



Teaching Policy - Glendale International School

Teaching Policy - Glendale International School - January 2026

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Purpose of the Policy

This policy sets out Glendale International School's shared expectations for high-quality teaching and learning across EYFS, Primary and Key Stage 3.

It outlines Glendale's agreed approach to effective pedagogy (how we teach and how students learn best), ensuring that classroom practice is consistent, inclusive and ambitious so that all students make strong progress academically, socially and emotionally.

This policy is designed to be:

- Clear and practical for staff to apply daily
- Transparent for parents and students to understand
- Aligned to KHDA/DSIB expectations and best practice

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EYFS (Phase 1)

1.1 Intent for teaching in EYFS

In the Early Years Foundation Stage (EYFS), our intent is to provide a play-based, inclusive and nurturing curriculum that supports students' development across all areas of learning, while building strong foundations for future learning.

Teaching in EYFS at Glendale International School is designed to:

- Support students to feel safe, confident and motivated learners.
- Develop key learning behaviours such as independence, curiosity, resilience and cooperation.
- Build strong foundations in communication and language, physical development, and personal, social and emotional development.
- Ensure students make strong progress from their starting points.
- Prepare students effectively for the transition into Key Stage 1.

Teaching is responsive to students' needs, interests and stages of development, and is informed by ongoing observation and assessment.

1.2 Learning Environment and Continuous Provision

The learning environment in EYFS is carefully planned to promote active, independent and purposeful learning.

At Glendale, continuous provision:

- Is available daily, both indoors and outdoors.
- Is organised into clearly defined learning areas that support all areas of the EYFS curriculum.
- Provides opportunities for students to revisit and deepen learning through play.
- Is adapted regularly in response to students' interests, next steps and curriculum focus.

The outdoor environment is viewed as an extension of the classroom, offering opportunities for:

- Gross motor development
- Exploration and investigation

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- Collaboration and problem-solving
- Risk-taking in a safe and supported way

Teachers ensure that resources are accessible, inclusive, and encourage students to make choices and lead their own learning.

1.3 Adult Interaction and Sustained Shared Thinking

High-quality adult interaction is central to effective teaching and learning in EYFS.

Adults at Glendale:

- Observe students closely during play.
- Interact purposefully to support, extend and deepen learning.
- Use sustained shared thinking to encourage students to explain ideas, solve problems and make connections.
- Balance child-led and adult-guided learning opportunities

Adults intervene thoughtfully, knowing when to step in to extend learning and when to step back to allow students to explore independently.

1.3 Modelling, Vocabulary and Oracy

Teachers and teaching assistants:

- Model clear, accurate and rich language throughout the day.
- Introduce and reinforce new vocabulary in meaningful contexts.
- Encourage students to express ideas, ask questions and explain their thinking
- Use stories, songs, rhymes and talk-based activities including role-play to develop oracy.

Children are given frequent opportunities to engage in talk with adults and peers, supporting both social communication and learning across the curriculum.

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1.4 Use of Learning Objectives/ Age-appropriate Success Criteria

Learning in EYFS is guided by clear intentions that are appropriate to students' developmental stages.

At Glendale:

- Learning objectives are derived from the EYFS framework and curriculum planning.
- Objectives are shared through developmentally appropriate play-based learning and increasingly structured adult-led activities, supporting progression towards more formal learning.
- Success criteria are age-appropriate and informed by Bloom's taxonomy verbs to ensure clarity of cognitive demand and progression in learning. Success criteria are primarily written for adults to support consistent planning, assessment and feedback. They are shared with students verbally and through modelling, with teachers encouraging students to reflect on both 'what' they achieved and 'how' they were successful (e.g. "How were you successful today?").
- Adults support students to understand what they are learning through modelling, questioning and reflection.

Assessment is ongoing and formative, informing next steps in teaching and provision.

1.5 Home Learning and Parent Partnership

We recognise that parents and carers play a vital role in students' learning and development.

At Glendale, we work in partnership with families by:

- Communicating regularly through newsletters, the Gazette and school platforms.
- Providing meaningful home learning activities that support key skills such as reading, phonics and early maths.
- Encouraging parents to support learning through everyday experiences and play.
- Sharing guidance on how parents can support learning at home.

Home learning in EYFS is designed to be manageable, purposeful and enjoyable, strengthening the link between home and school and supporting students' progress.

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1.6 Transition from EYFS to Key Stage 1

The transition from EYFS (Phase 1) to Phase 2 is carefully planned to ensure continuity, consistency and progression in students' learning experiences.

At Glendale International School, we recognise that effective transition supports students' wellbeing, confidence and readiness for more formal learning. Teaching approaches in Year 1 build directly upon the foundations established in EYFS, ensuring that learning remains developmentally appropriate while expectations gradually increase.

