



Nurture
Lifelong
Learning

Teaching and Learning Policy

Introduction

At Arcadia, we aspire to be a world-class British curriculum school of choice, where every child is happy, positive, and thriving.

Our objective is to nurture every child as a lifelong learner. This is achieved by:

- Creating a positive and happy culture within our school community
- Ensuring each child achieves their academic potential
- Providing unique and challenging learning opportunities
- Developing every child to become a responsible global citizen

This policy is underpinned by our **ADAPT framework**, which ensures that:

- **All students must know** the key knowledge for every lesson
- **Differentiation** is applied to meet the needs of every learner
- **Assessment for Learning** is ongoing, accurate, and purposeful
- **Progress** is evident within and across lessons
- **Teaching approaches** are varied, research-informed, and engaging

Aims

The key aims of Teaching and Learning at Arcadia are:

- To have consistently high expectations of our pupils and staff
- To provide a culture of fairness, inclusivity, and respect for one another.
- To deliver a robust and well-structured curriculum
- To carefully differentiate according to ability and learning style
- To carry out effective and accurate assessments
- Engage in and ensure our staff are involved with continuous professional development.

Punctuality and Attendance

Punctuality and attendance are taken very seriously at Arcadia, as they form the foundation of effective learning. We expect parents and students to support high standards of attendance and punctuality, establishing routines that help children feel ready to learn each day.



JVT, Dubai, UAE



+971 4 552 2600



info@arcadia.sch.ae
<https://arcadia.sch.ae/>



Nurture
Lifelong
Learning

- School begins promptly at **07:40**. Any child arriving after this time must be signed in by a parent and will receive a late mark on the register. Children are allowed into their classrooms/form rooms from **7:30**, if they arrive before, they should wait on the reception area stairs.
- Students stand respectfully and silently during the national anthem when it plays at **7:49**.
- Children must enter and leave the classroom in an orderly manner at the teacher's instruction.
- Students may not enter a classroom unless a teacher is present.
- Teachers are expected to greet students at the door to establish a welcoming and purposeful start.
- Registers must be taken promptly at the start of each lesson, setting the tone for the lesson and ensuring that all students are accounted for.

A Climate for Learning

A purposeful, well-organised learning environment sets the foundation for success. Classrooms must be safe, engaging, and conducive to high-quality learning experiences.

- Classrooms should be tidy, uncluttered, and stimulating, with displays that showcase current student work and support learning. Displays should be updated termly.
- Health and safety procedures must always be followed. Staff and students should never stand on furniture when changing displays.
- Rooms must be well ventilated, and students encouraged to drink water, except where it poses a safety risk (e.g. Science labs).
- Teacher desks and learning spaces should be kept clutter-free.
- Any graffiti or damage must be reported immediately, and rooms must be returned to order after each lesson.

Learning Behaviours

We believe that certain approaches improve learning. Students are taught to:

- Listen actively to one another
- Take on different roles within group work
- Share their thoughts and opinions with confidence
- Respect the values, contributions, and beliefs of others
- Give and receive honest, constructive feedback

Rewards and Praise

Recognition of achievement motivates learners and reinforces positive behaviour. At Arcadia, **praise is used more frequently than criticism**.



JVT, Dubai, UAE



+971 4 552 2600



info@arcadia.sch.ae
<https://arcadia.sch.ae/>



Nurture
Lifelong
Learning

- **Formal rewards** include: house points, parental phone calls or emails, work on display, postcards or letters home, invitations to meet with SLT, 'Breakfast with the Principal', achievement assemblies, and prizes. (See also the Behaviour for Learning Policy.)
- **Informal rewards** include: verbal praise, congratulating students privately or publicly, positive written comments, or recognition in the student planner.

Lesson Structure

At Arcadia, lessons are designed to maximise learning time and ensure clarity, pace, and progression. While we encourage creativity and professional autonomy, our lesson structure reflects the principles of ADAPT and supports consistency across the school.

