BRIGHTON COLLEGE
ABU DHABI

Teaching & Learning Policy

Date
October 2026

Version 8

1. Policy Statement

At Brighton College, Abu Dhabi we strive to develop well-educated, respectful and intellectually curious, confident and kind young people who are ready to step forward in life taking a full, active and positive role in the UAE and the wider world. We strive to create a family-orientated, respectful and vibrant community for all of our pupils, which will impart or provide:

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

We inspire our pupils to self-reflect, develop their identities and abilities, and take advantage of learning opportunities, as they grow to become lifelong learners in their search for knowledge.

Developing Teaching and Learning at Brighton College is the responsibility of all teachers and teaching support staff. Pupils should expect to be inspired, appropriately challenged and supported to make very clear progress in an engaging and innovative learning environment. The quality of the strategies that all teachers adopt, and the delivery of lessons is fundamental to the success of the school. For the pupils to achieve high rates of progress, teaching and learning is supported by a robust Behaviour for Learning policy and by regular and accurate assessment, marking and feedback.

The purpose of this policy is:

- Establish expectations in teaching and learning in all subjects across the whole school
- Ensure continuity and coherence across the school
- To outline and embed the school's pedagogical approaches to teaching and learning.

2. Policy Aims

- To embed high-quality teaching and learning that ensures the acquisition of skills, knowledge and understanding
- To promote, facilitate and enable the inclusion of all groups of children (including those with special educational needs, the More-Able Gifted and Talented (AGT), English Language Learners, Emirati children and boys and girls)
- To provide a broad and balanced curriculum which provides an opportunity for all pupils to make progress through enjoyment and challenge
- To promote positive attitudes through high quality teaching and learning and Brighton College Abu Dhabi's values of curiosity, confidence and kindness.
- To encourage pupils to develop a growing sense of ownership of their learning
- To encourage pupils to *learn how to learn*, through an increased understanding and use of metacognition and high levels of motivation, supporting pupils to plan, monitor and assess their own learning
- To promote a wide range of enrichment experiences which encourages pupils to make connections between areas of learning.
- Teaching does not undermine fundamental British values, and does not discriminate against pupils because of their protected characteristics.

Lessons should:

- Follow the Teaching and Learning Guidelines of each school
- Be well organised and timed so that all learning time is purposeful
- Build on previous knowledge or recap previous knowledge (Retrieval practice evident)
- Should form part of a progressive sequence of lessons over time
- Have clear Learning Objectives and Success Criteria which are explained to the class and should be revisited throughout the lesson.
- Learning objectives which are specific, achievable and measurable
- Demonstrate that teachers have secure subject knowledge and understanding of how pupils learn and when support is necessary
- Be imaginative and engaging and provide an inspiring learning environment. Time and resources should be used creatively to enable all groups of learners to learn successfully
- Include elements of explanation, modelling, scaffolding, practice and self-regulation
- Have clear expectations and steps to succeed throughout the lesson
- Include modelling problems and procedures to demonstrate the thought processes they will subsequently apply independently to make better than expected progress
- Provide opportunities for reflection and independent learning
- Set high expectations of presentation, quality and quantity of learning
- Include a progress measure for children to self-assess their learning, promoting metacognition and reflections upon learning progress and next steps
- Adopt Assessment for Learning measures to understand what pupils know and what progress they are making and to adapt learning accordingly

- Use assessment data effectively to feedback to pupils and challenge pupils to extend learning beyond expectations
- Curriculum design and teaching is adapted to support learning needs of all groups of pupils
- Direct adults supporting the learning of pupils, plans should be shared and focus identified so that adults are able to offer the support required
- Be differentiated to accommodate all academic levels, offering support and challenge linked to the same objective and allows for depth of learning
- Provide the appropriate resources, which support learning outcomes and provide challenge for the more able
- Include questions which should be carefully planned in order to challenge learners' thinking and misconceptions and promote critical responses developing problem solving
- Include differing learning styles and cultural diversity therefore ensuring pupil participation and understanding
- Display excellent behaviour for learning where pupils are encouraged to work hard, take risks, make mistakes and enjoy their learning.

