Teaching and Learning Policy

Please see Brighton College Dubai Policies and Guidelines

1. Policy Statement

It is the policy of the school to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2. Aims

Through our teaching we aim to engender in our pupils:

- a love of learning for its own sake;
- a foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare them, through an innovative approach to education, for the world they are likely to inhabit in the future;
- an awareness of, and appreciation of, the spiritual dimension in their lives;
- an enthusiasm for the world beyond the classroom – in particular, sport, music and the performing arts;
- a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally.

Brighton College has a commitment to outstanding teaching, and it is the expectation that teaching strategies are thoughtfully planned to be engaging and exciting for children.

3 Philosophy of Teaching and Learning

At Brighton College, we believe that learning results in lasting change—whether in knowledge, understanding, skills, capability, or belief. Effective teaching transforms not only what pupils know, but how they see themselves as learners. Our curriculum inspires lifelong learning, blending the strengths of traditional education with innovative approaches, delivered by

passionate and knowledgeable teachers. Innovation is driven by current research and grounded in sound pedagogy and educational philosophy.

We are forward-thinking, but always with purpose. Change is guided by evidence, ensuring that our teaching and learning provide a meaningful platform for growth, not change for its own sake.

Ways that this will be promoted will include:

- Research supported curriculum programmes that involve pupils in understanding how they learn.
- Staff in-depth knowledge about the individual that allows maximum support and motivation to learn.
- High expectations of both the teacher and the learner related to their approach and attitude to learning to ensure that they can be their best selves.
- Opportunities for an enquiry-based approach to open up pupil's curiosity, interest and learning through the exploration of ideas.
- Promoting open-mindedness where pupils are given the possibility of seeing that their ideas have value, and that others have different ideas that have value too.
- Developing adaptable learners who realise that they do not always have to be right but are able to problem solve and find alternative solutions.
- Promoting critical thinking, which encourages pupils through purposeful questioning to make reasoned judgements that are well thought through and logical.
- Encouraging confidence without arrogance through developing and celebrating success and effort, learning through positive experiences.
- Developing international mindedness which promotes a sense of the pupil's own nationality and culture whilst at the same time developing a profound respect understanding for other nationalities and cultures.
- A constant questioning of, reflecting on and modifying of our own practice.
- Teaching is adapted to meet the needs of learners with SEND, EAL, and other additional needs through targeted strategies, personalised plans, and inclusive classroom practices. Staff receive ongoing training to ensure that provision is both effective and consistent.

To ensure consistent application across all ages and stages, these approaches will be integrated into lessons throughout the school. Teachers will receive ongoing professional development to model and support these strategies, reinforcing their importance in daily classroom practice.

The Teaching and Learning Policy explicitly recognises the importance of pupils' wellbeing in academic success. Teaching approaches will support mental, social, and physical health, alongside academic progress. The College aims to develop pupils who are not only knowledgeable but also resilient, confident, and well-rounded individuals.

3.1 Teaching and Learning Cycle

The teaching and learning cycle is a dynamic and research-informed process designed to ensure high-quality educational provision and continuous improvement. It encompasses the implementation of evidence-based initiatives, rigorous assessment, and systematic monitoring through lesson observations and reflective teaching and learning meetings. Pupil progress meetings play a crucial role in evaluating individual development, enabling the personalisation of learning to meet diverse needs effectively. Teachers are supported through targeted professional development, mentoring, and collaborative planning, ensuring the delivery of high-quality instruction. The curriculum is regularly adapted and reviewed to align with best practices and evolving educational standards, fostering an inclusive and responsive learning environment that maximises pupil achievement.

3.2 Pupil Attainment in Learning

At Brighton College Dubai, pupil attainment refers to the academic standards achieved at specific points in time, benchmarked against national and internal expectations. Attainment is assessed using a combination of formative assessments, summative tasks, standardised tests, and teacher judgements. Data is regularly reviewed at individual, class, and cohort levels to ensure all pupils learning needs meet or exceed expectations. Where attainment gaps are identified, targeted learning support is implemented promptly. Attainment data also informs curriculum design and strategic planning, reinforcing high standards of teaching and learning across the College. While attainment reflects academic achievement, it is considered within the broader context of each pupil's educational development.

