

Teaching and Learning Policy

At Sabari Indian School, our teaching and learning policy serves as a roadmap to guide our educators in fostering a dynamic, student-centered, and inclusive learning environment. Through understanding, adaptability, and continuous improvement, we are dedicated to nurturing the intellectual, emotional, and social growth of every student entrusted to our care.

Students at Sabari Indian School are engaged in life-worthy learning through a purposeful, enquiry-driven learning approach based on a fine balance between hands-on exploration and the use of cognitive abilities. The activity and skill-based approach to learning supported by the latest iPad technology empowers our students with the 21st-century skills required to lead change and innovation. Students at SIS experience an interdisciplinary learning approach where they examine concepts from multiple global perspectives of different streams weaving them into a coherent whole.

Aim of Teaching and Learning at SIS:

- Drive improvement in the quality of teaching and learning that enables the acquisition of skills, knowledge and understanding which will underpin all future learning.
- Align teachers to the vision and mission of the school through training and review.
- Learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practices are shared.
- Teach effectively setting high expectations to enable students to learn efficiently and make sustained progress.
- Create a positive learning environment where success is celebrated, where it is safe to make mistakes and challenges are an opportunity for development.
- Enable students to become confident, resourceful, enquiring and independent learners.
- Raise overall attainment and progress of all students.
- Promote and facilitate the inclusion of all groups of children (including those with special educational needs and disabilities, Gifted and Talented, English Language Learners, and Emirati children).
- Help students develop their innovation skills, foster self-esteem, build positive relationships with people, develop their self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect others' feelings.
- Help students grow into reliable, independent, positive and lifelong learners.

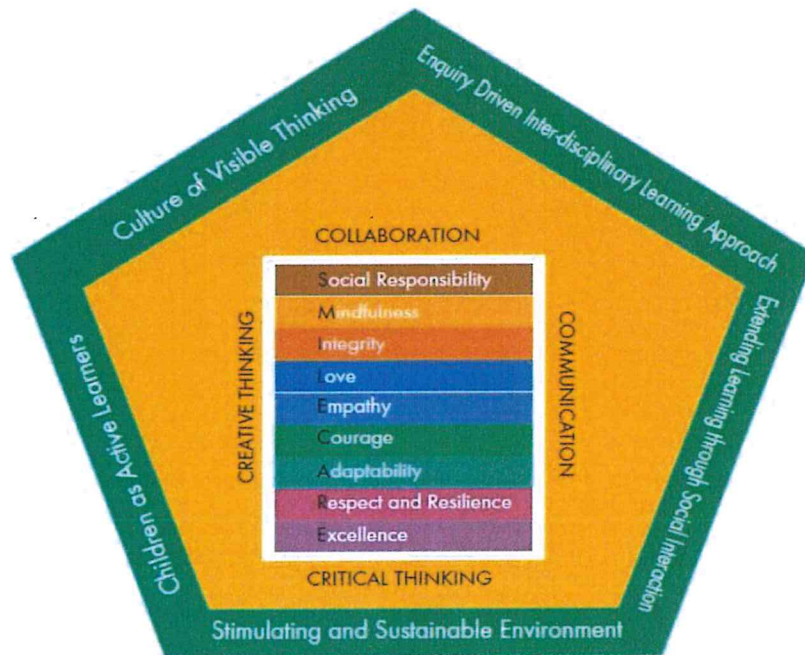
Understanding How Learning Develops:

At Sabari Indian School, we recognize that learning is a dynamic process that evolves differently for each student. Our educators are committed to understanding the various stages of cognitive, social, and emotional development, and how they impact learning. By incorporating developmental theories and research into our teaching practices, we create a supportive and responsive environment that fosters optimal learning experiences for all students. We provide a balance between Cognitive and Play-way / Hands-on Learning.

For cognitive engagement, we expect students to:

- Interact with each other,
- Ask their own questions and not only answer the teacher's,
- Develop and share their own ideas,
- Change the ideas with convincing evidence,
- Use thinking language such as 'I think', 'I guess', 'I assume', 'On second thoughts..'
- Express educated guesses, running answers, & wild ideas openly

The SIS Pedagogical Pentagon – A Unique Learning Approach



1. **Children as Active Learners:** Children are actively engaged in activities that kindle their curiosity and sustain their interest. Children are provided with a range of varied opportunities to consolidate their learning from observations, enquiry, exploration and first-hand experiences. Young children are curious and actively involved in their own learning and the discovery and development of new understandings/schema.

