

English Policy

Vision Statement

In line with our school vision, we aim at building the Character and Future of our students at Deira Private School.

Mission:

Our mission is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential.

We want our nation's schools to nurture well-rounded citizens, confident in their inner abilities and fully equipped for adulthood. Our educators will instil in young people the shared values of our moderate religion and our national identity. Each new generation will emerge ready to play an active and positive role in society as self-directed and responsible citizens.

Our nation will set and achieve increasingly ambitious educational targets. A progressive national curriculum will extend beyond rote learning to encompass critical thinking and practical abilities, equipping our youth with essential skills and knowledge for the modern world. In terms of such practical competencies—as well as high scores on standard international examinations—our children's educational achievements will place them on a par with students in the most advanced nations.

The UAE will successfully encourage Emiratis to maximise their potential by remaining in school and reaching higher levels of education. School drop-out rates will fall, university enrolment will rise, and more Emiratis will climb higher up the ladder of learning into post-graduate education. The majority of high-school graduates will choose to continue their studies, and those who do leave school early will receive other forms of support such as vocational training.

Education will provide equality of opportunity and balanced outcomes for all students. Special needs students will be properly integrated within the education system with the benefit of support programmes and infrastructure that guarantee fair access.

—Section 4.2 of the UAE National Charter 2021

English at Deira Private School

At DePS, we aspire to deliver British National Curriculum best practice in the teaching and learning English in Primary School. We aim to develop students' abilities within an integrated spoken language, speaking and listening, reading and writing. Learners will be given opportunities to incorporate the teaching of English across the curriculum, with opportunities to consolidate and reinforce literacy skills and practice extended writing. We follow the National Curriculum Framework for Literacy and English and use other current guidance to enable quality teaching and learning.

The overarching aim for English in the National Curriculum (DfE, 2013) is to promote high standards of language and literacy by equipping learners with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- ✓ Read easily, fluently and with understanding.
- ✓ Develop the habit of reading widely both for pleasure and information.

- ✓ Acquire a wide range of vocabulary, an understanding of grammar, and linguistic conventions for reading, writing, and spoken language.
- ✓ Appreciate our rich and varied literary heritage.
- ✓ Write clearly, accurately, and coherently, adapting language and style in, and for, a range of contexts, purposes, and audiences.
- ✓ Use discussion to learn, to elaborate and explain clearly understanding and ideas.

Teaching and Effective Learning

- ✓ Effectiveness of lesson planning, the management of time and use of resources in lessons
- ✓ Teacher-student interactions, including the use of dialogue and questions
- ✓ Teaching strategies to meet the needs of all groups of students
- ✓ The extent to which teaching promotes critical thinking and independent learning

(Inspection Handbook 2012 – 2013)

Promoting High-Quality Learning Through Teaching and Learning

Our approach to promoting high quality and effective literacy skills is an integral part of our whole school curriculum and is a key focus in all areas of learning. It is based on clear values, high expectations and up-to-date effective approaches to the teaching and learning of literacy. We also recognise that it is the school's responsibility to provide high-quality teaching and learning opportunities that will significantly influence the literacy standards of our learners. We accept and recognise that classroom management, teacher behaviour, and modelling of appropriate spoken language and literacy strategies can positively impact the development of functional literacy skills. We will seek to encourage and support the literacy achievements of our learners through highly effective teaching, precise planning with literacy opportunities identified and a positive learning climate conducive to learning. Teachers' knowledge of their subjects and how they are learned.

Spoken English and listening at DePS

We want our students to develop confidence and competence in speaking and listening so that they are able to:

- ✓ Speak clearly and confidently in different scenarios.
- ✓ Adapt their speech for different audiences and purposes.
- ✓ Listen with understanding and empathy and respond sensitively and appropriately.
- ✓ Build on others' viewpoints and attitudes as well as having their personal opinions.

School's Provisions

- ✓ Provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.
- ✓ Use a wide range of questioning techniques and strategies to elicit improved verbal responses from students.
- ✓ Reinforce the differences between Standard English and non-standard forms of the language where appropriate
- ✓ Reinforce the importance of accuracy in spoken or written language.

Students will have regular chances to speak and listen in the following contexts:

- ✓ in pairs with a working partner
- ✓ in small groups with opportunities to take on the roles of chair or scribe
- ✓ with the teacher or another adult
- ✓ in whole-class discussions.
- ✓ exploring and describing events, activities and problems, exploring and
- ✓ developing ideas with others
- ✓ asking questions as well as answering them
- ✓ speculating, hypothesising and imagining
- ✓ planning, organising and reviewing activities
- ✓ investigating and solving problems collaboratively
- ✓ evaluating experiences and reflecting on learning

Reading at DePS

Curriculum Design and Planning: Reading

Talk for reading is to grow confident, critical and appreciative readers. No student can be a reader until they choose what to read and begin to develop a taste. "Unsurprisingly, the best writers in any class are always readers. Reading influences writing- the richness, depth and breadth of reading determine the writer that we become." (Pie Corbett, Talk for Writing).

