

SECONDARY ENGLISH DEPARTMENT ACTION PLAN

<p>1 STUDENTS ATTAINMENT, PROGRESS AND LEARNING SKILLS (PS1)</p> <ul style="list-style-type: none"> • Raise English Attainment in NAP assessments across school -PTE, PISA and PBTS. • Maintain Very Good attainment and progress in Phase 3 and Outstanding in Phase 4. • Promote creativity and critical thinking by increasing opportunities for students to conduct research and lead learning. • Developing in-depth learning skills and the ability to communicate effectively. • Enhance Reading skills of students across Secondary. 				<p>Leader: Debbiejo Miranda- Head of English, Secondary SLT in charge: Ritika Anand – Vice Principal</p>		
Prioritised Objectives	Actions	Monitoring Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Review Comments
<ul style="list-style-type: none"> ▪ Raise English Attainment in NAP assessments across school -PTE, PISA and PBTS. ▪ Maintain Very Good attainment and progress in Phase 3 and Outstanding in Phase 4. ▪ Enhance Reading skills of students across Secondary. ▪ To further develop application of appropriate communication skills across settings, purposes and audiences. ▪ To further embed innovation and critical thinking in daily lessons. ▪ To ensure an increased number of lessons are student led. ▪ To bridge the gap between the attainment of boys and girls in internal assessments and PTE. 	<ul style="list-style-type: none"> ▪ Build rigour in critical analysis of text in English to raise verbal reasoning and skilfully respond to unfamiliar texts from a range of sources. ▪ Further embed opportunities for independent research to develop critical thinking and effectively communicate their learning. ▪ Teachers to promote creativity and critical thinking by giving increased opportunities to students in lessons and beyond for independent research based tasks and present, peer teach and lead their learning through questioning and challenging ▪ Engage students in creative events encouraging them to research independently and present at TED talks, Debate, MUN clubs and world scholars ▪ Modified SOW to inculcate all components of PTE, extensive reading beyond curriculum expectations to further enhance understanding of a wide variety of literary texts and contexts. ▪ Ensure consistency of writing standards across subjects. ▪ Ensure most lesson are planned and resourced appropriately based on accurate use of data and as well as AFL opportunities to identify and seek learning and extend it from their starting points. ▪ Embed high levels of personalised challenge, enrichment, extension and acceleration opportunities for G and T students. ▪ Embed students' awareness of UAE and its culture through focused reading comprehensions. 	<ul style="list-style-type: none"> ▪ Formative Assessments. ▪ Summative Assessments. ▪ Daily lessons. ▪ PTE data. 	<ul style="list-style-type: none"> ▪ Time for PD/Modelling by outstanding practitioners as needed by department /year group. ▪ Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis ▪ Time for lesson observations and feedback ▪ Team teaching ▪ Moderation time and networking across phases in school and other schools. ▪ SIMS tracker ▪ Department A ▪ Assignment Trackers. 	<ul style="list-style-type: none"> ▪ Most students in Phase 2 and 3 make better than expected progress from their starting point in English lessons and overtime. ▪ Most students will be able to make links to other works and to a wider context based on their research. ▪ Most students carry out independent research tasks involving high critical thinking and present their learning in a variety of ways using mind maps, creative writings, flipped lessons, TEDDed lesson and peer teach with interest ▪ Greater and more successful participation in Emirates creative writing, TEDTalks, Debate, MUN, World Scholars Cup competitions ▪ A large majority of students across phases will be able to read and comprehend a wide range of fictional and non-fictional texts. ▪ Large Majority of students demonstrate strong independent learning skills with sustained responsibility to apply their learning to real life and make connections 	<p>HODS and HOKS HOS,SLT, LAB members lesson observation, Book look, SOW, lesson plans, data) termly with prompt action. Cross phase observations and review meetings to monitor overall impact.</p> <p>EOY data analysed and Gaps identified.</p>	<ul style="list-style-type: none"> • Area of focus and evaluation of learning is done to assess the progress made in every lesson by every student. • More focused practice is accomplished in gaps identified from PTE with the help of Reading booklets created by the department keeping in mind the skills required for effective reading comprehension. • Home learning focuses on extended reading skills. During lessons, links are made from various contemporary texts to support the Shakespearean unit.

