



TEACHING AND LEARNING POLICY

Motto

Changing Lives... Nations Wide

Vision

To mould a generation of highly productive global citizens through inclusive learning, who respect diversity and are on a relentless pursuit of excellence in their intellectual, moral, and social spheres.

Mission

To provide all knowledge-seekers under our school banner with a carefully crafted, inclusive curriculum based on the founder's 3-D principle of Divinity, Dedication, and Discipline, and to educate them in a manner that sparks imagination, promotes tolerance, celebrates the diversity and national identity of the UAE, and equips and empowers them to become future leaders.

Teaching and Learning Philosophy

As stated by our motto, vision, and mission; we believe that every student at Merryland is a unique human being with a natural ability to learn, and must be understood, respected, and supported in his/her educational journey. Our children and young people are co-constructors of knowledge who show initiative and responsibility, instead of being mere objects of our teaching. Learning will not be confined to classrooms but will pervade the Merryland environment and wider community. Our teaching will be inclusive so that all learners have an opportunity to progress, differentiated so that learners at different stages of their educational journey will be challenged, inspirational to empower a new generation of student leaders, and intellectually stimulating to meet the UAE's aspirations of a knowledge-based economy.



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1. Introduction

This policy has been developed collaboratively by the whole Merryland community with inputs from staff, student representatives, and parents. It summarises our school's high expectations of effective learning and teaching and is used as a guide to help all staff sustain this practice across the whole school.

2. Application

We use the policy to:

- ensure that all our children and young people benefit from high-quality learning experiences that lead to consistently high achievement year after year
- provide an overall school framework which helps individual departments specify and shape their own subject-specific approaches
- ensure that all members of staff understand the MIS expectation of excellence in learning and teaching; and
- ensure that everyone understands their role in evaluating use of the policy across the school as part of our ambition for continuous school improvement

3. Aims

3.1 To see our students become highly effective 3-R learners

The aim of this learning and teaching policy is to ensure that our educational provision enables every child and young person to realise their full potential, both through academic excellence and in the wider achievement of the life-skills and values they will need to lead successful, fulfilling lives. We are determined to see our students become highly effective 3-R learners:

- **Resilient**
- **Resourceful**
- **Responsible**

This means ensuring all our children and young people acquire the confidence, skills, knowledge, attitudes, and dispositions they need to become successful life-long



achievers. This includes helping them to develop the capacity to be innovative and change-adept in an ever-changing world. We do this by promoting a learning culture that stimulates everyone's love of learning with real opportunities to succeed, irrespective of individual circumstances or backgrounds.

3.2 To promote the five Cambridge learner attributes

Additionally, this policy promotes the five Cambridge learner attributes so that our students are:

- **Confident** in working with information and ideas – their own and those of others.
- **Responsible** for themselves, responsive to and respectful of others.
- **Reflective** as learners, developing their ability to learn.
- **Innovative** and equipped for new and future challenges.
- **Engaged** intellectually and socially, ready to make a difference.

3.2 To remind teachers of their responsibilities

Teachers at MIS are expected to provide caring, supportive, and stimulating learning environments where all children and young people are helped to reach their emotional and academic potential. Through the conducive learning environment at MIS, we recognise the importance of building self-esteem in all children and young people because of its central role in lifelong fulfilment. Everyone contributes to this in the following ways.

- **A feeling of belonging**

We aim to give everyone a sense of belonging. We value and encourage every child's and young person's contribution so that every individual develops a feeling of belonging to an aspirational community.

- **A feeling of aspiration**

We aim to give everyone a real sense of personal aspiration. We encourage every child and young person to work towards their personal achievable goals. Teachers at MIS always set



realistically ambitious goals for the children and young people they teach.

- **A feeling of being safe**

We aim to give everyone a feeling of being safe by making MIS a safe community of learning for everyone. Children and young people develop mature behaviour and relationships from a very early age because of the positive way we help them to make wise choices through example and reward. Because of this, children and young people themselves expect high standards from each other.

