

Repton Dubai

Teaching & Learning Policy

Building Knowledge. Developing Voice. Exercising Judgement.

Effective from September 2026 · Owner: Principal · Review cycle: Annual

Contents

1. Our Purpose — Teaching & Learning at Repton	3
2. Our Purpose — Excellence, Commitment & Trust.....	3
2.1 Professional Judgement	3
2.2 Scope.....	4
3. One Coherent Approach — Framework at a Glance	4
3.1 Purposeful Technology Across the Framework	4
4. Building Knowledge — Evidence-Informed Teaching.....	4
5. Developing Voice — Oracy and Dialogic Learning	5
6. Exercising Judgement — Agency Through Application.....	6
7. Implementation & Assurance — Our Audit Trail	6
8. Evidence to Improvement — Required Leadership Action.....	8
9. Responsibilities & Governance — Sustaining the Policy.....	9
9.1 Alignment & Monitoring	9
9.2 Review	9
9.3 Expected Outcome.....	9
10. Linked Documents & Policy Control.....	10

1. Our Purpose — Teaching & Learning at Repton

Repton Dubai is academically ambitious. We believe that deep knowledge, intellectual confidence and strength of character are mutually reinforcing.

Our teaching develops the knowledge, voice and judgement through which Reptonians become scholarly, socially articulate and increasingly capable of purposeful action. This is teaching and learning's particular contribution to the wider character, leadership and academic excellence described in **Vision 2031**.

Knowledge opens doors, but recalling knowledge is only the beginning. Students must learn to question, connect, articulate and apply what they know. Our approach therefore rests on three connected pedagogical pillars:

BUILDING KNOWLEDGE

Evidence-informed teaching that builds secure knowledge and knows its impact.

DEVELOPING VOICE

Oracy and dialogic learning that makes thinking visible.

EXERCISING JUDGEMENT

Agency through application that enables students to use learning with increasing independence and judgement.

2. Our Purpose — Excellence, Commitment & Trust

These choices reflect Excellence in the depth and quality of what is taught and learned; Commitment to the attention, practice and perseverance that learning requires; and Trust in expert teachers, strong relationships and students' growing capacity to take responsibility.

Cognita's **Teaching and Learning Improvement Programme** and the **EEF Teaching and Learning Toolkit** provide a shared, evidence-informed repertoire through which teachers develop these practices. Technology, including **FLINT and artificial intelligence**, runs across all three pillars. It is used purposefully where it strengthens learning, while protecting the attention, dialogue, originality and independent thought that powerful learning requires.

2.1 Professional Judgement

This policy provides a common basis for curriculum design, classroom practice, professional learning and quality assurance from the Early Years to Year 13. It supports alignment with Cognita expectations and the UAE and DSIB context in which Repton Dubai operates.

2.2 Scope

The framework does not prescribe a single model of an effective lesson. Effective teaching differs according to phase, subject, students, prior knowledge and intended learning.

3. One Coherent Approach — Framework at a Glance

Vision 2031 establishes where we are going. This policy defines the teaching and learning choices through which we will get there. Our 2031 ambition and the **pedagogical pillars** are set out below.

BUILDING KNOWLEDGE	DEVELOPING VOICE	EXERCISING JUDGEMENT
EVIDENCE-INFORMED TEACHING	ORACY & DIALOGIC LEARNING	AGENCY & APPLICATION
Know thy impact	Make thinking visible	Using learning with increasing independence
What are students learning, and how do we know?	Whose thinking is being heard, developed and challenged?	What are students becoming able to do without us?

3.1 Purposeful Technology Across the Framework

PICRAT asks what students are doing with technology and whether its use replaces, amplifies or transforms learning. No position is automatically better: the right choice is the one that best serves the intended learning.

BUILDING KNOWLEDGE	DEVELOPING VOICE	EXERCISING JUDGEMENT
Improve explanation, access, practice and feedback while protecting secure knowledge and independent recall.	Support language, rehearsal and perspectives while protecting authentic voice and human dialogue.	Broaden inquiry, critique and creation while protecting verification, responsibility and intellectual ownership.

