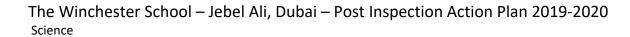


#### STUDENTS' ACHIEVEMENT (PS1) (1.1 and 1.2 Attainment & Progress)

**Maintain Outstanding Attainment and Progress in Secondary Science** 

Leader: Head of Science Department – Mr Nisar Mohamed SLT in charge: Head of Secondary - Ms Harpreet Kaur

Prioritized Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
❖ To maintain outstanding attainment and progress in secondary Science	Challenge:	Book Look – every 3 weeks  Informal lesson observations /learning walks with specified focus – every fortnight  Evaluation of attainment and progress (from baseline) every 6 weeks	<ul> <li>Time for PD/Modelling by outstanding practitioners as needed by the dept.</li> <li>Reviewed SOW, Rubrics, Student IEPs, ILP sheet, Data Analysis</li> <li>CAT4 and PTS data</li> <li>Personalized lesson plans</li> </ul>	• Large Majority (72%) of the students have attained stanine 6 and above in progress test	Science HODs, SIDS, HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action  HOD, SIDS, HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	Extension Tasks added in all lessons of all year groups to ensure consistency in high levels of challenge Laboratory lesson were consistently organized by providing ample time for planning, evaluate and communicate their finding. For Example in year 8 separate lessons for improving the scientific skill have been organized. Ongoing from term 3  PTS data analyzed strand wise in order to identify and address the gaps for current year 8 and year 9 next year. For example reactivity series in year 9 Chemistry has been revisited to bridge the gap identifies in PTS



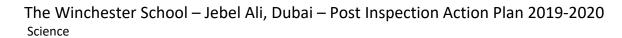


❖ To maintain	To embed Scientific literacy skills:	Termly	1		KS4:		
outstanding	☐ Effective Provision to engage	evaluation			Attainment &		
attainment and	students with science-related	of					Students have provided provision
progress in	issues, and with the ideas of	attainment			Progress	Science HODs, SIDS,	to engage and discuss science
secondary	science, as a reflective citizen.	and			<ul> <li>The majority</li> </ul>	HOS monitor and	related issues, provide
Science	50.0.100, 45 4 10.1004.10 5.11.201.1	progress.			(year 10) and	review provision	opportunities to make written
	☐ Ensure provision to master skills <i>viz</i> .		-	Personalized	most (year 11)	(lesson observation,	explanation of their finding from
	Applying phenomena scientifically,			lesson plans	of students	Book look, SOW,	different sources through Science
	evaluate and design scientific				achieve above	lesson plans, data)	Dialectics, SCI Ted, Future Scientist
	inquiry, and interpret data and				curriculum	termly with prompt	club etc. They also provided
	evidence scientifically.				standards in	action	opportunities to engage in project
					Science and		based activities through hand on
	☐ Combine information from several				make better		experiments, Virtual Reality
	sources to solve problems and draw				than expected		sessions, Food talks etc
	conclusions, and they provide				progress from		
	written explanations to						
	communicate scientific knowledge.				their baseline.	HOD. SIDS. HOS	
	Intervention:				KS5	monitor and review	
	Address gaps in topics and areas as				Attainment &	provision (lesson	
	identified IN PTS				Progress	observation, Book	
					<ul> <li>The majority</li> </ul>	look, SOW, lesson	
	Addressing Gaps				(year 12) and	plans, data) termly	
					large	with prompt action	
	Year 8 Gaps Identified and revisited				majority(year		
PTS Gaps Identified	the topics. SOW modified.				13) of students		
	Provision for more support				achieve above		
	included				curriculum		
		Ongoing			standards in		
	Topics needs Reinforcement	Ongoing			Science and		
	CHEMISTRY  ✓ (done ✓) Reactivity Series				make better		
	✓ Introduction to periodic				than expected		
	table				progress from		
	tabic						
	BIOLOGY				their baseline in		
	✓ Analysing and interpreting				lessons		
	food chains						

