



Teaching and Learning Policy

2027-2026

1. Introduction:

Al Rashid Al Saleh Private School is committed to delivering high-quality, inclusive, and culturally aligned education for all students from Kindergarten through Grade 12. Guided by the UAE Ministry of Education (MoE) curriculum and DSIB inspection requirements, the school prioritizes excellence in Arabic language, the preservation of Emirati culture and heritage, safeguarding, student wellbeing, inclusion, and continuous professional improvement.

2. Vision and Mission in Teaching and Learning

Vision

To empower all learners to excel academically, socially, and emotionally in a culturally rich and innovative learning environment.

Mission

To provide MoE-aligned, future-ready, and inclusive education supported by effective pedagogy, robust technology integration, and a strong commitment to student wellbeing and safeguarding.

3. Core Principles of Effective Teaching and Learning

- Alignment with UAE MoE curriculum standards and DSIB expectations.
- Promotion of Arabic language and English language and literacy as a core pillar of school identity.
- Respect and integration of Emirati culture and heritage across all subjects.
- Safe, supportive, and wellbeing-centered learning environments.
- Full inclusion of Students of Determination, supported through differentiated instruction and individualized programs.
- Evidence-based, innovative teaching methodologies enriched with digital tools and artificial intelligence.
- Continuous professional development for all staff to improve teaching quality and student outcomes.

4. Teaching Expectations

Teachers are expected to:

- Plan and deliver structured lessons aligned with MoE standards, ensuring clear objectives and success criteria.
- Apply a variety of instructional strategies to meet diverse learning needs.
- Focus on both Arabic language and English language and promote cultural understanding.
- Maintain safe, respectful, and stimulating learning environments.
- Use assessment data to inform planning and personalize instruction.
- Implement accommodations and modifications for Students of Determination.
- Integrate educational technologies and AI tools responsibly and effectively.
- Engage in reflective practice and continuous professional learning.

5. Inclusion and Differentiation

- Students of Determination are supported through Individual Education Plans (IEPs), intervention programs, and collaboration with parents and specialists.
- Teaching is differentiated by content, process, product, and environment based on learner readiness, interest, and learning profile.
- Classrooms promote equity, accessibility, and respect for diversity.

6. Student Wellbeing and Safeguarding

- All teaching practices must align with the school's safeguarding policy and UAE Child Protection Law.
- Teachers must foster emotionally safe classrooms where students feel confident, respected, and valued.
- Wellbeing themes, such as resilience, empathy, and collaboration, are incorporated into daily teaching.

7. Assessment Policy (Aligned with UAE MoE Standards)

7.1 Principles of Assessment

Assessment at Al Rashid Al Saleh Private School is:

- **Aligned with MoE frameworks**, including continuous assessment, formal assessments, and national examinations.
- **Comprehensive**, covering knowledge, skills, competencies, and values.
- **Fair and transparent**, providing equal opportunities for all learners.
- **Diagnostic, formative, and summative**, supporting ongoing progress.
- **Data-driven**, informing planning, differentiation, and interventions.

7.2 Types of Assessment

- **Diagnostic Assessments:** Conducted at the beginning of units or terms to identify prior knowledge and learning needs.
- **Formative Assessments:** Ongoing checks for understanding through classwork, projects, quizzes, and teacher observation.
- **Summative Assessments:** End-of-unit or end-of-term assessments aligned with MoE requirements.
- **National Assessments:** Participation in MoE standardized assessments as mandated.
- **International Benchmark Tests:** participating in all required international benchmark tests (IBT, TIMSS, PIRLS, CAT4 and NGRT)

7.3 Assessment Practices

- Clear rubrics and success criteria are shared with students in advance.
- Feedback must be timely, constructive, and actionable.
- Assessment records must be accurate and maintained in accordance with DSIB expectations.
- Students of Determination receive approved accommodations (e.g., extended time, reader/scribe, curriculum adaptation)

8. Homework Policy

8.1 Purpose of Homework

Homework is assigned to:

- Reinforce learning and consolidate skills.
- Develop responsibility, time management, and independent study habits.
- Encourage parental engagement in the learning process.

8.2 Homework Expectations

- Homework will be purposeful, age-appropriate, and aligned with curriculum objectives.
- Workload will be balanced across subjects.
- Feedback will be provided where appropriate.
- Teachers will ensure homework is accessible for all learners, including Students of Determination.

8.3 Parental Role

Parents are encouraged to support their children by providing a conducive environment for homework and ensuring timely completion without completing tasks on behalf of the student.

9. Classroom Management

Effective classroom management ensures an orderly, respectful, and productive learning environment and includes:

- Clear expectations for behavior aligned with the school's behavior policy.
- Positive reinforcement and restorative practices.
- Consistent routines and transitions.
- Immediate intervention for unsafe or disruptive behaviors in accordance with safeguarding and wellbeing guidelines.
- Respectful communication and culturally sensitive interactions.

10. Digital Citizenship

The school promotes responsible use of technology by ensuring students:

- Practice safe and ethical online behavior.
- Protect personal information and respect the privacy of others.
- Use digital tools to support learning, collaboration, and creativity.
- Demonstrate respect in online communication.
- Understand the implications of AI technologies and use them responsibly.

Teachers are responsible for modeling appropriate digital behavior and integrating digital citizenship lessons into their teaching.

11. Technology and AI Integration

- Technology is used to enhance, not replace, pedagogy.
- AI tools support differentiation, assessment, personalized learning, and administrative efficiency.
- Teachers ensure digital tools comply with privacy and safety standards.
- Students are taught to use AI resources ethically and responsibly.

12. Monitoring and Evaluation of Teaching

Teaching quality is monitored through:

- Internal and external lesson observations.
- Planning and assessment reviews.
- Student achievement and progress data.
- Student, parent, and staff feedback.
- Compliance with DSIB and MoE inspection frameworks.

Improvement plans will be implemented where needed.

13. Appendices and Frameworks

Appendix A – Differentiation Framework

- Differentiation by readiness, interest, and learning profile.
- Flexible grouping.

- Scaffolded tasks and tiered assignments.

Appendix B – Assessment Framework (MoE-Aligned)

- Assessment cycle: diagnostic → formative → summative.
- Common assessment templates.
- Reporting guidelines.
- International Benchmark Test

Appendix C – Classroom Management Framework

- Behavior expectations.
- Reward systems.
- Restorative practices.

Appendix D – Digital Citizenship Guidelines

- Safe browsing rules.
- Device usage expectations.
- AI usage principles.

14. Review of Policy

This policy will be reviewed annually or when updates to MoE/DSIB requirements occur.

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