Happy Home English School

TEACHING & LEARNING POLICY 2026-27

Policy Information			
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1. General Statement of Policy

At Happy Home English School (HHES), we are committed to fostering a culture of lifelong learning where every learner is inspired to achieve excellence and realize their full potential. Guided by our vision, **"Together We Learn and Grow,"** we provide a high-quality, inclusive, and future-focused education that promotes academic success, personal development, wellbeing, and responsible citizenship.

Our curriculum is built upon the Cambridge International Curriculum and is fully aligned with the requirements of the UAE Ministry of Education (MOE) and Sharjah Private Education Authority (SPEA). It provides a broad, balanced, and challenging learning experience that equips students with the knowledge, skills, values, and competencies required to thrive in an increasingly interconnected and rapidly changing world.

The curriculum promotes intellectual curiosity, critical thinking, creativity, innovation, collaboration, and effective communication while nurturing respect for UAE culture, heritage, and national identity. UAE National Identity and Moral Education are actively embedded across all subjects and are reflected in daily lesson planning, teaching activities, and classroom discussions, learning resources, assessment opportunities, and wider learning experiences. Through high-quality teaching, meaningful learning experiences, assessment-informed practice, and strong partnerships with parents and the wider community, HHES empowers students to become confident, responsible, reflective, innovative, and engaged global citizens.

The school is committed to providing a safe, stimulating, and inclusive learning environment where all learners, regardless of ability, background, or need, are supported and challenged to achieve their personal best.

2. Purpose of the Policy

This policy establishes a clear framework for curriculum design, implementation, assessment, monitoring, and continuous improvement across the school.

It aims to:

- Ensure entitlement to a high-quality education for all learners.
- Provide consistency and coherence in teaching, learning, and assessment practices.
- Promote progression, continuity, and challenge throughout the Cambridge learning pathway.
- Support the development of knowledge, skills, understanding, and positive learning dispositions.
- Ensure compliance with Cambridge International, MOE, and SPEA requirements.
- Promote inclusive practices that enable all learners to access and succeed within the curriculum.
- Ensure that UAE National Identity and Moral Education are meaningfully integrated across all subjects and reflected in daily teaching and learning practices.
- Strengthen partnerships between the school, parents, and the wider community.
- Foster a culture of continuous reflection, innovation, and school improvement.

3. Curriculum Vision, Aims and Objectives

The HHES curriculum is designed to develop learners who are:

- Confident in working with information and ideas.
- Responsible for themselves, others, and their environment.
- Reflective learners who evaluate and improve their own learning.
- Innovative thinkers who approach challenges creatively.
- Engaged learners who actively contribute to school and society.

Through the curriculum, students will:

- Develop high standards of literacy, numeracy, scientific inquiry, and digital competency.
- Acquire critical thinking, problem-solving, research, and communication skills.
- Become independent, resilient, and self-regulated learners.
- Demonstrate creativity, curiosity, and a lifelong love of learning.
- Build positive relationships and collaborate effectively with others.
- Develop respect for diversity, inclusion, and cultural understanding.
- Understand and appreciate UAE values, heritage, culture, and national identity.
- Develop an understanding of moral values including respect, responsibility, integrity, tolerance, empathy, and responsible citizenship.
- Participate actively in local and global communities as responsible citizens.
- Apply learning meaningfully in real-life contexts.
- Be prepared for future education, employment, and lifelong success.

4. Effective Teaching and Learning

Personalized learning is central to effective pedagogy at HHES. We implement a range of Cambridge-aligned, learner-centered strategies to ensure all students achieve expected and accelerated progress.

Learning Approaches Include:

- Inquiry-based learning and problem-solving.
- Research and investigative tasks.
- Collaborative group and paired learning.
- Independent and reflective learning.
- Whole-class interactive teaching.
- Integration of Information and Communication Technology (ICT) and digital tools.
- Experiential learning through visits, visitors, and projects.
- Creative expression through arts, debates, and presentations.
- Physical education and outdoor learning.
- Opportunities to develop UAE National Identity, moral values, and responsible citizenship through meaningful subject-specific contexts.

