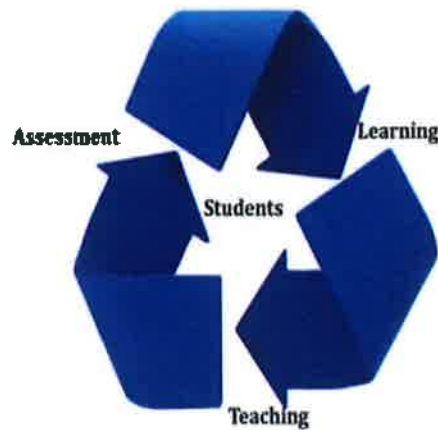




PROGRESSIVE ENGLISH SCHOOL (L.L.C.)
(Approved by the Ministry of Education, UAE, Affiliated to CISCE (ICSE / ISC), New Delhi)
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TEACHING AND LEARNING POLICY



Reviewed on: March 2024
Updated on: April 2024-2025



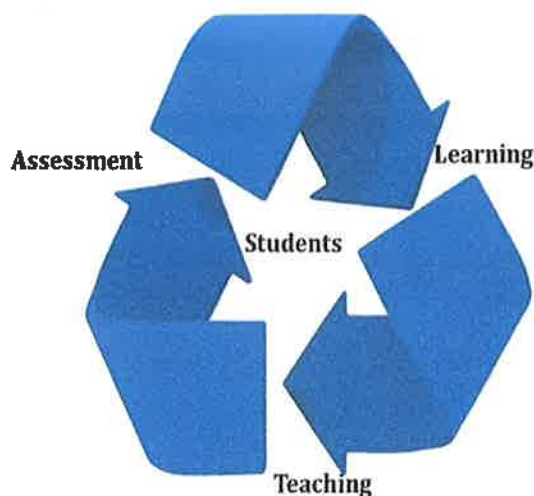
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TEACHING AND LEARNING POLICY



VISION

Expanding knowledge and understanding leads to wisdom

MISSION

PES enables students to become self-motivated competent lifelong learners to generate creative ideas to do the right things for the growth of the society

MOTTO

Learn Progress Lead



Progressive English School

VISION

Expanding Knowledge and Understanding leads to Wisdom

INTRODUCTION

Progressive English School is affiliated to the Council for the Indian School Certificate Examinations, New Delhi. Our School is a center for both ICSE (Class X) and ISC (Class XII) Examinations. The ISC is now recognized to be incompatible with GCE "A Level".

Having adopted a holistic approach, the school imparts quality education to pupils from KG to Class XII (Science and Commerce).

AIMS

- To improve the quality of teaching and learning that enables the acquisition of skills, knowledge and understanding which forms the basis of all future learning
- To teach effectively setting high expectations to enable students to learn efficiently and make sustained progress.
- To learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.
- To promote positive attitudes through values of "mindfulness" (mindful of self and mindful of others), "languages" (developing key communication skills and openness to others as world citizens) and " character" (focusing on personal character development)
- To promote and facilitate the inclusion of all groups of children (including those who are the Gifted and Talented, children from different nationalities, boys and girls)

TEACHING AND LEARNING ETHOS

At PES our expectation of effective learning is:

- Students feel valued as individuals and are actively involved in the learning process.
- Students are made aware of what is being learnt.



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- Classroom relationships are built on mutual tolerance and respect.
- Students are encouraged by all teachers in the classroom and are given opportunities to enjoy a genuine sense of achievement.
- Tasks and resources are appropriate to students' ability range, irrespective of class, race, religion, or gender.
- Students demonstrate innovation, enquiry, research, critical thinking, collaboration and can use learning technologies to support them in their learning

Our expectations for effective teaching to take place are:

- Effective prior preparation and planning resulting in a purposeful, ^{and} well prepared lesson plan.
- Lessons must have clear learning objectives and outcomes that reflect development of subject ^{and} specific higher order thinking skills.
- Lessons deliver the school curriculum, including appropriate cross-curricular links.
- Teacher must have secure subject knowledge and understanding of how students learn and when support is needed.
- Teacher creates learning, focused environments that are motivating, inspiring, safe, and supportive. These promote and celebrate student achievements and stimulate their creativity and innovation.
- Plenaries which could happen at any time during the lesson and prepare the child for the next stage of learning.
- Teacher modelling through effective use of 'teacher talk' time.
- Basic skills embedded across the curriculum are taken care of.
- Questioning challenges students' thinking and promotes highly perceptive responses.
- Dialogue engages students in insightful discussions and reflection. This inspires students to be inquisitive learners, who independently extend their learning beyond the curriculum



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- Positive relationships based on mutual respect which motivates students to optimize their learning and set self-improvement goals.
- Elements of visual, auditory, reading, and kinesthetic (VARK) learning.