# The Winchester School – Jebel Ali, Dubai – Post Inspection Action Plan 2019-2020 Science

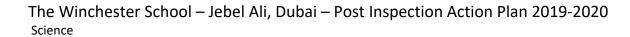


PHYSICS						
✓ Electromagnets						
SCIENTIFIC ENQUIRY	June 2019					
SCIENTIFIC ENQUIRE	Julie 2013			https://animateds		
(done√) SOW already modified to				cience.co.uk/283-		
accommodate: scientific enquiry				<u>2</u>		
skills / investigations from term 1.						
Skills / Investigations from term 1.		Personali	zed	https://www.aqa.		
		lesson pla	ıns	org.uk/subjects/sc	Science HODs, SIDS,	
(done√) Revisit scientific enquiry,		, , , , , , , , , , , , , , , , , , ,		ience/gcse/combi	HOS monitor and	
and give more frequent				ned-science-	review provision	
opportunities for students to write				trilogy-	(lesson observation,	
hypothesis, planning and execution				8464/assessment-	Book look, SOW,	
followed by conclusion and				resources	lesson plans, data)	
evaluation and develop their				103041003	termly with prompt	
scientific thinking relating to the				https://revisionsci	action	
<mark>concept</mark>						
✓ Give students questions with data				ence.com/gcse-		
to help enhance their data analysis	Ongoing			revision/science/s		
skills				cience-gcse-past-		
				papers/edexcel-		
Year 9 Gaps Identified and				gcse-combined-		
revisited the topics. SOW modified.				science-past-	HOD, SIDS, HOS	
Provision for more support				<u>papers</u>	monitor and review	
included					provision (lesson	
				https://qualificati	observation, Book	
<u>Topics needs Reinforcement</u>				ons.pearson.com/	look, SOW, lesson	
CHEMICTRY				content/dam/pdf/	plans, data) termly with prompt action	
CHEMISTRY  ✓ (done ✓) Earth Sciences				International-	with prompt action	
BIOLOGY BIOLOGY				Lower-Secondary-		
✓ Photosynthesis				Curriculum/Scienc		
Filotosynthesis				e/2018/Specificati		
SCIENTIFIC ENQUIRY				onandSampleAsse		
SCIENTIFIC ENQUIRE						
(done√) SOW already modified to				ssments/SAMs-		
accommodate: scientific enquiry				PLSC-Int-Award-		
skills / investigations from term 1.				<u>in-Lower-</u>		
salid / investigations from term 1.				<u>Secondary-</u>		



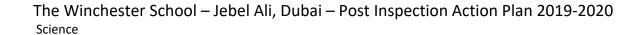


	<ul> <li>✓ (done ✓) Revisit scientific enquiry, and give more frequent opportunities for students to write hypothesis, planning and execution followed by conclusion and evaluation and develop their scientific thinking relating to the concept</li> <li>Addressing Internal Assessment Gaps         <ul> <li>Gaps: Experimental Skills, Analysing data, Graphical Skill</li> <li>✓ Consistently organize lab lesson to increase the scientific skills</li> <li>✓ Provide time for planning experiments and presenting their laboratory finding in detail by dividing lab lesson to two lessons.</li> </ul> </li> </ul>	June 2019	Personalized lesson plans	Science-2018- Sep.pdf	Science HODs, SIDS, HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	
Internal Assessment results: Address gaps identified in internal assessments	Personalization using CAT 4 data Use CAT4 data to make personalize strategies in lessons to support all ability students and to enrich, enhance and accelerate the progress of G&T students.	Ongoing			HOD, SIDS, HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	





	Enhancing verbal skills				
❖ CAT4	Inculcate reading in science lesson to		https://www.cam	Science HODs, SIDS,	
To analyse and	enhance the verbal skill. Improve scientific	Ongoing	bridgeinternation	HOS monitor and	
continue using	literacy skill	5.1.85.11.8	al.org/programme	review provision	
CAT 4 data to	Enhancing Spatial Skills			(lesson observation,	
provide support,	Use of Video/AR/VR/3D in lesson for		s-and-	Book look, SOW,	
challenge	effective learning		qualifications/cam	lesson plans, data)	
through early	6666		bridge-lower-	termly with prompt	
intervention.			secondary/assess	action	
To personalise			ment/cambridge-	400.01.	
lesson plans			checkpoint/check		
using student			point-support-		
implications and			material/		
plan next steps.			············		
Enhance			https://mathsmad		
reasoning skills				HOD, SIDS, HOS	
and critical			eeasy.co.uk/ks3-	monitor and review	
thinking skills.			revision/key-	provision (lesson	
tilling eniller			stage-3-science/	observation, Book	
				look, SOW, lesson	
				plans, data) termly	
				with prompt action	





### STUDENTS' ACHIEVEMENT (PS1) (1.3 Learning Skills)

Developing in-depth learning skills and use of learning technologies in secondary Science