4. Building Knowledge — Evidence-Informed Teaching

Students need secure and connected knowledge to think critically, communicate with precision and respond intelligently to unfamiliar situations.

THE APPROACH	EVIDENCE OF THE APPROACH	PURPOSEFUL USE OF DIGITAL & AI SUPPORT
--------------	--------------------------	--

COHERENT CURRICULUM SEQUENCING	Important knowledge is identified, logically sequenced and revisited. Teachers connect new learning to prior knowledge and anticipate misconceptions.	Digital resources can improve access to prior learning, representations and examples. AI may generate or adapt examples; curriculum priorities remain matters of professional judgement.
EXPERT EXPLANATION & MODELLING	Teachers present new material clearly, break down complexity and make expert thinking visible. Models clarify process and expected quality.	Multimedia, visualisation and simulation may make difficult ideas accessible. AI can offer alternative explanations or examples which are evaluated for accuracy.
PURPOSEFUL PRACTICE & RETRIEVAL	Students recall, rehearse and apply important knowledge over time. Practice builds fluency rather than simply completing tasks.	Technology can provide varied practice and immediate feedback. FLINT may personalise questions while teachers monitor fluency and dependency.
CHECKING, FEEDBACK & ADAPTATION	Teachers seek evidence of understanding, identify misconceptions and adapt explanation, support, challenge or future planning.	Digital assessment and AI-supported analysis can reveal patterns. They inform but do not replace professional interpretation and interaction.
METACOGNITION & SELF-REGULATION	Students learn to plan, monitor and evaluate learning. Teachers model strategies and reduce support as students make better choices.	AI may provide prompts, coaching questions and reflection. Support develops students' control rather than making decisions for them.

LEADERSHIP TEST Do curriculum, teaching and intervention decisions respond to evidence of learning, or principally to activity completed and content covered?

5. Developing Voice — Oracy and Dialogic Learning

Students deepen knowledge and develop intellectual confidence when they learn to listen, explain, question, connect and defend ideas.

THE APPROACH	EVIDENCE OF THE APPROACH	PURPOSEFUL USE OF DIGITAL & AI SUPPORT
DISCIPLINARY LANGUAGE	Students develop the vocabulary, structures and conventions needed to think and communicate within each subject.	Technology can provide models, pronunciation, translation and rehearsal. AI support extends expression without reducing intellectual demand.
SPEAKING & LISTENING	Students express ideas clearly, listen attentively and respond to what others say with increasing sophistication.	Recording and playback support rehearsal and reflection. AI may offer feedback, while real audiences remain essential.
QUESTIONING & EXPLANATION	Questions reveal understanding, test assumptions and extend reasoning. Students increasingly explain how and why.	AI can generate provocations or alternatives. Students evaluate these and construct their own reasoning.

DIALOGUE, DISCUSSION & DEBATE	Talk has an intellectual purpose. Students build on, challenge and refine ideas. Harkness is used when knowledge and preparation are sufficient.	Digital platforms can widen participation and connect perspectives. They support rather than displace sustained face-to-face dialogue.
EQUITABLE & AUTHENTIC VOICE	Routines enable all students to contribute meaningfully. Cultures, identities and perspectives are heard and respected.	Technology can provide preparation and language support. It must not homogenise voices or generate contributions students cannot own.

LEADERSHIP TEST Is dialogue improving the quality and equity of students' thinking, or is participation being mistaken for learning?

6. Exercising Judgement — Agency Through Application

Students exercise judgement when they use knowledge to evaluate possibilities, make informed decisions and take responsibility for their choices.

