

نويـا  
مـدرـسـة بـرـيطـانـيـة



NOYA  
BRITISH SCHOOL

## Teaching and Learning Policy

Policy	Teaching and Learning Policy
Policy issued	August 2025
Next review	June 2026
Lead Professional	Head of Teaching and Learning

## Introduction

At Noya British School, we are committed to ensuring that high-quality teaching and learning takes place in every classroom and for every learner. Our expectations are clear, consistent and grounded in the principles of effective pedagogy, pupil progress and the values of both the British curriculum and the cultural context of the United Arab Emirates. We aim to deliver inclusive, engaging and challenging learning experiences that enable all children to thrive academically, socially and personally.

We believe that excellent teaching is rooted in strong subject knowledge, reflective practice and an unwavering belief in the potential of every child. Through the Noya Belief System and our Reflective Coaching Model, this philosophy is enacted consistently, creating a learning culture where all students become independent, resilient and aspirational learners who take pride in their achievements and contributions to the school community.

## The Noya Belief System

The Noya Belief System provides a unified framework that shapes how teachers view learning, capability and success. It establishes the mindsets and values that underpin every teaching decision and learning interaction. At Noya British School, all staff are expected to:

- Demonstrate a deep belief that every pupil is capable of excellence
- Model a growth mindset through reflective practice and open professional dialogue
- Uphold the values of aspiration, respect, compassion and high expectations
- Foster secure, supportive relationships that encourage risk-taking, resilience and positive responses to challenge
- Ensure daily practice reflects the belief that effort, strong pedagogy and positive attitudes lead to success
- Regular self-reflection enables teachers to evaluate how well their practice aligns with these shared beliefs. This alignment ensures a consistent emotional, motivational and academic climate across the school.

## High Performance Learning





# OUR COMMITMENTS

**Our beliefs around education lead to our commitments as professionals. Some of the beliefs that underpin NBS are:**

1 **N**

**NURTURE A GENERATION: TEACHING IS COMPLEX AND EVER CHANGING, SO WE ARE COMMITTED TO...**

- ✓ purposefully managing our own personal learning journey around our pedagogical and professional practices every day using introspection and self reflection
- ✓ treating our own learning, as professionals, as a never ending journey
- ✓ remaining inquisitive about the students that we serve and the impact of our teaching on their learning experiences and progress
- ✓ constantly seeking ways to better serve the learning of our students
- ✓ the understanding that every child and class is different and what has worked in the past, may not work today

2 **O**

**OPENING YOUNG MINDS: WE BELIEVE HIGH PERFORMING TEAMS ACT WITH INTEGRITY, CARE AND PROFESSIONALISM, SO WE ARE COMMITTED TO...**

- ✓ always acting in the best interest of NBS and its community members
- ✓ never allowing a fall in our standards and expectations for each other to go unaddressed
- ✓ addressing interpersonal challenges with candor, care, compassion and with the intention of helping others grow and learn
- ✓ doing everything in our capacity to help and support our colleagues every day
- ✓ taking responsibility for our membership to a community of teams by using reflection and feedback to continuously strive to behave in a way that serves those around us

3 **Y**

**YIELDING CONSCIOUS CITIZENS: WE VALUE THE IMPORTANCE OF OUR SCHOOL COMMUNITY AND SO WE ARE COMMITTED TO...**

- ✓ maintaining exceptional quality, two way communication with our families
- ✓ exploring opportunities for meaningful community outreach work for our students
- ✓ creating an inviting, happy and inclusive school site
- ✓ representing our school across the city and region in sports, the arts, academics and community action

4 **A**

**AIMING FOR EXCELLENCE: WE BELIEVE ALL STUDENTS CAN SUCCEED AND SO WE ARE COMMITTED TO...**

- ✓ knowing our students' characteristics, preferences and interests on a personal level
- ✓ knowing our students as learners through deep understanding of the learning data that exists for each child
- ✓ embracing neurodiversity that may exist and seeing the potential of each child
- ✓ designing inclusive learning experiences in every classroom and learning environment in our school
- ✓ ensuring feedback and marking are completed in and after every lesson
- ✓ designing engaging, contextual and high impact student-centered learning experiences
- ✓ providing opportunities for learning, meaningful experiences and valuable memories beyond the classroom