Teachers are expected to:

- Begin lessons promptly with a clear 'do now' task and/or use a short starter or retrieval activity to connect learning, strengthen memory, and promote progress.
- Knowledge/skills objective shared in student-friendly language.
- Deliver new material in manageable steps, checking for understanding regularly.
- Incorporate ADAPT strategies to ensure all learners are appropriately supported and challenged.
- Use assessment for learning (AfL) techniques, including questioning, mini whiteboards, peer/self-assessment, and hinge questions, to inform next steps.
- Provide opportunities for guided and independent practice.
- End lessons with a purposeful review, reflection, or plenary to reinforce key learning.

Adaptation for all learners

At Arcadia, we recognise that learners have diverse needs, strengths, and interests, and teaching should enable every student to make progress from their starting point.

Teachers should:

- Plan tasks and outcomes that provide appropriate levels of support, scaffolding, and challenge.
- Use questioning strategies that engage all learners, targeting individuals to stretch their thinking.
- Adapt resources and teaching methods to meet the needs of EAL, SEND, and high-ability learners.
- Ensure extension opportunities for students working at greater depth, encouraging independence and creativity.
- Incorporate flexible grouping strategies (pairs, small groups, mixed-ability, ability-based) to enhance collaboration.

Adaptation is not about preparing separate lessons for every learner but about adapting teaching to maximise progress for all.



JVT, Dubai, UAE



+971 4 552 2600



info@arcadia.sch.ae
<https://arcadia.sch.ae/>



Nurture
Lifelong
Learning

Assessment, Mastery and Greater Depth

Assessment is central to ensuring progress and embedding mastery. At Arcadia, assessment is accurate, ongoing, and purposeful, and informs future teaching and learning.

We expect staff to:

- Use formative assessment regularly in lessons to check understanding and address misconceptions.
- Provide timely, constructive feedback, ensuring students know what they are doing well and how to improve.
- Use assessment data to identify gaps, plan interventions, and adjust teaching.
- Ensure summative assessments are reliable, fair, and aligned with curriculum standards.
- Promote mastery by revisiting key knowledge and skills until students can apply them fluently and confidently.
- Provide opportunities for students working at greater depth to extend their understanding through higher-order thinking and application in new contexts.

Homework

Homework is an extension of classroom learning and encourages students to take responsibility for their own progress. It consolidates knowledge, develops independence, and provides opportunities for enrichment. For more information regarding this, please see the home learning policy.

Early Years

In Early Years, teaching and learning is rooted in the Early Years Foundation Stage (EYFS) framework, with a strong emphasis on play, exploration, and discovery.

- Learning environments are carefully planned to stimulate curiosity and independence.
- Teachers balance adult-led activities with child-initiated exploration, ensuring all areas of learning and development are addressed.
- Observations are used to assess progress and plan next steps.
- A strong focus is placed on communication, language, and social development.
- Early Years provision ensures smooth transition into primary, preparing children for the structure of Key Stage

Role of Parents

Parents are vital partners in the learning journey. We believe that strong home–school collaboration accelerates progress and fosters a love of learning.



JVT, Dubai, UAE



+971 4 552 2600



info@arcadia.sch.ae
<https://arcadia.sch.ae/>



Nurture
Lifelong
Learning

We expect parents to:

- Support high standards of punctuality and attendance.
- Encourage positive learning behaviours at home.
- Provide a quiet space for homework and independent study.
- Communicate openly with the school, attending meetings, workshops, and parent–teacher conferences.
- Celebrate achievements and reinforce the values of fairness, respect, and effort.

The school will:

- Communicate regularly through newsletters, digital platforms, and meetings.
- Provide workshops and guidance to help parents support learning at home.
- Celebrate student achievement and share strategies for continued success.

Professional Development

At Arcadia, we are committed to ensuring that staff are reflective practitioners who continually refine their craft. Professional development is a key driver of school improvement and is directly linked to ADAPT and our teaching and learning priorities. Please see our professional development policy for more details.



JVT, Dubai, UAE



+971 4 552 2600



info@arcadia.sch.ae
<https://arcadia.sch.ae/>