This transition is supported through:

- Close collaboration between EYFS and Year 1 staff to ensure shared understanding of students' strengths, needs and next steps.
- A gradual shift from predominantly play-based learning to more structured, adult-led learning, while retaining practical and exploratory approaches.
- Consistent routines, language and expectations to support familiarity and security.
- Continued focus on oracy, independence, self-regulation and positive learning behaviours.
- Careful use of assessment information to inform planning and support progression.

This approach ensures that students move confidently from EYFS into Key Stage 1, maintaining engagement, motivation and strong learning outcomes.

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Primary Y1-6 (Phase 2)

2.1 Intent for Teaching in Primary

At Glendale International School, teaching in Primary is designed to ensure that all students develop secure foundational knowledge and skills, alongside the confidence and independence to apply learning in meaningful contexts. Teaching is ambitious, inclusive and responsive, enabling every child to make strong progress from their individual starting points.

We are committed to ensuring that all students make strong progress over time academically, socially and emotionally, and that they experience consistent, high-quality teaching across the school. Teachers plan learning that is purposeful, engaging and appropriately challenging, so students are encouraged to think deeply, communicate clearly and take pride in their learning. Teaching in Primary also promotes enjoyment of learning, curiosity and confidence, so that students are motivated to engage deeply, persevere and take pride in achieving highly. Enjoyment of learning at Glendale is purposeful and ambitious, supporting strong motivation, sustained engagement and high expectations so that students build confidence, persevere with challenge and achieve highly over time.

Glendale is equally committed to providing regular opportunities for students to exceed expected progress. Through appropriately-pitched challenge, deep thinking and purposeful application, students are supported to attain above age-related expectations and, where appropriate, beyond curriculum level. At the same time, students who require additional support receive timely intervention and targeted scaffolding to help them catch up and keep up. High-attaining students are frequently stretched through planned opportunities for deeper thinking, reasoning and application, ensuring that challenge is embedded within lessons and that students can attain at greater depth where appropriate.

Teaching in Primary reflects Glendale's commitment to developing future-ready learners through strong subject knowledge, effective pedagogy and consistent routines. Teachers build positive relationships and a calm, respectful classroom culture so that students feel safe to take risks, learn from mistakes and persevere, enabling them to achieve highly and reach their full potential.

2.2 Learning environment

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At Glendale International School, the learning environment in Primary (Y1–6) is designed to be purposeful, motivating and inclusive, supporting students to make strong progress and develop independence as learners. Classrooms and shared spaces reflect high expectations and provide students with the tools, language and routines they need to succeed.

Indoor learning environments are organised to maximise learning time and support effective teaching. Seating arrangements are planned thoughtfully to enable purposeful talk, collaboration and peer support, while also allowing teachers to adapt groupings based on learning needs. Classrooms also include *Challenge Corners* which provide accessible extension and depth tasks, enabling students to stretch their thinking independently and apply learning beyond the expected standard. Students are encouraged to take increasing responsibility for their learning through clear routines, accessible resources and structured opportunities to work both independently and collaboratively.

Displays across the Primary phase are language rich and are used actively as reference points rather than decoration. Core subject displays support learning through:

- key vocabulary and sentence structures
- worked examples and success criteria
- models of high-quality outcomes
- prompts that support reasoning, writing and problem-solving

The wider learning environment reflects the breadth of the curriculum and supports cross-curricular connections. Displays and learning spaces link to current Geography and History inquiry topics, helping students to build background knowledge, ask questions and make meaningful connections across subjects. Glendale also ensures a strong and visible celebration of UAE culture, heritage and identity, supporting students to develop respect, understanding and a sense of belonging within the local context.

Glendale's indoor specialist spaces are used to enhance learning and bring the curriculum to life. Where appropriate, students access specialist areas to apply their learning in real-world contexts, supporting engagement, creativity and deeper understanding. These spaces are planned into learning experiences to ensure students can explore, investigate and produce high-quality outcomes beyond the classroom.

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Outdoor learning environments are also used purposefully to support teaching and inquiry. Outdoor spaces provide opportunities for practical exploration, collaborative learning, wellbeing and engagement, and are used to enhance curriculum learning across subjects. Teachers use outdoor learning to strengthen students' curiosity, independence and problem-solving skills, while ensuring that learning remains structured, safe and purposeful.

In Year 1, the learning environment is carefully designed to bridge the transition from EYFS into Key Stage 1. Classrooms and outdoor areas reflect many of the principles established in EYFS, including accessible resources, defined learning zones and opportunities for exploration and independence. Continuous provision elements remain present and purposeful, enabling students to apply and consolidate learning through practical and play-based experiences alongside more formal learning. This approach ensures familiarity, security and confidence while gradually increasing expectations and supporting students' readiness for more structured learning in later phases.

