

Teaching and Learning

Ambassador International Academy

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September 2024	Coordinators, HoDs	Principal	
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The AIA Golden Thread connects policy, shared classroom expectations and quality assurance so that staff use one coherent language for learning.

1. Purpose and Principles

At Ambassador International Academy (AIA), our aim is to maximise the potential of every student through consistently high-quality, inclusive and engaging learning. Teaching is rooted in the IB philosophy and AIA's shared expectations for learning, while remaining responsive to students' age, phase, subject, starting points and individual needs.

The policy provides the whole-school framework for planning, classroom practice, evidence of learning, learning environments, quality assurance and professional development. It should be read alongside the AIA 10, AIA lesson planning guidance and the school's quality assurance rubrics.

- High expectations, appropriate challenge and ambitious learning for all.
- Inquiry and conceptual understanding that enable students to connect and apply learning.
- Positive learning environments where students are safe, known, included and supported to thrive.
- Assessment for learning that makes learning visible and informs responsive teaching.
- Student agency, ATL skills, independence, reflection and ownership of learning.
- Personalisation that removes barriers while maintaining high expectations.
- Consistent expectations without requiring identical teaching approaches across phases and subjects.

2. The AIA Golden Thread

AIA uses a Golden Thread to secure coherence between what the school expects, what teachers plan and deliver, what students experience and produce, and how quality is evaluated. The Teaching & Learning Policy sets the direction; the AIA 10 translates this into shared practice; planning and classroom routines enact it; and quality assurance evaluates its impact on students.

3. The AIA 10 - Shared Expectations for Practice

The AIA 10 is the school's unified approach to high-quality learning and teaching. It is a shared language rather than a checklist requiring every feature to appear in every lesson.



AIA 10

A unified approach to outstanding learning & teaching at AIA.



1



Personalisation

- Adaptive teaching to support learning for all
- Differentiation and extension

6



High Quality Evidence of Learning

- Student work shows progress over time
- Student books show pride in their work

2



Modelling Excellence

- Model expectations and outcomes

7



Lesson Routines

- Learning on Entry
- Review previous learning
- High behaviour expectations
- Well defined classroom routines

3



ATLs

- Explicit focus on Learning Skills throughout the curriculum

8



Inquiry & Concept Based Learning

- Explicit focus on Learning Skills throughout the curriculum

4



Positive Learning Environment

A positive learning environment where students are supported to thrive.

9



Challenge

- Teach to the top
- Pace, Purpose and progress in lessons
- Accelerate through depth of curriculum knowledge

5



Assessment for Learning

- Teacher feedback
- Effective use of Self/Peer assessment
- Success Criteria

10



Questioning

- Questioning as a means to check for understanding
- Questioning as a tool for learning

4. Planning for Learning

Planning should be purposeful, proportionate and focused on the learning students will secure. AIA planning is informed by the Know-Understand-Do (KUD) model, the inquiry

cycle, assessment evidence and the needs of the class. Planning should support responsive teaching rather than constrain it.

- Identify what students should know, understand and be able to do, with clear learning objectives and success criteria.
- Connect learning to relevant IB concepts, local/global contexts, ATL skills and Learner Profile attributes where appropriate.
- Plan higher-order questions, thinking routines and meaningful opportunities for inquiry.
- Use prior attainment, student tracking and class context information to identify appropriate starting points and challenge.
- Plan explicit scaffolding, vocabulary, resources and the effective deployment of additional adults for Students of Determination, ELL and other learners who require support.
- Plan appropriate extension and depth for HPL/high-attaining students and targeted responses for Emirati students and students with progress concerns.
- Build in opportunities for assessment for, as and of learning, including responsive checks during the lesson and purposeful plenaries/reflection.

5. Learning Culture and Lesson Structure

A positive learning environment underpins everything. Teachers know their students, maintain high behaviour and attitude expectations, model these expectations and establish consistent routines. Lessons should be challenging and designed around ambitious learning,

with scaffolding used to enable access rather than lowering the ceiling.

