



Learning and Teaching Policy

AY 2025-2026

Our mission:

To develop broad-minded and responsible learners who strive to enhance their academic potential through a commitment to lifelong learning and to develop the skills needed to positively impact Emirati and global communities.

1. Introduction

At RISS, we believe in the concept of lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. We believe appropriate teaching and learning experiences help children lead happy and rewarding lives.

We will ensure that students are provided with high-quality learning experiences that lead to a consistently high level of achievement by creating an effective and well-managed learning environment in which the individual needs of each child are met.

Teaching is centered on the learning process of the individual child, with the learning of basic skills as one of Grammar School's most important goals. In developing the school's curriculum, therefore, our staff personalizes learning and integrates the teaching and reinforcing of basic skills in all subject areas.

2. Responsibilities

- The principal is responsible for the implementation of the Teaching and Learning policy and ensuring that staff deliver the program in such a way that the needs of all students have been met.
- School staff are responsible for ensuring the policy and procedures are followed in school and for ensuring that they provide a variety of opportunities for students to maximize their achievements in and out of the classroom. They play a fundamental role in ensuring that every student experiences a personalized programme that meets their individual needs and engages them in all areas of learning.

3. Aims

Through our programmes, we aim to:

- Enable children to become confident, resourceful, enquiring, and independent learners
- Foster children's self-esteem and help them to build positive relationships with other people
- Develop children's self-respect, encourage them to understand the ideas, attitudes, and values of others, and teach them to respect other people's feelings
- Show respect for a diverse range of cultures and, in doing so, promote positive attitudes towards other people

- Enable children to understand their community and help them feel valued as part of it
- Help children grow into reliable, independent, and positive citizens.

Learning Students learn best when they: • are happy • are interested and motivated • achieve success and gain approval • are given tasks that match their ability • clearly understand the task • are confident, feel secure, and are aware of boundaries • are challenged and stimulated • are aware of what they need to do to improve	Organization Teachers organize the environment to ensure that students have the opportunity to: • work individually, in groups, and as a class • make decisions • work co-operatively • solve problems • be creative • Discuss their ideas • develop social skills • develop independence • use initiative • receive support • achieve academically
Environment Learning takes place in an environment that: • is challenging and stimulating • is peaceful and calm • is happy and caring • is organized • is well-resourced • makes learning accessible • is encouraging and appreciative • is welcoming • provides equal opportunities • provides a working atmosphere	Skills Children are encouraged to develop organizational skills and independence through: • appropriate tasks • confidence building • example • co-operation • Provision of suitable opportunities • responsibilities

4. Effective Learning

We acknowledge that people learn in many different ways: visually, kina esthetically, and auditory. We aim to take into account these different forms of intelligence when planning our teaching and to provide varied learning opportunities. Opportunities are planned to promote independent and active learning and Athena Core Values.

5. Effective Teaching

When teaching, we focus on motivating all the children and building on their skills, knowledge, and understanding of the curriculum so that they reach the highest level of personal achievement. We use the school curriculum plan and Schemes of Work to guide our teaching. This sets out the aims, objectives, and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our main focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children.

We set academic targets for the children each year, and we share these targets with the children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum for England. Our lesson plans are driven by SMART Learning Objectives. We thoroughly plan for differentiation, use of questioning, and collaborative learning opportunities. All students' progress is assessed and celebrated. To inform future learning and teaching, our plans are evaluated and reflected upon.

We ensure that all tasks and activities that the children do are safe.

Teaching assistants and other adult helpers are deployed as effectively as possible to ensure progress and engagement for all our students.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice. This is achieved by the use of peer teaching, team teaching, and coaching. All our teaching staff attend in-house bespoke CPD workshops and share good practices across the Athena network.

6. The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do our best to inform parents about what and how their children are learning:

- Held parents' evenings to explain our school strategies and discuss students' progress
- By sending information via circulars, newsletters and updating the school website
- By sending reports throughout the year on student attainment and targets
- By suggesting to parents how they can support their children at home.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would, therefore, like parents to:

- To ensure that their child has the best attendance record possible
- To ensure that their child is equipped for school with the correct uniform and PE kit
- To do their best to keep their child healthy and fit to attend school
- To inform the school if there are matters outside of school that are likely to affect a child's performance or behavior
- To promote a positive attitude towards school and learning in general.

7. The Future

We are aware of the need to monitor the school's Learning and Teaching Policy and to review it regularly. This will allow us to embrace new initiatives and research, changes in the curriculum, developments in technology, and changes to the physical environment of our school. We strongly believe that a reflective and innovative approach to Learning and Teaching will prepare all our students for the future.

Policy review date: August 2026