



LITTLE FLOWER ENGLISH SCHOOL

DUBAI

TEACHING POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. ANNIE MATHEW
Role	PRINCIPAL
Date of review	13-04-2026
Date of next review	13-04-2027
Signature	



Teaching Policy

1. Purpose

This Teaching Policy outlines our school's philosophy, expectations, practices, and quality assurance mechanisms for effective teaching and learning. It reflects our commitment to delivering a **high-quality, inclusive, engaging, and student-centred education**.

2. Vision

To nurture lifelong learners who are confident, responsible, creative, and globally aware, achieving excellence in academic, social, and personal domains.

We believe that:

- Every child is unique and capable of learning.
- Teaching should be differentiated, inquiry-based, and purposeful.
- Learning is enhanced through collaboration, reflection, and real-world connections.
- Well-being is integral to academic success.
- Parent partnership strengthens student growth.

3. Scope

This policy applies to all teaching staff and leadership across Grades KG1–6 and underpins curriculum planning, instruction, assessment, feedback, professional growth, and classroom culture.

4. Teaching Expectations

4.1. Student-Centred Instruction

Teachers shall:

- Use **active learning approaches**: inquiry, discussion, project-based tasks.
- Ensure lessons are **relevant, engaging, and age-appropriate**.
- Promote higher-order thinking (analysis, evaluation, creativity) beyond rote learning.

4.2. Differentiation and Inclusion

Teachers must:

- Plan instruction that accommodates diverse learning profiles, abilities, and backgrounds.
- Use formative assessment to inform differentiation.
- Collaborate with Inclusion Support to provide **reasonable adjustments** for students with identified needs.

4.3. Curriculum Delivery

- Align teaching with the **CBSE curriculum framework** while infusing cross-curricular connections.
- Integrate life skills, UAE values, **Arabic language** development, and digital literacy.
- Foster conceptual understanding and competency-based learning.

5. Planning & Preparation

5.1. Yearly & Unit Planning

Teachers should prepare:

- **Annual curriculum maps** showing scope & sequence.
- **Unit plans** with clear objectives, standards alignment, learning experiences, and assessment strategies.

5.2. Lesson Design

Each lesson must include:

- Clear **learning outcomes**.
- A variety of **instructional strategies**.
- Opportunities for **student talk, collaboration, creativity, and reflection**.
- Effective use of **resources and technology**.

6. Assessment & Feedback

6.1. Formative Assessment

Teachers will:

- Use daily checks for understanding (questions, quizzes, exit tickets).
- Provide timely feedback that guides improvement.
- Adjust instruction based on assessment data.

6.2. Summative Assessment

- Align assessments with CBSE curriculum expectations.
- Use rubrics, performance tasks, and benchmarks to ensure reliability and validity.

6.3. Reporting

- Communicate progress to students and parents regularly through reports, parent meetings, and digital platforms.

7. Classroom Climate

Teachers create environments that are:

- **Safe, respectful, inclusive, and nurturing.**
- Reflective of cultural diversity, UAE values, and positive behaviour expectations.
- Structured with clear routines and high expectations for learning and conduct.

8. Professional Growth & Collaboration

8.1. Continuous Learning

Teachers must:

- Participate in ongoing professional development aligned with school goals and KHDA priorities.
- Engage in reflective practice.

8.2. Professional Learning Communities (PLCs)

Regular collaborative meetings to:

- Mentor-mentee system
- Share best practices.
- Analyze student data.
- Design common assessments and instructional resources.

9. Use of Technology

Teaching integrates technology to:

- Enhance engagement and differentiation.
- Support digital literacy.
- Provide real-world, interactive learning experiences.

Technology use is guided by **digital citizenship** and safety principles.

10. Monitoring & Quality Assurance

10.1. Leadership Support

School leaders will:

- Conduct regular classroom observations with constructive feedback.
- Review planning, assessments, and student outcomes.
- Use data to inform interventions and professional development.

10.2. Performance Standards

Performance reviews are aligned with KHDA indicators including:

- Curriculum implementation
- Teaching effectiveness
- Learning outcomes
- Inclusion practices

11. Parental Partnership

We commit to:

- Clear communication of curriculum, assessment, and learning expectations.
- Engaging parents as partners through events, workshops, and digital communication.

12. Review and Revision

This policy will be reviewed annually or in response to new KHDA guidance, educational research, or school improvement priorities.