

Culture for Learning Policy

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مدارس دبي
DUBAI SCHOOLS
ند الشبا
NAD AL SHEBA



Culture for Learning Policy_ Dubai Schools Nad Al Sheba

POLICY NAME	Culture for Learning Policy			VERSION NO.	1
EFFECTIVE DATE	07/04/25	DATE OF LAST REVISION	N/A		
ADMINISTRATOR RESPONSIBLE	Abid Samee Assistant Principal Dean of Students	CONTACT INFORMATION	asamee@dubaischools-nas.ae		
APPLIES TO apply group names to define applicable areas of staff					
GROUP 1	Campus Leadership Team	GROUP 2	Middle Leadership Team	GROUP 3	Teachers
GROUP 4	TAs/LSAs	GROUP 5	Parents and Guardians	GROUP 6	Students



Culture for Learning Policy

Vision

At Dubai Schools Nad Al Sheba, our vision as a school is to create a learning environment and culture where students ***"thrive, feel safe to learn and are polite to one another."*** We remind students daily that ***"every minute counts"*** and learning time is precious. We expect students to follow instructions from staff ***"first time, every time"*** and understand that the teacher's words in the classroom are ***"gold dust."***

Values

High Expectations - Linked to the school core value of ***Academic Quality.***

Seamless Routines and Transitions - Linked to the school core value of ***Collaboration & Inclusion.***

Politeness and Respect - Linked to the school core value of ***Trust & Empathy.***

Common Language

Our **"Common Language"** to support a strong school culture for learning across Dubai Schools Nad Al Sheba focuses on **maximum student engagement** in lessons, coupled with developing **excellent oracy and presentation skills**. This is all fostered within an **environment of warmth, kindness and courtesy**.

High Expectations

At Dubai School Nad Al Sheba we believe this "Common Language" supports our values of **high expectations and academic quality**. These is encompassed within our three core school strategies of:

- **SLANT** (for student engagement)
- **SHAPE** (for building oracy and presentation skills)
- **STEPS** (for politeness and respect).



Routines and Transitions

At Dubai Schools Nad Al Sheba we believe in **seamless routines and transitions** around the school and in the classroom.

Around the school:

Laser Lines and STEPS (NAS Walk & Talk):

- Classes are to **move quietly between lessons, in single file** and always walk in “**Laser Lines**”. Staff lead their line from the front, frequently check the line and reinforce good behaviors with verbal praise.
- All students are to display good manners around the school and in classrooms by using “**STEPS**”.
- For example; “*As Salaamu Alaikum/Hello, Sir*” or “*How are you, Miss?*”; “**Thank you**” when receiving something; “**Excuse me**” when in need of space; “**Please**” when asking for something, and to **Smile** at other members of our community (Sunnah).

Into the classroom:

- When a class enters the classroom from a transition, we expect the teacher to stand at the door and begin a **10 second verbal countdown** for students to be ready for learning with positive encouragement and proximal praise.
- For example; “*10, 9... well done X for handing out the books, 8... good to see Y with their pencil case out, 7, 6... great work Z for already writing down the title... 5, 4... great to see Table 2 all working on the hook task, 3...2... and... 1. Everyone should be ready for learning.*”

During the lesson - SLANT:

- Teachers in the lesson will want all student’s attention to issue instructions at certain points, begin feedback or re-teach a common misconception they have picked up on. Teachers at Dubai Schools Nad Al Sheba will do this by audibly and in a staccato like manner call “*3..., 2..., 1... and SLANT.*” When “**SLANT**” is called by the teacher, the teacher is **visibly at the front of the room** (in the **swivel position** – the maximum viewing angle to see the whole class).
- The teacher then scans the room to **ensure all eyes are on them and equipment is put down** (out of hands). They achieve this through their body language and looking around the room, **reinforcing good behaviors** as they do so. Teachers should call for SLANT in lessons as often as they need when they require 100% student focus.
- For example: “*3..., 2..., 1... and SLANT. Well done Table 3 who are all in SLANT and looking at me. I am just waiting for a few more students... that’s better, all eyes are now on me and pens are down. Thank you!*”
- If a student does not SLANT straight away, **remind them through non-verbal cues first** (eye contact then physical gestures with your body language or hand gestures) and then, if this does not work, through verbal communication.
- For example: After looking at the students and using a hand gesture that suggests the student should sit up you should say; “*X, can we make sure we are sitting up straight and looking at me. Thank you.*” If this continues use the reminder stepped approach system for dealing with low-level behavior (this is covered later in the document).