Alongside the physical environment, Glendale prioritises the non-tangible aspects that contribute to high-quality learning. Classrooms are calm, respectful and consistent, with clear expectations and routines that support positive behaviour for learning. Positive reinforcement is used to motivate students and recognise effort, progress and achievement. The school's house system promotes belonging, teamwork and pride, contributing to a strong sense of community and a culture where students feel valued and supported to succeed.

2.3 Lesson structure and Shared Language of Learning (Learning Objective, Success Criteria and Progress Steps)

Across Primary (Y1–6), teachers follow a consistent lesson structure and use a shared language of learning to ensure clarity, coherence and high expectations for all students. This supports students to understand what they are learning, why it matters and what successful learning looks like, enabling them to make strong progress over time.

Learning is planned around a clearly defined Learning Objective (LO) which is aligned to the UK National Curriculum and designed to build secure knowledge and skills in a progressive sequence. Learning objectives are informed by Bloom's Taxonomy, ensuring that students are regularly challenged to think deeply, apply learning, justify reasoning and demonstrate higher-order understanding.

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To support progression within and beyond the lesson, teachers use Glendale's *Progress Step Tracker* to plan learning and to break the LO into three carefully constructed Success Criteria:

- **Success Criteria 1** supports students who are working towards curriculum expectations by securing the key prerequisite skills and knowledge needed to access the learning.
- **Success Criteria 2** reflects the expected standard for the year group and enables students to meet the learning objective confidently and accurately.
- **Success Criteria 3** is designed to exceed the expected level and provides structured opportunities for students to achieve at a higher level through deeper thinking, reasoning and application.

Success Criteria are then further broken down into small, manageable Progress Steps that help students to understand the journey of learning and identify their next step. These Progress Steps reflect Glendale's five levels of attainment: Emerging, Developing, Secure, Mastery and Greater Depth.

The *Progress Step Tracker* is used to ensure that learning is inclusive and appropriately pitched, and that all students are able to make progress within the lesson. Importantly, Success Criteria do not cap learning to within the year-group expectation. Students are consistently given opportunities to progress beyond the expected standard through challenge, extension and application tasks, enabling them to make above expected progress and, where appropriate, attain above curriculum levels.

In Year 1, lesson structure and the shared language of learning closely align with EYFS practice to support a smooth and developmentally appropriate transition. Learning Objectives and Success Criteria are introduced in a child-friendly manner, often explored through continuous provision, practical activities and adult-led sessions. Teachers model and reinforce shared language through discussion, questioning and reflection, supporting students to talk about what they are learning and how they have been successful. This consistent approach builds confidence, independence and understanding, while gradually preparing students for the more formal lesson structures used across Key Stage 1 and beyond.

From Key Stage 2, students are explicitly taught and routinely supported to use the *Progress Step Tracker* in core subjects to identify their starting point, assess their learning and take increasing ownership of their next steps. This develops independence, resilience and reflective learning behaviours, supporting students to understand how they improve and what they need to do next to achieve highly.

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The shared language of learning at Glendale is reinforced through consistent classroom routines, feedback and learning conversations. It also supports the wider Glendale culture, reflecting the school's values and promoting positive learning behaviours and habits that enable students to take responsibility for their progress and strive for excellence.

2.4 Modelling and Worked Examples

At Glendale, modelling is used to ensure students clearly understand what success looks like and how to achieve it. Teacher input is purposeful and kept to a minimum, typically around the first 10 minutes of the lesson, to maximise student learning time and promote active engagement.

Teachers model taught methods and key processes clearly, aligned to best practice within the UK curriculum. In subjects such as Maths, teachers demonstrate strategies explicitly and work through shared examples with students, using an I do, we do, you do approach. This supports students to build confidence through guided practice before moving into independent application.

Teachers also model and reinforce key vocabulary in context, ensuring students understand and use subject-specific language accurately. Vocabulary is explicitly taught, revisited and embedded through teacher talk, worked examples and student responses, supporting both comprehension and confident communication across the curriculum. Teachers also model the thinking processes required for success, including how to infer meaning, justify reasoning, solve problems and communicate clearly using accurate academic and subject-specific vocabulary.

In Science, teachers explicitly develop and check understanding across Life Sciences, Earth Sciences and Physical Sciences, alongside “working scientifically” through enquiry, investigation and practical application where appropriate.

Following modelling, students are given time to practise, explore and apply learning independently. Lessons are designed to promote student-led learning, inquiry and independent thinking, with students encouraged to take accountability and responsibility for their own progress.

2.5 Questioning and Checking for Understanding

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At Glendale, questioning and checking for understanding are central to high-quality teaching and are used consistently to ensure that all students make strong progress. Teachers use a range of purposeful questioning strategies to assess understanding, address misconceptions and adapt teaching in real time. Questioning is inclusive and designed to promote low-stakes participation, so that all students feel confident to contribute, take risks and learn from mistakes.

