



Curriculum Teaching and Learning Policy

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PURPOSE

The highest standards of education are to be provided to meet the needs of all students attending universal private School, using the Cambridge Primary and Secondary Curriculum and that of the UAE Ministry of Education (MoE) Curriculum. Teaching and learning are at the core of the school's purpose. Every effort is made to provide the highest possible quality of teaching and learning in accordance with our school's Mission and Core Values, and in line with the expectations of Abu Dhabi Education and knowledge Council and the UAE Ministry of Education.

POLICY

Universal Private School will

- Provide a broad and balanced curriculum for all students using the Cambridge Curriculum, tailored to meet individual learning needs, and to the cultural and religious norms of the UAE, while meeting MoE subject and equivalency requirements as well as ADEK expectations, policies and regulations;



- Use the Learning Model to ensure that optimal growth of understanding and knowledge, skills, responsibilities, abilities, and all aspects of learning will occur for every individual student;

Course design will provide

- Outcomes that are written in terms of what students will have learned and be able to do at the end of the course
- Outcomes at the higher levels of learning but will be supported by lower level course objectives
- Authentic tasks faced by professionals in the field and relevant to students' lives
- Outcomes that are developmentally appropriate
- Deliver the MoE curriculum subjects with high standards of effective instruction during required time allocations, with the required MoE examinations for UAE equivalency
- Offer a high-quality Arabic language program for both Arab and non-Arab students, ensuring that all students develop a rich and meaningful oral fluency and literacy.
- Offer an inclusive learning environment that is developmentally appropriate, providing learning support and assessments designed and data utilized so that all students will learn, thrive and develop toward achieving their full potential
- Provide an English-medium curriculum that embraces the whole child, increasing their skills, competencies and ability to learn, personal development, emotional and social well-being, while developing their sense of responsibility, a positive attitude toward learning, and a keen sense of curiosity and awareness of the world of the past, present and future, and their own place and purpose within it
- Provide teachers who are well qualified, experienced and professional in their work
- Provide ongoing Professional Development support for teachers to continuously improve on their pedagogical skills
- Ensure that teachers establish and maintain a positive, nurturing, engaging, and informative learning environment
- establish and maintain the highest possible standards of student safety, well-being, security, dignity and protection as the foundation upon which all interactions occur in our school so that students' engagement with learning and achievement can and will be our main focus.

RESPONSIBILITIES

All staff will be expected to demonstrate a level of performance at least or better than the standards identified by the school's Cambridge Curriculum and by UAE authorities such as ADEK. Those who fall short will be supported with targets for improvement in their professional growth plans and through regular support, training, mentoring, and monitoring.

Outstanding practitioners will support their peers in the improvement process by observing and responding to others' lessons and through collaborative planning and team teaching. Exemplary teachers will be called upon to share best practices during teacher-to-teacher training sessions.

Subject and homeroom teachers will carry out annual departmental reviews, forming the basis of the Departmental Improvement Plan. Their review may include suitability assessments/quality assurances of



the curriculum, sequencing, instructional resources, staffing, the quality of teaching and learning, and the quality/effectiveness of data analysis and its application to improve instruction.

The Leadership Team will regularly observe teaching and learning, both formally and informally, to identify strengths and areas for development for teachers, departments and school-wide programs. This information will contribute to the annual School Development Plan and add support to individual and department improvement plans.

The Vice Principal will ensure that the UAE equivalency requirements are monitored regularly to ensure compliance. This will also be monitored closely for all Emirati students and for any other students desiring this, including those without parental waivers for exemption if/as allowed by ADEK/MoE.

Teachers will

- Maintain high expectations of themselves and their students in terms of work, effort, achievement, progress, timeliness and behaviour;
- Be examples themselves of motivation, preparedness, caring, fairness, and integrity;
- Display their students' products and acknowledge their improvements and successes;
- Ensure that students learn in safe, caring, stimulating and engaging and regularly updated learning environments;
- Plan so that students learn in a range of independent and flexible grouping arrangements based on interest, ability, and the specific nature of the content and learning activity, and not by 'ability-only' designated groupings;
- Choose learning resources and activities that are authentic and based on the requirements of the Cambridge Curriculum without relying solely on textbooks, ensuring utilization of unique UAE features, culture, and opportunities for enrichment;
- Differentiate the learning experience in every lesson to support the needs of individual students;
- Frequently embed ICT as an effective tool for learning;
- Include in lesson, unit and thematic plans the outcomes, pacing, scaffolding, goal-setting, content, objectives and assessments designed for their classes and students;
- include continuous, formative and summative assessment practices to address individual student needs and to provide meaningful data used to inform planning, improve learning, and allow for better and instruction;

Students will

- Be expected to do their utmost to learn and achieve to the best of their ability, and to allow and encourage others to do the same;
- Develop independent learning skills, find out information for themselves, seek to understand, practice to improve, and have a growing sense of responsibility for their own learning in order to become increasingly independent learners, thinkers, innovators, creators and seekers of understanding;
- Take responsibility for their actions, effort, punctuality, adherence to rules, and their respectfulness of self all others and of the school building, facilities, property and equipment;
- Take seriously the expectation of their exemplary behaviour and treatment of others within and beyond the school;



- Make every effort to follow school rules and contribute to the positive ethos of the school.

Adoption Date
Next Review

September 2021
May 2022

Universal Private School



Homework Policy

PURPOSES

- To allow students to be more responsible for their own Learning.
- To give students opportunity to practice skills and apply the knowledge acquired during their lessons in school. Students must have the opportunity to put this into effect in their own time at home under parental supervision.
- Students are expected to always write down a summary of their Homework in their Homework Diary. They should always have their Homework Diary with them at school and get it signed at home by a parent/person with parental responsibility every week. Homework tasks should be completed to the best of their ability within the appropriate length of time and submitted at the time requested.
- Homework should be considered as extended study, helping students realize that school is not the only place for learning and that education is a process throughout the whole of a person's life. The self-discipline that Homework provides and the habit of working at home can be of lasting benefit.
- It is recommended that students get into the habit of doing Homework on the night it is set and designating a regular Homework time.

To involve parents to a greater extent in the education of their children:

- Homework can be the parents only contact with their children's school experience.
- Parents expect children to have Homework. They are more likely to complain about too rather than too many.
- Teachers should encourage parents to examine and sign Homework Diaries and to express their opinions on the range and appropriateness of the set tasks at regular intervals. Homework thus becomes a factor in home-school liaison and a means of fostering further communication between teachers and parents.

POLICY

1. Homework will be set on a regular basis for students in ALL ability ranges.
2. Homework will arise out of the demands of the course.
3. Teachers will keep records of Homework for assessment purposes.
4. Teachers will ensure that students understand the Homework set. Therefore it is important to allocate time for students to enter details of Homework into their Homework diaries.
5. Homework should be set that the students can reasonably attempt while providing challenge.
6. Homework should be marked as soon as possible after the date of submission. Positive and/or instructional comments which encourage greater understanding or motivate a more critical approach should be apprehended when appropriate, in line with the school Marking Policy.
7. All teachers should contribute to the student body receiving a suitable amount of Homework.



Year group	Amount of Homework per night
KG2 and Grade 1	10 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes
Grade 6	60 minutes
Grade 7-9	70-80 minutes
Grade 10-12	80-120 minutes

- Homework will be set according to the school Homework Timetable, issued with the student's Lesson Timetable. Times may be extended from time-to-time for projects, test preparation, etc.
- Homework activities could be a variety of different activities, depending on the age of the student and the course requirements. Activities could be a single task or be part of an extended project, other examples include but are not exclusive to, reading a book or article, watching a television programme, visiting a Library, questioning an older member of the family etc.
- Students are expected to set aside additional time for reading in English each evening.**

RESPONSIBILITIES

Subject and Homeroom Teachers

Ensure Homework details are accessible through the school portal, and information is updated regularly.

