



ST. MARY'S *Catholic High School, Dubai*

NO HAND RAISING POLICY

2026-2027



NO HAND RAISING POLICY

Lower Primary (Years 1–4)

Scope

This policy applies to all students in Years 1–4 and establishes a consistent and equitable approach to classroom participation.

Purpose

The purpose of this policy is to:

- Ensure fair and balanced participation for all students.
- Promote active thinking and engagement.
- Develop respectful listening and turn-taking skills.
- Create transparency in how students are selected to respond.
- Foster a positive and inclusive classroom culture.

Rationale

In Years 1–4, students are developing confidence, communication skills, and social awareness. Traditional hand-raising practices can unintentionally lead to the same students participating frequently, while others participate less.

A structured No Hand Raising approach ensures that:

- All students remain cognitively engaged.
- Participation is not based on speed, confidence level, or visibility.
- Every student has equal opportunity to contribute.
- Selection of students is systematic rather than subjective.



By using transparent and consistent participation systems, the school reduces the likelihood of perceived or unintended bias in the selection of students. This ensures that classroom questioning is based on structured practice rather than personal preference.

This approach aligns with the expectations of the Knowledge and Human Development Authority by promoting inclusive practice, fairness, and high levels of student engagement.

Student Expectations (Years 1–4)

Students are expected to:

- Listen carefully to each question.
- Think about their answer quietly.
- Wait respectfully for the teacher to call their name.
- Speak clearly and respectfully when invited.
- Listen attentively to peers.
- Avoid calling out or raising hands unless specifically instructed.



Students understand that they may be called upon at any time and should remain prepared to participate thoughtfully.

Teacher Responsibilities

- To ensure fairness and transparency, teachers will:
- Use structured and consistent name-selection systems (e.g., name sticks, rotation systems, digital randomizers).
- Avoid selecting students based solely on volunteers.
- Monitor participation to ensure balanced opportunities over time.
- Keep informal tracking where necessary to ensure equitable distribution.
- Provide appropriate thinking time before calling on students.
- Foster a supportive environment where mistakes are part of learning.

Student selection will not be influenced by personal preference, behavior unrelated to learning, or individual bias.

Teachers may allow hand-raising in specific structured circumstances (e.g., urgent clarification or well-being needs).

Inclusion and Differentiation

To support all learners:

- Students requiring additional support may receive advance notice before being called upon.
- Questioning will be scaffolded appropriately.
- Alternative response methods (mini whiteboards, partner talk) may be used.
- Teachers will remain sensitive to individual communication or confidence needs. The aim is equitable opportunity, not equal frequency at every moment. Participation will be balanced over time.

Monitoring and Review

- Phase leaders will monitor consistent implementation across Years 1– 4
- Teachers will reflect on questioning practices to ensure fairness.
- The policy will be reviewed annually.



	September 2026
Next Review Date:	August 2027