

| STUDENTS' ACHIEVEMENT (PS1) (1.1 and 1.2 Attainment & Progress) | | | | Leader in charge: Director of Science and deputy Head of Secondary -Mr Nisar Mohammed | | |
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| To maintain Outstanding Attainment and Progress in Secondary Science across all phase | | | | | | |
| Prioritised Objectives | Actions | Time Frame | Resources | Success Criteria | Monitoring & Evaluation | Comments |
| <p>To maintain outstanding progress and attainment across all phases.</p> <p>To maintain outstanding Science attainment in PTS in all content and process categories across the school-</p> | <p>Continue to embed of critical thinking, analytical and graphical skills through TIMSS, PISA and SAT style questions in lessons.</p> <p>Provide opportunities to stretch and develop their understanding through planning, open activities like plan their own experiment to investigate questions/opportunities to change question for example 'what if' scenario across primary.</p> <p>Continue to Embed Scientific Skill through scientific enquiry and investigation in lessons across all phases.</p> <p>Continue to embed opportunities for students to demonstrate and apply advanced critical thinking and research abilities in real-world contexts, both within and beyond lessons.</p> <p><u>Action Planned for Phase 2 as a result of PTS Analysis</u></p> <p>Increased opportunities for students to enhance their scientific skills through</p> | Ongoing | <p>Personalized lesson plans</p> <p>SOW</p> <p>GAP analysis</p> <p>PTS report</p> <p>Provision for independent learning and enquiry skills.</p> <p>TIMSS report 2019</p> <p>Game based learning lesson plans and tools</p> <p>Achieve the target of 531 and push in to</p> | <p>Most of students continue to achieve above curriculum standards in science and make better than expected progress.</p> <p>Most students in science lessons demonstrate high level of critical thinking through discussions, research and consistently produce work that is above curriculum standards.</p> <p>Most students independently hypothesise, experiment, conclude and evaluate their scientific findings.</p> <p>Most students continue to achieve above curriculum standard in PTS for all content category.</p> <p>Achieve the target of 614-624 and ensure most of our students achieve advanced</p> | <p>HOD, SID, HOS monitor provision (lesson observation, Book Look, SOW, Lesson plans, Data) termly with prompt action.</p> | <p>Improvement in scientific thinking and skills seen in internal assessments and in PTS.</p> <p>Most students effectively use their analytical and critical thinking skills to conclude and evaluate their prediction and findings.</p> <p>Our school exceeded TIMSS 2019 target score in Year 9 by 39 points. We are 43 points above the average score of</p> |