Teachers

- Homework details are accessible through the school portal and information is updated regularly.
- Homework is set as per the school Homework Timetable.
- Set tasks are appropriate to the age and ability of the students
- Set tasks should extend the students learning.
- Mark Homework promptly and give feedback on areas for improvement
- Record all Homework set, whether deadlines are met and the quality of the Homework.
- Ensure information reported to parents includes information about Homework completion and quality.

Students

- Record all Homework set in their Homework diaries
- Organize their time to ensure all tasks are completed and deadlines are met
- Complete set tasks to the best of their ability.



- Play an active role in completing the set task themselves.

Parents

- Check and sign the student Homework Diary regularly.
- Help their child to organize their time to complete their Homework within the deadlines set.
- Talk to the student about their Homework, showing an interest in their areas of study, asking questions and making positive comments about the work completed.
- Provide the student with an area at home to study that is free of distractions.
- Help the student establish a routine after school for completing their Homework.

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Marking Policy

RATIONALE

To ensure all students throughout the school have their work marked in such a way that it encourages a higher standard of achievement, develops their self-confidence and raises their self-esteem.

PURPOSES

Each department should establish a Marking Policy which reflects the need of the individual subject, but which does not conflict with the school's overall policy.

Each individual marking policy should wherever possible include the following aims:

- To motivate students to further effort by praising current achievements.
- To have a consistent approach to marking and responding to students work throughout the school.
- To assist students by the setting of clear targets by highlighting ways to effect improvements e.g. read a certain chapter and refer to your notes.
- To provide teachers with feedback on how well students have understood the current work and enable these to plan the next stage of learning and teaching.
- To enable teachers to make judgments about student attainments.

GUIDELINES

In order to provide a degree of consistency across the school, the following guidelines should be implemented by all teachers:

- Work should be collected and returned as quickly as is practicable.
- Responses should wherever possible be constructive, acknowledging what has been achieved as well as highlighting ways to effect improvement.
- Frequency of marking needs to reflect the number of times the subject is taught. Work needs to be marked after no more than 3 lessons and written feedback given after no more than 5 lessons.
- Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Students will need to be aware what aspects are being made a focus.
- A specific comment on learning needs to be made at the end of a piece of work.
- This needs to be done for every student but not every time work is marked. The aim should be to summarize achievement and to set a further target.
- If a grade, mark or level is included as part of the marking, students must clearly understand what that implies.
- Marking provides a formative assessment record and should be used to inform planning.



RESPONSIBILITIES

It is the responsibility of the Senior Leadership Team (SLT):

- To monitor the consistent use of this policy across the school and to report back to Subject and Homeroom Teachers

It is the responsibility of the Subject and Homeroom Teachers:

- To ensure that their subject has an effective Marking Policy which is fully understood by its teacher and that the policy is reviewed on an annual basis.
- To ensure that the policy fits with the whole school Marking Policy and thus forms a part of this policy.
- To ensure the implementation of the Marking Policy and to ensure that marking is regular and formative.
- To ensure regular standardization of agreed assessment procedures so that meaningful grades or levels are recorded and communicated to students.
- To ensure that class-work and homework is marked regularly in accordance with this policy.
- To keep a record of marks and levels achieved in accordance with the agreed procedures.
- To explain the marking and assessment grading system to the students.
- To ensure that marking and assessment information informs further curriculum planning.

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Early Years

PURPOSE

Providing positive learning experiences in early childhood is critical for building a solid foundation for lifelong learning and optimal human development. This policy ensures that Universal private School will offer early years students a high-quality education within a safe, nurturing and engaging learning environment, taught by highly capable and qualified educators.

POLICY

To meet the needs of our young students, the EYFS Program offers enriching learning experiences focused purposefully on play as the underlying methodology. We also use other developmentally appropriate learning activities to achieve the goals of the Cambridge Curriculum and to satisfy all expectations of the UAE education authorities.

EY learning concentrates on 7 areas split between prime and specific areas of learning.

The prime areas of learning are:

- communication and language (English and Arabic)
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Children are taught the skills of socialization, collaboration, self-management, emotional wellbeing, cooperation, leading and following, and how to take steps to discover answers to their own questions and find solutions to problems they may face.

Through a carefully planned programme of learning-through-play and structured as well as free-choice activities, young learners develop their abilities to be effective at learning. They grow in their abilities to be contributing members of a classroom and of a group, team, and partnership, and in the fundamental life skills.

The school will recruit and retain well-qualified early childhood educators and teaching assistant to provide the highest possible quality of education. Teachers will be approved by ADEK and their performance will be monitored and managed through a formal system of appraisal used for all educators in the school.



PROCEDURES

The year will be divided into three terms. Language and communication skills are woven throughout the curriculum. In addition to the designated EY curriculum time, children will have a ten-minute registration/welcome period and two playtimes each day.

Children will be active during playtimes and will learn about healthy eating and regular exercise as part of their daily learning experiences. Both early years levels will have identical timetables so that they can work together in the shared area allowing for appropriate and caring interaction among younger and older children.

There will be teaching assistants for EY and Grade 1 classes to further support individual learning. Sharing of teaching assistants during large group activities will be the norm, and the entire staff of the EY Programme will work as a team of caring professionals.

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Policy for Students with Special Education Needs

PURPOSE

Universal Private School, Alain, is an inclusive school offering all students with mild to moderate special education needs equal access to a high-quality education. Our school recognizes that, in an inclusive educational environment, all students should be enabled to access the curriculum and learn. We believe that an effective school is usually effective for all its students. Good practice for SEN students is good for all. An effective school will support the needs of staff and parents as well as the needs of students.

This policy ensures that with appropriately trained learning support specialists and with differentiated mainstream instruction, students with special learning needs can achieve at the optimal level of which they are capable. We believe the family should be at the centre of the programme. We use accepted identification methods and develop Individual Education Plans with effective support strategies clearly articulated, understood, and implemented.

The concept of *Inclusion* fits well with Universal Private School's commitment to offer the Taxonomy of for all students. This involves teachers designing and using strategies that yield significant learning by making the following connections to their curriculum.

- Foundation Knowledge: What is really important for SEN learners to retain in long term memory one year from now (essential facts and understandings)?
- Application: What is really important for SEN learners to be able to do with their learning 1-5 years from now (skills, projects, ways of thinking)?
- Integration: What connections should SEN learners make with their lessons (everyday life, other disciplines, ideas, people, etc)?
- Human Dimension: How have SEN learners learned to see themselves differently? How have SEN learners learned to see others differently?
- Caring: How have SEN learners' values, attitudes, and beliefs changed through their learning?
- Learning How to Learn: How have SEN learners become better learners? (self-directed and accountable)

POLICY

Special Needs Policy is, by definition, and by design, a whole policy, wherein all teachers are deemed to be teachers of SEN students. Students needs will, accordingly, be met mainly in the classroom by the subject teacher within a structured pastoral and curricular framework that will help teachers meet student needs individually and collectively in line with the school curriculum. Universal private School will employ specialist teachers whose expertise will enable and support all teachers to teach SEN students effectively.

Although the overall responsibility in relation to students with special educational needs lies with the Board of Trustees and the Principal, they will delegate the responsibility of the day to day operation of the policy to an appointed, qualified Special Education Needs Coordinator (SENCO). Organise targeted



learning support as a support within regular classrooms throughout the school which will ensure that all SEN students have the opportunities to realize their learning potential

- Establish a formal system of identification, referral, classroom intervention, screening and diagnosis of SEN Students.
- Provide professional guidance on current SEN approaches to the Learning Support Team (LST)
- Hold regular meetings for the purpose of writing Individual Education Plans (IEPs) and implement there with students
- Develop and deliver SEN Professional Development (PD) programs for staff
- Liaise with staff, students and families to raise awareness of how to identify and best support students
- Liaise with Subject and Homeroom Teachers to ensure curriculum requirements are fulfilled
- Monitor the implementation of SEN programs and provide periodic reports to all
- Liaise with outside agencies who provide additional services for students with SEN

Definition of Special Educational Needs (SEN)

For the purpose of this policy, *Special Educational Needs* is defined as the overall description for any disability, disorder, difficulty, impairment, exceptionality or additional need that affects a student's access to learning and/or their capacity for educational performance. These students require additional provision beyond general classroom instruction in order to achieve the greatest benefit from the curriculum. It is Universal private School's intention to use accepted methods to identify, articulate, and provide support that will meet a student's special education needs. Please note that there may be an extra fee charged for particular support services, and parents will be advised of this.