3. Teaching and Learning Ethos

At Brighton College Abu Dhabi, our core values, 'Curiosity, Confidence and Kindness' form the basis of our high expectations of all.

For Pre-Prep and Prep School Children the PELICAN Pathway has been embedded as a tool to inspire and capture positive approaches to learning and behaviour.

Pelican:

- **P**erseverance
- **E**nthusiasm
- **L**eadership
- **I**mprovement
- **C**reative
- **A**chievement
- k**N**owledge

In the Early Years Foundation Stage, learning through play, learning through the environment and learning through meaningful and engaging experiences are key elements that build the foundations for a love of learning. The development of children's learning skills known as "The Characteristics of Effective Teaching and Learning" (Playing and Learning, Active Learning, Creating and Thinking Critically) are supported throughout the daily routine and teaching and learning approaches are embedded.

Pupils throughout the College are encouraged to be curious learners, leading their own learning with teachers as the facilitator, endeavouring a pedagogical approach driven by active learning and critical thinking. Whilst learning and exploring actively and thinking critically, pupils become equipped with the skills to develop into independent thinkers, strong communicators and ultimately lifelong learners.

4. Learning Skills

As part of the curriculum for all pupils, the concept of enhancing learning and life skills, as well as knowledge, is seen as a key priority.

The aim of this approach is to encourage and develop:

Innovation – Purposeful use and genuine solutions
Enterprise – Initiative, leadership and action
Enquiry – Question, investigate and interrogate
Research – Gather, evaluate and use evidence
Critical Thinking – Analyse, reason and justify
Learning Technologies – Use technology purposefully to enhance learning

Learning skills are linked to medium term and short-term planning objectives and are taught implicitly and explicitly to pupils in Year 1- Senior School. This is overseen by the Depuy Head Academics in regular meetings throughout each term. See College Curriculum map.

During lessons teachers explain which learning skills and Brighton College Abu Dhabi values/ethos the lesson is related to, in order for children to make meaningful connections between various learning areas as well as real life learning contexts.

5. Personalised Learning

At Brighton College Abu Dhabi personalised learning takes many different forms and enables us to provide children with a rich curriculum with many opportunities. At Brighton College, Abu Dhabi we aim to prepare all our pupils to be 'Lifelong Learners' and adopting a personalised approach to teaching and learning allows us to fulfil this objective.

"Personalised Learning is about tailoring education to individual need, interest and aptitude so as to ensure that every pupil achieves and reaches the highest standards possible, notwithstanding their background or circumstances, and right across the spectrum of achievement" (DfES 2006)

The DfES went further to articulate five key components of personalised learning which Brighton College Abu Dhabi use as a basis for embedding Personalised Learning:

- Assessment for Learning- knowing the strengths and areas of developments of individual pupils

- Teaching and learning strategies that develop the competence and confidence of every learner by actively engaging and stretching them. This requires strategies that:
  - Actively engage and stretch all pupils
  - Creatively deploy teachers, support staff and new technologies to extend learning opportunities
  - Accommodate different paces and styles of learning.
  - Recognise that the multiple intelligences of pupils require a repertoire of teaching strategies
- Curriculum entitlement and choice that offers breadth and depth of study, personal relevance and flexible learning pathways, ensuring pupils are able to take ownership of their own learning
- A student centred approach to teaching and learning, with school leaders and teachers thinking creatively about how to support high-quality first teaching and learning resulting in the Brighton College Abu Dhabi ethos focused on pupil needs, with pupil voice used to drive school improvement
- Strong partnership beyond the school will drive forward progress in the classroom, removing barriers to learning and supporting pupil wellbeing, therefore engaging the community who can support our school to drive forward progress in the classroom.

5.1 Removing Barriers to Learning

At Brighton College Abu Dhabi, all teachers must benchmark and formatively assess pupils to identify and target any potential barriers to learning.