3.3 Pupil Progress

Pupil progress at Brighton College Dubai reflects the academic and personal learning growth a pupil makes over time, relative to their starting point. Progress is tracked continuously through formative assessments, standardised data, and professional judgement. Termly progress meetings enable staff to review individual development, plan targeted interventions, and share effective strategies. Teaching is adapted to support and challenge all learners, ensuring equity and ambition.

Progress encompasses not only knowledge and skills but also character development and learning behaviours. This personalised approach ensures that each pupil is supported to fulfil their potential, aligning with the College's commitment to excellence and lifelong learning.

The College systematically compares pupils' attainment and progress against external standards, including UK national expectations, international assessments, and other relevant benchmarks. This ensures that internal judgements are accurate and robust, and provides clear evidence to inform curriculum development, teaching strategies, and intervention planning.

Pupil voice is a central component of the learning process. Pupils are given structured opportunities to reflect on their own progress, provide feedback on their learning experiences, and contribute to the evaluation of teaching and curriculum provision. Parental perspectives are also sought to ensure a rounded understanding of pupil needs.

3.4 Pupil Learning Skills

Brighton College Dubai recognises that pupils' capacity to learn extends beyond subject knowledge and academic attainment. We aim to equip pupils with transferable skills that foster independence, creativity, resilience, and adaptability in a rapidly changing world. Learning skills are explicitly nurtured through all areas of the curriculum and co-curricular provision and are considered a key component of outstanding teaching and learning.

Pupils are expected to take increasing responsibility for their own learning, demonstrating perseverance, motivation, and reflective thinking. Teachers provide structured opportunities for pupils to develop:

- **Responsibility and Independence** – pupils set goals, monitor their progress, and reflect on outcomes, cultivating ownership of their learning journey.
- **Interaction and Collaboration** – pupils work respectfully with peers, developing teamwork, empathy, and effective communication skills.
- **Application to the Real World** – pupils make meaningful connections between classroom learning and real-life contexts, demonstrating innovation, enterprise, and problem-solving.
- **Critical Thinking and Enquiry** – pupils ask questions, analyse evidence, and evaluate multiple perspectives, fostering curiosity and open-mindedness.
- **Creativity and Innovation** – pupils are encouraged to think imaginatively, take intellectual risks, and propose original ideas.

- **Digital Literacy and Technology Use** – pupils confidently and responsibly use digital tools to support research, collaboration, and knowledge creation, preparing them for global citizenship.

The development of learning skills will be systematically embedded across all subjects and age phases. Teachers will model effective learning behaviours, provide scaffolded opportunities for pupils to practise them, and evaluate progress through observation, self-assessment, peer feedback, and reflection.

By promoting these learning skills, Brighton College Dubai ensures that pupils are not only academically successful but also equipped with the competencies necessary for lifelong learning, future careers, and active contribution to both British and international society.

4.0 Practice and Procedure

4.1 Teaching – Core approaches

At Brighton College Dubai, our commitment to cultivating independent, reflective learners is rooted in research backed strategies that maximise long-term learning and engagement. Our teaching and learning framework centres on four key approaches: metacognitive regulation, retrieval practice, spaced practice, and oracy. These evidence-based methods help pupils deepen understanding, enhance retention, and develop articulate communication skills that equip them for success in a rapidly evolving world.

- **Metacognitive Regulation:** Metacognitive regulation empowers pupils to plan, monitor and evaluate their learning. By modelling these strategies and building in planned opportunities to practise them, pupils learn to set clear learning intentions, choose effective approaches and reflect on their progress—fostering the self-awareness and reflective mindset essential for sustained growth.
- **Retrieval Practice:** We use retrieval practice to strengthen memory and understanding by regularly prompting pupils to recall learned material. Frequent low-stakes activities, such as quizzes and recall tasks, reinforce retention and identify gaps in knowledge. Regular revision and revisiting of key concepts deepen cognitive connections and support long-term memory. Tools like working walls, knowledge organisers, retrieval grids, and picture prompts provide scaffolding for consolidation. Systematic checks for understanding further enhance learning. Embedding retrieval strategies across the curriculum ensures knowledge is actively revisited, building strong foundations for future learning and academic success.