Categories

The list below covers the types and categories of students' special needs in the mild to moderate range that the school will make provision for in accordance with ADEK guidelines:

- Visual and/or hearing impaired
- Intellectual disabilities
- Specific learning disabilities
- Emotional and behavioural disorders
- Autism Spectrum Disorder
- Speech and language disorders
- Physical and health related disorders
- Multiple disabilities

Please note that there is a separate policy for the support of Gifted and Talented students at Universal Private School.



GUIDELINES

Identification and Assessment

The admission arrangements for students with Special Educational Needs, except those with a Statement, are the same as for all students.

In order to ensure that the school is able to meet the needs of its student population, a clear and rigorous intake procedure will be implemented which will include student baseline assessments and interviews. It is expected that parents will be forthcoming with information about their child's particular learning needs so that the school can provide the appropriate support from the onset.

All students who, upon enrolment, have documented evidence of an existing SEN are automatically supported in their learning by the school with an Individualised Education Plan. These will be written for the student with reference to prior school reports, medical reports and IEPs if provided, updated using current baseline testing, providing clear and achievable targets and expectations aligned to their needs, strengths and capabilities. Parents will be involved in establishing and supporting their child to reach these targets, and will be kept informed of their child's progress at every stage. A formal review and follow-up procedure will ensure that the progress of each student with an IEP is closely monitored and evaluated over time. Report cards will clearly reflect the child's achievement and progress in relation to their IEP.

Stages of Special Education Needs Support in compliance with Abu Dhabi Education Knowledge Council

Early Years

Due to the developmental stages of children in EY their learning needs are supported by a system of monitoring and observing the learning patterns of all children over their first two years at the school. In this the school follows best Private practice in SEN which delays formal intervention until after this initial educational phase. The SEN team will support and advise class teachers on strategies and approaches to maximize learning. Baseline assessments are conducted in a range of basic skills and records of these are compared and tracked over the first two years.

Stages 1 - 3

- a) The first stage of meeting SEN is through good quality support in the classroom with differentiated instruction that meets the range of learning needs. However, some students identified by their teachers as having serious learning difficulties may need a detailed plan of support, and will be referred to the SENCO. She will call together a Learning Support Team consisting of teachers of that student and possibly the counsellor, and parents may be invited to attend. Once a comprehensive initial Intervention Plan has been in place for a pre-determined amount of time and reviews indicate progress is being made, the student no longer has need of an Intervention Plan and only needs teacher monitoring to ensure that they are continuing to progress with the average of their class.
- b) The second stage, if no progress has been identified while on the Intervention Plan, the student will be referred to the Learning Support Team for a needs assessment and additional, more intensive support while remaining in the classroom for some or all of the time. The student may



also be able to access instruction in the Resource Room for small-group support, for part of the day. Students at this stage will have an Individual Education Plan (IEP) created by the SENCO and class teachers, usually with the parents' input. The IEP/ALP will include both long and short-term goals and will outline strategies and criteria for success. All goals will be "SMART" (specific, measurable, achievable, relevant and time-bound). IEP's will be reviewed each term and new goals set or adjusted accordingly.

- c) The third stage is likely to be placement for particular subjects in a special class or small group with other students all of whom have Special Education Needs. In this class general or targeted support will be offered and all students will have IEPs. Students with severe or complex needs will have their needs met in more specialized settings and will not be part of the student population at Universal Private School. If the student's needs cannot be met via this third stage of intervention and support, the parents will be advised to seek further external testing and other possible schooling that is suited to their child's needs.

Stages 4-5

The above process is also supplemented by the following as the stages of the process are followed:

- Students identified as struggling in only one or two subjects will have subject-specific Intervention Plans or possibly IEPs, as indicated.
- The SENCO will liaise with subject teachers to develop and monitor the effectiveness of appropriate support.

Where outside professionals are involved, such as speech therapists and child psychologists, their expertise and advice will be sought and incorporated into the IEP. Liaison with all professionals involved will be paramount, as will regular communication with parents who are expected to be actively involved in their child's education and the IEP development and monitoring processes. Successful inclusion of students with SEN requires a strong partnership with all the adults involved in the care and instruction of the student.

Every measure will be taken to maintain confidentiality and privacy for all concerned. All paperwork relating to SEN students will be kept in a lockable cabinet. Access to files will be controlled and photocopying kept to a minimum. All information concerning SEN student will be accessible to parents upon request.

Every child who has a diagnosis must have it reviewed at least annually. The targets for students with a diagnosis will have targets set first within two months of receiving the documentation or as part of the annual review process.

Resources and Learning Support

The resources will include remedial programmes for literacy and mathematics in English and Arabic (where it is available), additional resources for enhancing handwriting skills, social skills and motor skills

Computers and ICT technologies (including assistive and adaptive devices) ergonomic furniture (i.e. computer desks that accommodate wheelchairs), listening centres, smart boards, and other technologies will be used to complement and enhance students' particular learning processes.



Community Outreach

Universal Private School believes in working in partnership with parents and the community for the benefit of the whole school student population. The school will reach out to the community through:

- Presentations and talks will be offered by our professional staff, addressing topical issues in the community, such as helping children develop literacy, understand SEN, and others. We may also invite external experts to speak.
- When outside agencies working with SEN student are offering opportunities for private school children to participate, Universal private School will make every effort to join in. We will also engage such agencies in relevant activities to speak to our community about SEN.

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Next Review

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Gifted & Talented Policy

PURPOSE

This policy affirms that Gifted and Talented Education is a high priority for Universal Private School, and that the enrichment of the entire academic and extra-curricular program is desirable and appropriate. There is to be a targeted approach, particularly for students whose academic abilities and areas of talent indicate their need for accelerated, enhanced or more rigorous learning opportunities:

1. To provide direction to staff and the school community that places special emphasis on addressing the cognitive and affective needs of high-achieving and potentially high-achieving students.
2. To extend each child's intellectual boundaries and help all students achieve their highest potential.

To ensure that differentiated educational programs and/or services are systematically provided for Gifted and Talented Students at all levels, including gifted students with learning disabilities or other special needs, and to assure that gifted and talented students are offered an appropriate level and pace of instruction.

POLICY

Success for every student begins with establishment of clearly defined student outcomes, identification of each student who is not achieving those outcomes, intervention with appropriate strategies to improve each student's performance, and monitoring of results. Children with special abilities and talents are part of the human mosaic in our schools and communities.

They typically learn at a pace and depth that set them apart from the majority of their same-age peers. Because they have the potential to perform at high levels of accomplishment and have unique affective and learning style needs when compared with others of their age, they require instructional and curricular adjustments that can create a better match between their identified needs and the educational services they typically receive. Special and critical emphasis needs to be placed upon addressing the needs of high-achieving and exceptionally capable students.