High priority is given to reading throughout the school and our curriculum has been structured to ensure that students are given opportunities to develop their reading skills across the whole curriculum. We aim to develop a positive reading culture by creating welcoming book areas in classrooms and a school library and raising the reading profile through a print-rich environment and attractive book displays. To help promote a reading culture we ask pupils to regularly participate in both internal and external reading challenges and celebrate events such as World Book Day and The Emirates Literature Festival.

- ✓ National Curriculum reading objectives are explicitly targeted in weekly reading comprehension lessons and guided reading lessons; one discrete reading comprehension lesson per week and one guided reading lesson per week.
- ✓ The meaning of vocabulary which is likely to be unfamiliar to students is taught explicitly and practised in context.
- ✓ Teachers model the reading process including thinking aloud to show their reflections and understanding of critical ideas.
- ✓ Each class has a core class book per term which is studied in guided reading lessons; 'Close reading' sessions are also included, where pupils read-aloud for short sections, analysing meaning and vocabulary choices in depth and discussing their preferences, making links with other books.
- ✓ Students are exposed to a wide range of fiction, non-fiction and poetry texts across the curriculum.
- ✓ Teachers collect and record evidence about students' understanding and achievements in reading to support future planning.
- ✓ Daily reading at home is encouraged through our online Reading A-Z programme (Year 1-8) and Jolly Phonics physical books programme (FS to Year 3).
- ✓ Students visit the school library each week to choose a book to take home. The library is well stocked and provides non-fiction, fiction and poetry reading materials in English, Arabic and some other mother tongues

of our community. This is aimed at enriching and developing a breadth of reading along with personal choice.

- ✓ Students are encouraged to write reviews and recommendations of the literature they have read.

Our students will develop increasing confidence and competence in reading so that they can:

- ✓ Read fluently, accurately and with understanding
- ✓ Become independent and critical readers
- ✓ Select information from a wide range of texts and sources, including print, media and ICT, and to evaluate sources

School's Provisions

Use available data on students' reading ability to plan appropriate support according to their differentiated needs.

- ✓ Understand the importance of checking the readability of materials used with students against their reading ages
- ✓ Promote phonic and phoneme awareness
- ✓ Use of phonics and phonemes to support reading for all ELLs
- ✓ Reading interventions are provided for students who are not meeting national age-related expectations

Students will have regular chances to read in the following contexts:

- ✓ read and follow written instructions
- ✓ read and engage with narratives of events or activities
- ✓ question and challenge information and views
- ✓ read with understanding descriptions of processes, structures and mechanisms
- ✓ read and explore ideas and theories
- ✓ learn how to scan for overall meaning and scan for key points, words and phrases
- ✓ Use reading to research and investigate a variety of texts.
- ✓ Attempt to increase pupils reading age through Big Cat Reading programme.
- ✓ ELL students will be supported by designing special programmes to meet their individual levels.

Writing at DePS

Spelling (Transcription)

- ✓ Students are also taught to read and spell 150 of English's most frequently occurring 'Common Exception words.
- ✓ Phonic parent workshops are delivered to support and consolidate school and home links.
- ✓ In Key Stage 2, students are taught a wide range of English spelling rules. They learn the roots and origins of words which help them understand why they belong to certain spelling families.
- ✓ Students are given spellings to learn at home, which matches the strategies they are learning in school. They also learn a set of Common Exception words in each year group.
- ✓ Once a spelling is taught, students are expected to spell it correctly in their work. Where mistakes are made, they are expected to find this in their proofreading and correct it themselves.

Grammar and Punctuation

- ✓ Students are taught National Curriculum grammar and punctuation objectives through explicit teaching that takes place within a discrete grammar lesson each week.
- ✓ Once objectives have been taught, children are expected to apply them in independent writing.
- ✓ The teaching of grammar is supplemented in response to the needs of our students.

Composition

From KS1 onwards, to support our teaching of writing, we use Pie Corbett's Talk for Writing strategies. Writing always begins with the purpose and audience. The purpose comes from the text type that is being studied, the topic for the half term or the class core book.

Baseline assessment and planning – the 'cold' task

Teaching is focused on initial assessment. Generally, teachers use what is known as a 'cold' task. This is to see what the children can do independently at the start of a unit, drawing on their prior learning. Assessment of their writing helps the teacher work out what to teach the whole class, different groups and adapt the model text and plan.