<p>PTE – AREAS FOR DEVELOPMENT</p> <p>YR 7</p> <ul style="list-style-type: none"> • GRAMMAR & PUNCTUATION • SIMPLE INFERENCE • COMPLEX INFERENCE • AUTHORIAL TECHNIQUES <p>YR 8</p> <ul style="list-style-type: none"> • GRAMMAR & PUNCTUATION • SIMPLE INFERENCE <p>YR 9</p> <ul style="list-style-type: none"> • SPELLING • NARRATIVE • NON-NARRATIVE • SIMPLE INFERENCE • COMPLEX INFERENCE • AUTHORIAL TECHNIQUES 	<ul style="list-style-type: none"> ▪ Inculcate innovative teaching strategies in lessons. ▪ Ensure the use of time and resources creatively to consolidate in depth knowledge and learning. ▪ Ensure appropriate and effective use of AFL to consolidate learning in lessons and to show progress by all groups of students from their individual starting points. ▪ Ensure individual starting points are set based on the previous day's progress. ▪ Strategic monitoring, feedback and effective follow up through lessons observations and learning walk. ▪ Analyse internal and PTE data to identify the gaps in attainment and progress between boys and girls. ▪ Identify accurate baseline grades.. ▪ Identify target groups and share targets and strategies with concerned students and respective parents. ▪ Review strategies employed through regular monitoring. <ul style="list-style-type: none"> ▪ Reading Booklets have been created that assess all the components of PTE. ▪ PTE data is analysed and gaps are identified. ▪ Lesson plans that cater to areas for development in PTE. ▪ Personalised Homework. ▪ Department workshops on ▪ Focus on the use of skimming and scanning techniques. ▪ Focus on implicit skills and the ability to identify underlying meanings in the text ▪ Focused lessons on grammar and punctuation ▪ Focus on the use and impact of language features to understand how they shape a narrative. ▪ Continued practice ▪ Create intervention groups and provide personalised support ▪ Apply strategies such as Retelling, Story mapping, Questioning the author and Transactional strategy instruction (predicting activation, generating, clarifying, visualizing, relating and summarizing) 		<ul style="list-style-type: none"> ▪ PTE reports 	<p>between areas of learning for deeper meaningful learning</p> <ul style="list-style-type: none"> ▪ Most students maintain consistency in writing across all subjects. ▪ Improved student outcomes across all phases. ▪ EOY and CIE results. ▪ Reduced attainment gap between girls and boys. <ul style="list-style-type: none"> ▪ Increased percentage in all components of PTE. 		<ul style="list-style-type: none"> • More focused library lessons that cater to the below: <ul style="list-style-type: none"> ➢ Critical Thinking ➢ Activities focusing on sentence structures and vocabulary ➢ Guided Reading • Open Reading <p>We revisited all components of PTE: e.g. in year 7</p> <p>Authorial techniques were revisited based on the PTE scores achieved, since that was an identified target.</p> <p>After the Year 10 EOY assessments, the teachers planned for intervention lessons based on gaps identified. E.g. Summary Writing task was revisited and common targets provided. The corrective tasks were marked by both peer and teacher, based on the rubric.</p>
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<ul style="list-style-type: none"> QUALITY OF TEACHING AND ASSESSMENT (PS3) Ensure that lessons flow at a pace that allows all activities to be concluded and students' understanding to be fully assessed and consolidated. To embed consistency in outstanding teaching and assessment practices across school and raise Phase 4 Teaching to Outstanding. 					<p>Leader: Debbiejo Miranda- Head of English, Secondary SLT in charge: Ritika Anand – Vice Principal</p>	
Prioritised Objectives	Actions	Monitoring Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Review Comments
<ul style="list-style-type: none"> To embed consistency in outstanding teaching and assessment practices across school and raise Phase 4 Teaching to Outstanding. To ensure all teachers across phases have secure understanding of assessment data and use it most effectively for plan and deliver to meet the needs of all students. To enhance personalised support and challenge for all groups of students. To maintain consistent growth in cohort data. 	<ul style="list-style-type: none"> To build consistency in high standards of T&L across all phases. Regular practices across all subjects to share outstanding learning in lessons (videos, work samples, peer 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. Ensure that most teachers have secure understanding and effectively use all internal and benchmark data to personalise support and appropriate challenge for all students from their starting points to meet their specific needs and make better than expected progress. PD and sharing best practices on effective personalisation and appropriate challenge. PD sessions on effective use of data for impactful personalisation. Conduct workshops for the department based on requirements Outstanding teachers to model lessons for their peers. Teachers to enhance and evaluate their practices through peer observation and team teaching. All identified acceptable and good teachers have IPP and timetabled support to raise T&L and effective personalisation based on data in their lessons. Embed outstanding AFL strategies skillfully in daily lessons. Ensure personalisation and differentiation in all lessons for all groups of students. Continue to provide access arrangements for SEND students. Ensure that at the start of the lesson, every student sets individual targets against their learning level and is able to assess their progress at the end of the lesson Teacher-wise data to be analysed. Use data to allocate teachers to appropriate teaching groups to enhance student performance. 	