Teachers plan and use open questioning to deepen thinking and extend learning, informed by Bloom's Taxonomy. Questioning and tasks are designed to check a full range of applied skills, for example in reading through retrieval, inference, interpretation and reasoning, and in Maths through fluency, reasoning and problem-solving. Students are encouraged to explain their reasoning, justify answers, make connections and apply learning in new contexts, supporting higher-order thinking and opportunities to exceed expected standards.

Assessment for Learning (AfL) is embedded throughout lessons and includes a variety of strategies to check understanding, such as targeted questioning, mini-plenaries, live feedback, observation of student work and structured talk. Teachers also use the *Progress Step Tracker* to identify where students are within the learning journey and to support them in taking clear next steps, ensuring progress is visible and purposeful.

Plenaries are used purposefully to consolidate learning and evaluate impact. Teachers use plenary activities to review key learning, identify misconceptions, celebrate progress and ensure students understand their next steps. Where appropriate, students reflect on their learning using the *Progress Step Tracker*, supporting self-assessment and ownership of progress.

Students are taught to reflect on their learning and to support one another through peer discussion and peer assessment where appropriate. Structured partner work and collaborative learning enable students to articulate ideas, learn from others and develop confidence in using key vocabulary and concepts. Through consistent AfL and responsive teaching, Glendale ensures that every student is supported and challenged to achieve highly. Teachers use evidence from in-lesson assessment, classwork and the school's tracking system to identify patterns, address gaps and misconceptions, and plan timely next steps to strengthen progress over time.

2.6 Adaptive Teaching and Scaffolding

At Glendale, teaching is inclusive by design. Teachers plan learning that is ambitious for all students and ensure that every child is supported to make strong progress from their starting

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point. Adaptive teaching is used to remove barriers to learning, while maintaining high expectations and providing opportunities for students to achieve above expected standards.

Teachers use a range of strategies to scaffold learning effectively, including modelling, visual supports, structured vocabulary, worked examples, guided practice and purposeful prompts. Scaffolds are used to support access and build confidence, but are not intended to create dependency. Support is gradually reduced over time so that students develop independence, resilience and responsibility for their own learning.

Teachers use a range of differentiation approaches to ensure all students are supported and challenged appropriately. This may include differentiation through scaffolding (levels of support), task (varying the level of complexity), outcome (open-ended tasks allowing different depths of response), questioning (targeted prompts and higher-order challenge), grouping (flexible groupings based on need), and pace (additional practice or accelerated challenge). Differentiation is planned to maintain high expectations for all and to ensure students have opportunities to make progress beyond expected levels where appropriate.

Adaptive teaching at Glendale includes both targeted support and planned stretch, ensuring that students who require additional scaffolding can catch up and keep up, while students who are ready for greater challenge are supported to think deeply, work at mastery and achieve at greater depth.

Additional adults, including LSAs, TAs and Support Assistants, are deployed strategically to maximise impact. They work under the direction of the teacher to provide targeted support, reinforce key learning, support independence and ensure students can access the lesson successfully. Additional adults also play an important role in providing feedback to teachers, supporting assessment for learning and enabling timely intervention where needed.

Teachers adapt teaching responsively through ongoing assessment for learning, including questioning, observation and analysis of student work. This ensures that misconceptions are addressed promptly and that teaching is adjusted to meet the needs of different learners, including students with SEND, EAL learners and students requiring additional challenge. Assessment information, including internal and external outcomes, is used to inform grouping, targeted support and intervention, and to ensure that teaching remains responsive, inclusive and ambitious for all learners. Where appropriate, targeted support and intervention are provided to help students catch up and keep up, while deeper thinking tasks and higher-order questioning are used to stretch students towards mastery and greater depth.

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2.7 Use of Technology to Enhance Learning

At Glendale, technology is used purposefully to enhance learning and improve outcomes, while maintaining the importance of strong foundational skills such as handwriting, written recording and fluency in core knowledge. Technology is not used as a replacement for high-quality teaching, pencil-and-paper learning or practical experiences. Instead, it is used selectively to support engagement, independence and progress.

Glendale recognises the growing role of artificial intelligence in education and uses AI purposefully to enhance learning, while maintaining strong expectations for academic integrity, safeguarding and student wellbeing. AI may be used by teachers to support planning, resource development and analysis of learning needs, and by students to support research, drafting, editing and improvement, under clear teacher guidance and age-appropriate expectations.

From Key Stage 2, students have 1:1 access to iPads through home-bought devices. These devices are used to enhance learning through research, retrieval practice, presentation of learning and purposeful application tasks. AI-powered applications are used where appropriate to support personalised learning pathways in key areas such as reading, Maths and Science, enabling students to practise at the right level and make strong progress over time.