## High Performance Learning



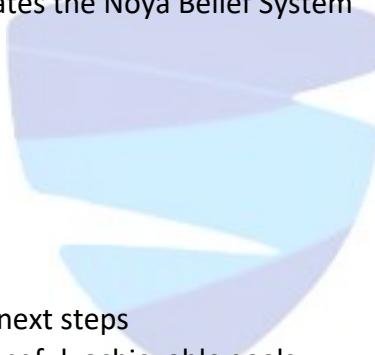
## The Reflective Coaching Model

Our Reflective Coaching Model is designed to strengthen teaching quality, develop professional expertise and sustain a culture of continuous improvement. It promotes reflective thinking, enhances curriculum alignment and improves learning outcomes across the school.

### Lesson Reflection Cycles

Following selected lessons, teachers complete structured reflections focusing on:

- The impact of the lesson on pupil learning
- Evidence of progress, misconceptions and next steps
- Effectiveness of modelling, scaffolding and challenge
- Alignment with curriculum objectives and ADEK expectations
- How their practice demonstrates the Noya Belief System



### Coaching Conversations

Regular coaching sessions:

- Build on lesson reflections
- Identify strengths and clarify next steps
- Support staff in setting meaningful, achievable goals
- Encourage open, trusting and aspirational dialogue