During the lesson – Front loading of instructions and economy of language:

In lessons at Dubai Schools Nad Al Sheba, we believe staff should have a **warm/strict approach** with the students they teach.

Warm in the sense of being **welcoming, caring and narrating the positives** at all times. **Strict** in the sense of **having high expectations** and creating a culture in the classroom where students can **thrive, feel safe to learn and are polite to one another**. Teachers do this through **front loading their instructions and expectations** and ensuring **economy of language**.

- At the beginning of a lesson or new activity, after a teacher has called “3..., 2..., 1... and **SLANT**,” the teacher will want to issue their instructions to the class, so students are clear what is expected of them. They do this from the **swivel position** (the front and center of the classroom). This ensures all students can hear and see what is being said.
- For example, in a **strong and clear voice** from the **swivel position** a teacher would say: “3..., 2..., 1... and **SLANT**. Good morning Grade 5, today we will be working on... [topic] and our learning intention is... [share with class]. The reason we are learning about this is ... [reason]. For the first activity today, we will be ... [insert instructions]. You will only have 5 minutes to complete this and then we will stop the activity to check your understanding. Be ready to feedback with an answer as I may ask you a question. If you complete the task before the 5 minutes is up, you can complete the challenge task [explain the challenge task]. If you have any questions, try to ask your partner first or come to the answer through thinking deeply about it. Only if you are really stuck should you raised your hand. The noise level for this task is... Ok, just before we start, X can you tell me what we have to do? [Answers correctly or ask another student to help / clarify before going back to that student to repeat the answer]. Great! Y how long do we have and what do we do if we are stuck? Fantastic! You now have 5 minutes exactly. Everyone ready? 3..., 2..., 1... and **GO!**”
- For the first minute we would expect the teacher to remain at the front of the room in the swivel position (the very front) to ensure 100% focus and that the climate of the activity is correct before supporting students.
- We would encourage staff to rehearse and write a script to ensure they have maximum **economy of language** with their instructions. If **front loading of instructions** is done well, the teacher does not need to issue further instructions or clarifications during the task. This means the learning can continue for students uninterrupted.

During the lesson - SHAPE:

- Also, to develop student’s oracy and presentation skills when students are speaking, presenting or feeding back, the teacher may want a student to “**SHAPE**” their answer more fully.
- For example; “Good initial answer X, could you try saying that again 10% louder so the rest of the class can hear how wonderful it was!” or “That’s a good answer Y, can you put that in a full sentence for me please?”

We believe **an orderly start to lessons ensures a strong culture for learning** and gives students the **best possible opportunities to learn**.



Awards and Rewards

At Dubai Schools Nad Al Sheba, we believe in using a range of **intrinsic and extrinsic** awards and rewards to motivate students to achieve their best. These awards and rewards are school wide focusing on the **positive reinforcement** of **strong attendance, behaviors, skills, knowledge, values and attributes** along with academic **progress and attainment**. See details below:

Individual Awards and Rewards	Class Awards and Rewards
Class Dojo points Star of the Week Assembly Awards (values and attributes). Termly subject awards Reward Trips and Educational Visits	Class Dojo for whole class Assembly Awards (values, attributes and attendance) Reward Trips and Educational Visits



Approach to Low-Level Behaviors

In regards to **student expectations in lessons**, along with our strategies of **SLANT**, **SHAPE** and **STEPS**, we also have a clear **reminder system** to support with focus and engagement. Teachers take a **stepped approach** to addressing and correcting low-level behaviors in the classroom to ensure we maintain those **high expectations** and **academic quality**.