- Lessons begin promptly with purposeful entry routines and learning on entry where appropriate.
- Prior learning is revisited and connected to new learning.
- Teacher explanation and direct instruction are concise, purposeful and used when they deepen curriculum knowledge or enable students to progress.
- Teachers circulate, check learning and respond in the moment through prompts, scaffolding, re-teaching or increased challenge.
- Students have regular opportunities to communicate, collaborate, inquire, practise, reflect and work independently.
- Lessons conclude with purposeful opportunities for students and teachers to evaluate learning against the intended outcomes.
- Pace is purposeful: it reflects depth and progress rather than speed for its own sake.

6. Assessment, Feedback and Evidence of Learning

Assessment is integral to teaching. AIA uses formative and summative assessment appropriately, with assessment information used to adjust teaching, identify support and challenge, and evaluate progress from students' starting points.

- Feedback should be timely, purposeful and designed to move learning forward. It may be verbal, written, peer, self or teacher-led.
- Students should understand the learning intention and relevant success criteria and

increasingly evaluate their own learning.

- Student response to feedback matters more than the volume of teacher marking. There should be evidence that feedback is understood and applied to subsequent learning.
- Evidence of learning should show progress over time, appropriate challenge, depth of understanding, increasing independence and pride in learning.
- Student work should provide authentic evidence of inquiry, conceptual understanding, ATL development, reflection, connections and learner agency where appropriate.
- Assessment and tracking information should be used to identify and respond to patterns for individuals and groups, including Emirati, HPL, ELL and Inclusion groups.

7. Challenge, Inclusion and Personalisation

AIA maintains high expectations for every learner. Personalisation means responding intelligently to learner needs while preserving ambitious curriculum goals. Teachers use learning profiles, IEPs, assessment information and professional knowledge of students to remove barriers and extend learning.

- Students of Determination receive the accommodations, scaffolds and support identified through their plans and the Inclusion Team.
- ELL students receive language-sensitive teaching, explicit vocabulary support and appropriate access to subject learning.
- HPL/high-attaining students are extended through depth, complexity, independence and sophisticated application rather than simply additional work.

- Emirati students and students with identified progress concerns are monitored and supported through responsive teaching and intervention where required.
- Additional adults are deployed to add value to learning, scaffold independence and avoid unnecessary dependency.
- Grouping, resources, technology and task design are adapted where they improve access, challenge or learning.

8. Inquiry, Conceptual Understanding, ATL and Student Agency

Learning should move beyond task completion and recall. Teachers create opportunities for students to inquire, make connections, consider perspectives, solve problems, apply learning in unfamiliar contexts and explain their thinking. Relevant ATL skills and Learner Profile attributes are taught and developed explicitly, with students increasingly able to reflect on how, what and why they learn.

9. Learning Environment

The learning environment is part of the learning process. Quality takes priority over quantity: displays, furniture, resources and spaces should enhance learning rather than simply decorate the classroom.

- Learning spaces are clean, organised, purposeful, accessible and responsive to different learner needs.
- Current learning, key vocabulary, student work and useful learning prompts are visible without unnecessary visual clutter.

- Students see themselves and their community represented and develop ownership of resources, displays and shared spaces.
- Provocations, questions, exemplary work and resources stimulate inquiry, curiosity, challenge and high expectations.
- The environment promotes belonging, independence, collaboration and participation for all learners.

10. Literacy, Language and Numeracy Across Learning

All teachers contribute to students' language development. Students should encounter precise subject vocabulary and meaningful opportunities to speak, listen, read and write within disciplines. Teachers also reinforce relevant numeracy and quantitative reasoning where these authentically support subject learning.

11. Purposeful Use of Technology

Technology is used when it improves access, challenge, collaboration, feedback, creativity or the quality of learning. SeeSaw and ManageBac are used in accordance with phase and programme expectations. Technology should not replace high-quality teacher-student interaction or be used simply because it is available.