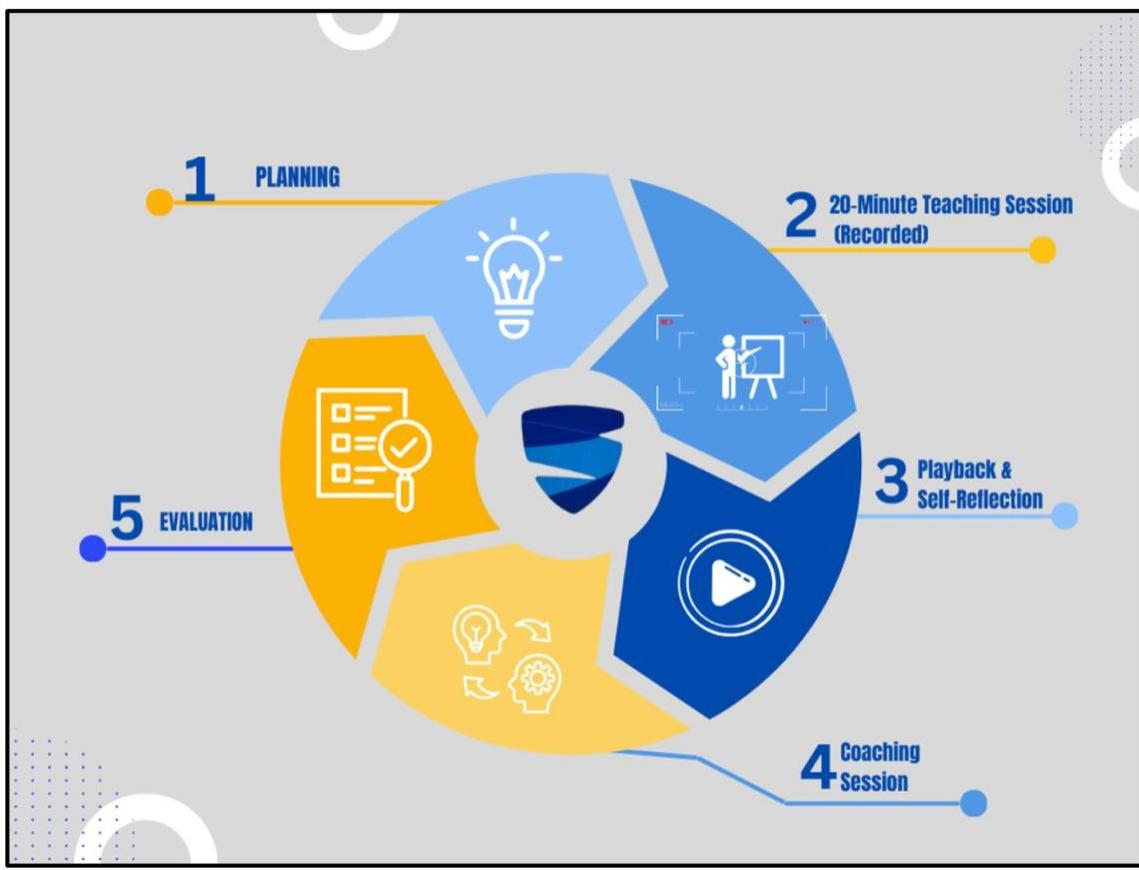
### How Coaching Works

- Staff are paired with a trained coach or coaching team
- Coaching sessions take place at least twice per half term
- Discussions focus on:
- Impact on learning
- Classroom practice
- Professional behaviours
- Belief-aligned actions

## High Performance Learning



## Coaching Model



### Coaching evidence expectations

- Examples of acceptable evidence includes:
- Student progress data
- Lesson observations / learning walks
- Marking and feedback samples
- Planning documents
- CPD participation logs
- Coaching reflections
- Contributions to school culture/events

### Professional expectations and belief alignment

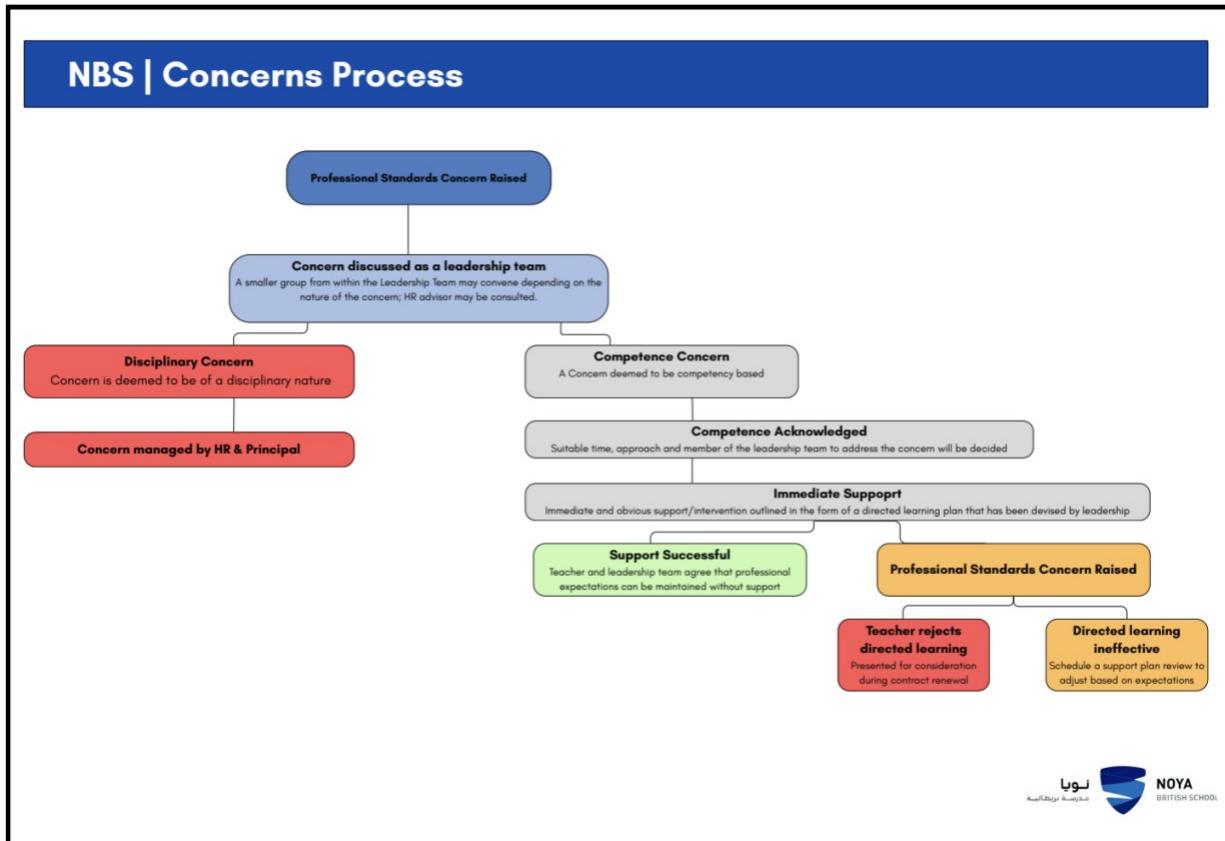
- Every staff member is expected to demonstrate the following:
- Commitment to our beliefs
- Respectful communication and collaboration