Glendale promotes safe and responsible digital behaviour. Students follow clear expectations and strict guidelines for iPad use, including age-appropriate digital citizenship and e-safety expectations. All devices are managed through a centralised school configuration and are e-safety enabled, ensuring appropriate controls are in place to support safeguarding and responsible use. The ICT and Design Technology curriculum includes a progressive approach to developing students' understanding of AI and digital tools, enabling them to harness technology ethically, responsibly and safely in line with UAE expectations.

Technology use is carefully balanced across the day. In common practice, iPad use does not occur in more than 50% of lessons in a school day, and where iPads are used, this may be only for a portion of the lesson. Teachers ensure that technology is meaningful and purposeful, supporting learning objectives rather than distracting from them.

All classrooms are equipped with interactive screens to support high-quality teaching through modelling, shared examples, visual resources and whole-class learning. Students also access specialist learning environments through weekly ICT and DT lessons. Cross-curricular links are

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planned between core subjects and ICT/DT so students can apply learning through technology in real-life and meaningful contexts.

Beyond the curriculum, students are given opportunities to explore technology further through extracurricular clubs and wellbeing hour provision, including activities such as robotics and coding. These opportunities support creativity, problem-solving and future-ready skills, while reinforcing Glendale's commitment to purposeful, safe and balanced technology use.

2.8 Home learning and Parent Partnership

At Glendale, we recognise that strong progress is best achieved when school and home work in partnership. We value open, positive communication with parents and believe that shared understanding of teaching and learning supports students to achieve highly and develop confidence as learners.

Parents are regularly invited to workshops, forums and coffee mornings, which provide opportunities to explore how teaching and learning takes place at Glendale, understand curriculum expectations and ask questions in a supportive environment. Parent representatives also play an important role in strengthening communication and ensuring that parent voice contributes constructively to ongoing school improvement.

Home learning in Primary is designed to reinforce and consolidate learning that has already taken place in class. Homework tasks typically focus on practising key skills and knowledge, such as reading fluency, spelling and core number facts, helping students to retain learning over time and build confidence. Occasionally, home learning may be used in a light flipped-learning approach, for example through simple research or preparation for an upcoming topic, supporting curiosity and inquiry.

Glendale promotes a balanced approach to home learning. Homework is designed to support independence and responsibility, and it is not intended to place pressure on families or require parents to re-teach learning at home. Teachers ensure tasks are clear, age-appropriate and purposeful, with expectations increasing gradually as students progress through the school.

Daily reading is strongly encouraged across all year groups, and parents are expected to support this routine at home. Spelling practice is also an important part of home learning. Homework is mandatory from Year 4 onwards and is strongly recommended in earlier year groups to build good habits and support progress.

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2.9 Transition from Year 6 to Key Stage 3

At Glendale, we recognise that the move from Year 6 into Key Stage 3 is an important milestone. To ensure a smooth, confident transition, we begin the process in Year 6, gradually introducing students to Key Stage 3 expectations and routines so that Year 7 feels like a natural next step rather than a sudden change.

Throughout Year 6, students experience a gradual release of support, particularly in relation to organisation, independence and managing their learning across a more structured day. High expectations are set for students to develop strong self-organisation habits, take responsibility for resources and deadlines, and build the routines needed to thrive in Key Stage 3.

To support this transition, Year 6 includes greater exposure to subject-specialist teaching than in earlier year groups. Students begin to work with specialist teachers for key subject areas, reflecting the model they will experience fully in Key Stage 3, where teaching is delivered by subject specialists (for example, English/Humanities and Maths/Science). This supports continuity, strengthens subject knowledge and helps students adapt to different teaching styles and expectations.

Transition is further strengthened through planned opportunities in Term 3, including transition days and taster lessons. These experiences build familiarity with Key Stage 3 learning, routines and expectations, ensuring students enter Year 7 feeling prepared, confident and ready to achieve highly.

Section 3: Secondary Key Stage 3 (Y7-9)

3.1 Intent for Teaching in Key Stage 3

At Glendale International School, teaching in Key Stage 3 is designed to ensure that all students develop secure subject knowledge, strong learning habits and the confidence to apply learning independently across a broad and balanced curriculum. Teaching is ambitious, inclusive and consistently focused on ensuring that every student makes strong progress from their individual starting points. High expectations are maintained for all learners, with planned stretch and challenge enabling students to deepen understanding, apply knowledge in unfamiliar contexts and achieve at the highest levels.

Key Stage 3 teaching is aligned to the NCFE Key Stage 3 curriculum, adapted for the UAE context, and is deliberately structured to build the knowledge, skills and understanding required for future success. Glendale's Key Stage 3 curriculum is carefully sequenced, with GCSE and iGCSE content mapped back from Key Stage 4 to ensure students are well prepared for the demands of Years 10 and 11. In Year 9, students begin explicit preparation for Key Stage 4 through increasingly challenging content and opportunities to apply learning in a more exam-ready way.