- **A feeling of identity**

We respect diversity and encourage our children to learn from and thrive within our diverse community. At MIS, individual identity is respected, shared and valued.

- **Celebrating success**

By recognising success from the smallest learning step through to achievement of the highest world standards, teachers at MIS grow everyone's self-esteem in an environment that helps them to 'think out of the box'. This means celebrating both obvious successes as well as learning challenges which result in personal growth. Recognising and celebrating students' success through assemblies, displays and other programmes is an inalienable aspect of MIS. We ensure that there is a wide range of opportunities for every child to rise up and shine.

4. Continuous Improvement in Learning and Teaching

Our staff, parents and students are important stakeholders and we recognise that continuous improvement in teaching and learning cannot take place without their active support.

4.1 Staff

All teachers at MIS are expected to maintain a high level of professional expertise. Our school provides all our staff with a safe and inspiring context in which to learn and develop this professional expertise. Commitment to self-study and personal capacity building are important foundations of our professional learning community, and this enables our



teachers to plan, deliver and evaluate the effectiveness of their learning and teaching approaches. The main features of our approach to continuous professional improvement in learning and teaching include the following:

- promoted and senior staff visit lessons to evaluate the effectiveness of learning and teaching and provide constructive feedback
- teachers visit lessons to learn from each other
- professional knowledge and skills are updated through various internal and external professional development programs
- teachers enroll in MOOCs
- teachers enroll in qualification programmes
-
- teachers are involved in mentoring and/or peer observation and coaching

4.2 Parents

We encourage the active participation of parents as partners in learning and provide them a welcoming atmosphere. We do this in the following ways:

- parents are informed of their children's learning targets, progress and ways to support learning through a termly report sheet written by the class teacher
- at least four official Parent- Teacher meetings are held during the academic year but parents are entitled to make an appointment to see the teacher concerned at other times as well, especially on Saturdays
- teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues
- we listen to the views of our highly supportive Parents' Council

4.3 Students' Voice

We encourage and respect what our students feel about their learning and the overall life of the school. The definitive aim of promoting student voice is to involve and enable students,



both independently and cooperatively, and to capitalise on their empowerment to construct meaningful teaching and learning experiences.

The Student Council is a good example of student agency and empowerment. The electronic voting software has been designed by students, and any student can stand for elections, conduct an election campaign, canvass for votes, and be elected to hold office. Similarly, every student's vote counts in electing these student leaders. Elected student leaders meet regularly, discuss issues, make recommendations, and undertake work to improve our school. They also plan, organise, and conduct various events like the Investiture Ceremony, the Cultural Day, the Singing Competition, and programmes which relate to career success, money management, Internet safety, and mental health awareness. Students are also a part of our Learning Council.

Children's opinions are regularly sought through questionnaires, discussions, and the suggestion box and their ideas are incorporated into daily school life. For example, the students of Grade 11 design their own uniform while those in Grade 12 design their senior jackets. Students make daily entries in the 'My Day Book' which is a platform for them to celebrate learning and share concerns, if any. A dedicated team analyses the entries in the 'My Day Book' and students' concerns are addressed immediately.

5. Our Broad Curriculum

The context for our effective learning and teaching is our broad curriculum. We think of our curriculum as the totality of students' experiences whenever they are in school and, when appropriate, linking to their lives beyond school. As such, our curriculum comprises:

- the formal curriculum taught in lessons
- the high expectations we always set and model for students' conduct and relationships
- the promotion of skills through application and links across subjects and other contexts; and
- the wide range of activities provided beyond the formal curriculum



5.1 Ministry of Education curriculum requirements

In the context of our location in the UAE and UAE national priorities, we teach Arabic for Arabs and non-Arabs, Islamic studies for Arabs and non-Arabs, Moral Education and UAE Social Studies, as core subjects expected by the Ministry of Education. We use the following programmes.