Leader: Head of Science Department SLT in charge: Head of Secondary

Prioritized Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
To enhance communication skills in Science consistently with a greater focus on Students' interactions, collaboration, and communication skills	Communication skills: Ensure frequent opportunities for students to present their learning through in-depth discussions with rigorous use of scientific terminology, enhancing their communication skills.	Ongoing	Time for PD/Modelling by outstanding practitioners as needed by the department (innovation)	Most students will be able to communicate their understanding of concepts in depth, as evidenced through their work samples and lesson observations.	Science HODs, HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	Communication is enhanced in lessons and beyond like students participated in Dialectics in Physics, Chemistry and Biology, Science Ted talk Launch of Future Scientist club enhancing their research and critical thinking skills
Enhance innovation and use of learning technologies	Learning technologies: Ensure regular, consistent and innovative use of learning technologies in lessons, evident through lesson observations.		<ul> <li>Time for lesson observations and feedback</li> <li>Team teaching/Peer observation</li> </ul>	Most students are innovative, enterprising and independent learners and they can find things out for themselves using a variety of different sources. They use learning technologies independently effectively, evidenced through regular monitoring.		

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### **TEACHING AND ASSESSMENT (PS3) (3.1 Teaching for effective learning)**

Improve teaching for effective learning in secondary Science

Leader: MLs and SLT Line Manager: Principal

Achievement Governor: Parent, Student, and GEMS - LAB

Improve teachi	ing for effective learning in seconda	members External Evaluator: VP				
Prioritized Objectives	Actions	Time Frame	Resources	Success Criteria		Comments
To ensure consistency in outstanding teaching practices in secondary Science	<ul> <li>Time in lessons: Use time effectively in lessons to maximize learning. Ensure appropriate lesson pace that allows sufficient time for concluding activities and assessing and consolidating student learning.</li> <li>Effective Use of data:         <ul> <li>Secure the use and implementation of data by all the teachers.</li> <li>Teachers to consistently personalize Science lesson plans by triangulation of data (CAT4, PTS, internal data).</li> <li>The provisions made for students based on data analysis must be evident in notebooks.</li> </ul> </li> <li>Setting Expectations: To ensure clarity in expectations and a clear understanding of the high standards of Teaching &amp; Learning among teachers:         <ul> <li>Sharing best practices: Embed systems to share outstanding teaching practices to build</li> </ul> </li> </ul>	Book Look – every 3 weeks  Informal lesson observation s/learning walks with specified focus – every fortnight (Ongoing)	Monitoring forms, IPPs, modeling, lesson observations, peer observation, team teaching.  PD sessions on the effective use of data for impactful personalization.  Regular and rigorous data analysis.  PD and sharing best practices on effective personalization and appropriate challenge IEPs, TLPs, ILPs, Minutes of meetings	Most teached deliver Very Good or Outstanding features.      Almost all teachers may progress an achieve the targets iden in IPP aided rigorous sugin place.	members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data termly with prompt action.  SENDCo, HODs, HOK, and HOS monitor the provision through lesson observations, Book looks, personalized lesson plans, IEPs -terml	personalisation done. Department workshops on moderation and marking done.  All teachers will complete paired observation with either senior or middle leader by end of term1. Very positive feedback on a deeper understanding of good or better lessons and how to look for and ensure learning in the lesson.

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consistency in high standards of T&L through peer observations, team teaching, modeling of lessons. Strong practitioners to share outstanding practices through videos, work samples, mentoring. Rigorous, regular cross-phase observations across the school to ensure sharing of outstanding practices to raise teacher performance and student learning. This is to be rigorously and regularly tracked by Science HODs and SID.

Paired observations: All teachers

- Paired observations: All teachers across the school to have at least one paired observation with a senior or middle leader to establish clarity on good or better learning in lessons.
- Support to teachers: All identified acceptable and good teachers have IPP and timetabled support to raise T&L and effective personalization based on data in their lessons.
- Monitoring: Rigorous monitoring of teacher performance and use of data, through regularly tracked lesson observations, learning walks, and peer observations and book looks.

All groups of students make outstanding progress in most lessons due to personalized support and stretched challenge to maximize their potential across all phases.

members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action.

SENDCo, HODs, HOK, and HOS monitor the provision through lesson observations, Book looks, personalized lesson plans, IEPs -termly with prompt action

HODs, HOKS, DHOS and VP to accurately identify and monitor the provision for G&T through lesson observations, Book looks, personalized lesson plans, ALPs, TLPstermly with prompt action Understanding of all data is getting deeper, however, the use of data to personalize is variable and support is being put in place promptly.

Ongoing monitoring and support.

SEND and G&T lists under review again after CAT4 assessments and 6 weeks of induction for all students.