1st Reminder:

- The teacher is **clearly expressing** to the student that they need to **change their current behavior**.
- They are **verbally modelled how this behavior should look** to support the student.
- For example; *"X ... please ensure when you want to speak, you raise your hand. This is your first reminder. At Dubai Schools NAS, we always raise our hand first if we want to ask a question."*

2nd Reminder:

- The teacher is **clearly expressing** to the student that they need to **change their current behavior**.
- They are **verbally modelled how this behavior should look** to support the student.
- For example; *"X ... please ensure when you want to get out of your seat, you raise your hand first and get permission. This is your second reminder. At Dubai Schools NAS, we always raise our hand to ask for permission before we get up."*

Final Reminder:

- The teacher is **clearly expressing** to the student that they need to **change their current behavior**.
- They are **verbally modelled how this behavior should look** to support the student.
- For example; *"X ... please ensure we are not..., This is your final reminder. At Dubai Schools NAS, ..."*

Follow-Up:

If the low-level behavior(s) continue after the **third and Final Reminder**, staff are to **log the incident(s)** on ISAMS, **contact the parents** for their support, to support the student going forward.

1 st Reminder	2 nd Reminder	Final Reminder
Address the current behavior Model the expected behavior Consider other options (e.g. seating) Praise when this is corrected	Address the current behavior Model the expected behavior Consider other options (e.g. seating) Praise when this is corrected	Address the current behavior Model the expected behavior Consider other options (e.g. seating) Praise when this is corrected



Additional Student Support Approaches

- Along with maintaining **high expectations** and our school value of **academic quality**, we also have a staged approach process for students with more persistent and challenging behaviors at Dubai Schools Nad Al Sheba.
- This student-centered approach links to our school value of **collaboration and inclusion**. We therefore base all support on the individual needs of students and analysis of ISAMS reward and conduct data.
- This “extra scaffold” for these students is provided through **Student Support Interventions (SSIs)**. These student focused support interventions give children the opportunity to reflect and set clear targets for the day that they can understand, adjusted to their individual needs.

Student Support Interventions (SSIs)

The aim of **Student Support Interventions (SSIs)** is to allow students time to **reflect** on their conduct and **re-engage** with their learning through a **restorative** process. **These are the three “R’s” of the Student Support Interventions:**

Reflect	Re-Engage	Restore
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How do SSIs support students?

- Students on **internal reflections** can work independently with pre-prepared work from their teachers and grade level resources under the supervision of a senior member of staff for support.
- Students on internal reflection during this time also complete **Student Reflection Sheets** to understand what they did and how they can use more effective strategies next time to avoid repeating these behaviors.
- Finally, there may be occasions where students who need to write about an incident can do so during SSIs on a **Student Statement Sheet**. This allows them to think clearly and write (with support) their view on events.



Culture for Learning: Staged Support Ladder

Stage:	Examples of behaviors	Who is responsible?	Actions to be taken
1	<ul style="list-style-type: none"> Persistent low-level disruption in class Lateness Inappropriate language Incorrect uniform Defiance 	Home Room Teacher	<ul style="list-style-type: none"> Positive handling of incident – quiet conversation Change seating Ensure lessons are engaging Restorative conversations & consequence (including break/lunch reflection time) Log on iSAMS L1 Inform parents on Seesaw/email/iSAMS
2	<ul style="list-style-type: none"> Repeated Level 1 Behaviors Bullying (including cyberbullying) Leaving school without permission Taking items without permission Misuse of technology 	Home Room Teacher Grade Level Leader	<ul style="list-style-type: none"> Restorative conversations & consequence (including break/lunch reflection time) Complete reflection sheet (where necessary) Formal Internal reflection time Call parents to discuss issue Log on iSAMS L2 HRT to inform GLL