2. **Culture of Visible Thinking:** We promote a Culture of inquiry-based learning wherein all learning aims at 'Making Thinking Visible'. Within a culture of visible thinking, students experience school as a place where thinking is valued and given time, rich opportunities for thinking abound in their day-to-day classroom experience, models of thinking are present in the form of seeing teachers and peers as fellow thinkers, and the environment is rich with the documentation of thinking.

3. **Inquiry-driven Interdisciplinary Learning Approach:** Our students are engaged in life-worthy learning through a purposeful, inquiry-driven e-learning approach based on hands-on exploration. Students at SIS experience an Interdisciplinary learning approach where they examine concepts from multiple perspectives from different disciplines such as Science, Technology, Research, Engineering, Art and Mathematics (STREAM) weaving them into a coherent whole. Students are engaged in STREAM projects throughout the year, which instil creative problem-solving techniques in students and develop them as future innovators.

4. Extending Learning through Social Interaction: When children participate actively in meaningful tasks, facilitated by adults, they learn more effectively than they would as passive recipients of facts.

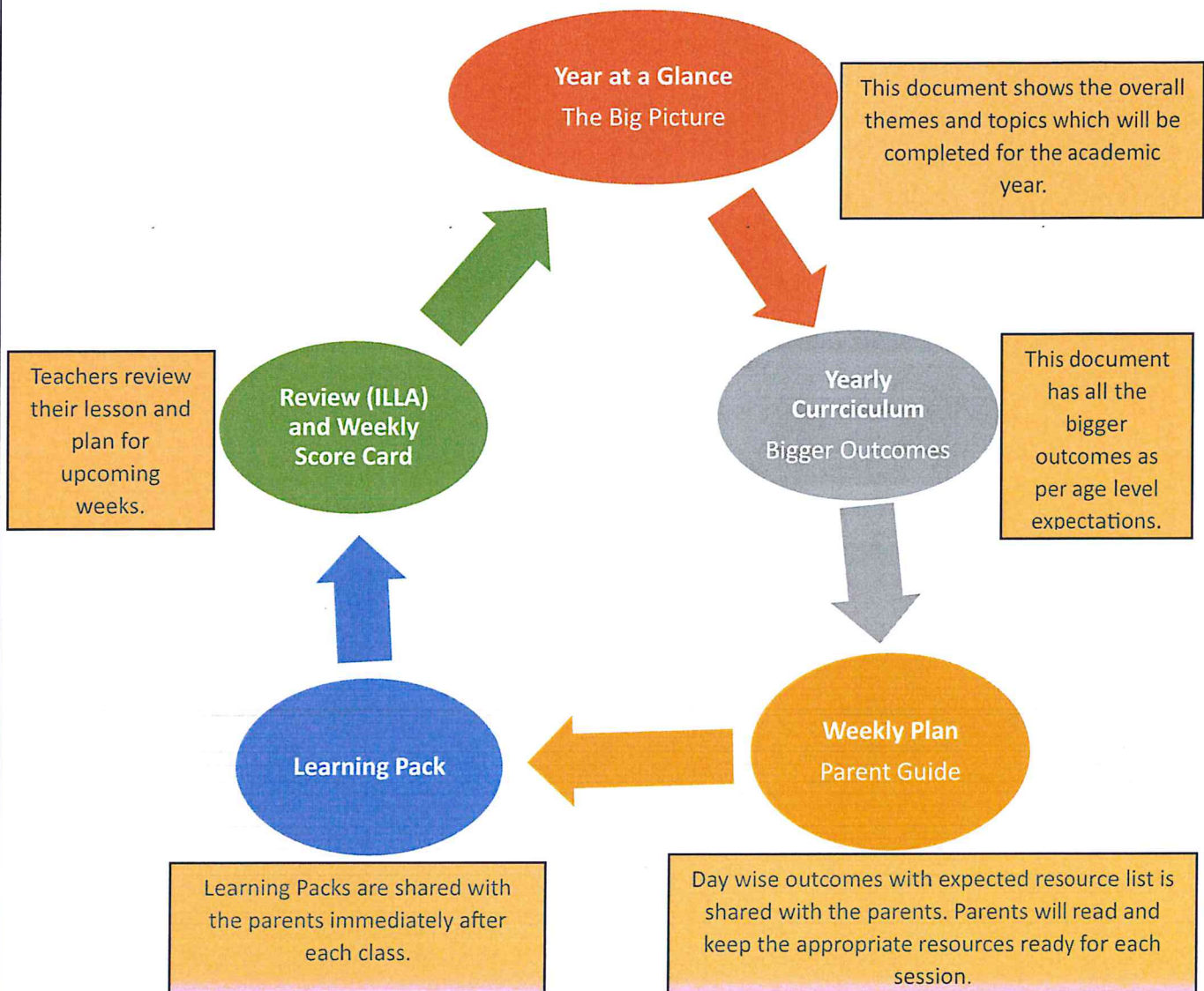
5. Stimulating and Sustainable Environment: Research has shown that a stimulating environment acts as the third teacher and inspires curiosity and deep learning. Such an inviting environment encourages students to explore, collaborate, investigate and reflect. Students explore innovative ideas, resources and strategies and become committed to the learning process driven by their own interests.

