)
- Observing good practice - Mentor Mentee programme.
- External courses when necessary



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



Learners' Expectations:

At NIMS Dubai, 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.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



Working with other stakeholders

Regulatory Authorities

School will uphold the proposed requirements and statutory mandates of the regulatory authorities, namely CBSE, KHDA and MOE. The senior leadership team is responsible for aligning the teaching learning processes to the requirements of the CBSE, KHDA and MOE.

Parents

We actively seek parents as partners in their wards' learning journey. Specifically, the school:

- Informs parents of their wards' targets, learning foci and ways to support learning through PTM twice a term.
- Conducts four official parent-teacher meetings across the year to discuss their wards' progress, but parents are also entitled to make an appointment to see the teacher at other times.

• Monitoring and Evaluation

The Senior Leadership Team at NIMS Dubai is responsible for monitoring and evaluating the teaching-learning process.

The following process is followed for teaching:

- Mentoring of teachers by their respective Supervisors.
- Provision of need-based and generic professional development to support teachers' practice.
- In an academic year, learning walks are done by an SLT member other than the other than developmental lesson observation by Head of the Department.
- Teacher's self-reflection and feedback from SLT provides areas of strength and development.



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



- Gaps across departments and phases are identified, which flow into the next professional development programme.
- Instructional Practice Inventory is conducted twice a year to measure the extent of student engagement.

The following process is followed for learning: KG to Grade 12

Teachers are able to reflect on student achievement, as well as special inclinations of the group, to customize their teaching plans. Specifically, teachers:

- Provide opportunities for feedback, peer and self-evaluation in lessons
- Allow for reflective time to fill notebook rubric that helps students determine their journey through a unit of study.
- Help students reflect on and evaluate their learning, progress towards their targets and feedback to plan next steps in their learning.
- Give written and oral feedback in line with the school's policies on Assessment and notebook corrections.
- Maintain a weekly reflection sheet on the classroom learning, so that it informs teaching.

Monitoring Review

Policy will be reviewed in April 2024 by Principal, SLTs.