



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Teaching and Learning

Approved by:

Jeremy Hallum

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MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



Introduction

At GEMS Metropole Al Waha (MTW), our teaching and learning philosophy is grounded in the core values of curiosity, confidence, creativity, respect, and kindness.

We aim to develop leaders of character and compassion, equipping learners with the knowledge, skills, and mindset to thrive in a global society. Our culturally diverse community influences a dynamic curriculum, blending the English National Curriculum with real-world relevance and global perspectives. High-quality teaching is the strongest driver of pupil success, and at MTW this is delivered consistently through our Teaching Like a GEM (TLaG) framework and components (see appendix one for details), which underpins all classroom practice across the school.

Purpose and Aims

This policy ensures:

- Clear Goals & High Standards — defining academic aims and expectations for all learners.
- Consistency & Quality — unifying teaching practices across the school.
- Student Engagement & Success — promoting active learning and personal growth.
- Ongoing Professional Development — supporting staff in reflective, evidence-based practice.
- Accountability — clarifying roles and responsibilities to maintain excellence.

Through carefully planned lessons, and a personalised approach, our policy ensures that we:

- Embed our values: Curiosity, Confidence, Respect, Creativity, Kindness.
- Ensure high-quality teaching for deep knowledge, skills, and understanding.
- Deliver a broad, balanced, inclusive curriculum for all learners, including ELL, SEND, Gifted and Emirati students.
- Encourage cross-curricular links and enrichment through real-world learning and themed experiences.
- Promote a culture of resilience, empathy and hard work

All teaching and learning is aligned, where appropriate, with the Teaching Like a GEM (TLaG) principle, ensuring clarity, consistency, and impact.

Teaching & Learning Ethos

At MTW, we foster a student-centered, inclusive, and supportive learning environment where:

- Lessons are purposefully sequenced to build on prior learning.
- Critical thinking is embedded into every lesson through questioning, problem-solving, and reflection.
- Weekly/termly questions align with our thematic, cross-curricular approach, encouraging exploration and deeper understanding.
- Learners are encouraged to challenge and stretch themselves to support progress
- Lessons are designed to be engaging, challenging, and adaptive, with clear objectives and success criteria.
- Assessment for Learning (AfL) guides teaching, enabling students to self-assess and take ownership of progress.
- Teachers differentiate learning to ensure personalised support and challenge for every child beyond the structure of help yourself, try it yourself, challenge yourself and push yourself.
- Professional collaboration and reflection drive continuous growth and improvement.

Teach Like a GEM provides the shared language and structure that enables this ethos to be realised consistently across classrooms.



At MTW, we strive to create a dynamic and inclusive learning environment where every student is supported, challenged, and empowered. Our classrooms reflect the values of the UAE, foster innovation, and embrace digital technology to enhance learning. We prioritise personalised, high-quality teaching that adapts to the needs of every learner while encouraging creativity, critical thinking, and self-reflection. Assessment is embedded throughout the learning process to guide students on their journey of continuous growth and achievement.

- Climate for Learning: Classrooms must be inclusive, vibrant, and student work should reflect pride, progress and achievement, linked to learning goals.
- UAE and British Values: Lessons should integrate and promote understanding of UAE culture and heritage, as well as British Values
- Digital Technology: Teachers are expected to enhance lessons using digital tools to maximise student engagement and progress.
- Inclusivity & Individualisation: All students, regardless of need, will receive tailored support to ensure meaningful progress.
- Innovation: Teachers are encouraged to take creative, evidence-informed risks to inspire learners and develop critical thinking.
- Assessment for Learning (AfL): Assessment is integral to every lesson, guiding students toward their next steps and fostering reflection, dialogue, and knowledge-building

At GEMS Metropole Al Waha (MTW), we believe that excellent teaching and learning is a shared responsibility across our entire community. Every stakeholder—leaders, teachers, support staff, parents, partners, and learners—plays a vital role in creating a rich, inclusive, and progressive learning environment.