The common barriers to learning are listed below:

- Extension / challenge opportunities for AGT learners
- Working memory deficit
- Slow writing speed and poor written expression
- Poor spelling
- Difficulty with concentration and focus
- Poor organisation and time management skills
- Visual and auditory processing difficulties
- Children with symptoms of hyperactivity and impulsivity
- Slow processing
- Poor spatial awareness
- Poor reading fluency/comprehension
- Fine and gross motor skill difficulties.
- External professional support (Occupational Therapists, Counsellors etc…)

Based on research, the way in which Brighton College, Abu Dhabi tackle barriers to learning are listed below:

Building good relationships- Creating an environment where pupils are happy to seek help is one of the most powerful ways in which to make pupils feel included and valued, (Santos et al, 2016).

Establishing routines- Routines are beneficial for all pupils but particularly for those with poor organisational and time management skills, symptoms of hyperactivity and impulsivity and those on the autistic spectrum.

Deployment of adults in the classroom- Teachers should ensure the following when deploying adults in the classroom:

- Classroom Assistant should be fully prepared for their roles in the classroom by discussing learning outcomes prior to the lesson
- Teachers are responsible for providing Classroom Assistants with access to resources and lesson plans in the week ahead
- Classroom Assistants should use scaffolding as a tool when working on to one with pupils to help develop independent learning skills and break down questioning
- Teachers should rotate roles with Classroom Assistants for pupils to get equal time working with the teacher and the CA
- During whole class inputs, teachers should encourage the Classroom Assistants to ask questions when something isn't clear. This models good practice to all pupils, but particularly for those pupils who lack in confidence
- Teachers should give Classroom Assistants clear guidance as to their role in the classroom and provide opportunities for mutual feedback
- Teachers should provide Classroom Assistants with an active role in modelling during lesson inputs, in order to raise their profile and to encourage pupils to seek support in addition to the class teacher.

5.2 Teaching and learning Strategies and Resources

At Brighton College Abu Dhabi we use the following teaching and learning strategies and resources to target barriers to learning and accelerate pupil progress:

Retrieval practice grids - This enables the retrieval of information to be spaced out, so it is being revisited at increasing intervals. This improves long term memory and breaks the forgetting curve. The start of a lesson should be a recap of previous learning. This enables the content to be studied during the rest of the lesson to be anchored to prior knowledge, building schema in pupils' memory. This is useful for all pupils but particularly those who have a working memory deficit.

Adaptive Teaching, Differentiation & Tiered activities
We recognise that children learn at different rates and in different ways. Through adaptive teaching, teachers respond to the individual needs of learners by using ongoing assessment for learning (AfL) to identify strengths, areas for development, and next steps. Teaching is adjusted in real time through

targeted questioning, modelling, scaffolded support, flexible grouping, and the use of appropriate resources to ensure all children can access learning successfully. This responsive approach enables teachers to provide timely intervention, address misconceptions quickly, and offer additional challenge where appropriate. By adapting instruction to meet the needs of all learners, we create an inclusive learning environment in which every child is supported to make excellent progress and achieve their potential.

Personalised learning is achieved primarily through adaptive teaching rather than by setting different learning objectives for different groups of pupils. In line with our Teaching to the Top philosophy, all children are given access to ambitious learning intentions and high-quality curriculum content. Appropriate support and challenge are then provided to ensure every learner can engage with, and succeed in, the same core learning.

Tiered activities may be used to support this approach. Tiered activities are parallel tasks that allow children to work towards a common learning objective through varying levels of support, complexity, depth, or independence. While the learning goal remains the same for all pupils, teachers may adapt resources, questioning, scaffolds, levels of adult support, or opportunities for deeper thinking to meet the needs of individual learners. This ensures that children are both supported and challenged appropriately without lowering expectations.

Through adaptive teaching and carefully planned tiered activities, all children are encouraged to develop mastery of key knowledge and skills. This approach promotes high levels of engagement and achievement while fostering the learning skills of resilience, independence, collaboration, problem-solving, critical thinking, and reflection. By maintaining consistently high expectations and responding effectively to individual needs, teachers ensure that every child is empowered to succeed and thrive.