- **Spaced Practice:** Spaced practice supports long term learning by encouraging pupils to revisit content over time. This method helps prevent cramming and promotes sustained understanding by embedding concepts across the term or year, allowing pupils to build a strong knowledge foundation.
- **Oracy:** Oracy is vital in developing articulate, confident communicators. By embedding speaking and listening activities across subjects, pupils are supported to express their ideas clearly, engage actively in discussions and respect diverse perspectives. Effective oracy practice develops pupils' skills in articulation, active listening, and collaboration, which are integral to building confidence and in turn success both in and out of the classroom.
- **Modelling (Guided and Independent Practice):** Brighton has a balanced approach believing that incorporating both guided and independent practice is essential for maximising learning opportunities and ensuring effective teaching. Teachers use guided practice to offer structured support and scaffolding, with effective modelling at the lesson's start to demonstrate expert thinking and set clear expectations. High-quality modelling improves learning outcomes, helping pupils engage and succeed. Once understanding is secure, pupils move to independent practice, where teachers provide feedback and monitor progress to reinforce and consolidate learning. This approach fosters confidence, independence, and deeper understanding.
- **Questioning:** At Brighton we believe effective questioning enhances teaching by encouraging engagement, curiosity, and critical thinking. Teachers use varied techniques—such as cold calling and probing—to challenge pupils, promote discussion, and ensure participation. These strategies help pupils articulate understanding, evaluate their work, and address misconceptions in real time. Purposeful questioning not only assesses knowledge but also fosters a reflective, inquiry-driven mindset. By embedding a culture of questioning, pupils take greater ownership of their learning and develop deeper, more independent thinking skills.
- **Problem-Solving, Research and Independent Thinking Tasks:** Lessons will routinely incorporate tasks that encourage pupils to investigate, research, and solve problems, fostering innovation and creativity. Pupils will be supported not only in acquiring subject knowledge but also in applying, analysing, and creating with it, thereby developing independence of thought and confidence as learners.
- **Pace & Variation of Learning Activities:** Teachers are expected to plan lessons with purposeful variation in pace and activity, ensuring that all learners remain engaged. Support will be in place for pupils who require more time to consolidate their understanding, while stretch and challenge opportunities will be provided for those who learn more rapidly. Lesson segments should include time for reflection and consolidation to reinforce learning.

- **Use of Technology / Digital Learning Tools:** The College actively promotes the purposeful use of digital platforms and learning technologies to enhance teaching and learning. Technology is employed to personalise learning, provide differentiated pathways and extend opportunities for collaboration and creativity. The College also recognises the growing role of artificial intelligence (AI) in education, promoting its responsible and age-appropriate use to support teaching, enhance learning experiences and develop pupils' digital literacy, critical thinking and understanding of online safety and ethical use. Together, these approaches help prepare pupils with the knowledge and skills needed to thrive in an increasingly digital world.
- **Behaviour, Learning Attitudes & Engagement:** High expectations are set for pupils' attitudes towards learning. Pupils are expected to demonstrate perseverance, active engagement, and collaborative skills, recognising that positive behaviour directly supports successful learning. The College fosters a culture where respect, self-regulation, and responsibility underpin classroom interactions.

To ensure consistent application across all ages and stages, these approaches will be integrated into lessons throughout the school. Teachers will receive ongoing professional development to model and support these strategies, reinforcing their importance in daily classroom practice.

The effectiveness of teaching strategies—including retrieval practice, spaced learning, oracy, and collaborative learning—will be evaluated through lesson observations, assessment outcomes, and pupil/parent feedback. Evidence gathered will inform professional development and ongoing refinement of teaching practices.

4.2 Lesson Planning

Long and medium-term planning provides curriculum continuity and progression across the College and an adapted and enhanced coverage of the Early Years Foundation Stage Framework, National Curriculum of England and Wales and KHDA approved curricula. In addition to this, rigorous planning ensures that older pupils are fully prepared for GCSEs, A Levels and BTECs. Cross-curricular links are planned, at the thematic level, in long- and medium-term plans. Lessons are planned with clear learning objectives and consideration of learning outcomes. Short term planning contains information about the activities and assessment strategies to be used. Further cross curricular links are planned at this stage (for instance, literacy, ICT or PSHE across the curriculum).

Teachers plan for pupils of differing ability ranges within the class and use a range of adaptive teaching strategies. The short-term planning clearly describes the provision for these pupils within the lesson, which is linked to their IEPs where possible and appropriate. Class teachers are encouraged to use paperless proformas in line with KHDA's drive to go paperless. Planning is stored electronically on the school's internal systems. Long, medium- and short-term planning proformas in use in the Senior School are included in the appendix to this policy document.