Planning for Personalised Learning:

We believe in catering to the unique strengths, interests, and needs of every student. Our educators employ a personalised approach to lesson planning, considering diverse learning styles, abilities, and backgrounds. By setting clear learning objectives and designing flexible lesson structures, we ensure that each student is challenged and engaged at an appropriate level, facilitating their individual growth.

We follow a specific learning cycle at Sabari Indian School, Dubai.

Learning Cycle



Effective Teaching and Learning Styles and Strategies:

Our school promotes a variety of teaching and learning styles and strategies to cater to the diverse needs of our students. We encourage educators to employ a mix of collaborative learning, problem-based learning, experiential learning, and technology integration. By employing a range of approaches, we facilitate deeper understanding, critical thinking, and practical application of knowledge.

Differentiation:

Recognising that students possess varying levels of readiness, interests, and learning profiles, differentiation is a cornerstone of our teaching approach. Our educators modify their instructional methods, content, and assessments to meet individual needs. Through differentiated instructions, we strive to create an inclusive classroom environment that celebrates diversity and supports the progress of every student.

Monitoring and Reviewing Observational Cycles:

To maintain a high standard of teaching and learning, we implement a systematic approach to monitoring and reviewing instructional practices. Regular classroom observations are conducted by both peer teachers, subject experts and/or senior leaders. These observations occur on a regular basis to provide timely feedback and ensure alignment with the school's educational objectives. On the basis of this, a termly review in the form of Super Six Areas of Review (SSAR) is prepared for each teacher to set the targets for the upcoming months. These six areas include –

- Peer Observation Score
- Attainment and Student Work Scrutiny
- Quality and Submissions of Learning Packs
- Quality and Submissions of ILLA (I Love Learning Assignment)
- Use of Learning Journal (KNOWA)
- Lesson Observation Score by Leaders

Continuous improvement is a core principle of our teaching and learning philosophy.

Assessment for Learning:

Assessment at Sabari Indian School is seen as a tool for learning, rather than just an evaluation of knowledge. Formative assessments are integrated into daily lessons, providing ongoing feedback to guide teaching and inform student progress. Summative assessments are designed to reflect the mastery of concepts and skills, promoting a holistic understanding of the curriculum.

Parent and Community Engagement:

We recognize the vital role that parents and the broader community play in a student's educational journey. Regular communication with parents is encouraged through parent-teacher meetings, newsletters and student-led conferences. Parent-teacher meetings are held once every term to set targets for the students and track their progress over the course of the academic year. Collaborating with the community enables us to gain insights into students' cultural backgrounds and experiences, enriching our teaching practices.

Professional Development:

To ensure that our educators stay current with best practices and evolving educational research, Sabari Indian School provides ongoing professional development opportunities. Workshops, seminars, and training sessions are offered to equip our teachers with the latest teaching techniques, technology integration strategies, and pedagogical advancements.

Continuous Improvement:

Our teaching and learning policy is a living document that evolves in response to the changing needs of our students and the educational landscape. Regular reviews and updates are conducted to ensure that our practices align with the latest research and trends in education, allowing us to deliver a high-quality learning experience to all our students.

Reviewed by:



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