Definitions

a) Gifted and Talented Students are defined as follows:

- Student with outstanding talent who perform or show strong potential for performing at high levels of accomplishment when compared with others of their age, experience, or environment
- Students with identifiable gifts and talents from all cultural groups, across all economic strata, and in all areas of learning and human endeavour
- Student who exhibit high performance capabilities in intellectual, creative and/or artistic areas including visual and performing arts (i.e. art, theatre, music, and recitation), psychomotor abilities (e.g. rhythmic movement or sport), who may possess an exceptional leadership capacity, and/or excel in one or more specific academic field

b) **Acceleration** is defined as follows:

- Students are taught at a level and that is higher than the regular curriculum
- Content and/or skills developed are more complex



- Material is presented more rapidly than during typical instruction
- A greater degree of challenge than is customary provided

Acceleration may include, but is not limited to:

- Advanced placement in a subject (without being assigned to a higher grade, the student is placed for part of the day with students at more advanced levels for one or more subjects)
- Curriculum compacting (the student is given reduced amounts of introductory activities, drill, and review so that the time saved may be used to move more quickly through the curriculum)
- Telescoping curriculum (the student spends less time than usual in a course of study e.g. completes a one-year course in one semester)
- Concurrent programming in elementary/middle school, middle/high school, high school/college

c) **Enrichment** is defined as giving students the opportunity to learn in greater depth and/or breadth.

Enrichment may include but is not limited to:

- Complexity of content beyond the regular curriculum that allows students to pursue topics of their own interest and selection, in greater depth, using research and analysis
- Emphasis on thinking which requires comparisons and contrasts and/or analogies and that encourages using the information gained in ways that apply and transform the knowledge
- Producing creative, innovative, inventive, and original products resulting from in-depth knowledge, reflection and analysis
- Presentation, competitive, public speaking, debating, and/or leadership opportunities are made available to enrich the experience of these learners by putting themselves forward in front of others to publically express himself/herself through sharing and/or defending their research, positions, understandings, and opinions.

Identification

1. Universal Private School will carry out a screening of all students entering the school in and a re-screening of all students in later grades. Recognizing there is a range of abilities among Gifted and Talented Students, this screening will identify the particular strengths of gifted and talented students using multiple indicators of outstanding academic, creative, and leadership potential, including:

- Tests of academic achievement, aptitude, skills, and knowledge
- Cognitive tests
- Evidence of leadership qualities
- Testing strategies designed for students of foreign/other languages
- Samples of student work, particularly in writing and the visual arts
- Evidence of higher thinking skills
- Evidence of public speaking and presentation skills

Nominations obtained from teachers, counsellors, peers, parents, subject area experts, community members, and the students themselves

2. To meet the needs of Gifted and Talented Students:

- Every effort will be made to recognize and foster early evidence of giftedness and adjust reading and other academic programs appropriately



- Early years and primary teachers will plan activities which will nurture curiosity, creativity, and the development of thinking skills
- In Grades 3-5, school will recommend students for gifted and talented cluster groupings on the basis of mastery of course prerequisites, willingness to complete challenging assignments, previous grades, teacher recommendations, and/or other appropriate measures.
- In Grades 6 and above, students will be recommended on the basis of mastery of course prerequisites, willingness to complete challenging assignments, previous grades, student interest, teacher/counsellor recommendations, future college/career aspirations, parental guidance, or other appropriate measures.

The Curriculum

- a. Accelerated and/or enriched curricula will be provided to all students who have the capability or motivation to accept the challenge of such a program. This curriculum will be rigorous and challenging and matched to the abilities, achievement levels, and interests of high ability students.
- b. There will be opportunities and expectations for students to learn at an accelerated pace, to learn in greater depth, and to learn through integrated themes and connections between disciplines in order for them to attain the highest level of academic instruction. These opportunities include but are not limited to:
 - Pre-assessment to determine what students already know routinely used in all curricular areas to allow appropriate provisions to be made for advanced instruction
 - A balance maintained between accelerating the pace and enriching the instruction by the use of facilitative instructional strategies including inquiry, small group or individual consultation, problem solving, and higher- level questioning. The curriculum will be flexible enough to be responsive to students' strengths, learning styles and interests.
 - The programme will use a scope and sequence of objectives and activities as well as materials that accelerate and enrich the regular curriculum in mathematics, English reading/language arts, Arabic, sciences, and social studies, which will allow gifted and talented students to progress with appropriate enrichment at a pace matched to the student's own capacities, performance and readiness.
 - Teachers are encouraged to use appropriate instructional materials that are believed to be above the grade level expectations.
- c. **Curriculum standards** for Gifted and Talented students will be set in initial format within six months of the adoption of the policy, with the expectation that these standards will be revised or refined over time. These standards will be designed to ensure curriculum and assessment practices that challenge and extend particularly gifted students. Assessment of student progress will include mastery of content and the demonstration of higher-level thinking, communication skills, ICT skills, and productivity-related skills. Assessment measures will clearly indicate benchmarks for high achievers.
- d. A variety of organizational options for the **delivery of curriculum** in all year levels will be implemented:
 - Teachers will utilize flexible and varied grouping practices that enhance the opportunity for expanded, intensive, enriched, and accelerated curricula at all instructional levels



- A balance will be achieved so that highly able students have many opportunities to work in homogeneous groups, heterogeneous groups, and individually, depending on the content area and tasks involved
- Students may be invited to attend other lessons taught at higher levels or in other subjects that will enrich or extend their understanding
- Wherever possible, individual choices related to content learning and its extension, productivity, demonstrations of learning, and style of assessment will be given to the gifted and highly able students
- Classroom assignments ensure that children achieving at the highest level are not isolated from each other nor segregated from the mainstream.

The Program

To respond to the range of needs and abilities among Gifted and Talented students, the school will have an appropriate, clearly defined and articulated programme with a well-planned approach providing for Gifted and Talented students' needs.

Planning for Gifted and Talented will include special provisions for:

- Challenging instruction, flexible grouping, and scheduling arrangements that allow time with intellectual peers for in-depth study in mathematics, reading/language arts, foreign languages, science, social studies including UAE, regional and global affairs, and the creative and performing arts
- Regular communication of the programme and the student's progress to parents and to the student.

Nurturing/Mentoring Gifted Under-achievers

Under-achieving yet gifted students will be nurtured and supported through a variety of efforts including:

1. Informal identification of high achievers and potentially high achievers in earlier/primary grades, with particular attention given to 'smart' children who appear bored, misbehave, appear unhappy, or perform poorly.
2. Working with teachers, parents, and mentors on ways to nurture and realize each student's potential, with particular attention given to those whose efforts range from strong to weak, and whose results range widely.
3. Distributing to teachers and relevant parents the characteristics of gifted and talented students and the proven techniques that assist these students in mastering more challenging instruction and assignments.
4. Planning programs for long-term nurturing and support of gifted students who struggle to live up to their abilities.

Communication

There will be a system of communication that includes the following:

1. Informing parents about the content and expectations of the Gifted and Talented programme, the selection procedures, and services available.
2. Reporting to parents about the performance standards and authentic assessments that are appropriate for high-achievers and the progress of their gifted child.



3. Resolving concerns about an individual student's programme at the school through the regular consultative process between teacher and parents or guardians. Issues not resolved will be addressed in a timely manner by other administrative processes and open dialogue.
4. Informing the broader community about Gifted and Talented programme, its opportunities, and our students' achievements, as appropriate.

Coordination

Central coordination for the management and implementation of programs for Gifted and Talented students will include but not be limited to the following:

1. Planning and budget development
2. Providing assistance and support to school staff in program development and parents in responding to student needs
3. Developing, implementing, monitoring and revising, as necessary, the guidelines for identifying Gifted and Talented students
4. Selecting and developing curriculum materials for Gifted and Talented students
5. Designing and delivering training to a variety of audiences, including administrators, teachers, counselors, and central office personnel
6. Selecting qualified staff for Gifted and Talented programs and extra-curricular activities
7. Collecting and analyzing data to monitor the program is effectiveness, needs, and levels of participation

RESPONSIBILITIES

The Vice Principal will:

- Convey a message to teachers and parents that specialized learning support is available for students of particularly high ability, talent, and/or giftedness
- Ensure appropriate identification, documentation and support services are available, for all age groups, for students with highest abilities, gifted and/or talented
- Monitor the social and emotional wellness of students of high ability, to help ensure their well-being and best possible academic and other development/achievement
- Arrange training for all staff to enhance their awareness of the need for special programming and the types of learning experiences that benefit highly able students – independent study, project-based learning, case study, inquiry learning, compacting, accelerated study, tech-intensive options, clustering, and providing choices.