We are committed to ensuring that all students make strong progress academically, socially and emotionally, and that they experience consistent, high-quality teaching across subjects. Teachers plan learning that is purposeful, engaging and appropriately challenging, enabling students to think critically, communicate confidently and take pride in high-quality outcomes.

Glendale is equally committed to providing regular opportunities for students to exceed expected progress. Through well-pitched challenge, deeper thinking and purposeful application, students are supported to attain above age-related expectations and, where appropriate, beyond curriculum level. At the same time, students who require additional support receive timely intervention and targeted scaffolding to help them catch up and keep up.

Teaching in Key Stage 3 reflects Glendale's commitment to developing future-ready learners through strong subject knowledge, development of learning skills, effective pedagogy and consistent routines. Students are supported to develop increasing independence, self-organisation and accountability for their learning, enabling them to achieve highly and reach their full potential.

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Teaching in Key Stage 3 promotes enjoyment of learning, intellectual curiosity and pride in achievement, motivating students to engage deeply and strive for excellence. Enjoyment of learning at Glendale is purposeful and ambitious, supporting strong motivation, sustained engagement and high expectations so that students build confidence, persevere with challenge and achieve highly over time.

3.2 Learning environment

At Glendale, the learning environment in Key Stage 3 is designed to be purposeful, motivating and subject-rich, supporting students to make strong progress and develop independence as learners. Key Stage 3 classrooms and specialist spaces reflect high expectations and provide students with the resources, routines and academic culture needed to succeed.

Key Stage 3 is delivered primarily through subject-based classrooms, where the learning environment supports subject identity and depth of understanding. Displays are used actively as reference points and are designed to support progress through:

- **key subject vocabulary and academic language**
- **models of high-quality work and strong responses**
- **worked examples and success criteria**
- **prompts that support reasoning, writing and problem-solving**

Learning environments are adapted to the subject being taught, ensuring students are immersed in relevant knowledge and context. For example, English classrooms reflect the texts and themes being studied, supporting students to engage critically and develop disciplinary literacy.

Students benefit from access to specialist learning spaces that enhance curriculum delivery and support real-life application of learning. These include subject-specific environments such as science laboratories and specialist creative spaces, including the Immersion Lab, Black Box drama room and dance studio. These spaces motivate students, support inquiry and deepen learning through practical, investigative and performance-based experiences, applying learning in practical contexts. Challenge and extension opportunities are visible and accessible in

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learning spaces, including the use of *Challenge Corners* where appropriate, supporting students to work independently at greater depth.

Alongside the physical environment, Glendale prioritises the non-tangible aspects that contribute to high-quality learning. Classrooms are calm, respectful and consistent, with clear routines and expectations that support positive behaviour for learning. Positive reinforcement and the house system contribute to belonging, pride and community. Students are also encouraged to contribute to school life through meaningful leadership opportunities, developing responsibility, confidence and a strong sense of purpose.

3.3 Lesson structure and Shared Language of Learning (Learning Objective, Success Criteria and Progress Steps)

Across Key Stage 3, teachers follow a consistent lesson structure and use a shared language of learning to ensure clarity, coherence and high expectations for all students. This supports students to understand what they are learning, why it matters and what successful learning looks like, enabling them to make strong progress over time.

Learning is planned around a clearly defined Learning Objective (LO) which is aligned to the NCfE Key Stage 3 curriculum, adapted for the UAE context, and sequenced to build secure knowledge and skills over time. Learning objectives are informed by Bloom's Taxonomy, ensuring students are regularly challenged to think deeply, apply learning, justify reasoning and demonstrate higher-order understanding.

To support progression within and beyond the lesson, teachers use Glendale's *Progress Step Tracker* to plan learning and to break the LO into three carefully constructed Success Criteria:

- **Success Criteria 1** supports students who are working towards curriculum expectations by securing key prerequisite knowledge and skills needed to access the learning.
- **Success Criteria 2** reflects the expected standard for the year group and enables students to meet the learning objective confidently and accurately.
- **Success Criteria 3** is designed to exceed the expected level and provides structured opportunities for students to achieve at a higher level through deeper thinking, reasoning and application.

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Success Criteria are then broken down into small, manageable Progress Steps that help students understand the journey of learning and identify their next step. These Progress Steps reflect Glendale's five levels of attainment: Emerging, Developing, Secure, Mastery and Greater Depth.

The *Progress Step Tracker* is used across Key Stage 3, including in core subjects and subjects such as Business Studies and Modern Foreign Languages, ensuring learning is inclusive, appropriately pitched and consistently focused on progress. Importantly, Success Criteria do not cap learning to within year-group expectations. Students are consistently given opportunities to progress beyond the expected standard through challenge, critical thinking, extension and application tasks, enabling them to make above expected progress and, where appropriate, attain above curriculum levels.