12. Quality Assurance - Evidence of Learning

Quality assurance at AIA is developmental, evidence-informed and focused on impact on students. No single observation or evidence source should be used in isolation to define the

quality of a teacher. Leaders triangulate evidence over time to identify strengths, secure consistency and target support and professional development.

- Lesson observations using the AIA Lesson Observation Rubric.
- Learning walks and routine visits to learning.
- Student notebook/work reviews using the AIA Student Notebook Review Rubric.
- Learning environment reviews using the AIA Learning Environment Rubric.
- Review of planning, unit documentation and relevant SeeSaw/ManageBac evidence.
- Progress, attainment and assessment information.
- Student voice and, where appropriate, parent voice.
- Professional dialogue, coaching and evidence of response to previous development priorities.

Across formal QA rubrics, AIA uses the descriptors Good, Very Good and Outstanding and applies DSIB terminology consistently. Judgements are based on the quality and impact of learning rather than the presence of isolated techniques.

13. Professional Development and Support

Quality assurance should lead to professional learning. AIA provides ongoing CPD, coaching, collaborative planning, sharing of effective practice and opportunities for peer observation.

Individual and team priorities are informed by student outcomes, QA evidence, school improvement priorities and professional goals.

Where concerns about teaching persist, leaders will provide clear feedback, agreed

improvement priorities, appropriate coaching/support and a reasonable review period.

Where sufficient improvement is not secured, the school may move to the relevant formal performance or capability procedure. Detailed HR procedures sit outside this Teaching & Learning Policy.

14. Roles and Responsibilities

15. Related AIA Documents

- AIA 10 - A Unified Approach to Outstanding Learning & Teaching at AIA
- AIA 10 Lesson Planning & Structure
- AIA Lesson Plan Template
- AIA Lesson Observation Rubric
- AIA Student Notebook Review Rubric
- AIA Learning Environment Rubric
- Assessment Policy
- Inclusion Policy
- Curriculum / IB Programme documentation
- Academic Integrity Policy
- Behaviour Policy
- AI / Digital Learning guidance

Ambassador International Academy

AIA 10	Expectation
1. Personalisation	Adapt teaching to support learning for all; provide appropriate differentiation, scaffolding and extension.
2. Modelling Excellence	Model processes, thinking, expectations and high-quality outcomes.
3. ATL Skills	Explicitly develop relevant Approaches to Learning across the curriculum.
4. Positive Learning Environment	Create a positive learning environment where students are supported to thrive.
5. Assessment for Learning	Use purposeful feedback, success criteria, questioning, self-assessment and peer assessment to move learning forward.
6. High-Quality Evidence of Learning	Ensure student work demonstrates progress over time and pride in learning.
7. Lesson Routines	Use purposeful entry, review, behaviour and classroom routines that maximise learning time.
8. Inquiry & Concept-Based Learning	Use inquiry and conceptual learning to deepen understanding and make meaningful connections.
9. Challenge	Teach ambitiously, maintain pace and purpose, and deepen curriculum knowledge.
10. Questioning	Use questioning both to check understanding and as a tool for thinking



	and learning.
Role	Core responsibility
Principal / Senior Leadership Team	Set strategic expectations; ensure resources, professional development and quality assurance; evaluate implementation and impact.
Heads of Phase / HoDs / Coordinators	Translate whole-school expectations into phase/subject practice; support planning and curriculum coherence; monitor learning; coach staff and respond to evidence.
Teachers	Know their students; plan and teach ambitious, inclusive learning; assess responsively; maintain professional records; engage with QA, reflection and professional development.
Learning Support / Additional Adults	Work with teachers to scaffold access, promote independence and support agreed learner needs.
Students	Engage actively, reflect on learning, respond to feedback, contribute to a positive learning culture and increasingly take ownership of their learning.