## High Performance Learning



- Professional accountability
- Adaptive, responsive teaching or role fulfilment
- Continuous improvement and reflective practice
- Contribution to a positive school culture

### Concerns process



### Curriculum-Linked Feedback

Coaching is directly tied to:

- Knowledge progression
- Conceptual understanding
- Phase and subject expectations
- HPL skills development

### High Performance Learning



## Cultural identity integration

This ensures that coaching supports both individual growth and whole-school curriculum consistency.

## Collaborative Professional Growth

Teachers are encouraged to observe peers, engage in joint planning and participate in instructional discussions that reinforce a culture of continual improvement.

The Reflective Coaching Model strengthens teacher confidence, drives instructional quality and ensures that all teaching aligns with the school's vision and belief system.

## Aims

### For Children

- Ensure all children experience high-quality teaching that meets their needs and enables them to achieve their full potential.
- Promote high levels of engagement, motivation and independence in learning.
- Foster a love of learning, resilience and a willingness to take risks.
- Provide an environment where progress is visible, celebrated and shared with families.

### For Teachers

- Create consistency in standards, expectations and teaching practices across the school.
- Establish a shared understanding of what high-quality teaching and effective learning look like at Noya British School.
- Promote reflective, evidence-informed practice supported through coaching, feedback and high-quality professional development.
- Ensure teachers have clear guidance on expectations for planning, delivery, assessment and the classroom environment.

## High Performance Learning



## Alignment with ADEK Standards

Teaching and learning at Noya British School is fully aligned with the expectations and requirements set by ADEK. We maintain rigorous quality assurance processes to ensure all learning experiences meet and exceed ADEK's standards for teaching quality, curriculum implementation, pupil progress and wellbeing.

### Learning in Action weeks - Observation and Quality Assurance Cycles Formal Observations

Teachers participate in termly formal lesson observations using the ADEK rating scale.

Detailed, developmental feedback is provided in formal feedback meetings.

All outcomes and next steps are recorded on BlueSky to support ongoing professional development.



### Regular Drop-ins

- Senior and middle leaders conduct regular drop-ins to monitor day-to-day practice.
- Feedback may be given verbally or immediately and team-teaching may be implemented where beneficial.

### Support Plans

- Staff requiring additional support are placed on structured support plans.
- Plans include specific targets, timelines and success criteria.
- Progress is reviewed frequently to ensure consistent improvement.

### Pre-Lesson Quality Assurance

- Lesson plans are quality assured before teaching to ensure alignment with the curriculum, ADEK expectations and school standards.
- All lessons must comply with the Cultural Identity Policy, ensuring meaningful integration of UAE heritage and values.

### High Performance Learning



## Teaching and Learning Expectations

### What Constitutes Excellent Classroom Practice

At Noya British School, excellent classroom practice is characterised by teaching that is well-sequenced, inclusive, adaptive and rooted in high expectations for all pupils. High-quality teaching ensures that learning objectives are clear, success criteria are understood and lessons build securely on prior knowledge.

- Effective classroom practice includes:
- Strong subject knowledge and clear explanations
- Explicit modelling and guided practice
- Purposeful questioning and responsive feedback
- Adaptive teaching strategies that meet diverse needs
- Opportunities for pupils to reflect, apply learning and work independently
- A positive learning environment where effort, resilience and curiosity are valued

This ensures that high-quality learning takes place in every lesson, for every pupil.