5.2 Cambridge curriculum

We follow the Cambridge curriculum, based on the Cambridge Pathway:

1. Cambridge Early Years Age: a play-based programme with 6 curriculum areas including Personal, social and emotional development, for children aged 3+
2. Cambridge Primary: a clear, adptable curriculum, including English, Mathematics, and Science for children aged 5+, with plenty of opportunities to develop creativity, expression and wellbeing in a variety of ways.
3. Cambridge Lower Secondary: a clear, adptable curriculum, including English, Mathematics, and Science for children aged 11+
4. Cambridge IGCSE: an adptable curriculum, providing broad and balanced study across a wide range of subjects, using learner-centred approaches to learning, for children aged 14+
5. Cambridge AS and A Level: an in-depth adptable curriculum which helps learners develop independent study skills which universities value highly, for children aged 14+

Teachers plan lessons using the CAIE framework. In order to make learning experiences vibrant and relevant, teachers link lessons to real-life contexts and applications whenever they judge professionally that this will enhance the depth of students' knowledge, understanding and skills.

5.2.1 Arabic Ambassadors

Arabic ambassadors have been selected from our Arabic-speaking community of students in each class. This gives important recognition and self-esteem to children and young people who are accomplished for their age in Arabic language and promotes their sense of personal



identity and self-worth. Arabic ambassadors are responsible for raising the profile of Arabic, working with Arabic and non-Arabic staff to identify high frequency words in Arabic, helping their peers to practice correct spelling and pronunciation in Arabic, and taking Arabic lessons for peers and teachers.

5.2.2 High Frequency Words

The Arabic ambassadors will work with Arabic staff to identify words that are used frequently in Arabic. These include greetings, numbers, days of the week, objects, animals, subjects, and food. The aim is to ensure that every staff and student at Merryland can pronounce these words accurately and are confident of using them. *Arabic language vocabulary for key words being taught in English*

Arabic language vocabulary for key words being taught in English will be practised across all subjects taught in English. Teachers will incorporate these subject-specific words in their lesson plans.

5.2.3 CPD Sessions Led by Arabic Staff

Non-Arabic staff will also be encouraged to learn Arabic. Professional development programmes on Arabic language and culture will be conducted for non-Arabic staff to promote their understanding of Arabic.

Arabic staff will oversee the approach to ensure accurate use of Arabic in this programme. We are confident that this MIS initiative is an important, innovative strategy which will help our curriculum to promote UAE national cultural priorities for the benefit of everyone in our community.

5.3 Promoting skills through the curriculum

Our learners will acquire the following holistic set of skills, competencies, and knowledge through the curriculum to enable them to progress to the next stage of their educational journey.



5.3.1 Language Skills

Language is given precedence in the curriculum because learners' skills in their native or first language will have a direct impact on their cognitive development in all subject areas. The teaching, learning, and functional use of Arabic will be promoted across the school. Since the curriculum is taught through the medium of English, learners will also need excellent English language speaking and listening skills to access the curriculum and to be able to learn effectively. Further, all Cambridge qualifications are assessed in English and learners must be proficient in reading and writing in English to be able to take Cambridge assessments.

5.3.2 Numeracy Skills

We endorse numeracy skills so that our students can apply, interpret and communicate mathematical information to solve real-world problems. In addition to the capability to comprehend rudimentary mathematical functions, we want our students to develop advanced numeracy skills that integrate the use of graphical, dimensional, statistical, and algebraic concepts, and the ability to interpret and apply data to real-world situations.

5.3.3 Cognitive skills

Cognitive skills are important because they allow students to think, listen, learn, understand, justify, question, and pay close attention.

We develop students' cognitive skills through suitable physical training and intellectually stimulating activities. Throughout the year we hold a series of field trips, theme-based activities, awareness programs, Farmers' Market, Club activities etc. in conjunction with the curriculum. The aim of this approach is to generate enthusiasm and to provide children with opportunities to practice their skills, and to develop new interests in learning. Students also participate in competitions associated with KenKen, mental math, and the Rubik's Cube to



enhance their creativity and curiosity, as these can considerably influence logic and reasoning skills.