The Board of Trustees recognize:

- Teachers and the Principal are of central importance to successful education for gifted students and must therefore understand their needs and how to support them.
- Training is essential in the nature and needs of gifted and talented students, including the importance of using appropriate instructional strategies and program practices as well as the characteristics, identification, programming strategies and curriculum accommodations necessary for both the gifted and talented, and for students with Special Education needs.



- Staff development activities ranging from awareness to advanced skill level training will need to be provided on an ongoing basis according to the school's Professional Development Plan and individual teachers' needs.

The Learning Support Team for gifted students will:

- Articulate and utilize clear processes for detailed identification, documentation, planning and services to meet needs, articulated in the Advanced Learning Plan (ALP) tracked regularly to monitor progress
- Create a broad-based identification procedure, including parent/teacher/student surveys and checklists, observations, feedback, achievement testing and, where indicated and accessible, standardized intelligence or aptitude testing (especially in cases of gifted underachievement or behavioural challenges)
- Liaise with Subject and Homeroom Teachers to ensure tracking of individual student progress and suitable program options
- Review the ALP at least once per term to establish that the plan continues to meet the student's needs, updating or adapting it as necessary.

The Teachers will:

- Liaise with the LST for integrating appropriate teaching strategies and training support to challenge students of high ability
- Provide differentiated learning opportunities for highly able students using ICT, inquiry and project-based learning
- Provide resource-rich opportunities to work individually, in partners and/or small clusters
- Promote leadership opportunities for highly able students, with particular encouragement of those with complex profiles involving other challenges (LD, behaviour, social)
- Liaise with other departments and external partners (e.g. higher level academic options, community enrichments) to access learning experiences that will satisfy the goals of the ALP
- Encourage students and provide them with opportunities to participate in academic, innovative, and creative competitions within and beyond the school and internationally
- Suggest extra-curricular activities suited to the students' needs.
- Develop unique, inter-disciplinary assignments that stretch students according to their unique interests and abilities.

Assessment:

Implementation of academic benchmarks and authentic assessments will measure the outcomes achieved in an academically appropriate curriculum for high-achievers, and report to parents how their child is performing in relation to these expectations:

1. The assessment tools will include both internal and external tests and measures of achievement of various kinds, such as checklists, portfolios, exhibitions, demonstrations, work products, presentations, written assignments, and journals.
2. Where appropriate, these assessments will be designed to be an integral part of the teaching/learning process, whereby students are taught to appropriately assess their own and their peers' progress, particularly through the quality of their evidence of learning such as presentations, written work and other products.



3. The student's Advanced Learning Plan and their individual Student Profile, particularly in mathematics and English/Arabic and science, will be used for the purpose of reporting and informing parents of curriculum content and grade level expectations, as well as individual student progress as measured by the assessments identifying and monitoring progress, skill development, understanding, and achievement.
4. Ongoing assessment criteria for Gifted and Talented students consistent with the enriched and accelerated outcomes identified will be used in each discipline at each grade level.
5. Criterion Referenced Tests will be administered annually, for school and student accountability, using established standards and measures of distinguished performance for more gifted and highly able students.

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Desired Outcomes:

1. An accelerated and enriched programme within each subject area will be provided routinely throughout the school. Those students who are capable of doing so are given opportunities to work beyond the stated curriculum in advanced and enriched ways, using more challenging instructional methods, expectations, resources, and materials in all learning areas in every level of the school.
2. All teachers use a variety of flexible and varied grouping arrangements to enhance the delivery of accelerated and enriched instruction.
3. The classrooms, school organization, curriculum, and instructional strategies are designed to accommodate the diversity of student backgrounds and languages, as well as in their abilities, talents, and interests.

Gifted and Talented students who depart or graduate from Universal private School have been recognized, challenged, and encouraged to reach to the fullness of their potential as students, particularly in their unique areas of strength, giftedness and talent. They have become even stronger and more talented as a result of the instruction and opportunities they have been given in our school. They have also developed a self-awareness and understanding of their interests and abilities, and have the skills they will need to move confidently into the next stage of life and succeed.



Policy Implementation Strategies

The principal shall direct implementation of this policy and specifically ensure that every year level has a program for Gifted and Talented students suitable for its requirements. Among the specific actions to be taken are the following:

1. Implement consistently, evaluate periodically, and revise as necessary the identification procedures for intellectual/academic and visual and performing arts areas, and develop, implement, and periodically review identification procedures for special programmes.
2. Develop challenging curricula for intellectual/academic and visual and performing arts and, where appropriate, improve high-end curricula and provide a continuum of objectives that fosters continuous progress for all learners.
3. Include in all curriculum documents appropriate adaptations for accelerated and enriched learning, and make available additional relevant and suitable curriculum and instructional materials including but not limited to: textbooks, original/source documents, books, software, Internet sites, and other resources.
4. Develop new curricula as the need arises, and identify, evaluate, and disseminate additional materials on a continuous basis.
5. Develop instructional technologies through which students will be able to access an ever-expanding array of technologies and services that will enrich their learning experiences.
6. Make available a variety of educational options, both inside and outside the classroom.
7. Transfer successful curricula and teaching strategies in Gifted and Talented programs to the general education program, as appropriate.
8. Prepare budget requests that provide for adequate resources, training and personnel to implement this policy.
9. Disseminate effective strategies for increasing diverse participation in Gifted and Talented program, and for nurturing the potential in all students for giftedness and strong talents, beginning in the EY.

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Assessment for Learning (AfL) Policy

Assessment for Learning (AfL) (formative assessment) is a continuous process where strengths are identified and celebrated and areas for improvement are agreed. The learner takes responsibility for his or her own learning in partnership with the teacher, who becomes the architect of the learning. An important aspect of AfL is the formative use of summative data.

Assessment of learning (summative assessment) is a summary judgment about what has been learned in a specific point in time, often in the form of test/exam results, end of year grades/levels, or end of 'Key Stage' levels. It enables schools to compare themselves with national benchmarks and helps hold school to account.

AIM

The aim of this policy document is to set out the principles behind AfL and to establish routines whereby these principles become embedded across all curriculum areas at Universal Private School.

Effective Assessment for Learning happens all the time in the classroom. It involves:

1. Sharing learning goals with students
2. Helping students know and recognize the standards to aim for
3. Providing feedback that helps students to identify how to improve
4. Believing that every student can improve in comparison with previous achievements
5. Both the teacher and students reviewing and reflecting on students' performance and progress
6. Students learning self-assessment techniques to discover areas they need to improve
7. Recognizing that both motivation and self-esteem, crucial for effective learning and progress, and can be increased by effective assessment techniques.

The key characteristics of assessment for learning are:

- a. Sharing learning goals
- b. Using effective questioning techniques
- c. Using marking and feedback strategies
- d. Peer and self-assessment.

A) Sharing learning goals

Most schemes of work emphasise the need to clearly identify the learning objectives for a lesson. Teachers should ensure that students recognize the difference between the task and its learning intention (separating what they have to do from what they will learn).

Assessment criteria or learning outcomes are often defined in formal language that students may not understand. To involve students fully in their learning teachers should:

- explain clearly the reasons for the lesson or activity in terms of the learning objectives
- share the specific assessment criteria with students
- help students to understand what they have done well and what they need to develop.



Looking at a range of other students' responses to the task set can help students understand how to use the assessment criteria to assess their own learning.