The shared language of learning at Glendale is reinforced through consistent classroom routines, feedback and learning conversations. It also supports the wider Glendale culture, reflecting the school's values and promoting positive learning behaviours and habits that enable students to take responsibility for their progress and strive for excellence.

3.4 Modelling and Worked Examples

At Glendale, modelling is used to ensure students clearly understand what success looks like and how to achieve it. Teacher input is purposeful and focused, ensuring students spend the majority of lesson time actively thinking, practising and applying learning.

Teachers model taught methods and key processes clearly, aligned to best practice within the UK curriculum. In subjects such as Maths and Science, teachers demonstrate strategies explicitly and work through shared examples with students, using an *I do, we do, you do* approach. This supports students to build confidence through guided practice before moving into independent application.

Teachers also model and reinforce key vocabulary in context, ensuring students understand and use subject-specific language accurately. Vocabulary is explicitly taught, revisited and embedded through teacher talk, worked examples and student responses, supporting comprehension and confident communication across the curriculum. Teachers model subject-specific disciplinary thinking, including how to interpret information, justify reasoning, apply knowledge accurately and communicate with precision using academic vocabulary. In Science, teaching and questioning reflect the domains of Life Sciences, Earth Sciences and Physical Sciences, alongside "working scientifically" through enquiry, investigation and practical laboratory application.

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Following modelling, students are given time to practise, explore and apply learning independently. Lessons are designed to promote student-led learning, inquiry and independent thinking, with students encouraged to take accountability and responsibility for their own progress.

3.5 Questioning and Checking for Understanding

At Glendale, questioning and checking for understanding are central to high-quality teaching in Key Stage 3 and are used consistently to ensure that all students make strong progress. Teachers use a range of purposeful questioning strategies to assess understanding, address misconceptions and adapt teaching in real time. Questioning is inclusive and designed to promote low-stakes participation, so that all students feel confident to contribute, take risks and learn from mistakes.

Teachers plan and use open questioning to deepen thinking and extend learning, informed by Bloom's Taxonomy. Students are encouraged to explain their reasoning, justify answers, make connections and apply learning in new contexts, supporting higher-order thinking and opportunities to exceed expected standards.

Assessment for Learning (AfL) is embedded throughout lessons and includes a variety of strategies to check understanding, such as targeted questioning, retrieval starters, live feedback and marking where appropriate, observation of student work and structured talk. Teachers also use the *Progress Step Tracker* to identify where students are within the learning journey and to support them in taking clear next steps, ensuring progress is visible and purposeful.

Plenaries are used purposefully to consolidate learning and evaluate impact. Teachers use plenary activities to review key learning, identify misconceptions, celebrate progress and ensure students understand their next steps. Where appropriate, students reflect on their learning using the *Progress Step Tracker*, supporting self-assessment and ownership of progress.

Students are taught to reflect on their learning and to support one another through peer discussion and peer assessment where appropriate. Structured partner work and collaborative learning enable students to articulate ideas, learn from others and develop confidence in using key vocabulary and concepts. Through consistent AfL and responsive teaching, Glendale ensures that every student is supported and challenged to achieve highly.

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Teachers use evidence from formative assessment, classwork and the school's data tracking/recording platform to identify strengths and gaps, address misconceptions and plan next steps that secure strong progress over time.

3.6 Adaptive Teaching and Scaffolding

At Glendale, teaching in Key Stage 3 is inclusive by design. Teachers plan learning that is ambitious for all students and ensure that every learner is supported to make strong progress from their starting point. Adaptive teaching is used to remove barriers to learning, while maintaining high expectations and providing opportunities for students to achieve above expected standards.

Teachers use a range of strategies to scaffold learning effectively, including modelling, structured vocabulary, visual supports, worked examples, guided practice and purposeful prompts. Scaffolds are used to support access and build confidence, but are not intended to create dependency. Support is gradually reduced over time so that students develop independence, resilience and responsibility for their own learning.

Teachers use a range of differentiation approaches to ensure all students are supported and challenged appropriately. This may include differentiation through scaffolding (levels of support), task (varying complexity), outcome (open-ended tasks allowing different depths of response), questioning (targeted prompts and higher-order challenge), grouping (flexible groupings based on need), and pace (additional practice or accelerated challenge). Differentiation is planned to maintain high expectations for all and to ensure students have opportunities to make progress beyond expected levels where appropriate.

Additional adults, if available/appropriate, are deployed strategically to maximise impact. They work under the direction of the teacher to provide targeted support, reinforce key learning, support independence and ensure students can access the lesson successfully. Additional adults also provide feedback to teachers, supporting assessment for learning and enabling timely intervention where needed.