5.3.4 Science Skills

In addition to the six basic science process skills of observation, communication, classification, measurement, inference, and prediction, the science curriculum aims to develop two more important skills: thinking and working scientifically. The curriculum is delivered through three content strands: Biology, Chemistry, and Physics, and students think, work scientifically, and do hands-on science using everyday equipment.

5.3.5 Socio-emotional, Inter and Intrapersonal Skills

We encourage learners to cultivate emotional intelligence and empathy and to employ these competencies to reflect on, self-evaluate, manage and develop their own thinking, behaviour, and progress, and to interact effectively with others in the school community.

5.3.6 21st Century Skills

We want our learners to be equipped with 21st century skills that denote a wide range of knowledge, skills, work habits, and character traits, including critical thinking, communication skills, creativity, problem solving, perseverance, collaboration, information, digital, and media literacy, and technology skills. These skills are transferable across academic, work, and community settings, and are deemed necessary to succeed in today's world.

6. Learning and Teaching

6.1 Learning objectives

Teachers use Bloom's Revised Taxonomy relevant to the knowledge context of their lessons



as a framework to construct learning objectives, lessons, and assessments so that students' higher order thinking skills of understanding, applying, analysing, evaluating, and creating are improved. All teachers use MIS learning objectives to give clarity to their planning, structure to teaching methodology, and to enhance students' understanding of the purpose of lessons and what they are expected to learn. MIS learning objectives are specified in teachers' lesson plans, displayed in the class, explained orally, and written clearly in students' books.

Our teachers make professional choices about when best to share learning objectives, based on their planning and experience of lesson flow. This will often mean sharing objectives at the start of the lesson, and on other occasions teachers will have decided to delay the exposure of objectives for sound pedagogical reasons. Lesson objectives, in most cases, will be the same for all students in the lesson and will be promoted through lesson tasks and activities which are suitably differentiated to best meet the various learning needs and abilities of groups and individuals in the class. To ensure students have fully understood what they have learned teachers will often revisit the objectives at points during the lesson and at the end, as appropriate to the nature of the learning taking place.

6.2 Accurate graded assessment to inform constructive feedback

At MIS, teachers embed accurate graded assessment strategies which underpin constructive feedback in everyday teaching and learning. This enables them to ensure learning objectives are being achieved and that students understand what they need to do to improve their learning. Teachers' marking of coursework is clearly linked to specific learning objectives, reflects their high expectations of achievement, and identifies the next steps for students to address. When appropriate, marking also prompts and challenges students to develop their higher order thinking skills further.

At MIS, we believe children and young people make excellent progress by building on their



previous learning when they are clear about how they can improve. Accurate grading and constructive feedback play an important role in achieving this. Effective feedback involves the following:

- oral feedback: teachers provide an immediate response on students' learning progress to help them reflect on their progress against the learning objectives and their overall performance
- self and peer-assessment: students are encouraged to work out for themselves and to share with their peers what they each need to do to improve, and be prepared to discuss this with the teacher, as appropriate
- grading: when appropriate and in a structured way, teachers will give the student feedback based on specified graded steps

6.3 Assessment for learning

Assessment for learning lies at the heart of the learning process. It provides a framework within which educational objectives are set and students' progress expressed and monitored. This is done in partnership with them. Assessment is incorporated systematically into teaching strategies to diagnose any needs. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race, and ability.

6.3.1 Principles

Through the AFL practice, we aim to:

- monitor progress and support learning
- recognise the achievements of students
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement



- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

At MIS, teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Students' works are marked by teachers across all subjects. Marking is a dialogue and teachers often ask a question or give a challenge when marking a written work.