### Planning

- Planning must be purposeful, well-structured and clearly linked to curriculum objectives.
- Success criteria must be explicit, measurable and accessible for all learners.
- Planning must reflect differentiation, challenge and support for SEN, EAL and high attainers.
- Digital planning platforms and templates must be used consistently across subjects.

### Learning Environment

- Classrooms must be organised, tidy and conducive to effective learning.
- Display boards should showcase current learning, be high-quality and error-free.
- Each classroom must contain a Heritage Corner celebrating UAE culture, showing learner work and curriculum-linked objectives.

### Classroom Organisation and Resources

- All classrooms must have clearly labelled, accessible resources including stationery, manipulatives, digital tools and learning materials.
- Teachers should actively promote independent and responsible use of resources.
- Presentation expectations and agreed rules must be displayed and consistently reinforced.

### Meeting the Needs of All Pupils

#### High Performance Learning



Teaching and learning at Noya British School is designed to meet the needs of all pupils, including those with SEND/ALN, EAL learners, Emirati pupils and those identified as more able.

Teachers plan and deliver lessons that:

Are inclusive and accessible, with appropriate scaffolding and challenge

- Use adaptive teaching strategies rather than fixed ability grouping
- Provide targeted support and intervention where needed
- Offer stretch and extension to deepen learning for higher-attaining pupils
- Value pupils' linguistic, cultural and individual strengths

This approach ensures equity of access, high aspiration and strong progress for all learners.

### Assessment for Learning

- Teachers use questioning, feedback and formative assessment to guide planning and improve outcomes.
- Self- and peer-assessment should be embedded to develop ownership of learning.
- Feedback must be constructive, meaningful and aligned with the school's Feedback Policy.

### Identifying and Sharing Best Practice

Best practice in teaching and learning is identified and shared through a culture of professional reflection and collaboration. This includes:

- The Reflective Coaching Model
- Peer observations and joint practice development
- Collaborative planning and moderation
- Professional dialogue within teams and across phases
- Sharing effective strategies during CPD sessions

This ensures that strong practice is celebrated, refined and embedded consistently across the school.

### Monitoring the Quality of Teaching and Learning

The quality of teaching and learning is monitored systematically by senior and middle leaders through:

- Formal lesson observations
- Learning walks and drop-ins
- Book looks and planning scrutiny
- Coaching reflections and professional conversations
- Pupil progress and attainment data analysis

Monitoring activities are developmental in nature and are used to identify strengths, trends and areas for further support, ensuring continuous improvement across the school.

### **High Performance Learning**

## Professional Development (CPD)

### Identifying and Meeting Professional Development Needs

Professional development needs are identified through:

- Lesson observations and learning walks
- Reflective coaching conversations
- Performance development targets
- Self-reflection and professional dialogue
- School improvement priorities and ADEK expectations

These needs are met through a structured CPD programme, including coaching, mentoring, targeted training and external professional development, ensuring staff are well supported to continually improve their practice.

Noya British School follows a structured CPD Roadmap that includes:

- Whole-school training aligned with ADEK priorities
- Subject- and phase-specific workshops
- Coaching, mentoring and peer-observation cycles
- Targeted training linked to performance development and BlueSky targets
- External courses and accreditation opportunities

The CPD roadmap ensures teachers remain reflective, evidence-informed and aligned with both the curriculum and Noya's Belief System.

## High Performance Learning

## **Outcomes of the Teaching and Learning Policy**

As a result of this policy:

- Teaching across the school is consistently high quality.
- Pupils engage in meaningful, challenging learning and make strong progress.
- Teachers receive sustained and effective support through coaching and CPD.
- The school maintains full alignment with ADEK requirements and continually strives for excellence.
- The Belief System and Coaching Model ensure that teaching is reflective, aspirational and consistent.
- Monitoring and Evaluation

Senior Leaders, Middle Leaders and Subject Leaders will:

- Conduct regular book-looks, planning scrutiny and learning walks.
- Evaluate lesson observations and drop-in feedback for consistency.
- Review support plans, CPD impact and coaching reflections.
- Hold weekly phase, planning and year-group meetings to discuss strengths, trends and next steps.
- Use all findings to refine whole-school practice and sustain high standards of teaching and learning.

