Teaching and Learning Policy	
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Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

Scope

This policy applies to students, teachers, school leaders and parents.

Principles of Effective Teaching and Learning

Effective Teaching Practices

Teachers at Bloom World Academy are expected to:

- Plan purposefully: Learning objectives are clear, developmentally appropriate, and aligned with the various programme requirements.
- Engage through inquiry: Encourage students to ask questions, explore concepts, and seek multiple perspectives.
- Differentiate learning: Recognise and address diverse needs through varied strategies, scaffolding, and resources.

- Integrate Approaches to Learning (ATL) skills: Develop thinking, communication, research, self-management, and social skills across disciplines.
- Incorporate technology meaningfully: Utilise digital tools to enhance creativity, collaboration, and real-world problem solving.
- Model international mindedness: Foster respect for cultural diversity and multiple worldviews in classroom discussions and materials.
- Use assessment for learning: Incorporate formative assessment strategies to inform instruction and provide ongoing, constructive feedback.
- Create relevance: Connect learning to students' lives, interests, and future aspirations.
- Increase awareness: develop knowledge, understanding and appreciation for the values, culture and history of the UAE.

Effective Learning Practices

Students are expected to:

- Develop in their responsibility for their learning and wellbeing.
- Demonstrate resilience, perseverance, and ethical decision-making.
- Collaborate respectfully and effectively with peers.
- Demonstrate curiosity and initiative in their learning journeys.
- Apply ATL skills to navigate challenges and extend understanding.
- Engage actively in setting goals, self-assessing, and reflecting on their progress.
- Actively seek and respond to feedback and use it to improve their performance.

Learning Environments

At Bloom World Academy, the learning environment:

- Prioritises safety, inclusion, respect, and emotional wellbeing.
- Encourages risk-taking, creativity, and critical inquiry.
- Is rich and balanced in print, visual, and digital resources that stimulate learning.
- Reflects student voice and celebrates the learning process as well as achievement.
- Offers flexible spaces that support individual, paired, group, and whole class learning experiences.
- Embeds sustainable practices and environmental awareness into daily routines.

Curriculum Delivery Across Programmes

As an IB World School, the curriculum is rooted in the principles and framework of the IB. However, programmes of study and individual lessons are also shaped by the National Curriculum's standards.

PYP (Primary Years Programme)

- Inquiry-based Learning: Students explore transdisciplinary themes through conceptual inquiries.
- Student Agency: Learners have choice, voice, and ownership in their learning pathways.
- Play and Exploration: Especially in Early Years, learning through play is fundamental.
- Action-oriented Learning: Students are encouraged to take meaningful action as a result of their learning.
- Integration of Specialist Subjects: Visual arts, music, PE, and languages are fully integrated into units of inquiry.

MYP (Middle Years Programme)

- Concept-driven Curriculum: Emphasis on big ideas that transcend subject boundaries.
- Service as Action: Students engage in meaningful community and service experiences.
- Interdisciplinary Learning: Students make connections between disciplines to deepen understanding.
- Criterion-related Assessment: Students are assessed against subject-specific criteria, promoting transparency and fairness.
- Personal Project: Encourages self-directed inquiry and personal achievement.
- BWA Universal approach to reading: Implemented across all lessons where reading occurs as part of the learning process.
- Challenge is used consistently and thematically throughout lessons to ensure all students are stretched extensively

DP (Diploma Programme), CP (Career-related Programme) and BTEC Programmes

- Academic Rigor: Students are challenged to demonstrate critical thinking, research skills, and independent inquiry.

- Core Components: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS) are essential to the holistic development of students.
- Global Engagement: Emphasis on international-mindedness and real-world application of knowledge.
- University and Career Readiness: Students are prepared for higher education and beyond through academic excellence and life skills development.

- Career-focused Learning: Combines the academic rigor of IB courses with career-related studies.
  - Reflective Project: Students engage critically with ethical issues linked to their career interests.
  - Language Development and Service Learning: Integral components that prepare students for a globalised workforce.
  - Industry Partnerships: Students have access to internships, mentorships, and real-world industry experiences.
- The BTEC programme offers practical and applied learning where students gain hands-on, industry-relevant experience.
  - Continuous Assessment: Students build portfolios demonstrating their skills and understanding.
  - Employability Skills: Focus on communication, problem-solving, teamwork, and professional conduct.
  - Entrepreneurship and Innovation: Encouraged through project-based tasks and real-world simulations.

Assessment and Feedback

Assessment Principles

Assessment at Bloom World Academy is:

- Authentic: Connected to real-world contexts and challenges.
- Transparent: Clear criteria and expectations are shared with students.
- Inclusive: Accommodations are provided for diverse learners.
- Continuous: Ongoing formative assessments inform teaching and learning.
- Balanced: A variety of assessment methods are used to suit different learning styles.

Feedback

Feedback provided to students is:

- Timely: Given promptly to support immediate learning.
- Constructive: Focused on specific strengths and next steps.
- Student-centered: Encourages reflection and goal setting.
- Dialogic: Encourages two-way communication between teacher and student.

Data Use

Assessment data is:

- Analysed systematically to identify trends and needs.
- Used to differentiate instruction and provide targeted interventions.
- Shared with students, parents, and other stakeholders in an accessible manner.
- Monitored regularly to ensure academic progress and wellbeing.
- Used to build customised and highly targeted interventions for students, particularly in relation to NGRT and PT (GL) standardised tests

For more detailed information about the assessment approach at BWA, refer the [BWA Assessment Policy](#).

Professional Learning and Growth

Bloom World Academy is committed to:

- Offering ongoing professional development aligned with the latest educational research and programme updates.
- Fostering a culture of collaboration through professional learning communities (PLCs).
- Encouraging reflective practice through coaching, peer observations, and action research.
- Supporting teachers in achieving advanced qualifications and certifications.
- Promoting leadership pathways and succession planning within the school.

Digital Integration

Digital Integration is a key driver of our customised, innovative, and future-ready learning environment. We view technology not as an add-on, but as an essential, authentic tool to deepen learning, empower students, and foster creativity, collaboration, and critical thinking across all phases.

We purposefully integrate digital tools to tailor learning pathways, enhance assessment practices, and build real-world competencies. Platforms such as **Toddle** and **ManageBac** are central to the organisation and customisation of learning, and all teachers are expected to develop expertise in their effective use.

We encourage teachers to explore opportunities for **Artificial Intelligence (AI)** integration to personalise learning journeys meaningfully and authentically, providing students with adaptive feedback and individualised challenges that align with their strengths, needs, and aspirations.

Our digital approach remains underpinned by strong principles of **equity**, **digital citizenship**, and **innovation with purpose**, ensuring that all students have safe, ethical, and inclusive access to technology. Whilst using this technology we expect all students and staff to adhere to the Academic Integrity Policy as stipulated by the IB and within our Assessment Policy.

In support of flexible learning, during periods of off-site learning such as adverse weather days, or school closures, BWA will operate **live or static remote lessons via Microsoft Teams** to maintain continuity and high standards of engagement.

Ongoing staff development in digital pedagogies, coupled with a robust infrastructure and a culture of reflection and review, ensures that Bloom World Academy remains at the forefront of educational innovation — preparing students to thrive in an increasingly digital world.

Policy Review and Accountability

This policy will be reviewed annually as part of the School Development Plan. All staff are responsible for upholding the principles outlined in this policy. Student, parent, and teacher feedback will inform revisions and updates. Implementation will be monitored through regular audits, lesson observations, and stakeholder surveys.