



المدرسة الهندية الجديدة
NEW INDIAN SCHOOL

NIS TEACHING AND LEARNING POLICY 2026-2027

Signed

Principal : 

Date : 03/03/2026

Reviewed By : **Governing Body | SLT**

Date : 03/03/2026

Next Review Due By

Date : 05/04/2027

TEACHING & LEARNING POLICY

(Aligned with MOE/RAKDOK Frameworks & 21st Century Learning Standards)

1. INTRODUCTION

The Teaching & Learning Policy provides a unified framework for high-quality instruction across New Indian School (NIS). It reflects our commitment to developing **INDEPENDENT, RESPONSIBLE, HIGHLY SUCCESSFUL LEARNERS** through **value-based, culturally rooted, learner-centric education** delivered in a **safe and supportive environment**.

This policy outlines expectations for planning, delivery, assessment, behaviour, inclusion, professional development, monitoring, and evaluation. It ensures consistency across all phases (KG–12) and supports students in becoming confident, skilled, and future-ready global citizens.

2. PURPOSE

The purpose of this policy is to:

- Establish clear standards for effective teaching and learning.
- Promote consistency and excellence across all subjects and grade levels.
- Support inclusive, engaging, and innovative teaching aligned with curriculum requirements.
- Ensure accountability through structured monitoring and professional development.
- Promote 21st-century learning through creativity, critical thinking, collaboration, and technology integration.

3. SCOPE OF APPLICATION

This policy applies to:

- All teachers
- SLT, MLT, HODs, Coordinators
- Learning Support Assistants (LSAs)
- Counsellors, Nurses, and Wellbeing Team
- Students KG–Grade 12
- Administrative staff involved in academic processes
- Parents (indirectly through expectations and communication)

It covers:

- Curriculum planning & delivery
- Classroom teaching practices
- Behaviour & learning environment
- Assessment, tracking, and reporting
- Inclusion and differentiation
- Online and blended learning
- Professional development
- Monitoring and evaluation systems

4. DEFINITIONS

Definition	Meaning
Teaching & Learning (T&L)	The planned process through which teachers deliver instruction and students engage in learning.
AFL – Assessment for Learning	Formative assessment used during lessons to improve teaching and learning.
AAL – Assessment as Learning	Students’ active role in reflecting on, monitoring, and regulating their own learning.
AOL – Assessment of Learning	Summative assessment evaluating achievement at the end of a unit, term, or year
Differentiation	Adjusting content, process, and product to meet diverse learner needs.
IEP/ILP/ALP	Individual Education Plan / Individual Accommodation Plan / Advanced Learning Plan for SEND, At Risk, Gifted learners and other special needs.
Quality First Teaching (QFT)	High-quality, inclusive instruction delivered in every lesson.

5. POLICY STATEMENT

NIS is committed to providing **high-quality, inclusive, innovative, and learner-centered** teaching. All staff must:

- Deliver well-planned and engaging lessons.
- Maintain high expectations for behaviour and achievement.
- Differentiate learning to support and challenge all students.
- Apply AFL, AAL, and AOL consistently.
- Create safe, supportive, stimulating learning environments.
- Use data to drive improvement.
- Engage in continuous professional development.

The school ensures rigorous monitoring, collaborative planning, and a strong culture of reflection and improvement.

6. CURRICULUM DELIVERY

- Curriculum mapping aligned with CBSE/MOE standards.
- Schemes of Work developed collaboratively within departments.
- Learning Objectives & Success Criteria shared with students.
- Lessons planned with clear outcomes, resources, differentiation, and assessment strategies.
- Flexible scheduling for **Phase 4 & Board Classes (Grades 10–12)** to provide revision and targeted support.

7. INSTRUCTIONAL STRATEGIES

7.1 Planning & Lesson Design

Teachers must ensure lessons are:

- Structured, sequenced, and aligned with curriculum standards.
- Designed using a variety of teaching approaches (direct instruction, inquiry, collaborative tasks).
- Supported by visual, auditory, and kinesthetic strategies (VAK).
- Adapted using IEPs, ALPs, and learner profiles.