Learners are encouraged to take ownership of their progress through Assessment for Learning (AfL) strategies, including reflection, self-assessment, goal setting, peer assessment, and constructive feedback.

5. Key Features of Personalized Learning

Effective teaching and learning at HHES are characterized by:

- Quality First Teaching (QFT)
- Target Setting and Progress Tracking
- Robust Assessment Practices
- Targeted Intervention and Provision
- Stimulating Learning Environment
- Structured Curriculum Organization
- Extended Curriculum Opportunities
- Inclusive Education and Equal Opportunities
- Universal Design for Learning (UDL) as a baseline approach to inclusive planning

6. Quality First Teaching

High-quality teaching is characterized by:

- Clear Learning Objectives (LOs) and measurable Success Criteria (SC).
- High expectations and active learner engagement.
- Effective differentiation to meet diverse needs.
- Universal Design for Learning (UDL) principles incorporated as a baseline expectation when planning and delivering learning experiences.
- Skilled questioning, modelling, and scaffolding.
- Emphasis on dialogic teaching and collaborative learning.
- Positive reinforcement to motivate and inspire learners.
- Appropriate use of assessment evidence to adapt teaching and address misconceptions.
- Meaningful integration of UAE National Identity and Moral Education where relevant to the subject and learning objectives.

7. Target Setting and Tracking

- Learner progress is systematically tracked using formative and summative assessments.
- Baseline, CAT4, NGRT and GL Progress Test evidence is analysed to celebrate attainment, support personalised learning and guide next steps.
- Pupil Progress Meetings are conducted termly to review attainment and progress.
- Learners actively participate in target setting and self-evaluation.
- Parents are regularly informed through reports, meetings, and appropriate communication channels.
- Intervention targets and individual learner targets are reviewed against assessment evidence to ensure that support remains appropriate and effective.

8. Assessment for Learning (AfL)

Assessment is integral to the teaching-learning cycle and includes:

- Clearly shared Learning Objectives and Success Criteria.

- Continuous formative assessment through questioning, observation, retrieval and exit tasks.
- Self and peer assessment practices.
- Timely, constructive written and verbal feedback.
- Use of assessment data to inform differentiated planning, intervention and measurable next steps.
- Regular review of learning achievements, progress and appropriate next steps.
- Monitoring of learner progress following targeted intervention to determine its effectiveness.

9. Provision and Intervention

- All learners are expected to achieve at least good progress through Quality First Teaching.
- Targeted interventions, including small-group and one-to-one provision, support learners requiring additional assistance.
- Students of Determination (SoD) receive appropriate support and targeted intervention based on identified needs and assessment evidence.
- Gifted and Talented learners are provided with enrichment and extension opportunities.
- Intervention planning is informed by accurate assessment, teacher insight, learner performance, and individual targets.
- Each targeted intervention should have a clearly identified purpose, intended outcome, appropriate monitoring arrangements, and a defined review point.
- The impact of personalised support is celebrated and evaluated through assessment evidence and progress tracking to recognise measurable progress.
- Where expected progress is not achieved, intervention strategies, targets, resources, or levels of support are reviewed and adjusted accordingly.

10. Learning Environment

HHES provides an enabling and stimulating environment that promotes engagement and independence:

- Well-equipped classrooms with smart technology.
- Print-rich and visually engaging displays.
- Access to library resources and digital platforms.
- Indoor and outdoor learning opportunities.
- A culture that promotes respect, collaboration, curiosity, inclusion, and responsible behaviour.
- Learning environments that support accessibility and participation in accordance with Universal Design for Learning (UDL) principles.

11. Curriculum Organization

Foundation Stage (FS2)

Learning follows EYFS early learning goals with planned transition into Cambridge primary learning.

Prime Areas:

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.

Specific Areas:

- Literacy.
- Numeracy.
- Understanding the World.
- Expressive Arts and Design.