The 'point' of a lesson should be made clear to the students at the start of a lesson. Students need to know what they are going to learn, how they will learn it and how they will know when they have been successful. Learning objectives should be set for each lesson.

A typical routine could be:

- At the start of the lesson, or main activity, the learning objectives and success criteria are shared with the students and are written on the board. These remain visible and are referred to throughout the lesson. The success criteria may be different for different students.
- Students are told how the particular lesson fits into the 'big picture' of a module of work/half term/term/whole year etc.
- The plenary session is used to conclude the lesson.
- The learning objectives are discussed against learning outcomes and the next stage in the learning is outlined.
- Feedback is related to the learning objectives.

B) Using effective questioning techniques

High-level questioning can be used as a tool for AfL. Teachers can:

- Use questions to find out what students know, understand and can do
- Analyze students' responses and their questions in order to find out what they know, understand and can do
- Use questions to find out what students' specific misconceptions are in order to target teaching more effectively
- Use students' questions to assess understanding.

Some questions are better than others at providing teachers with assessment opportunities. Changing the way a question is phrased can make a significant difference to:

- The thought processes students need to go through
- The language demands made on students
- The extent to which students reveal their understanding
- The number of questions needed to make an assessment of students' current understanding.

Types of questions that are effective in providing assessment opportunities are:

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is..... true?



C) Using marking and feedback strategies

Teachers recognise that feedback is an essential element in helping students improve. When using AfL strategies, teachers need to move away from giving work marks out of 10 with comments that may not be related to the learning intention of the task (e.g. 'try harder') and move towards giving feedback to help the student improve in the specific activity. This will help to close the learning gap and move students forward in their understanding. Students benefit from opportunities for formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling students what they have done wrong to students seeing for themselves what they need to do to improve and discussing it with the teacher. Giving feedback involves making time to talk to students and teaching them to be reflective about the learning objectives and about their work and responses.

Characteristics of effective feedback

- Positive comments are given, highlighting good features of the work
- Feedback is more effective if it focuses on the learning intention of the task and is given while still relevant.
- Feedback is most effective when it confirms that students are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', i.e. students should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- The effect of written comments on students' self-esteem is taken into consideration. Thus impersonal comments that do not tell students how to do better next time (e.g. 'poor' or 'see me') are phased out.

NB: Research has shown that the allocating of marks/grades alongside comments has a negative effect, in that students ignore the comments and are likely to compare marks or grades with each other. A mark or grades does not tell students how to improve their work.

Subject and Homeroom Teachers need to ensure that their assessment policy focuses on constructive feedback. The use of marks or grades in day-to-day feedback needs to be reduced.

A culture of success should be promoted in which every student can make progress by building on their previous performance rather than being compared with others. This is based on informing students about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be. In other words a student needs to know:

- Where he/she is now,
- Where he/she needs to go and
- How he/she is going to get there.



D) Peer and self-assessment

Peer and self-assessment are valuable tools, in that they enable the individual students to see where they are in their learning.

Peer assessment

Peer assessment can be effective because students can clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other students' work.

Peer assessment must be managed carefully. It is not for the purpose of ranking because if students compare themselves with others rather than their own previous attainment, those performing better than their peers will not be challenged and those performing worse will be de-motivated.

Ideas for Peer Assessment

- Students assess each other's work against agreed criteria. After assessing, they complete the sentences: 'This work is good because ...' Listing 3 or 4 ways in which the work meets the success criteria and 'This could have been even better if ...' suggesting one area for improvement.
- As students' are assessing each other, the teacher walks around the room 'eavesdropping' on the discussions. Any interesting comments could be discussed in the plenary.
- Students could read out their work to a peer.
- During the plenary, students could tell each other what they have learned today.

Self-assessment

Self-assessment is an important tool for teachers. Once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress. The students will then be able to guide their own learning, with the teacher providing help where necessary. In addition, students will need to:

- Reflect on their own work
- Be supported to admit problems without risk to self-esteem
- Be given time to work problems out.

Ideas for Self-Assessment:

- Students are given the mark scheme and success criteria to assess their own work. They identify where they have and have not met the learning objectives. They set their own targets.
- The use of 'traffic lights' to indicate levels of understanding: green for completely understand; amber for partially understand; red for little understanding. These can then be easily communicated to the teacher. Groups of 'green, amber, red' students could easily be created for consolidation work.
- Students are given 10 minutes at the end of a lesson, (or at the start if it was from a homework task) to read through their work and highlight their own errors before submitting it. The errors they spot could form the basis of the teacher's comments.



Departments need to decide where peer and self-assessment would be used to greatest advantage in their subject area. Particular modules of work would naturally lend themselves to peer or self-assessment better than others. Students need to be taught how to assess their own work and that of others so that students feel safe in doing so.

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Universal Private School



English as an Additional Language Policy

PURPOSE

The study of English and the broader concept of literacy is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. Through language use, students convey and discover information, work through ideas and express feelings. Students learning English as an additional language (EAL) need targeted English language teaching, extra time, support and exposure to English before they can attain the learning outcomes described in the curriculum.

Research on second language learning indicates that EAL students in the English-speaking school system require appropriate English language support. Teachers have the responsibility of promoting the equitable participation of EAL students in Universal private School. A clear understanding of EAL students and their needs is a prerequisite if teachers are to effectively support them to develop their individual potential.

POLICY

The broad goals of the EAL program at Universal Private School is to support students to:

- develop a level of competency and confidence in using English that allows them to fully participate in social and school-based contexts
- continue their conceptual development while developing English language skills
- develop an understanding of the learning styles and expectations of the Cambridge Curriculum system.

More specifically, the EAL curriculum aims to develop students' competence in English in the following areas:

- An ability to use and understand English in a variety of contexts
- Control over the structures and grammatical features of English

An ability to use strategies that facilitate the acquisition of English, and to negotiate communication in English.

Objectives

- To ensure equality of access to the curriculum for all students.
- To provide non-native English speakers with the support they require in order to participate in and engage with the curriculum
- To ensure all teachers are aware of their role in the school as an English language teacher in addition to their specific subject area
- To develop both basic interpersonal communication skills and cognitive academic language proficiency for all students

To develop students' competence in intercultural interactions



RESPONSIBILITIES

Teachers will provide modifications and accommodations in all subject areas to provide access and challenge to their EAL students.

Accommodations and modifications provided to the student will be provided by the subject teacher, which will be collaboratively developed by the EAL teacher and subject/classroom teacher(s).

Appropriate academic support services will be provided to EAL students within the content courses and may include an EAL teacher or supplemental materials.

Common planning time to support instructional planning and evaluation efforts between the EAL teacher and subject/classroom teachers will be provided.

The subject/classroom teacher(s), EAL teacher, School Counsellor, and Vice Principal will monitor all EAL students' progress during the school year to determine if programming changes are necessary.

The EAL teacher will be responsible for the assessment of students English language proficiency and ensuring student progress data is kept up to date.

PROCEDURE

The Universal Private School EAL program components will ensure each student receives instruction geared towards helping the student achieve the academic standards in reading, writing, speaking, and listening, and allowing the students the opportunities they need to become proficient in the use of the English language. The EAL program provided will include direct language instruction as well as adaptations to instruction and assessment in all content areas, both of which must be commensurate with the student's level of English proficiency.

English instruction is adapted to student's proficiency level and supplemented by gestures, visual aids, and manipulative.

EAL students will be graded using the same grading system as all other students.

The progress of all EAL students' will be monitored during the school year to determine if programming changes are necessary.

All data relating to students attainment will be centrally stored in the SIMS.

Students' progress in the English Language will be measured using standardized assessments. These assessment will provide teachers, students, parents and all school personnel with an accurate measure of a student's English Language proficiency and improvement.

The EAL program employed for each student will be decided based on their age on entry, in conjunction with their English Language proficiency. This may include, but not exclusively, in class support or periods of extraction and intensive support according to need.