## **High Performance Learning**

## Lesson observation template



**Teaching and Learning Rubric**

Our Definition of Excellent Teaching & Learning at Noya British School

At Noya, teaching and learning are driven by high expectations, purposeful challenge, adaptive practices and a culture of curiosity. Our model reflects ADEK's Performance Standards while celebrating the Noya identity—rooted in HPL values, learner agency and evidence-informed practice. This rubric defines what excellent learning looks like in every classroom.

This rubric describes what effective teaching and learning looks like at Noya British School across four levels: Developing, Secure, Strong and Exemplary. It is used for lesson preparation, coaching, self-reflection and formal observations.

**4-Point Positive Scale**

Level	Description
1	Practice is emerging and shows clear potential for further refinement.
2	Practice is consistent and supports good learning for most students.
3	Practice is highly effective and leads to strong progress for almost all students.
4	Practice is deeply embedded, empowering and accelerates learning and independence.

Domain	Sub-domain	1 - Learning is emerging and reliant on support	2 - Learning is purposeful, active and visible	3 - Learning is embedded and self-directed	4 - Learning is deep, connected and empowering
1. Student Achievement	1.1 Progress in Lessons	Some students make progress with support. Progress is emerging and becomes clearer as the lesson develops.	Most students make good progress linked to clear objectives. Learning builds steadily from prior knowledge.	Almost all students make better than expected progress. Misconceptions are addressed and learning moves on quickly.	Students drive their own progress, using feedback and challenge to extend learning. Rapid gains are visible across groups.
	1.2 Knowledge, Skills & Understanding	Students recall key ideas with support and are beginning to use subject vocabulary.	Most students demonstrate expected knowledge, skills and understanding in line with curriculum expectations.	Students apply understanding confidently in new contexts and demonstrate above-expected standards.	Students transfer understanding across subjects and contexts, demonstrating depth, accuracy and mastery.
	1.3 Independence & Ownership	Students complete tasks when guided and are beginning to make simple choices in their learning.	Students show independence, sustain focus and can explain what they are learning and why.	Students persevere when challenged, make informed choices and reflect on how to improve their work.	Students independently extend their learning, seek challenge, set goals and refine outcomes with minimal prompting.
	1.4 Attitudes & Engagement	Students are generally engaged and respond positively to encouragement.	Students participate actively, show positive attitudes and respond well to classroom routines.	Students motivate one another, stay purposeful and show curiosity about their learning.	Students independently seek challenge, show determination and thrive in a culture of high expectations.

## High Performance Learning



2. Teaching for Effective Learning	2.1 Clarity & Modelling	Explanations and models are emerging. Students rely on teacher prompts and repetition to understand the learning.	Clear, structured modelling supports students to understand and apply strategies with growing confidence.	Students apply models to new learning, check their understanding against success criteria and explain their thinking.	Students co-construct models and success criteria, guide peers and use shared language of learning independently.
	2.2 Use of Resources	Students use resources when directed and are beginning to understand how they support learning.	Students select from given resources to help make sense of tasks and clarify understanding.	Students confidently choose and use resources to extend or deepen their own learning.	Students adapt, combine or design resources to support themselves and others, showing independence in their choices.
	2.3 Creativity, Challenge & Critical Thinking	Students complete tasks with support and make simple connections between ideas.	Students tackle tasks that stretch their thinking, explain ideas in familiar contexts and respond to challenge positively.	Students independently generate creative responses, make links across tasks and justify their thinking.	Students innovate, solve problems and apply creativity and critical thinking in real-world and cross-curricular contexts.
	2.4 Questioning & Classroom Talk	Students respond briefly to teacher questions with support and are beginning to use subject vocabulary.	Students share ideas and answer questions using appropriate subject language and simple reasoning.	Students build on one another's ideas, ask questions and use subject-specific language confidently to explain their thinking.	Students lead discussions, challenge one another's thinking respectfully and drive conversations to deepen understanding.