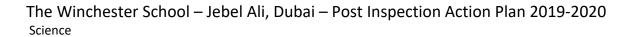


#### **TEACHING AND ASSESSMENT (PS3) (3.2 Assessment)**

To accurately assess the depth of students' learning with effective AFL and adjusting pace of the lesson

Leader: Head of Science Department SLT in charge: Head of Secondary

Prioritized Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
To ensure consistent use of effective AFL strategies to accurately assess the depth of students' understanding.	Consolidating learning by:      AFL in lessons: Ensure consistent and robust use of AFL strategies by teachers using a wide range of effective AFL tools (including online AFL resources, rubrics), to assess their depth of understanding monitor all students' attainment and progress in lessons, with emphasis on plenary to recognize lesson-by-lesson learning gains.  Time in lessons: Ensure teachers adjust teaching strategies and pace of lessons to skilfully elicit, conclude, assess, consolidate and maximise learning for all groups of students within the appropriate time frame in most lessons.	Informal lesson observation s/learning walks with specified focus – every fortnight  Ongoing	Professional Developments Programmes- internal and External  Online AFL tools to measure progress  Monitoring forms, IPPs, modelling, lesson observations, peer observation, team teaching.  PD sessions on effective use of data for impactful personalization.	Most of the students making outstanding progress evident through work samples and formative assessment trackers  Most lesson have timed activities and teacher ensure that consolidate the learning with effective plenary	HODS and SIDS HOS, through lesson observations, learning walk, book look,  Teachers trackers Data Analysis	Effective AFL is a key feature in all lessons. Teachers establish their starting point . Students used rubrics effectively to assess and set targets for themselves
	<ul> <li>Provision for all groups: Teachers to consistently personalize Science lesson plans by triangulation of data (CAT4, PTS, internal data). Ensure consistency in provision for all groups of students including SEND and G&amp;T in lessons.</li> <li>Mastery skills: Embed students' mastery skills through scaffolded reflection and</li> </ul>	Termly evaluation and discussions of effective AFL strategies used	Regular and rigorous data analysis.  PD and sharing best practices on effective personalization and appropriate challenge IEPs, TLPs, ILPs, Minutes of meetings	Most of the lessons have the effective provision of a variety of AFL strategies evident through lesson observations.		





discussion time in lessons with varied opportunities for students to effectively communicate their learning with reasoned arguments.  • Professional Development: PD sessions to share outstanding AFL strategies followed by constructive feedback, to set clear targets for all group of students. This will be followed up by HODs and SID (lesson observations).	Ongoing	Student notebook work samples, peer- and self-marked rubric samples.  Lesson observations, learning walks	Most of the students attaining grades which are above curriculum in all lessons, summative assessments and EOY assessments.	Cross Phase moderation for papers and books done in June
• Tracking and Intervention: Maintain trackers to record students' progress fortnightly, monthly and termly followed by data analysis for each student.  Teachers to track students' attainment and progress regularly in the online tracker system as a 6 week-snapshot, wherein they consolidate the formative assessment entries in an online system. Secure immediate interventions using gap analysis (monthly) to address students' gaps in scientific concepts.	Ongoing			
<ul> <li>Moderation: Build rigor in moderation of assessments and establish clarity amongst teams, within the same phase and cross phase.</li> </ul>	Ongoing			

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#### **LEADERSHIP AND MANAGEMENT (PS6)**

Improve the effectiveness of leadership through clear communication of expectations, monitoring, and moderation in Science.

Leader: Head of Science Department SLT in charge: Head of Secondary

Prioritized Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
To raise the profile of the department.  Ensure leadership is implemented effectively at all levels within the department.	<ul> <li>Monitoring:         <ul> <li>Observations: Ensure systematic and rigorous monitoring of Science lessons by HODs and SID (with support from HOYs and HOKs).</li> <li>Tracker: Maintain an organized, documented tracking system to evaluate teacher performance, identify gaps and help raise the teachers' profile and pedagogical practices.</li> </ul> </li> <li>Support and empowerment: Provide consistent support through IPPs, modeling and facilitating peer observations, which are meticulously tracked and followed up.</li> <li>Moderation:         <ul> <li>The internal teacher assessment entries in the online tracker to be moderated by Science HODs with evidence from lesson observations, book looks, formative and summative assessments.</li> </ul> </li> </ul>	Ongoing  Ongoing  Ongoing  Moderation of end of term assessment done June 2019  Moderation of books Ongoing	Middle leaders' meetings with SLT involving school improvement discussions and evaluation, sharing outstanding samples of SEF and action plans. Lesson observations, Online tracker, Book looks	■ Rigorous  Monitoring — paired observations and impact evaluation by leaders at all levels enabling improved student outcomes across all phases. ■ Continued improvement in attainment and progress over time and improving trends of PTS results.	SLT and MLs (HOD, HOKS)	Strategic actions like paired observations, Individual progress Plan are ongoing and rigor in monitoring impact and prompt support is enabled.