The imitation stage

The teaching begins with a creative 'hook' that engages the pupils, often with a sense of enjoyment, audience, and purpose. The model text is pitched well above the pupils' level and built into it the underlying, transferable structures and language patterns that students will need when writing. This is learned using a 'text map' and actions to strengthen memory and help students internalise the text. All of this first phase is underpinned by rehearsing key spellings and grammatical patterns and language structures.

The innovation stage

Once students are familiar with the model text, the teacher leads them to create their versions. A new subject is presented, and the teacher leads students through planning. The teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Ideas may need to be generated and organised or information researched and added to a planner. Shared and guided writing is then used to stage writing over several days. Students write texts bit by bit, concentrating on bringing all the elements together and writing effectively and accurately.

Students can be taught how to improve their writing and make it more accurate until they can increasingly edit in pairs or independently.

Independent application and invention – the 'hot' task

Eventually, students move on to the third phase, when they apply independently what has been taught and practised. It is essential that at the innovation and independent application stages, the writing becomes increasingly independent. Talk for Writing aims to develop imaginative, creative and influential writers.

School's Provisions

Ensure that when teaching extended writing, the purpose and audience of each piece of writing is explained. For example, writing to explain a scientific principle to a younger audience, writing guidance for peers on an aspect of the subject, conventions of layout in a formal letter, encouragement to use persuasive techniques

- ✓ Share models/exemplar material of writing where appropriate
- ✓ Use thinking maps and planning templates with students when planning for extended pieces of writing to promote sequencing and structuring of ideas
- ✓ Identify subject-specific terminology and key vocabulary and ensure that these are in the planning and used in lessons. These words should be referred to regularly and updated and revised for each main topic.

Students will have regular chances to write in the following contexts:

- ✓ Students will be encouraged to be neat with their handwriting.
- ✓ Most lessons include and depend on written communication.
- ✓ develop increasing confidence and competence in writing to
- ✓ Write in a range of styles for different audiences and purposes

- ✓ Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary where appropriate.
- ✓ Organise and structure sentences grammatically and whole texts coherently
- ✓ Use paragraphs to aid meaning
- ✓ Present their writing using accurate punctuation, correct spelling and legible handwriting.
- ✓ Reading and presenting what they have written to check that it makes sense.

Lesson Structure

- ✓ The success criteria for achieving the learning objective is made explicit at the beginning of the lesson and discussed with students.
- ✓ Subject-specific vocabulary essential to the learning objective, is explained throughout the lesson and students are expected to use this confidently.
- ✓ Students are provided with a 'word of the day' each lesson and are expected to use this throughout the day, in all subjects.
- ✓ Students are given regular opportunities to read aloud and to explain their understanding of the lesson.
- ✓ Teacher-led discussion is interspersed with short tasks involving pupil to pupil discussion and completion of short activities.
- ✓ Formative assessment is carried out throughout the lesson; the teacher regularly checks pupils' knowledge and understanding and adjusts the lesson accordingly.
- ✓ Students are given opportunities to self-assess their learning against the success criteria and learning objectives throughout the lesson.
- ✓ Gaps in pupils' knowledge and understanding are identified early by in-class questioning. To ensure all pupils are ready for the next lesson, they are addressed rapidly through individual or small group intervention, either on the same day or the next day.
- ✓ Teachers discuss their English teaching regularly with colleagues, sharing teaching ideas and classroom experiences in detail and working together to improve their practice.

Inclusion and Students of Determination

The Deira Private School aims to meet all needs, considering gender, ethnicity, culture, religion, language, disability, age, and social circumstances. SOD pupils may be supported by additional adults, different resources, and differentiated activities. They may also complete additional activities outside of the English lesson, such as intervention groups or planned provisions. We have high expectations of all students and firmly believe that all students can achieve in English. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Individual Education Plan (IEP) be applied as part of distance learning education programme

Each child's Individual Education Plan is altered to reflect the new context of the learning programme. For students of determination who experience the most significant barriers to learning, this will mean that goals and activities will need to be altered so that they can be applied as part of a life-skills based programme in the home.

Literacy interventions

The teachers will plan interventions as and when needed.

- ✓ Interventions are bespoke to the needs of the learner and are planned at the end of a half-term.
- ✓ All pupils have support plans that focus on barriers to learning and suggest strategies that staff use to help pupils achieve.
- ✓ Interventions will have clear strategies to help remove barriers to learning.
- ✓ Pupils reading ability is assessed termly by staff and is subject to ongoing assessment through the Reading A-Z programme, allowing us to identify pupils who may need further targeted intervention quickly. An Individual Education Plan (IEP) can be applied as part of a distance learning education programme?