Adaptive Teaching

At BCAD we adopt a Teaching to the Top approach, where all children are exposed to ambitious learning intentions, rich vocabulary, and appropriately challenging concepts regardless of their starting point. Learning is designed around high expectations for every child, with support and scaffolding used to enable access rather than reduce challenge. Through carefully planned opportunities for mastery, children are encouraged to develop a secure and deep understanding of key knowledge and skills before moving on, applying their learning in a range of contexts and making meaningful connections across the curriculum. This approach is closely linked to the development of our core learning skills, including resilience, independence, collaboration, critical thinking, creativity, and reflection. Teachers foster these dispositions through skilful questioning, purposeful talk, problem-solving opportunities, and high-quality feedback, ensuring that children are challenged to think deeply, persevere when faced with difficulty, and take increasing ownership of their learning. In doing so, we create a culture where every child is supported to achieve excellence and develop the confidence and skills needed for lifelong learning.

The "I Do, We Do, You Do" Model

In Pre-Prep, teaching is underpinned by the "I Do, We Do, You Do" gradual release model, which provides a clear structure for effective learning and assessment. During the "I Do" phase, teachers explicitly model new knowledge, skills, and learning behaviours, making their thinking visible through clear explanations, demonstrations, and worked examples. In the "We Do" phase, children engage in guided practice with the support of the teacher and their peers, allowing misconceptions to be identified and addressed through immediate feedback and purposeful questioning. During the "You Do" phase, children apply their learning independently, enabling teachers to assess understanding and identify next steps. This approach promotes confidence, independence, and mastery by ensuring children are fully supported as they acquire new skills before applying them independently. It also develops key learning skills, including resilience, reflection, collaboration, and critical thinking, while supporting our Teaching to the Top philosophy through high expectations, responsive teaching, and ambitious learning for all.

6. Monitoring

6.1 Aim

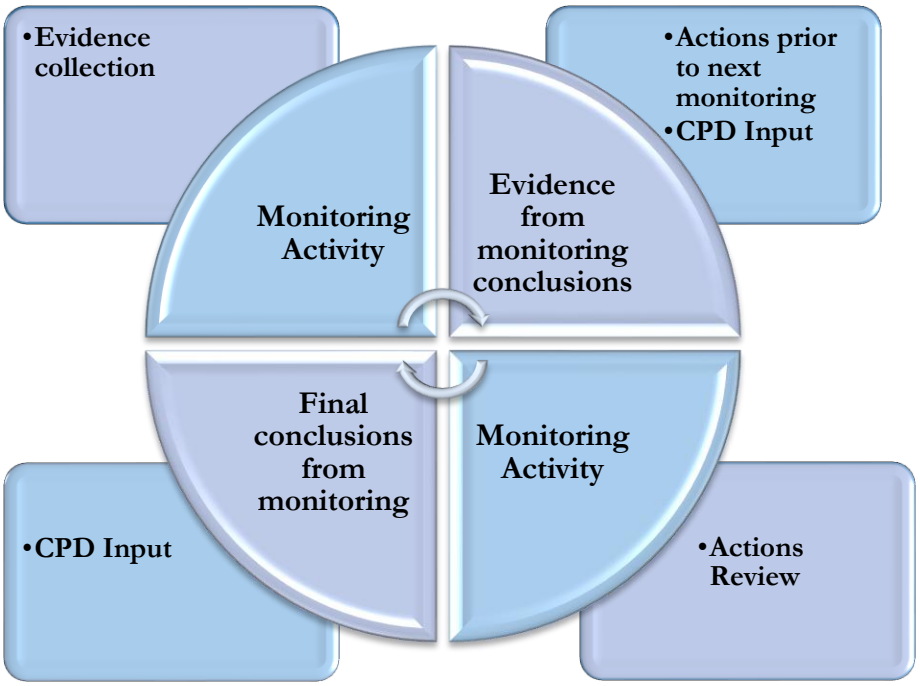
The aim for the monitoring is to ensure that we as a school remain focused on children's learning as the key method to improve pupil outcomes and school improvement.