<p>Book Look: Every 3 weeks.</p> <p>Informal observation: A minimum of 2 teachers weekly</p> <p>Formal observation: All teachers to be observed once every term</p> <p>Termly review of IEPs, ALPs, TLPs, ILPs.</p> <p>Termly review of IPP for good and acceptable teachers.</p> <p>IPP targets to be reviewed every 3 weeks.</p> <p>Teacher-wise progress and attainment monitored every 6 weeks.</p>	<p>CIE syllabus assessment structure.</p> <p>Monitoring forms</p> <p>Teacher trackers</p> <p>IEPs, ALPs, TLPs, ILPs.</p> <p>Cohort, Trend and Teacher-wise data</p>	<ul style="list-style-type: none"> Students are better prepared to meet the expectations of IGCSE First Language Most teachers confidently and consistently deliver Very good lessons with outstanding features through enhanced personalisation and challenge. Use of data and personalised support exhibits progress for all groups of students from their starting point in all lessons. Almost all teachers make progress and achieve their targets identified in IPP with rigorous monitoring and support in place. Increase in percentage of attainment and data in cohorts. 	<p>HODS and HOKS</p> <p>HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action.</p> <p>SENDCo, HODs, HOKS and HOS monitor the provision through lesson observations, Book looks, personalised lesson plans, IEPs -termly with prompt action</p> <p>HODs, HOKS, DHOS and VP to accurately identify and Monitor the provision for G&T through lesson observations, Book looks, personalised lesson plans, ALPs, TLPs-termly with prompt action.</p>	<ul style="list-style-type: none"> Department workshops conducted prior to each unit allows for effective critical thinking in lessons and uniformity in teaching standards. Thorough evaluation of SIMS data by all teachers allows for effective planning and personalisation in lessons. Consistent support, monitoring and 20 minute observations to enhance effective teaching and learning.

<ul style="list-style-type: none"> LEADERSHIP AND MANAGEMENT (PS6) Improve the monitoring of lessons to ensure that evaluations of the quality of teaching are accurate and that internal assessments are moderated. 		Leader: Debbiejo Miranda- Head of English, Secondary SLT in charge: Ritika Anand – Vice Principal				
Prioritised Objectives	Actions	Monitoring Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Review Comments
<ul style="list-style-type: none"> Improve the monitoring of lessons to ensure that evaluations of the quality of teaching are accurate and that internal assessments are moderated. Ensure leadership is implemented effectively at all levels within the department. 	<ul style="list-style-type: none"> 1:1 mentoring of new teachers Empower and equip teachers for leadership roles. Clarity on expectations and accountability re-established with all members with specific feedback PD and feedback to all MLs reinforcing clarity on accuracy and quality recording of monitoring logs Paired observations with LAB members for triangulation and SLT focussing on specific department Weekly appreciative enquiry mails sharing outstanding practices Monitor planning documents Learning walks Formal and informal observations Book look Department workshops Modelling of lessons Team teaching 	Planning documents - weekly Learning walks- weekly Formal observation- Every teacher to be observed once a term Informal observation- A minimum of 2 teachers weekly Book look- every 3 weeks Department workshops – twice a month Modelling of lessons- Lessons to be modelled for all good and acceptable teachers. Team teaching- Ongoing Mentoring & Shadowing– Ongoing	Training for secure and accurate Self Evaluation and writing of SEF- Precise and celebratory, Training for all leaders, sharing outstanding samples of SEF and action plans.	<ul style="list-style-type: none"> 2019 exam results meet the predictions and continued improvement over time. Increase in teacher rating within the department. Ensure uniformity across the department. All leaders highly effective in implementing school priorities and rigorously monitor provision with accuracy and rigour Greater accuracy of self-evaluation and lesson observation judgements includes meaningful high quality recording and specific next steps Most paired observations and book looks are aligned and consistent All staff inspired to continuously better practices to meet priorities. 	SLT and MLs	<ul style="list-style-type: none"> Weekly Learning walks are conducted which is followed by feedback and follow-up. Team teaching and modelling of lessons is extended to relatively newer teachers. Department members are assigned roles and responsibilities <ul style="list-style-type: none"> ❖ Rekha- SEND ❖ Devy- Talented ❖ Somali- Emirati ❖ Mini- Character education ❖ Akifa- Elocution ❖ Inal- innovation ❖ Trupti – CDG ❖ Rabia – CDG ❖ Inal –Yr 7 book look ❖ Chitra – Yr 8 book look ❖ Anita- Yr 9 book look