3. Assessment & Feedback	2.5 Adaptive Teaching / Meeting Needs	Strategies to meet different needs are emerging and students experience appropriate support with guidance.	Students receive appropriate challenge and support. Tasks are adjusted so that most pupils can access the learning.	Adaptive strategies enable successful learning for groups and individuals; tasks and questions are tailored in response to ongoing assessment.	Adaptive teaching is seamless and anticipatory. All students experience high challenge and high support, enabling them to excel.
	3.1 Feedback for Progress	Students wait for teacher prompts to know their next steps. Feedback focuses mainly on task completion.	Students act on feedback to improve work and can explain what they need to do next to make progress.	Students self-monitor, adjust their work during the lesson and respond to feedback with increasing independence.	Students proactively seek, interpret and apply feedback to challenge themselves, refine thinking and transfer improvements across contexts.
	3.2 Use of Assessment Information	Assessment information is used to plan future learning with support. Adjustments to teaching are emerging.	Assessment information is used to inform teaching for groups of learners so that their needs are increasingly well met.	Assessment shapes instruction and curriculum sequences to enhance progress for different groups over time.	Assessment is used strategically to accelerate progress, close gaps and ensure deep understanding for all groups of learners.
	3.3 Use of Assessment Tools	Students engage in assessments when directed and rely on the teacher to interpret results.	: Students recognise assessment outcomes and use them, with support, to focus on areas for improvement.	Students apply assessment feedback to set goals, choose tasks and adjust learning strategies.	Students use assessment as part of an independent learning culture—setting targets, tracking progress and adapting strategies for long-term growth.



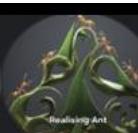
Hard-working Beaver



Strategic Spider



Agile Falcon



Resilient Ant



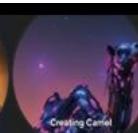
Adaptable Dolphin



Agile Gazelle



Wise Owl



Enduring Camel



4. Learning Skills & Collaboration	4.1 Responsibility for Learning	Students understand tasks with direction and are beginning to use success criteria.	Students refer to success criteria, reflect on their work and respond to prompts to improve.	Students independently refine and improve their work during the lesson, using success criteria and feedback.	Students evaluate their strengths, set goals, select levels of challenge and sustain effort even when learning is demanding.
	4.2 Collaboration & Communication	Students collaborate with guidance, sharing simple ideas when prompted.	Students work productively in pairs and groups, take turns and communicate their learning clearly.	Students collaborate with purpose, share and build on ideas, and use academic language to explain and justify their thinking.	Students lead collaborative work, allocate roles, challenge ideas constructively and communicate with precision and confidence.
5. Classroom Climate & Routines	5.1 Behaviour Expectations	Routines and expectations are developing. Students respond to reminders and guidance to maintain focus.	Clear and consistent expectations promote good conduct and positive learning behaviours.	Students are self-disciplined, show mutual respect and contribute to a calm, purposeful climate for learning.	Behaviour is exemplary. Students take ownership of their conduct, support others and contribute actively to a highly positive culture.
	5.2 Readiness & Preparedness to Learn	Students sometimes need support to organise themselves and begin learning promptly.	Consistent start and end routines promote readiness to learn; most students are well prepared with the right equipment and mindset.	Students demonstrate strong self-management, transition smoothly between activities and use time effectively.	Students consistently arrive ready to learn, anticipate what they need and move seamlessly through routines with minimal direction.

6. Values, Attitudes & HPL Attributes	6.1 Values & Attitudes (VAAs)	Students are willing to learn and are developing self-reliance and resilience.	Students show positive attitudes, value feedback and demonstrate responsibility in their learning and relationships.	Students routinely demonstrate resilience, empathy, collaboration and flexible thinking in their learning.	Students thrive on challenge, consistently show empathy, creativity and responsibility, and act as role models for others.
	6.2 Advanced Cognitive Performance (ACPs)	Students can describe aspects of the learner profile with support and are beginning to connect it to their learning.	Most students can articulate the school's learner profile and why it is important to their success.	Students make links across subjects, apply ACPs such as meta-thinking and linking, and can explain how these help them learn.	Students consistently articulate and model the learner profile independently and apply ACPs to complex, real-world learning situations.

## High Performance Learning