4.3 Clarity of Learning Objectives

Effective lesson planning is underpinned by the establishment of clear, specific learning objectives that provide a structured focus for teaching and learning. These objectives must be explicitly shared with pupils at the outset of each lesson, ensuring they understand the purpose of their learning and the criteria for success. By making learning objectives transparent, pupils are empowered to articulate what they are learning, track their progress, and reflect on their achievements. This clarity fosters a sense of ownership over learning, enabling pupils to engage meaningfully with lesson content and actively work towards meeting the intended outcomes. Well-defined learning objectives not only support pupil understanding but also facilitate targeted teaching that drives progress and maximises attainment.

4.4 Assessment for Learning

Assessment for Learning (AfL) is a fundamental strategy used to gauge pupil understanding and inform responsive teaching. Effective AfL practices enable teachers to gather real-time insights into learning, ensuring that instruction is adapted to meet the needs of all pupils. This may include the use of whiteboard activities, quizzes, educational apps, or cold tasks prior to introducing new content, allowing teachers to identify prior knowledge and potential misconceptions. The key principle of AfL is not simply to assess but to use the information gained to personalise learning, ensuring that tasks are appropriately challenging and targeted to support pupil progress. By embedding AfL strategies into daily practice, teachers create a dynamic and adaptive learning environment that maximises engagement and achievement.

4.5 Marking and Feedback

Marking and feedback are essential components of the teaching and learning process, providing a structured approach to assessing pupil understanding and facilitating continuous improvement. Effective feedback is purposeful and specific, addressing learning gaps and guiding pupils towards progress. The timing of feedback is crucial; it may be given in the moment, delivered to the whole class, or provided following the completion of work, ensuring it has the greatest impact on learning. A range of feedback methods should be employed, with a strong emphasis on how pupils engage with and respond to their feedback. Dedicated time must be allocated for pupils to act upon feedback, allowing them to consolidate learning, address misconceptions, or extend their thinking. Pupils are expected to respond to teacher feedback using a purple pen, evidencing their reflection and development, ensuring that feedback remains an active and integral part of their learning journey.

To ensure consistent application across all ages and stages, these approaches will be integrated into lessons throughout the school. Teachers will receive ongoing professional development to model and support these strategies, reinforcing their importance in daily classroom practice

5.0 Diversity, Equity and Inclusion in Teaching and Learning

We are committed to ensuring that every pupil has the opportunity to succeed and to achieve their full potential, regardless of background, identity, or ability. To support this, our approach to teaching and learning actively promotes equality, diversity, and inclusion. In line with BSO Standards, teaching at Brighton College Dubai actively promotes and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Teaching is inclusive and does not discriminate against pupils on the basis of their protected characteristics. We aim to create an environment where all pupils feel seen, valued, and empowered to thrive.

Our inclusive teaching practices ensure that we:

- Select and use teaching materials that reflect diverse cultural backgrounds and avoid stereotypes, promoting positive representations of all ethnicities, genders, and abilities.
- Foster attitudes, values, and skills that challenge discrimination and support a respectful, inclusive school culture.
- Celebrate the richness of our pupils' own cultures, religions, and beliefs while encouraging curiosity and appreciation of others.
- Employ sensitive and respectful teaching strategies when exploring different cultural and religious traditions.
- Consider the composition of each class when planning seating and activities to maximise engagement and support effective learning for all.
- Differentiate teaching to meet the varied learning needs of individuals and groups, ensuring all pupils are supported and challenged.
- Use current attainment and progress data to inform planning and set ambitious, personalised targets.
- Optimise the use of available resources to support inclusive learning environments.
- Provide staff with access to high-quality professional development that strengthens inclusive practice and deepens understanding of EDI principles.
- Actively involve parents and carers as partners in their child's educational journey, valuing their voice and engagement.

Through this commitment, we strive to uphold the values of respect, fairness, and belonging across all aspects of College life.

6. Prep

Prep has a central role in extending and enhancing teaching and learning. The aims and routines for prep at Brighton College Dubai are outlined in the Brighton College Home Learning Policy. High quality prep tasks reflect Brighton College standards of excellence. Prep is never 'busy work'; we are always mindful of children's entitlement to a family life and a rich childhood, which should be enhanced, not obstructed, by the tasks we send home.