Formal, summative assessments make an important contribution to guiding students' progress. We use formal assessments such as mid-term tests, term-end exams, end-of-chapter tests and online tests and use their results intelligently to record progress, plan the next level in learning and predict future levels of attainment. Every term, teachers record the attainment of each pupil in reading, writing, math and science.

During their reception year, children will be assessed using the Early Learning Goals which are based on the teacher's ongoing observations and assessments in the areas of learning. Each child's typical developments and achievements are recorded and evidenced in their learning journal.

HODs regularly monitor the assessment process to ensure efficiency.

During the Open House meetings, teachers meet with parents individually to discuss the progress of their children through every term and to plan additional support as an after-school program, if required.

6.4 Meeting all learning needs

MIS teachers plan, prepare, deliver, and evaluate lessons to ensure they enable all learners to achieve their optimum learning. This is done by using their knowledge about everyone in the class, based on diagnostic assessment and prior attainment assessments as appropriate, to address specific learning needs, stages of language development, cultural backgrounds,



personal interests, and any other aspects that might be identified in IEPs. To meet these learning needs, MIS teachers apply this detailed knowledge of students alongside their specialist subject and pedagogical knowledge to plan and deliver what they judge to be the most effective teaching strategies matched to the learning purpose.

In meeting every student's learning needs; teachers promote individuals' skills and capacities to work independently and collaboratively. Teachers also ensure that teaching styles, learning environments, expectations of students' commitment and dispositions towards learning, including behaviour and relationships, promote high expectations of learning for every individual child and young person.

In class, children are grouped according to their learning abilities and differentiated tasks are given to them to meet different learning needs. Identified Pods (Students of Determination) receive extra support in all areas and our SENCO coordinates the support programs. The School Counsellor works along with the POD teacher to support, counsel, encourage and guide students who need special care.

6.5 Using stimulating teaching and learning resources

Merryland has a depository of excellent learning and teaching resources to help teachers prepare and deliver inspiring lessons. These include different programmes to support numeracy, reading, robots, models, the planetarium, and audio-visuals aids.

7. Lesson structure

The present learning experience is clearly established between what has been learned and what is to come.

Connect > Describe the outcomes > Activate > Demonstrate > Review



7.1 Connect

- topic and units of work are introduced by sharing the big picture; this orientates the learner by giving an overview and shows how the learning has been organised
- students are provided with initial exposure to key vocabulary with meaning
- we outline what is to come to trigger curiosity and stimulate interest
- we link the new learning to both previous and future learning
- we link the new learning with day- to- day application to gain practical knowledge

7.2 Describe the outcomes

- learning objectives and success criteria are shared, prominently displayed and referred to as a key element of each lesson

7.3 curricular targets are explicitly referred to and the skills needed to achieve them are taught, at the start of and throughout lessons

7.4 Activate

- give the key information and vocabulary needed for the lesson
- use a multi-sensory approach
- pose open ended questions to trigger curiosity
- set speaking and listening activities with enough thinking time
- use a variety of groupings
- make it memorable – use props, stimulating resources
- ensure tasks are clearly understood by using questioning strategies

7.3 Demonstrate

- provide opportunities for children to show they know and can transfer their skills
- consider multiple intelligences by allowing choices in the ways children



present and share their understanding

- provide opportunities for collaborative, collective and individual activity
- plan for a range of groupings to best meet the learning needs
- insist on high standards of presentation and achievement

7.4 Review

- teachers should ensure that their written or oral feedback leads to noticeable improvement in students' learning, self-esteem, motivation, and progress
- opportunities for feedback, peer and self-evaluation are built into all lessons
- children are taught to reflect on and evaluate their learning to progress towards their targets and the aims of a lesson, using the success criteria and feedback; consequently, they can plan next steps in their learning
- teachers give enough time for reflection and for improvement

8. Questioning

The use of open-ended and closed-ended questions is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types are used from basic to higher level.

Children are always given thinking time and a range of learning strategies are employed at MIS to facilitate maximum learning. We teach children how to ask their own questions and how to use a range of techniques to find answers to them.