Teachers adapt teaching responsively through ongoing assessment for learning, including questioning, observation and analysis of student work. This ensures misconceptions are addressed promptly and teaching is adjusted to meet the needs of different learners, including students with SEND, EAL learners and students requiring additional challenge. Where appropriate, targeted support and intervention are provided to help students catch up and keep

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up, while deeper thinking tasks and higher-order questioning are used to stretch students towards mastery and greater depth. Internal and external assessment information is used to inform targeted intervention, revision and consolidation, and to ensure students are supported appropriately while being challenged to achieve highly.

3.7 Use of Technology to Enhance Learning

At Glendale, technology is used purposefully to enhance learning and improve outcomes, while maintaining the importance of strong foundational skills such as handwriting, written recording and fluency in core knowledge. Technology is not used as a replacement for high-quality teaching, independent thinking or paper-based learning. Instead, it is used selectively to support engagement, independence and progress.

Glendale recognises the growing role of artificial intelligence in education and uses AI purposefully to enhance learning, while maintaining clear expectations for academic and social integrity, safeguarding and student wellbeing. AI may be used by teachers to support planning and resource development, and by students to support research, drafting, editing and improvement, under explicit guidance and subject-appropriate expectations.

Students have 1:1 access to iPads, provided by parents and configured through the school's centralised e-safety systems. Devices are used to enhance learning through research, retrieval practice, presentation of learning and purposeful application tasks. AI-powered applications are used to support personalised learning pathways in key areas such as reading, Maths and Science, enabling students to practise at the right level and make strong progress over time.

Glendale promotes safe and responsible digital behaviour. Students follow clear expectations and strict guidelines for iPad use, including age-appropriate digital citizenship and e-safety expectations. All devices are managed through a centralised school configuration and are e-safety enabled, ensuring appropriate controls are in place to support safeguarding and responsible use. The ICT and Design Technology curriculum includes a progressive approach to developing students' understanding of AI and digital tools, enabling them to harness technology ethically, responsibly and safely in line with UAE expectations.

Technology use is carefully balanced across the day. In common practice, iPad use does not occur in more than 50% of lessons in a school day, and where iPads are used, this may be only for a portion of the lesson. Teachers ensure that technology is meaningful and purposeful, supporting learning objectives rather than distracting from them.

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All classrooms are equipped with interactive screens to support high-quality teaching through modelling, shared examples, visual resources and whole-class learning. Students also access specialist learning environments through weekly ICT and DT learning experiences, with cross-curricular links planned so students can apply learning through technology in real-life and meaningful contexts. Students are given opportunities to explore technology further through extracurricular clubs, including robotics and coding, supporting creativity, problem-solving and future-ready skills.

3.8 Home learning and Parent Partnership

At Glendale, we recognise that strong progress in Key Stage 3 is best achieved when school and home work in partnership. We value open, positive communication with parents and believe that shared understanding of teaching and learning supports students to achieve highly and develop confidence as learners.

In Key Stage 3, students are supported pastorally through a strong form tutor system. Form tutors play an important role in supporting student wellbeing, organisation and study habits, and act as a key point of contact for families. Form tutors help students to track their progress, develop responsibility for their learning and maintain strong routines that support success across subjects.

Home learning in Key Stage 3 is designed to reinforce and consolidate learning, strengthen long-term memory and build independent study habits. Homework is mandatory across Key Stage 3 and is tracked consistently. In core subjects, homework is set weekly and may contribute towards overall assessment and grades. In other subjects, home learning is set when needed to support practice, preparation and study.

Homework tasks may include retrieval practice, revision, independent reading, vocabulary learning, completion of extended tasks or preparation for upcoming learning. Where appropriate, research tasks and projects may be used to support pre-learning, curiosity and inquiry. Homework is designed to be purposeful, manageable and supportive of progress, enabling students to develop responsibility and readiness for Key Stage 4 expectations.

Parents are kept informed through clear communication and are invited to curriculum workshops, information sessions and school forums, providing opportunities to understand expectations, ask questions and support learning at home.

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3.9 Transition from Year 9 to Key Stage 4

At Glendale, Year 9 is designed to prepare students for the increased challenge, independence and academic rigour of Key Stage 4. Teaching in Year 9 includes explicit preparation for GCSE and iGCSE study through carefully sequenced curriculum planning and opportunities to apply learning at greater depth.

As students progress through Year 9, expectations increase in relation to organisation, independent study, quality of written responses and resilience with challenge. Students are supported to take increasing ownership of their learning, including managing deadlines, revising effectively and responding to feedback to improve outcomes.

Glendale's Key Stage 4 pathway is planned to offer a combination of GCSE and iGCSE courses that provide a full range of subjects in line with our student community's needs, strengths, passions and interests. Transition into Year 10 is supported through structured guidance, including information sessions for students and parents, opportunities to explore pathways and subject expectations, and taster experiences where appropriate. This ensures students are well informed, confident and ready to make successful choices for the next stage of their education.