6.1 Prep in the Preparatory School

In Pre-Prep prep focuses on parents helping their children develop their reading skills at home with the option to request maths work to further support consolidation. Teachers guide parents, so they can best help their child as they learn to read. As pupils enter Years 3 to 6, prep tasks focus on reading, writing, spelling and times tables at home. Teachers also aim to develop children's independence, by setting engaging prep tasks, which develop thinking and investigative skills, creativity and improve pupils' research and presentation skills.

6.2 Prep in the Senior School

The regular setting and marking of prep constitutes an important part of the curriculum within the Senior School. However, it must never be busy work and must always have a direct purpose linked to the topics being taught or extend understanding. Prep is beneficial for a number of reasons:

- It reinforces learning;
- It gives pupils practice in developing skills;
- It gives opportunities for pupils to undertake independent work;
- It allows pupils to extend their understanding and develop their own intellectual curiosity.

To ensure that prep is distributed evenly throughout the week, a timetable of prep is produced for each year group. Teachers should endeavour to follow this timetable. All prep is set via Microsoft Teams. Subject teachers and House Tutors monitor that their pupils are doing this on a regular basis.

6.3 Quality Assurance of Teaching and Learning

At Brighton College Dubai, we are committed to maintaining the highest standards of teaching and learning through a rigorous, evidence-informed approach to quality assurance. Central to this is a culture of professional trust, collaboration, and continuous improvement. We adopt a coaching model, where feedback is developmental and growth-oriented. Formal observations,

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when undertaken, are conducted jointly wherever possible to ensure fairness, consistency, and shared professional dialogue. Constructive feedback is shared within 24–48 hours, highlighting

clear strengths and precise areas for development. Observations are structured using the KHDA Inspection Framework, which staff are supported to understand through regular CPD. The outcomes of observations are analysed regularly to identify trends and shape both individual support and whole-College priorities. Where teaching and learning does not yet meet expectations, a comprehensive support package is offered, underpinned by mentoring, targeted CPD, and follow-up observation cycles.

Our quality assurance strategy is multi-faceted and includes:

- Learning walks (both targeted and open-door)
- Work and book scrutiny across year groups and subjects
- Formal joint lesson observations using recognised international frameworks
- Departmental and whole-college reviews
- Pupil voice and feedback forums
- Analysis of attainment and progress data at class, cohort, and subject level

Through these varied forms of QA, we ensure that every pupil receives high-quality teaching, and every teacher receives meaningful feedback and support to continually refine their practice.

Feedback to staff arising from quality assurance activities will be delivered within clear timeframes to ensure it remains actionable. Follow-up cycles will monitor implementation, with support and action planning provided as necessary to sustain improvement and accountability.

7. Monitoring and Review

This policy is to be reviewed and checked annually by the Head Master.

8. Approved by

Head Master on behalf of the College



Simon Crane, Head Master

Chair on behalf of the Governors:

C. Lamshed Craig Lamshed, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Grammar/spelling alterations throughout and alteration to reports procedure	Jane Clewlow, Deputy Head Academic	8th May 2021
2.0	Adaptation of 3.2.3 to include new changes to specialist teaching in Years 3-5 Adaptation of 4.2 to include KHDA's paperless drive 5.2 Assessment in the preparatory school – added section on what CTs must do 5.4.1 Reporting in the Prep School – removed 'self-reflection section' 5.4 Took out the term 'textbooks' in line with latest research	Edward McGuigan Deputy Head of Prep School	9th May 2021
3.0	3.2.1 to include new EYFS framework 3.2.2 – KS summary 4.6.1 Prep in Pre-Prep	Head of Pre-Prep	9th May 2021

	5.4.1 Reporting in the Prep School – added an interim reports as well as a description of Eys reports		
4.0	Updated throughout to reflect alterations to systems and practices across the College	Head of Senior School	Sep 2024
5.0	Updated Eys and KS1 sections 4.1 Teaching – Core approaches updated	Head of Pre-Prep	October 2024
6.0	Revision of policy – removed reference to curriculum and assessment. Focused on vision and key elements of T&L Included attainment and progress, DEI and Core learning approaches. Learning skills	Head of Senior School Head of Prep Head of Pre-Prep	May 2025
7.0	Revision of policy in preparation for BSO inspection	Heads of School	September 2025
8.0	Updated section on 'Use of Technology / Digital Learning Tools' to include reference to AI	Katy Cooke	October 2026

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.