9. Learning Styles

We recognise that children learn in different ways and therefore we adopt a multi-sensory, differentiated approach to engage all learners using auditory, kinaesthetic and visual stimuli. A wide range of learning resources, including interactive whiteboards, is available in all classrooms.



We recognise multiple intelligences and differing learning styles in students and therefore provide them with a range of opportunities to demonstrate their understanding. These include a variety of activities such as speaking and listening, writing, story mapping, music, drama, ICT, art, investigation, and problem solving, research, debates, role-plays, presentations, designing, drawing, painting etc. Throughout the day, students engage in whole class work or group work or paired work or independent work. We see that each session includes visual, auditory, and kinaesthetic activities so that students learn by seeing, hearing, and doing. We make good use of 'talk partners' and we encourage and model co-operative learning.

Children learn in different ways and at different pace. While learning, they develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Co-operative learning
- Talking, discussion, group work
- Asking questions
- Exploration and role play
- Research and discovery
- Debates and presentations
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making
- Use of ICT



10. Equal Opportunities

Irrespective of creed, culture, class, race, gender, and/or disability, every student of Merryland has equal value and prominence. Our equal opportunities practices are visible in the formal curriculum where each learner has the same access to quality lessons, the informal curriculum to which each learner has the opportunity to participate in all co-curricular activities; and our 'hidden' curriculum which is based on the school's ethos of tolerance and quality of personal relationships with all learners.

We defend and promote gender equality while avoiding stereotypes and divisions to ensure that boys and girls have the same access to quality teaching and learning, activities, and opportunities to lead the Student Council, improve their self-worth, raise their expectations and make wider choices.

The content and delivery of lessons are sufficiently differentiated to ensure that all students achieve their targets. Teachers consider the POD and G&T students and the language level of students when planning and teaching lessons. This ensures equal learning opportunities for the students with different abilities and potential.

11. Remote Learning during disruptions

The pandemic has redefined how students learn by configuring the traditional notions of time and space. Our school community has been quick to adapt to these new norms.

11.1 *The purpose for guidelines for remote learning*

- to support and promote the school-parent partnership during this special time of online learning
- to outline procedures and practice for pupils, teachers, HODs, the learning support team and parents to continue with the academic program during disruptions



- to ensure the continuity of learning and student wellbeing

11. 2 Working in Partnership

Online learning is not a new experience for most of our students who are used to face-to-face class interactions, and children are quick to adapt to new technologies, with some time and support to get familiar with method and content.

Online learning also requires a great deal of personal responsibility on the part of students. Hence, teachers and parents need to work collaboratively to encourage students to take ownership of and responsibility for their own learning.

We are fully aware that our younger students are still developing their independence and therefore the teacher-parent partnership will be vital for them to really engage in distance learning tasks and to access online resources. Learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each family's circumstances. We recognise that parents may have more than one child to guide; therefore, we will tailor tasks towards being manageable and provide as much support as possible from our side.

Secondary students are generally more independent learners but may require support, guidance and encouragement occasionally to learn at their very best. To this end, our distance learning programme is very interactive and effective, with continuous levels of contact from teachers daily.

11. 3 Students' Commitment

Students are expected to:

- take the responsibility of following a daily online school schedule
- adhere to the school e-Safety/use of technology /internet/social media policies
- act responsibly and with integrity through the school's online platforms (including no editing or inappropriate sharing of recorded material)
- report any misuse of online platform by other students to their subject teacher
- retain structure to their working day from Monday to Friday



- log in to Zoom sessions on time
- be ready for the class assembly
- be present to give their attendance to the class teacher
- attend all classes on Zoom
- log in within five minutes of each session be prepared with the requirements for each lesson
- actively participate in lessons and communicate with teachers by answering and responding promptly
- refrain from chatting with other pupils or causing any disturbance during lessons
- communicate with their teachers and ask questions if they do not understand/require help within normal school time hours, or are having technical difficulties
- submit all assignments
- actively take part in lessons until the end of the school day
- be prompt in meeting deadlines and submitting assignments