THE APPROACH	EVIDENCE OF THE APPROACH	PURPOSEFUL USE OF DIGITAL & AI SUPPORT
GUIDANCE TOWARDS INDEPENDENCE	Responsibility moves from expert modelling to guided practice and increasingly independent performance. Scaffolds are withdrawn appropriately.	Technology can provide prompts and responsive support. Teachers monitor whether it enables independence or creates dependency.
APPLICATION & TRANSFER	Students use knowledge in familiar and unfamiliar contexts, connect ideas and select appropriate strategies.	Simulations and adaptive tasks create varied contexts. AI can generate scenarios; students determine how knowledge applies.
INQUIRY & EVALUATION	Students ask worthwhile questions, investigate from secure knowledge and evaluate sources, evidence and claims.	AI can broaden perspectives. Students verify outputs, identify uncertainty and distinguish evidence from confident assertion.
DECISION-MAKING & OWNERSHIP	Students make choices, explain reasoning, respond to challenge and accept responsibility for decisions.	AI may present alternatives or counterarguments. It provides material for judgement, not the judgement itself.
CREATION & MEANINGFUL APPLICATION	Students combine knowledge, skill and judgement to create, solve or contribute something of value for authentic contexts or audiences.	Digital tools enable design, production and connection. Students retain responsibility for purpose, content and integrity.

LEADERSHIP TEST Are students applying knowledge, weighing alternatives and taking responsibility for decisions, or merely completing tasks within choices already made for them?

7. Implementation & Assurance — Our Audit Trail

The following establishes the minimum cycle through which this policy will be implemented and assured. The SIP, action plans, improvement sprints, professional development plans and published quality assurance calendar may increase the frequency or depth of activity in response to identified need.

AUDIT POINT	PURPOSE / GOAL	EVIDENCE BASE AND RECORD	OWNER	ASSURANCE / CHECK	MINIMUM FREQUENCY
CURRICULUM DEFINITION	Establish essential knowledge, disciplinary language, assessment expectations and progression.	Curriculum maps; schemes or programmes of work; progression documents; assessment plans; standards and exemplars.	Middle leaders	DHTs (academic) verify coherence, ambition and alignment with this policy.	Full annual review; termly revision or when evidence identifies weakness.
UNIT & MID-TERM PLANNING	Translate the curriculum into sequenced learning that builds knowledge, develops voice and enables judgement.	Unit or medium-term plans; assessment; identified adaptation; purposeful technology where relevant.	Teachers, coordinated by middle leaders	Middle leaders check coverage, progression, challenge and response to student need.	Before each unit or planning cycle; reviewed following delivery.
STUDENT EXPERIENCE & ACTION	Establish whether students experience the intended curriculum and approaches consistently.	Learning visits; student work, explanation and voice; planning; formative assessment; evidence from identified groups.	Middle leaders	DHT Academic triangulates evidence and challenges unexplained variation.	At least half-termly; more frequently where need is identified.
STANDARDS, PROGRESS & EQUITY	Evaluate knowledge, communication and judgement; identify variation between classes, groups and phases.	Moderated work; assessment; progress and attainment; student profiles; intervention review; outcomes by group.	Middle leader, supported by assessment, Inclusion and ELL leaders	Head of Sections reviews standards, variation, accuracy of evaluation and required action.	Moderation termly; identified groups reviewed at least half-termly.
IMPROVEMENT ACTION	Address significant variation, weakness or inequity through focused action.	SIP or action plan; sprint tracker; baseline; leading indicators; coaching and development records; impact measure.	AHTs	DHTs check implementation and evaluate impact at the agreed review point.	Weekly check-in and fortnightly coaching where appropriate; end-of-sprint review.
SECTION ASSURANCE	Evaluate quality, consistency, current priorities	Section self-evaluation; departmental reviews; triangulated QA; action-plan outcomes; student	Head of Sections	Vice Principal and Principal scrutinise conclusions and agree priorities.	Termly.

AUDIT POINT	PURPOSE / GOAL	EVIDENCE BASE AND RECORD	OWNER	ASSURANCE / CHECK	MINIMUM FREQUENCY
	and impact across the section.	outcomes and experience.			
WHOLE-SCHOOL EVALUATION	Determine whether the policy is implemented dependably and improving student learning.	SEF; SIP evaluation; section reports; QA; development impact; outcomes, voice and equity analysis.	Vice Principal and Heads of Section	Principal and Governors scrutinise implementation, variation, action and impact.	Annually; progress against priorities reviewed termly.