The monitoring process is designed to foster an ever-evolving drive for improvement focused on next steps of pupils' learning and identifying high impact actions that will improve school processes and teaching delivery.

This policy sets out a method and schedule to ensure pedagogy and teacher development is impactful and is achieved by identifying key development areas to foster the greatest impact on children's progress.

6.2 Process

The process is cyclical in nature, initial monitoring generates actions and can be aligned to each school's CPD and their strategic aims. After initial monitoring activities, SMART targets are set and reviewed in the next monitoring cycle. These actions are designed to create the most significant learning impact. Further CPD that is identified at either a Macro or a Micro level may then be incorporated in the school



improvement planning. *(see Pre-Prep, Prep and Senior School calendar for monitoring cycle).*

6.3 What Is Recorded

By triangulating many areas of monitoring, themes of school improvement can be identified and actioned in strategic planning. A consistent method of evaluating and recording monitoring activities is adopted. Whilst there is always scope to add additional focus points, the following headings must be included:

- context of monitoring
- focus for the cycle
- positives identified

- areas for development
- actions agreed upon for next steps
- Improvement from previous actions.

6.4 How Monitoring is Carried Out

Monitoring can be carried out through a variety of activities, must be child centred and reflective of learning outcomes observed.

Evidence collated from multiple types of monitoring activity can be used in support of one action review. Examples of monitoring used for continuous school improvement are:

- observations
- learning walks
- planning reviews
- book trawls/monitoring
- general observations
- appraisals
- pupil voice
- pupil progress meetings.
- parent surveys
- Internal Assessment
- Moderation outcomes
- External Assessments (GL, Progress tests, CAT4, NGRT'S)

6.5 How Monitoring is Reviewed

Monitoring is reviewed termly by the relevant School SLT, to support school improvement targets and aims. Individual school SLTs reflect with HoDs, within 3 working days of monitoring taking place and collate a termly review document. Monitoring evaluation is discussed with the relevant Heads of Year and Department to action SMART targets, that are monitored and reevaluated once achieved.

7. Learning Environment

Aims

- Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning
- Establish consistency, continuity, progression and high-quality displays/learning walls around the school
- Use displays as an effective teaching and learning tool
- Ensure displays reflect the rich and varied experiences of current learning across the curriculum

- Reflect a variety of cultures, promote inclusion and give each child a sense of pride, belonging and achievement
- Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world
- Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn
- Influence children in best presentation, personal organisation and general tidiness
- Celebrate achievement and raise self-esteem for all
- Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.

7.1 Brighton College, Abu Dhabi Whole School Expectations

7.1.1 Types of Displays (see Pre-Prep, Prep and Senior School Display guidelines for further detail)

Displays have many purposes for example to focus attention, to stimulate, to showcase, interactive, etc. Displays should help to promote the children's learning and encourage their understanding of a subject. Displays throughout the College may include but are not limited to examples listed below.

Learning Wall

A learning wall is an evolving display/resource that supports children with their current learning. An effective learning wall should engage children during lessons, allowing them to seek support independently. They help children understand the structure of a unit, how it progresses and how lessons in a subject are linked. A learning wall is used to indicate on a display board the starting point and learning outcome of the lesson unit being taught. A learning wall is there to show everyone what is being learned, why it is being learned, what will be achieved and to track the progress through those aims, making the children active participants in the process. They are a functional tool and may not necessarily look beautiful.

Learning Wall requirements:

- Photos should be used to show process as well as celebrating children's work
- There should be a balance between learning walls that provide prompts and information and children's own work
- Learning walls should be interactive, including items for the children to investigate and questions to answer
- There should be a balance of subject learning walls around the room
- Learning walls should include the start and end points of a unit and the journey between. An example of this would be talk for writing learning wall, showing the writing process over two weeks, as well as the drafting, writing, publishing and editing process
- Displays should show progress
- They should display key vocabulary, questions and mind maps
- Examples from teachers and children of what a good one looks like should be displayed

- Children's work is used to affirm features of work that are desired, showing the improvement journey of work and aspiring to higher levels of expectation and modelling how to achieve this
- Child commentary that demonstrates understanding or progress, could be put up in a speech bubble or on post it notes to display pupil voice through learning.