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Literacy Policy

PRINCIPLES: RATIONALE

Literacy constitutes the foundation of the school curriculum by developing a student's ability to speak, listen, read and write for a wide range of purposes, including using language to learn and communicate, think, explore and organize.

Universal Private School is committed to raising the standards of literacy for all of its students, ensuring each develops the ability to use literacy skills effectively in all areas of the curriculum and as a foundation to manage confidently the demands of further education, employment and adult life. All teachers play a crucial role supporting a student's literacy development.

Definition of Literacy

Literacy is the ability to understand and evaluate meaning through speaking and listening, reading, and writing; it is also the capacity to recognize, reproduce and manipulate the conventions of a range of texts.

Framework for Literacy and Learning

1. Learning through Speaking and Listening

Learning through speaking and listening involves using talk to clarify and present ideas, using active listening to demonstrate understanding, and combining both talking and thinking together.

2. Reading and Learning from text

Through reading and learning in text the students will develop research and study skills, ability to read for meaning and understand how various texts work.

Each student will learn to read fluently, accurately and with understanding, become independent and critical readers, who make informed and appropriate choices, select and evaluate information from a wide range of texts and sources including print, media and ICT.

3. Learning through writing

Students will learn to use writing as a tool for thought, structure and organisation, and develop clear and appropriate expression.

Students will learn to write in a widening variety of forms for different purposes including interpreting, evaluating, explaining, analysing and exploring.

Students will also develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and effective style, organizing and structuring sentences grammatically and whole texts coherently.

Students will also learn to present their writing clearly using accurate punctuation, correct spelling and legible handwriting.



1. The development of Literacy is the responsibility of all teachers, students, parents, SMT, Vice Principal and the Board of Trustees and outside agencies used by school.
2. Our understanding of literacy incorporates the development of the skills of reading; writing, talking and listening to be used effectively and with understanding to access the curriculum and develop essential life skills.
3. Literacy involves talking, listening, reading and writing.
4. Effective literacy development should promote self-esteem, confidence and effective and learning.

PURPOSES

1. To develop students' key skills in all areas of language.
2. To raise standards for all
3. To encourage students to read fluently and with understanding, using reading methods that are appropriate to the material and to the writing purpose.
4. To develop students' ability to use information texts and to locate, extract and use relevant information.
5. To develop writing skills for a range of purposes and audiences, using spelling and punctuation appropriately and with confidence.
6. To promote a wide use of Information and Communication Technology as a medium for the further development of language both in English and across the curriculum.
7. To enable children to communicate clearly and with assurance in appropriate forms of speech. They should be able to talk and listen in a variety of groupings and in both formal and in formal contexts.
8. To promote a shared view of Literacy and Literacy development across the curriculum and provide appropriate staff development.
9. To use effective models of planning, target setting, development and action planning, to ensure common approaches and consistency across the school.

Practices

1. Every member of staff has the responsibility for developing Literacy by:
 - Using agreed approaches and strategies in identified areas for literacy development and evaluation.
 - Contributing to the monitoring and evaluation of language development throughout the school.



- Making student aware of subject specific language.
 - Monitoring students' Literacy skills in their own subject
2. Literacy is promoted across all areas of the curriculum by:
- Valuing all students' efforts to read, write and talk. This is demonstrated by student's work displayed in all classrooms.
 - Providing a range of language experiences in talking and listening, reading and writing.
 - Effective use of existing resources.
 - Encouraging of teachers to use different styles.
3. ICT is used across the curriculum to support and develop Literacy:
- Availability of a range of hardware and software.
 - Extracting text/ Use of CD-ROM's/ Internet/Email.
 - Use of electronic media, encyclopaedias, and reference books.
 - Availability of ICT resources to students at specific times e.g. library lessons and lunchtimes.
4. Procedures for monitoring and evaluating student's achievements by the Vice Principal are as follows:
- Monitoring of results in all grade groups
 - Collection of long-term plans.
5. Procedures for monitoring and evaluating student's achievements by teachers are as follows:
- Ongoing formative assessment/ class work /homework.
 - Yearly reports
 - Summative assessment
 - End of grade group assessment
 - Students' self assessment.
6. The teaching approaches used consist of the following:
- Paired reading
 - Whole class teaching
 - Structured group work
 - Pairs
 - Media strategies
 - Project work
 - Drama strategies
 - Reading
 - Teacher reading
 - Shared reading
 - Reading round class /group
 - Silent reading



- Look and say
 - Phonic skills
 - Students reading own writing
 - Writing
 - Shared writing
 - Writing frames
 - Keywords
 - Restructuring text
 - Close procedures
 - Speaking and listening
 - Through a variety of contexts and discussions
 - Public speaking
 - Presentations
 - Power point presentations
7. The arrangements for ensuring that all students make appropriate progress in Literacy are as follows:
- Staff training
 - Use of reliable data for base lining and comparative assessment.
 - IEP reviews
 - Progress of students with special needs reviewed by SENCO
 - Progress of students reviewed by the Vice Principal.
8. The issue of standards being achieved in the school is addressed by:
- Collaborative drafting of the Literacy Policy
 - Special provision for student with SEN
 - Board of Trustees
 - SLT meetings – agenda, minutes, School Development Plan
9. Targets for improving the performances of students are set and reviewed regularly using the following strategies:
- Establishing a baseline with year 6 students.
 - Review student progress each half term.
10. The actions necessary to achieve targets consist of:
- Appropriate and well-conceived teaching strategies which address learning needs
 - ICT program for students
 - Designated Library time for all students
 - Sharing good practice by staff
11. Homework is used to support Literacy development as follows:



- Through the Homework Policy
 - All homework set is in the forms of research, reading, writing, speaking, listening and practicing.
 - All homework set has context and purpose
 - Students receive constructive feedback on homework
 - Homework analysis
12. Parent involvement in supporting learning at home takes the form of:
- Signing homework diaries
 - Paired reading initiatives
 - Attendance at Parent/ teacher Meetings
13. The Library is used to promote Literacy by:
- Providing a wide range of stimulating fiction and non-fiction.
 - Providing an atmosphere conducive to reading and research
 - Organizing activities such as Read-a-thon, storytelling, etc
 - Providing a visual and literate environment for students
14. Additional arrangements contributing to the development of Literacy are:
- Library club.
 - Homework club
 - Drama

Targets, monitoring and evaluation

Hard Targets

Increase the reading ages of students in all years within a school year.

Soft Target

Teachers will use quantitative data to identify literacy needs of each student within their subject.

Teachers will use differentiated materials to address the literacy needs of each student within their subject.

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Numeracy Policy

INTRODUCTION AND RATIONALE

Mathematics equips students with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them. Good Numeracy is the key to success for students across the curriculum, in that most, subjects require good Numeracy skills and the ability to perform calculations. Further good numeracy supports learning in all subjects.

Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Aims

Universal Private School aims to:

- Ensure that there is a whole-school focus on basic Numeracy skills that underpin cross curricular progress in subjects
- Promote strategies which see Numeracy as a key skill for life, for competence and for enjoyment
- Use the environment of the school to improve Numeracy skills
- Know by heart number facts; number bonds, multiplication tables, doubles and halves
- Calculate accurately and efficiently, both mentally and in writing and paper
- Drawing on a range of calculation strategies
- Make sense of number problems, and recognize the operations needed to solve them
- Explain methods and reasoning using correct mathematical terms
- Judge whether answers are reasonable and have strategies for checking them.
- Provide targeted intervention where Numeracy levels are low and opportunities for challenge for the most able.

Objectives to Support Numeracy

1. The Subject and Homeroom Teachers lead the focus on Numeracy and actively support all activities.
2. Subject and Homeroom Teachers lead the ongoing focus on Numeracy.