Years 1–7

- Cambridge learning objectives are sequenced across Years 1–7 through annual plans and term-wise curriculum breakdowns.
- Integration of MOE subjects, including Arabic, Islamic Education, and Social Studies.
- Curriculum maps document progression, prerequisite knowledge, cross-curricular literacy and real-life application.
- Differentiated planning to meet diverse learner needs.
- UAE National Identity and Moral Education embedded across subject areas through appropriate curriculum content, classroom activities, local contexts, values education, and real-life applications.
- Lesson planning should identify meaningful opportunities to develop students' understanding of UAE culture, heritage, national identity, values, and responsible citizenship.

12. Extended Curriculum

The school offers a wide range of opportunities to enrich learning, including:

- Educational visits and field trips.
- Seminars and career awareness programs.
- Quran and remedial classes.
- Extracurricular Activities (ECAs).
- Competitions and school events.
- Activities that promote UAE culture, heritage, national identity, moral values, and community participation.

13. Inclusion

HHES is fully committed to inclusive education and recognizes that effective inclusion begins with high-quality planning and teaching that anticipates learner diversity.

- All learners, including those with additional needs, are supported through Individual Education Plans (IEPs) and Additional Learning Plans (ALPs) where appropriate.
- Universal Design for Learning (UDL) is a mandatory baseline expectation for inclusive planning and classroom practice.
- Teachers are expected to anticipate barriers to learning and provide appropriate opportunities for engagement, representation, participation, and expression.
- Differentiated instruction ensures accessibility, appropriate challenge, and progression for all learners.

- Differentiation should be informed by assessment evidence, learner needs, prior attainment, and individual targets.
- Appropriate scaffolding, flexible grouping, adaptive resources, assistive technology, questioning, modelling, and additional support should be used where required.
- Collaboration between teachers, the Inclusion Team, and parents ensures effective and consistent support.
- Individual targets guide both classroom and intervention practices.
- Provision for Students of Determination (SoD) is regularly reviewed to evaluate its impact on learner progress and achievement.
- Where support is not producing the expected outcomes, provision and intervention strategies are reviewed and adjusted.

The application of UDL ensures that accessibility and inclusion are considered at the planning stage rather than being introduced only after a learner experiences difficulty. This supports HHES in maintaining high expectations while ensuring equitable access to learning.

14. Equal Opportunities

HHES promotes a culture of equity, diversity, and respect, ensuring:

- Fair and inclusive access to learning for all students.
- Respect for individual differences and backgrounds.
- A safe and supportive environment free from discrimination.
- Appropriate opportunities for all learners to participate, contribute, and demonstrate achievement.

15. Teaching and Learning Culture

Our learning culture is built on:

- High expectations and academic rigour.
- Mutual respect and trust.
- Continuous professional growth.
- Commitment to excellence in teaching and learning.
- Inclusive practice and equitable opportunities.
- Respect for UAE culture, heritage, values, and national identity.
- A commitment to reflective practice and evidence-informed improvement.

16. Teachers' Expectations

Teachers at HHES are expected to:

- Demonstrate strong subject knowledge and pedagogy.
- Use data-driven instruction to inform teaching.
- Engage in continuous professional development (CPD).
- Foster positive relationships with students and parents.

- Plan Cambridge-aligned lessons with clear learning objectives, success criteria and differentiated challenge.
- Apply Universal Design for Learning (UDL) as a baseline approach to inclusive lesson planning.
- Promote independent and collaborative learning.
- Integrate UAE National Identity and Moral Education meaningfully across relevant subject content.
- Use assessment evidence to identify learning needs and inform intervention.
- Monitor the progress of learners receiving targeted support and contribute to the evaluation of intervention effectiveness.

17. Lesson Planning and Delivery

Effective lessons:

- Begin with a clear hook or prior knowledge recap.
- Integrate flipped learning strategies where appropriate.
- Promote critical thinking and real-life application.
- Include mini plenaries and continuous assessment.
- Cater to all learners through purposeful differentiation and Universal Design for Learning (UDL).
- Provide appropriate challenge and support based on learner readiness and need.
- Encourage reflection and self-evaluation.
- Incorporate relevant UAE National Identity and Moral Education opportunities across subjects where appropriate.
- Use assessment evidence to adapt instruction during and after the lesson.