Executive and Senior Leadership Team	<i>Leading strategic vision and whole-school excellence in teaching and learning. They create and maintain a culture of high-quality teaching, inclusive learning, and student success, driving standards, digital innovation, and support staff through tailored CPD, student celebration, and continuous reflection on teaching and learning.</i>
Phase Leaders / Year Group Leaders	<i>Driving curriculum development, teacher guidance, and learner progress in their areas. Leaders model high expectations, align teaching priorities to school goals, and monitor progress to ensure success for every learner.</i>
Classroom Teachers	<i>Delivering inspiring, inclusive learning that meets the needs of all students. Teachers create inspiring, inclusive lessons that challenge and support every student. They monitor progress through assessment, use digital tools and metacognitive strategies, ensure classrooms celebrate learning, collaborate with support staff, maintain open parent communication, and nurture an environment where every child can thrive academically and personally.</i>
Support Staff	<i>Support staff work closely with teachers to enhance student support and progress, working with children for personalized support and/or challenge and to support children to achieve their potential. Support staff support with the delivery of interventions.</i>
Parents and Carers	<i>Parents support school initiatives, encourage their child's academic growth, engage with teachers during reviews, attend workshops for areas of development, promote purposeful home learning, and give feedback to help strengthen the school's teaching and learning environment.</i>
School Partners / LAB members	<i>LAB members, and school partners, work with the school to support student achievement, school initiatives, provide feedback, and contribute to ongoing educational excellence through collaboration and training.</i>
Learners	<i>Learners take ownership of their learning journey with maturity and responsibility and are expected to actively engage in lessons, challenge themselves, reflect on their progress, and communicate with teachers and parents to take ownership of their learning journey.</i>
School Agencies	<i>Student agencies help to support and represent student voice, offering constructive feedback and drive student-led initiatives to continually enhance learning experiences, school initiatives and the school's USPs.</i>

Curriculum



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Our curriculum is broad, balanced, and enriched, integrating:

- The Early Years Foundation Stage and the National Curriculum for England, supplemented by the UAE Ministry of Education for Arabic, Islamic, Social Studies, and Moral Education.
- Enrichment opportunities such as sports, creative arts, performances, oral literacy, and Emirati cultural celebrations.
- A commitment to nurturing global citizenship, environmental stewardship, and entrepreneurial leadership.

Phase Approach (***see the curriculum policy for further details***)

- Infant School (FS1–Y2): Curiosity is nurtured through play-based, hands-on learning, with use of the Forest School, Farm and Biocube, sustainability initiatives, and real-world exploration.
- Junior School (Y3–Y6): Confidence is built via core academics, public speaking, inquiry-based science, entrepreneurship, and performing arts.
- Our Secondary School (Y7–10): KS3 fosters creativity and individuality through a dynamic curriculum that blends academics with sports, arts, and co-curricular opportunities. KS4 equips students with the tools for a successful future through a balanced curriculum that includes iGCSEs, A-Levels, and vocational pathways. With a strong emphasis on career readiness.

Inclusion

We are dedicated to the belief that every child can succeed. MTW creates a culture where diversity, dignity, and equality are integral. We foster a climate where all learners, staff, and families feel respected, valued, and empowered to contribute fully to school life.

Our inclusive practices ensure:

- Personalised planning, differentiation, and adaptive pathways for all children, including SEND, ELL, and Gifted learners.
- Collaboration between teachers, the Inclusion Team, parents, and specialists to create Individual Education Plans (IEPs) and Individual Language Plans (ILPs).
- Access to in-house and external expert services including the Neuropedia Neuroscience Centre for therapy and tailored support.
- An enriched and responsive curriculum that celebrates strengths and nurtures potential for all.

Assessment

Assessment is an ongoing, purposeful process at MTW (***see the assessment and feedback policy for further details***):

- Used to track progress, tailor learning sequences, and inform next steps.
- Embraces a variety of approaches including formative, summative, and self-assessment.
- Encourages learners to reflect, set goals, and own their learning through assessment-capable behaviours.

Roles & Responsibilities

- GEMS / Local Advisory Board: Oversight and strategic support for school improvement.
- Leadership Team: Drives excellence through monitoring, data analysis, and staff development.
- Middle Leaders: Lead subject and phase development, ensuring quality and consistency.
- Teachers: Deliver adaptive, engaging, and inclusive lessons, aligned with GEMS Global Teacher Standards.
- Learners: Take ownership, think critically, collaborate, and pursue personal growth with curiosity and resilience.

Parental Involvement

We view parents as essential partners in their child's learning journey. Open communication, collaboration, and meaningful involvement underpin our shared commitment to nurturing each child's growth, success, and well-being.



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Appendix One:

Teaching Techniques to be included (Taken from the Teach Like a GEM playbook), where deemed appropriate and necessary to the lesson:

Essentials: Structuring learning for impact				
Do now	Learning Outcomes	To Know (success criteria)	I do, We do, You do	
	Affirmative Checking	Exit ticket		
Talks Techniques: Fostering a culture of discourse				
Turn & Talk	Show me	Everybody Writes	Cold Call	