8. Evidence to Improvement — Required Leadership Action

Where evidence identifies material variation, weakness or inequity, the accountable leader must establish and complete an appropriate improvement cycle.

STAGE	REQUIRED ACTION	RECORDED THROUGH
DEFINE	State the precise problem, students affected and why it matters.	SIP, section or departmental action plan, or sprint tracker
BASELINE	Establish the scale and location of variation from current evidence.	Baseline measure and supporting evidence
PRIORITISE	Determine whether immediate intervention, a six-week sprint or longer-term action is required.	Leadership review and prioritisation record
ACT	Specify curriculum, leadership or professional-development action, ownership and timescale.	Action plan, sprint tracker, coaching or development plan
MONITOR	Check implementation and whether agreed leading indicators are moving.	Weekly check-in, fortnightly coaching and sprint evidence, as appropriate
EVALUATE	Determine whether students' experience, learning or outcomes have improved.	Half-termly or end-of-sprint review using triangulated evidence
RESPOND	Sustain, adapt, intensify or close the action according to evidence.	Updated action plan or closure record

PROFESSIONAL DEVELOPMENT Where evidence identifies a practice need, the accountable leader must define the required improvement, support and impact measure. Participation or completion is not evidence of success; improved practice and student learning are.

ACCOUNTABILITY & ESCALATION Strong and dependable practice must be recognised, shared and used to develop others. Missed actions or insufficient improvement must be escalated to the next leadership level, with support, monitoring, objectives or formal procedures applied proportionately.

QUALITY ASSURANCE Judgements must draw on triangulated evidence gathered over time. Professional judgement does not remove leaders' responsibility to know the quality of provision and act where it is not sufficiently strong, consistent or equitable.

9. Responsibilities & Governance — Sustaining the Policy

ROLE	POLICY ACCOUNTABILITY
GOVERNORS	Scrutinise whether teaching and learning are sufficiently strong, consistent and aligned with Vision 2031. Challenge leaders on variation, action and impact.
PRINCIPAL	Hold overall accountability. Ensure alignment across the policy, SIP, leadership KPIs, job descriptions, professional development and quality assurance.
VICE PRINCIPAL & HEADS OF SECTION	Ensure the matrix is implemented; approve priorities; hold leaders accountable; allocate support; report accurately on quality and impact.
DEPUTY & ASSISTANT HEADS	Lead assigned curriculum, teaching, professional-development or assurance domains; verify implementation and intervene where evidence identifies inconsistency.
MIDDLE LEADERS	Maintain curriculum coherence; know the quality of provision; develop colleagues; lead improvement and evaluate impact.
TEACHERS	Plan and teach in accordance with the pedagogical approaches; engage in required development; use evidence to adapt practice.
INCLUSION, ELL & DIGITAL LEADS	Provide specialist guidance, analyse patterns, support implementation and challenge practice where access, equity, safety or purpose is insufficient.
STUDENTS	Participate, practise, respond to feedback, contribute responsibly and demonstrate increasing independence, integrity and judgement.

9.1 Alignment & Monitoring

Accountabilities must be reflected, where relevant, in job descriptions, leadership KPIs, professional objectives, the SIP and section or departmental action plans. Middle leaders must maintain current evaluation and improvement records; Heads of Section must report termly on implementation, variation, action and impact; the Principal must assure completion of the annual cycle.

9.2 Review

The policy will be reviewed annually through the school's governance arrangements, considering implementation and impact, progress against Vision 2031 and the SIP, and relevant changes in research, technology, Cognita expectations and UAE requirements.

9.3 Expected Outcome

Students know more, communicate with increasing confidence and exercise increasingly informed and independent judgement.

10. Linked Documents & Policy Control

Policy owner	Principal
Operational lead	Vice Principal / Academic Leadership
Applies to	Early Years to Year 13
Effective from	September 2026
Review cycle	Annual