3. There is a subject/departmental focus developed each year as a designated part of School Development Plan (SDP).
4. There is an individual focus through agreed whole-school planning and assessment procedures.
5. There is an environment focus through subject room displays and school displays.
6. There is ongoing training on 'Improving Numeracy' through the whole school.
7. The teaching of mathematics provides opportunities for group work, paired work, whole class teaching, individual work.

Whole School Support

The whole school focus is supported by:

- Vice Principal
- Numeracy focus in guidance time
- The SEN register is given to all staff and the SENCO highlights students with particular Numeracy needs
- Techniques to improve Numeracy are taught in Mathematics lessons in all year groups
- One of the targets teachers can agree with students has to be a Numeracy target
- Regular audits of Numeracy teaching across all departments are undertaken.

Intervention Strategies

Students engage in:

- The development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem solving
- Mathematical discussion
- Consolidation of basic skills and number facts
- Work that is challenging, motivating and encourages
- Talking about what they have been doing.
- Using Smart Boards to provide excellent opportunities for teachers and children
- Experiencing the world of mathematics in a truly visual and interactive way

Low Numeracy Levels

In conjunction with the SEN department, the Vice Principal decide which students in the school need intervention strategies to support their Numeracy. There are several different strategies employed:

- All students in Grades 5 & 6 would have Numeracy homework each week which focus on specific numeracy targets.



- Students in Grades 5 & 6 with poor Numeracy skills are taught by trained staff in a small withdrawal group. Their specific long-term plans sit within the standards framework for Mathematics and links directly with the long-term plan in mainstream lessons.
- The Learning Support Team organizes the intervention and withdrawal strategies used in other year groups to support Numeracy needs.
- The coordinator withdraws identified students to help improve Numeracy skills where the identified students have been identified as underachieving.

Challenge High Levels of Numeracy

These students are identified in Grades 5 & 6 through a process using test scores according to agreed criteria and offered the opportunity to be involved in Gifted and Talented sessions. Here students are encouraged to use their Numeracy skills to solve problems at a higher level.

The Subject Coordinator will compile a list of those students who have a gift or talent for numeracy, acting on information provided from subject staff and by looking at test scores. That list will then be disseminated to all staff in order that expectations and challenge may be appropriately high across the curriculum.

Monitoring

The monitoring of the implementation of Numeracy strategies, both whole school and subject wise is the responsibility of, in the first instance, the Subject Coordinators concerned and the Vice Principal who will undertake an audit of practice regularly and organize focused professional development where needed. Numeracy practice across the school will also be reviewed regularly as part of the school's rolling programme of self-review and as part of School Development Plan.

Adoption Date **September 2021**
Next Review **May 2022**



Assessment & Reporting Policy

PURPOSE

This policy ensures that Universal Private School will provide parents and students with a full and accurate reporting of the individual student's progress, performance and achievement, through fair and comprehensive assessments, observations and evaluations. *Assessment for Learning*, whereby ongoing assessments and related feedback help the learner to understand their own progress and take responsibility for their own way forward, is the key approach underpinning high quality teaching and learning.

POLICY

Universal Private School is committed to ensuring the optimal progress of each individual student, and therefore uses a rich variety of assessment methods to identify progress, demonstrate student achievement, and guide instruction. We also analyze the assessment and evaluation data to understand class, grade, and school-wide results, trends, comparisons and implications, while constantly seeking to improve both teaching and learning according to the Cambridge Curriculum and the MoE Arabic subjects' curriculum on offer.

Principles and Expectations

- Responding to students' work and assessment results provides important guidance and is a key motivational tool
- Marking and feedback is most effective when it is formative and timely in nature – both feedback and feed forward
- Continuous assessment strategies will underpin the classroom assessment practice by consistently checking for understanding, skill growth and content/concept mastery
- Self and peer-assessment will be key assessment strategies for writing, speaking and project-based learning opportunities
- A variety of feedback to students is useful in helping them to understand how their work can be improved and developed
- It is the responsibility of departmental subject teams to agree how work produced by students will be responded to and assessed, with consistency across year levels/subjects/departments
- Assessment for students with SEN will typically be based on the targets and goals in the student's Individual Education Plan, with report cards clearly indicating this
- Internal school assessments will be supported by a regular, efficient and succinct tracking and reporting system, and students' progress will be shared only among relevant teachers, other school professionals, and parents
- Students will be given appropriate exposure to assessments which will prepare them for public/external examinations
- Private benchmarks will be used to provide a realistic measure of student performance against others
- Rubrics and indicators are used to guide students to achieve as well as they are capable



GUIDELINES

Marking, feedback and checking for understanding will

- Be frequent, timely, regular and purposeful
- Help students know and recognize the outcomes and standards they are aiming for, through the use of rubrics and student work samples/models
- Provide recognition for achievement, give clear feedback, and offer strategies for improvement and next steps
- Allow specific time for students to read, reflect and respond to marking
- Respond to individual learning needs and learning styles
- Provide or develop student-designed rubrics for a range of assessments to empower students in identifying their own progress and specific learning needs
- Inform immediate and future planning
- Feed into the school's individual student tracking system
- Feed into the support systems for SEN, G&T, and students at risk
- Be moderated for fairness and accuracy of marking, when a formal assessment, (e.g. a major assignment or test) by other peer colleagues who share an understanding of the assessment and skills/content being assessed

Teachers can respond to work produced by students through the use of:

- Oral feedback such as conferencing or oral Q&A about the work or results
- Written feedback on paper or electronic
- Self-assessment
- Peer-assessment
- Checking for progress/understanding during lessons
- Formative assessments to show interim progress and guide the student forward
- Summative marking using mark schemes, rubrics or set criteria

Effective Target Setting

- Using summative assessment data, teachers will support students in making SMART targets to motivate their own achievement
- Whole-class target setting, such as for a collective overall skill improvement, is also utilized
- Review and reflection of achievement toward reaching or exceeding targets will be undertaken at periodic intervals

Assessment for Learning (AfL)

Universal private School is committed to the important contribution AfL can make to student development and academic performance. AfL is the responsibility of the teacher, who is to make sure that in every learning experience the student understands what knowledge, understanding, and/or skills they have acquired, and is aware of what they need to do next to further improve their skills, knowledge and understanding. All assessment done to measure or indicate this is to be used by both teacher and student in order to learn from it: i.e. how to improve, to correct errors, to take what 'next steps', and go further to make progress.

To ensure AfL occurs, during their lessons, teachers will use:

- Shared learning objectives that students understand



- Integrated IT hardware and software, used as tools for learning the curriculum and developing related skills
- Effective questioning inclusive of all students and of students' own questions
- Thorough, timely marking and meaningful feedback and 'feed forward' (helping students understand what to do next)
- Opportunities for students to choose among activities and assessments, to be more critical in their thinking and/or creative in their products demonstrating understanding
- Various types of formative assessment to inform more effective learning and teaching
- Methods that actively engage students in evaluating their own performance and progress
- Challenging targets for students to aim for as they learn
- Expectations and opportunities for students to reflect on their own achievement and growth identify problem areas or weaknesses as well as next steps, and to seek help in order to better understand how to improve or learn.

Reporting Student Progress

The Universal Private School provides three report cards per academic year, as per ADEK regulations. At the end of each trimester, a full report card will be provided for each student, indicating progress and performance for that period. In higher grades, the report cards become less narrative and more symbolic, where at early year levels, indicators of progress are more narrative. At least twice per year, parents are invited to come and meet with their child's teachers to discuss their mutual interest in supporting their child's learning.

External Assessments:

The Universal Private School is committed to utilising appropriate external, standardized, and norm-referenced testing to understand the progress of its students in relation to other groups and nationalities. Parents will be notified of any external assessment tool being utilized, with an explanation of its source, nature, application, and purpose. Results, whenever possible, will be shared with parents.

Adoption Date September 2021

Next Review May 2024

Approved by

Principal: Dr. Hamada Alfaqawi



Universal Private School
المدرسة العالمية الخاصة



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
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