CURRICULUM PLANNING

Our curriculum provides an appropriate balance of opportunities for students to extend their knowledge, skills and understanding. National Priorities are well integrated across the curriculum for all age groups in content and skills.

Our long-term planning is based on the CISCE curriculum, The Ministry of Education curriculum for Arabic, Islamic, Social Studies and Moral Education

Our short-term planning is based on weekly and monthly planning completed by individual teachers in all subjects

Our curriculum is enriched in a number of ways, including literary competitions, sports days, and creative performances (e.g. Shakespeare week) educational visits etc. Importantly, in recognition of Emirati culture, our school celebrates a range of local events, including UAE National Day, Flag Day and Martyr's Day.

THE LEARNING ENVIRONMENT

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning. Classrooms are expected to have

- Well-presented displays of high-quality student work that reflects their achievements.
- Positive inspirational slogans
- Mission and Vision statement of the school and class timetable
- Appropriate equipment for laboratories
- A clear furniture layout which considers both Health & Safety and maximizes learning.
- The room is kept tidy. Students are taught to tidy up after themselves



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All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding, under all safety protocols outlined by health authorities.

EQUAL OPPORTUNITIES

PES recognizes and respects our diverse school community which includes people from differing backgrounds, and nationalities with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which students can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences.

ASSESSMENT

- Learners have baseline assessments at the beginning of the academic year.
- Regular progress checks are conducted weekly/after the completion of each lesson to ensure that all learners are supported effectively in achieving their targets.
- Each semester is marked by a unit test and an end semester exam.
- Performance of students with respect to punctuality and attendance, discipline, submission of assignments etc are also assessed across the academic year

STAFF TRAINING

Staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We continuously support our teachers and support staff in developing their skills through meetings conducted by the SLT where they support each other and share expertise and specialist skills and knowledge.

Teachers take part in the workshops organized by the Council for the Indian School Certificate Examinations, New Delhi which familiarizes them with the requirements of the Council

Teachers take part in the webinars organized by the SPEA and undertake the courses suggested The Sharjah Education Academy



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EVALUATING TEACHING AND LEARNING

We conduct all our teaching in an atmosphere of trust and respect for all. The evaluation of teaching and learning is carried out through:

- Classroom observations
- Learning Walks
- Students' books scrutiny
- Displaying work throughout school and discussing quality
- Discussion with student

THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping students to learn. We inform parents about what and how their students are learning by:

- Holding Orientation meetings to explain our strategies for teaching key areas of the curriculum and how they can support their students at home.
- Organizing parent teacher meetings
- Sending regular notifications to parents that outline such information as special events in the school and key dates.
- Conducting Open houses during which
 - individual parents are informed about their child's achievements and progress
 - They are updated about their child's progress in ongoing assessments
 - We explain what they have been learning at school and their next steps to learning..
- Being available to talk to parents at mutually convenient times.
- Parents are invited to attend open house days where the progress of individual students are discussed by giving suggestions on remedial measures. They also receive comprehensive end of the year report



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We believe that parents have the responsibility to support their students and the school in implementing school policies.

We would therefore like parents to:

- Ensure that their child has the best attendance and punctuality record possible.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Provide appropriate learning environment at home and assist in student learning

ROLES AND RESPONSIBILITIES

a. Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising student attainment

b. Leadership Team

The members of the leadership team are accountable for standards of teaching and learning across the school. Teachers are encouraged to identify their own learning needs and are guided to use a range of support and training materials,

The Senior Leadership team monitor the classrooms and coordinate CPD opportunities across the school. Workshops are designed and led by our middle leaders and senior leaders.