Labelling

A display should be labelled clearly to express the learning that has been undertaken and showcased.

Borders and backing

Plain wall backing unless produced by children eg. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered. Thoughtfully and tastefully selected colours. The borders must be made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.

Layout and mounting

Children's work should be presented with care and consideration to their purpose. Work must be mounted with colours which compliment the chosen backing colour and does not detract from the children's learning. A display board can be the basis of a display and should not be limited to this space. The use of shelves, tables and the area around the display is encouraged.

Monitoring

Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

Quality of work on display

Work on display is to have been published for display purposes and time in class needs to be planned in for this purpose. No work on display should be photocopied from books.
Each display must contain:

- A title
- Open / closed questions relating to the display content
- Learning Objectives/ Aim - Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling
- Children's work, clearly labelled with their first names
- Pictures of the children carrying out the learning that is on display
- Pupil voice
- Work from the children and minimal input from the adults
- A range of work that spans the curriculum from all children in the class
- Be age appropriate (high expectations)
- A range of handwritten and printed text/images.
- **Please do not use Twinkle** for displays
- Modelled teacher handwriting, as well as pupils handwriting.

Involving children

Children can and should be involved in the display process – from planning through to creation, from mounting and framing to post-display interaction. Involve them in all of these processes and they will not only build a heightened sense of pride in their surroundings but will be far more likely to continue interacting with the display once it's created too.

As well as involving children in the planning and making of large-scale themed displays they can and must also be involved in the display of their own creations in the classroom.

Teachers should also be taking time to work with children whenever possible to frame and annotate their work. They should encourage children to create their own written labels, which should take centre stage, with teacher writing there to merely enhance the effect.

Creating Space

When getting children to help with the planning and delivery we must also consider the accessibility of our displays.

Once you have created your low-level display space, the challenge to make displays truly interactive continues. Using lift-up flaps, turning wheels and junk box shelves allows children to look and touch the elements of display you're using. Children learn using all five of their senses, so wherever possible include the use of multisensory elements such as sounds, smells and feely bags/trays. The inclusion of photographs and annotated comments encourage children to revisit and discuss the learning process which led to the display in the first place. It's important to ensure that displays are revisited with adult input too, as they are a valuable resource to develop discussion and reflection.

Displaying Initiative

Five simple steps to early years display success:

1. Make sure displays are at child level
2. Work with children to develop display ideas
3. Make displays that actively encourage interaction
4. Involve children in displaying their own creations
5. Do not put things on the walls unless you intend to actively refer to them.

9. Associated Documents

The following documents/policies should be referred to in consultation with this document:

- Pre-Prep, Prep and Senior School Marking and feedback policy
- Pre-Prep, Prep and Senior School Assessment and Reporting Policy
- Whole College Careers & Higher Education Advice and Guidance Policy
- Whole College Inclusion Policy
- BYOD policy
- Pre-Prep, Prep and Senior School Curriculum maps
- Pre-Prep, Prep and Senior School Monitoring Cycles
- Pre-Prep, Prep and Senior School Display Guidelines

10. Monitoring and Review

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

11. Approved by

Head Master on behalf of the College:

On behalf of the Governors:

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Merging of separate school policies	KB	1st September 2015
2.0	Updating of policy	KB	1st September 2016
3.0	Updating of policy	KM/RLS/SC	18th January 2018
4.0	Updating of policy	SM/JA/SJ	September 2022
5.0	Revision of policy	DC/DMC/JXA/SM	December 2024
6.0	Updating of policy	KKR	June 2026
7.0	Update of Learning Skills	RAF	September 2026
8.0	Added statement regarding British Values from BSO Framework paragraph 3 (i) and (j).	RAF	October 2026

BRIGHTON COLLEGE
ABU DHABI

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

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

Policies reflect current best practice.
At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

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

Policy Structure

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

Policy Development

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