3	<ul style="list-style-type: none"> Repeated Level 2 Behaviors Physical Fighting One off serious incident Bringing the school into disrepute 	Home Room Teacher Grade Level Lead Instructional Coach	<p>As above, as well as possible:</p> <ul style="list-style-type: none"> Reduced timetable Counselling Formal Internal Reflection time Formal External Reflection time Meeting with parents Log on iSAMS L3 Use of Student Support Interventions (SSIs) to support the restorative process, ensure students' safety and ensure lessons are not disrupted
4	Repeated pattern of some/all levels of behaviours	Home Room Teacher Grade Level Leader Instructional Coach Dean of Students	All of the above plus measures at the DoS discretion including working with the KHDA/KF
5	Repeated pattern of some/all levels of behaviours	Home Room Teacher Grade Level Leader Instructional Coach Dean of Students Head of School/VP	All of the above plus measures at the HoS/VP discretion including working with the KHDA/KF
6	Repeated pattern of some/all levels of behaviours	Home Room Teacher Grade Level Leader Instructional Coach Dean of Students Head of School/VP Principal	All of the above plus measures at the Principal's discretion including working with the KHDA/KF



Culture for Learning: Roles and Responsibilities

Teaching staff:

- Have high expectations of all students and model the behaviors we would expect all students to have.
- Support the overall culture for learning environment of the school.
- Abide by the values, morals and traditions of the U.A.E. in all their interactions and actions.
- Be highly visible, on the threshold of their doors during transitions and proactively dealing with student behaviors.
- Use a common language for engagement, oracy and politeness in the school with SLANT, SHAPE and STEPS.
- Be aware of their school duties, are punctual to these and pro-actively support in a strong culture for learning.
- Log all incidents on *ISAMS* daily and follow up with parents through verbal communication (conversation or phone calls) or written communication (email, ISAMS or Seesaw).
- To ensure all safeguarding incidents are reported to the *Designated Safeguarding Lead (DSL)* or a member of the *Safeguarding Team* as soon as possible (these must also be logged on *Wellbeing Manager on ISAMS*).



Students will:

- Have high expectations in terms of their pastoral and academic standards.
- Abide by the values, morals and traditions of the U.A.E. in all their interactions and actions.
- Complete all their work and homework to the best of their ability.
- Be polite, kind and courteous to all.
- Show respect to all staff and students.
- Follow instructions from staff first time, every time.
- To follow the schools' values in all they do.
- To attend school every day and be on time for Morning Meetings.
- To be on time to lessons (not late).
- To wear the DSN uniform each day.

Parents will:

- Support the school in their high expectations.
- Abide by the values, morals and traditions of the U.A.E. in all their interactions and actions.
- Support their child in showing interest and enthusiasm in their work and homework.
- Support your child in being polite, kind and courteous to all at school.
- Support the school's decisions in regard to culture and behavior.
- Re-enforce to your child that they follow instructions from staff.
- To communicate with the school in a positive and pro-active manner.
- To ensure your child attends each school day on time.
- To ensure the child is dressed fully in the DSN uniform each day.
- To acknowledge that there are two sides to each incident or problem and to understand this when the school is investigating or taking action in any matter.
- To acknowledge and accept the findings of the school's investigation and actions when carried out.
- To understand that after an investigation is conducted and if the school takes action (in line with its policies), details of such actions cannot be shared with any parents except the child who the action is taken against.
- To contact the school directly to resolve any concerns or issues you have to ensure they are dealt with quickly and most effectively (this is always the best option).





- S** Sit up
- L** Listen carefully
- A** Ask and answer questions
- N** Nod your head
- T** Track the speaker



- S** Speak in full sentences
- H** Hands away from your mouth
- A** Articulate your words
- P** Project your voice
- E** Eye contact



- S** Sir or Miss
- T** Thank you
- E** Excuse me
- P** Please
- S** Smile