Provision for Emiratis

According to the KHDA's "In Search of Good Education" document, the United Arab Emirates' leaders have envisioned a future where Emiratis take the lead in building the country, as outlined in the UAE Vision 2021 (UAE, 2010) and the Dubai Strategic Plan 2015 (Dubai Government, 2007).

This future vision includes aspiring to give Emirati children access to, and provision of, first-rate education so that they can develop into active and contributing members of society (UAE, 2010; Dubai Government, 2007). Improving the qualifications and educational attainment levels of Emiratis will help to produce the human capital needed to lead the economy and support the social stability of the UAE.

Strategic Plan

The Strategic Plan for Emirati Students will all be provided with an Individual Education Plan (IEP). Emirati students will have a clear portfolio that will include, IEP Snapshot for the class teacher. The student profile will also include details about their areas of strength, talents, achievements, keeping a folder of evidence for the child and how we at Deps support this student.

The school will analyse CAT4 data and, as a result, establish obvious individual benchmarks of potential for almost all Emirati students. The school will effectively align CAT4 potential to achievement in the National Agenda Parameter. The school implements detailed and appropriate curricular adaptation for the Emirati cohort based on ongoing assessment and data analysis. The school has an effective strategy for measuring the impact of these adaptations.

In lessons, Emirati students will be actively involved in their learning and development. They will be made aware of their progress and areas for development. They will be encouraged to become successful, confident and responsive learners. Teachers will foster high levels of determination and resilience and Emirati students will be able to talk about their learning journey.

Home/School Link

- ✓ We encourage parents to be involved in the English curriculum by:
- ✓ Providing parents with guides outlining what English teaching and learning involves in KS1 & KS2 and how they can support at home.
- ✓ Pupils are encouraged to read at home with the Big Cat Reading Programme, and both parents and teachers can track their progress.

- ✓ Phonics, reading and writing evenings and workshops are conducted throughout the year.
- ✓ Inviting parents to discuss their child's progress.
- ✓ Reporting on progress in reading, writing, speaking and listening in their child's report.
- ✓ Using the school website and weekly newsletters to provide information about teaching English as pupils move through the school.

Roles and Responsibilities

Responsibility for promoting the highest quality of literacy lies with the whole school community.

Key roles and responsibilities include:

- ✓ Head of English in framing the school policy and, with other members of the Senior Management Team, organising support for the implementation of the policy and the monitoring of literacy.
- ✓ All staff in ensuring consistent application of the policy
- ✓ Parents and carers will be encouraged to take an interest in their child's learning, working in partnership with the school to maintain high levels of progress.
- ✓ Learners need to be aware of what is expected of them in order that their learning, and that of those around them, is as effective as possible. They must understand the value of the learning process.

Professional development:

- ✓ Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained.
- ✓ Identified staff receive regular CPD on literacy through attending courses online or as directed by the school management

Monitoring and Evaluation:

The Senior Leadership Team will review samples of planning and work from each area to monitor the implementation of this policy and the effectiveness of the delivery of literacy throughout the school. An analysis will be made, and feedback will be given to staff. A review of samples of work in work scrutiny, lesson observations and learning walks should inform the following:

The Reading A-Z programme will allow transparent monitoring of pupil progress in reading and help staff develop targeted strategies to improve reading throughout the school.

- ✓ Improvement in learners' achievement and attainment in key literacy areas.
- ✓ Consistency in the delivery of literacy across subjects and key stages.
- ✓ Participation of learners in the process.
- ✓ Improvement in reading and spelling.

Assessment for Learning

At DePS we share regular Assessment for learning (AFL) feedback to improve students' performance. Students become more involved in the learning process and gain confidence in what they are expected to learn and to what standard. We use Weekly Tracker at DePS, and reports are designed to communicate successes and concerns for individual pupils effectively. Including both statutory critical stage assessments and ongoing formative and summative data. Careful consideration of the results from CAT4, PTE and PASS will identify strengths and weaknesses in an individual student's cognitive abilities, attainment and attitudes. Knowledge of a student's

cognitive and attitudinal strengths and weaknesses will allow teachers to design individual learning profiles to best support learning.

Implications for Distant Learners

Leadership and governance of schools will continue to be accountable for critical areas of education. The school will make educational provisions and ensure that students can continue learning with appropriate and regular feedback. There will be regular communication between students, teachers, and parents to ensure the highest possible social and emotional well-being levels.

Our delivery model includes adapting the most effective practices in teaching and monitoring for distance learning, using a range of modalities such as live- sessions, pre-recorded, access to our online learning tools and reading programmes and integrated activities. The school will also allow students to connect with peers and teachers and ensure an age-appropriate balance between screen time and other learning activities.

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