7.2 Differentiation & Inclusion

- Differentiated groups and tasks.
- Support based on Wave 1, Wave 2, Wave 3 models.
- SEND, AEN, and G&T needs embedded into planning.
- Use of visual aids, scaffolding, assistive technology, and personalized tasks.

7.3 Teaching Approaches

- Think-pair-share
- Group work & collaborative learning
- Problem-based learning
- Project-based research
- Creative and performing arts activities
- Fieldwork and educational visits
- Role-plays, debates, and presentations
- ICT-integrated lessons

7.4 Classroom Environment

Learning spaces must be:

- Safe, supportive, and organised
- Inclusive and visually stimulating
- Filled with displays, learning walls, and student work
- Respectful and behaviour-positive

7.5 Technology

- MS Teams used for online learning and resources.
- Digital tools used appropriately following AUP.
- No mobile phones or online games allowed in school.

8. ASSESSMENT FRAMEWORK: AFL, AAL, AOL

8.1 AFL – Assessment for Learning (Formative)

- Ongoing checks for understanding
- Effective questioning
- Exit tickets, mini-quizzes, think-alouds
- Feedback during lessons
- Peer and teacher conferences
- Teachers adjust instruction based on AFL data

8.2 AAL – Assessment as Learning

- Self-assessment using rubrics
- Reflection journals
- Student goal setting
- Peer feedback
- Portfolios demonstrating learning growth

8.3 AOL – Assessment of Learning (Summative)

- Term 1, 2, 3 examinations
- Unit tests and projects
- Practical exams and internal assessments
- Benchmark assessments (CAT4, Baseline)
- Results used for reporting and curriculum planning

9. EFFECTIVE TEACHING AND LEARNING

NIS promotes **Quality First Teaching**, ensuring that:

- Tasks are appropriately challenging.
- Students take ownership of their learning.
- Feedback is timely, specific, and constructive.
- Lessons offer a balance of written, oral, collaborative, and practical activities.
- Learning is active, meaningful, and connected to real-world contexts.

10. SHARING GOOD PRACTICE

- Monthly Departmental / Subject Council Meetings
- Fortnightly Staff Development Days
- Daily Walkthroughs by SLT & Principal
- Peer observations & teacher collaboration

- HOD-led reflection and coaching sessions
- Use of teacher tracker records

11. MONITORING & EVALUATION

- Weekly lesson observations by Principal/SLT/HOD.
- Daily walkthroughs for real-time support.
- Review of lesson plans, student notebooks, and assessment data.
- SLT monitoring of departments aligned to School Development Plan.
- Structured support plans for teachers needing improvement.
- CPD needs identified and addressed promptly.

12. SUPPORT STRUCTURES

- **NIS Focus Team:** Implements targeted interventions aligned with SIP.
- **Health & Safety Team (Nurses & Counsellor):**
Supports vulnerable learners academically, emotionally, and socially.
- **Inclusion Hub:**
Supports teachers with IEPs, Wave plans, accommodations, and push-in/pull-out support.

13. RELATED POLICIES

This policy must be read alongside:

- Curriculum Policy
- Assessment Policy
- CPD Policy
- Rewards & Behaviour Policy
- Safeguarding & Child Protection Policy
- Inclusion Policy
- Health & Safety Policy

16. RECOMMENDATIONS & CONCLUSION

Recommendations

- Strengthen data-driven instruction through regular assessment analysis.
- Ensure full consistency in AFL, AAL, and AOL across all grades.
- Deepen use of differentiation and inclusive strategies.
- Expand innovative and technology-enabled teaching practices.
- Enhance student leadership and independent learning opportunities.
- Continue developing staff capacity through targeted CPD.

Conclusion

NIS is committed to ensuring that every learner experiences high-quality, inclusive, purposeful, and future-ready learning. Through collaboration, continuous improvement, and adherence to this policy, NIS will continue to develop confident, responsible, and successful learners prepared for the challenges and opportunities of the 21st century.

17. VERSION CONTROL

Version	Date	Description	Next Review
1.0	15/04/2025	Initial Merged Policy	15/09/2025
1.1	15/09/2025	AFL-AAL-AOL & new sections added	03/03/2026
1.2	03/03/2026	File Reviewed	05/04/2027

Learning & Teaching Committee Members