11.4 Parents' Commitment

Parents can support their children's distance learning by:

- talking to them about how they are feeling and what they are thinking about
- encouraging and reassuring them
- spending time in a positive activity such as reading, playing, painting or chatting
- being aware of their child's daily/weekly learning schedule and learning objectives
- creating a daily schedule for learning and activities
- encouraging and celebrating their child's achievements and giving positive feedback about their learning
- ensuring that children are well-rested to focus during instructional time



- providing an environment conducive to learning, including access to technology and a safe and quiet space
- monitoring time spent on online learning
- supporting emotional balance by providing room and time for reflection, physical activity, conversation, and play
- supporting their child with managing deadlines effectively
- providing feedback on the quality of the learning experience

11.5 Teachers' commitment

Teachers are expected to:

- support the wellbeing of students and their continuity of learning
- be welcoming, pleasant, cheerful, motivating, and engaging
- provide significant synchronous interaction with students despite spatial separation
- be punctual and formally dressed during lessons
- give explicit instructions for consistency and set clear expectations and deadlines for completion of tasks
- admit members of the Senior Leadership Team and Heads of Departments to observe online lessons
- encourage pupils to join lessons on time and hold them accountable if they are late
- upload teaching materials on ORISON after the approval of the Head of Department
- set tasks on ORISON that include lesson activities and resources, as well as any prep/homework that would normally be set
- set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via Zoom
- include differentiation and extension tasks if appropriate and recognise that it is not easy to estimate the time it takes for pupils to complete work as some pupils will work faster than others
- mark and feedback with the same regularity they would do if they were in school



- make sure that all resources are available online
- communicate with parents frequently to update them on the overall wellbeing of the pupils

11. 6 The commitment of Heads of Departments

Heads of Departments are expected to:

- conduct a quality check of lessons regularly to ensure that the work being set for hybrid or online lessons include suitable activities, resources, assignments or project work
- check with their teams regularly to ensure that staff members are consistent with their approaches and identify any potential concerns early on
- provide support to colleagues in their team to ensure that work is provided as required
- provide daily feedback to the Principal
- play a positive role to encourage and motivate the department to enhance learning and teaching

11. 7 The Commitment of the Learning Support Team

The Learning Support Team is expected to:

- regularly connect with parents and/or students who receive one-to-one support during their usual allocated time, to check how they are coping with home learning
- to coordinate with teachers to reach out to students/parents and provide guidance/feedback as and when necessary

11. 8 The commitment of the IT support team

The IT support team is expected to:

- provide information technology support to all staff members engaged in online



teaching

- provide special training for staff who need support
- design, develop, implement, and coordinate systems, policies, and procedures
- ensure security of data, network access and backup systems

11.9 The commitment of the Principal

The Principal is expected to:

- supervise all staff in their online teaching
- inform senior management about plans and procedures in place
- develop and implement policies, programmes, curriculum activities
- define the responsibilities and accountability of staff members
- supervise student assessment processes and reporting systems
- manage and oversee the daily attendance records of pupils and staff
- organise online training programmes for staff who need special support
- act as the primary contact person for the school and as a communication channel between the school and ADEK

12. Conclusion

Through this Teaching and Learning Policy we aim to establish and promote best practices in teaching and learning across the entire school. It aims to ensure that all children are provided with high-quality learning experiences that lead to a consistently high-level pupil achievement all through the year.

This policy will be reviewed every year.

Principal



Reviewed on 02 June 2026

Merryland International School is an outstanding, ISO 9001-certified, British Curriculum K-12 school located in Abu Dhabi, U.A.E. providing high quality education to pupils of more than 40 nationalities. Merryland has been a pioneer in education for the last four decades remaining true to its motto 'Changing lives...Nations wide'.