Daily lesson planning should therefore demonstrate consideration of learner diversity, inclusive access, appropriate challenge, assessment opportunities, and relevant UAE values and national identity connections.

18. Learners' Expectations

Learners are expected to:

- Take responsibility for their learning.
- Demonstrate positive attitudes and resilience.
- Engage actively in lessons.
- Reflect on progress and set personal targets.
- Collaborate respectfully with peers.
- Demonstrate respect for UAE culture, values, heritage, and national identity.
- Demonstrate responsible and ethical behaviour within the school and wider community.

19. Partnership with Stakeholders

Parents

- Regular updates on progress and targets.
- Scheduled Parent-Teacher Meetings.

- Workshops and engagement opportunities.
- Appropriate communication regarding individual learner support and intervention where required.
- Collaboration with teachers and the Inclusion Team to support learner progress.

Regulatory Compliance

- Alignment with Cambridge Assessment International Education (CAIE), SPEA, and MOE requirements.
- Termly curriculum review and evidence-based improvement led by the Senior Leadership Team (SLT).
- Appropriate evidence of curriculum implementation, inclusion, assessment, intervention, and learner progress is maintained to support quality assurance and inspection requirements.

20. Monitoring and Evaluation

The Senior Leadership Team ensures quality through:

- Lesson observations and learning walks linked to SPEA teaching and curriculum indicators.
- Work scrutiny and termly review of annual plans, breakdowns and lesson presentations.
- Analysis of baseline, CAT4, NGRT, PTE, PTM and PTS trends and intervention impact.
- Professional development programs.
- Stakeholder feedback from students, parents, and staff.
- Evaluation of the impact of targeted interventions, particularly those provided for Students of Determination (SoD), on learner attainment, progress, engagement, and achievement.
- Review of intervention evidence against baseline data, individual targets, and expected outcomes.
- Evaluation of whether targeted provision has resulted in measurable progress and identification of appropriate next steps.
- Review and adjustment of interventions where expected progress has not been achieved.

HHES will maintain a closed-loop monitoring and evaluation system in which learner needs are identified through assessment, appropriate interventions are implemented, progress is monitored, impact is evaluated, and provision is subsequently reviewed or adapted.

This process reflects an evidence-informed approach focused on measurable learner outcomes. It demonstrates the value of personalised provision for Students of Determination and supports the school's commitment to sustained progress and SPEA expectations.

21. Continuous Learning and Evaluation

HHES follows a continuous and comprehensive assessment model, enabling:

- Regular reflection on learner progress.
- Adaptive teaching strategies.
- Personalized learning pathways.
- Development of independent, reflective learners.
- Timely identification of learning needs.
- Evaluation of the effectiveness of interventions and support strategies.

- Continuous refinement of teaching, learning, assessment, and inclusion practices.
- Strengthening of the relationship between assessment evidence, intervention, monitoring, and learner outcomes.

The school will use evidence from assessment, monitoring, personalised support, learner work, classroom practice, and stakeholder feedback to celebrate strengths and guide ongoing development. This evidence will inform future curriculum planning, professional development, teaching strategies, resource allocation, and personalised learning opportunities.

Conclusion

Happy Home English School is dedicated to delivering high-quality, inclusive, culturally responsive, and future-ready education. Through strong partnerships, effective pedagogy, Quality First Teaching, Assessment for Learning, Universal Design for Learning, targeted intervention, and continuous evaluation, the school ensures that every learner is supported and challenged to achieve their potential. The integration of UAE National Identity and Moral Education across relevant subjects, Universal Design for Learning (UDL) as a foundation for inclusive practice, and systematic evaluation of personalised support, particularly for Students of Determination, reinforce the school's Teaching and Learning Policy and its evidence-based approach to planning, teaching, assessment, monitoring and sustained progress. Through this coherent approach, HHES remains committed to ensuring that every learner is valued, supported, challenged, and empowered to succeed academically, socially, morally, and personally, truly reflecting the school's vision:

"Together We Learn and Grow."

Signed:

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