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| <p><u>TIMSS</u></p> <p>Continue to maintain outstanding Attainment in TIMSS to exceed the targets set for the school for 2023</p> <p><u>Target score for 2023 for Year 5</u></p> <p>601-611</p> <p><u>Target score for 2023 for Year 9</u></p> <p>614-624</p> <p><u>PISA</u></p> <p>Raise the scores in PISA to ensure large majority of our students achieve proficiency level 4</p> <p><u>Target Score: 531</u></p> | <p>independent scientific enquiry – predict, plan, record and analyse their findings.</p> <p><u>Action Planned for Phase 3 as a result of PTS analysis</u></p> <p>Increased emphasis on application of the chemical reactivity series for Year 8.</p> <p>Increased opportunities to stretch and develop their understanding of science by reading a range of text in different scientific genres and writing their own explanation and conclusion using language of science.</p> <p>Continue providing opportunities in lessons for reading and analyzing data especially in phase 2 and phase 3.</p> <p>Continue to provide opportunities within curriculum and lessons to ensure students can use more complex or more abstract content knowledge, which is either provided or recalled, to construct explanations of more complex or less familiar events and processes.</p> <p>Continue to include PISA type questions in assessments.</p> | <p>PISA report</p> <p>PISA type questions and assessments</p> | <p>level 4 proficiency level.</p> | <p>international bench mark and above in TIMSS 2023.</p> | <p>Dubai Private Schools and above the average score of top performing country in the world.</p> <p>Our School's PISA score of science is 521 which is 21 points above the average score of Dubai schools and 11 points above the vision 2021 national Target.</p> |
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| STUDENTS' ACHIEVEMENT (PS1) (1.3 Learning Skills) To raise the learning skills of students in primary and secondary to outstanding. | | | | Leader in charge: Director of Science and deputy Head of Secondary -Mr Nisar Mohammed | | |
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| Prioritised Objectives | Actions | Time Frame | Resources | Success Criteria | Monitoring & Evaluation | Comments |
| <p>Further embed critical thinking and problem-solving skills across all phases.</p> <p>Further embed use of technology to enhance independent leaning skills.</p> | <p>Coach students to be proactive in their own learning and be confident in self-review by using rubrics and engaging in dialogue with peer/teacher and setting next steps.</p> <p>Continue to consistently provide opportunities in lessons and beyond to collaborate and communicate learning effectively with the help of guided questions and checklists and present through flipped lessons, interviews, discussions, podcasts, debate, role plays and presentations.</p> <p>Embed opportunities for students to demonstrate and apply high level of critical thinking, independent skills to different context and real-life situations in lessons and beyond.</p> <p>Efficient and consistent use of technology within lessons through variety of ICT tools (Nearpod, Thinker CADs, Kahoot, Mind mister, TED Ed, Padlet etc.</p> | Ongoing | <p>Rubrics exemplars</p> <p>Training specific to increase critical thinking, problem solving – using Design Thinking, Big Question, Thinker Keys, Open ended questions</p> <p>Training on effective use of ICT tools.</p> <p>-videos</p> <p>-planning samples</p> <p>-buddy support</p> | <p>In lessons almost, all students across school confidently use rubrics to evaluate their strength and weakness accurately and take targeted actions to improve.</p> <p>Most students work independently, critically reflect and analyse problems. They question, examine create solve interpret and debate confidently.</p> <p>Most students are highly skilful in using varied learning technologies to discover the best solutions for varied learning situations.</p> | <p>Monthly monitoring focussed on use of rubrics and critical thinking.</p> | <p>Evidence learning skills across all phases is outstanding.</p> <p>All students use rubrics and know what they need to do.</p> <p>Lesson observations and learning walks evidences most students across all phases confidently use ICT tools like nearpod, kahoot, edpuzzle, quizzes, padlet</p> |

| To improve the quality of teaching, learning and assessments across all phases | | | | | Leader in charge: Director of Science and deputy Head of Secondary -Mr Nisar Mohammed | | |
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| To Increase the proportion of very good and outstanding teaching. | | | | | | | |
| Prioritised Objectives | Actions | Time Frame | By Whom | Resources | Success Criteria | Monitoring & Evaluation | Comments |
| To ensure all identified teachers make the most effective use of assessment data when designing and implementing learning activities that is suitably challenged for students of all abilities and that lessons are taught as planned. | <p>Effective analysis of assessment data termly for all groups of students by teachers, supported and monitored by leaders.</p> <ul style="list-style-type: none"> - Accurate identification of strengths and gaps by all teachers to inform planning and provide appropriate intervention and support ensuring measurable positive impact for all group of learners. - Teachers to ensure daily lessons are suitably planned to challenge and engage students as per their abilities and also keeping in mind their areas of developments and needs. | <p>Identification and cascading by the end of January, implementation, monitoring and support ongoing Training for new teachers during induction and termly. Ongoing buddy support specific to use of assessment data, class story</p> | Respective HODs and SLT in-charge | <p>Pool of resources in phoenix folders, recorded lessons Class Stories PD on effective questioning, use of assessment data, effective AfL strategies that look for learning, active learning and collaboration.</p> | <p>Most lessons have extensive personalisation through effective innovative strategies devised after a thorough analysis of CAT4, Progress Tests, PASS, NGRT, ABT thus ensuring most students make excellent progress in most lessons in phase 1 and 4 and most lessons in phase 2 and 3.</p> | <p>SLT in charge of departments MLs and Teachers on a monthly basis Student leaders, LAB members on a termly basis.</p> <p>Moderation, lesson observations, peer observations, book look, feedback from teachers</p> | <p>Bespoke PD done by Principal, VP and senior leaders. Teachers understanding of data improved and use of data seen in most lessons,</p> |
| To ensure identified teachers make regular checks of students' progress to identify and tackle gaps in students learning in lessons and in their work. | <p>Further embed consistency in identified teacher AfL approaches in lessons and written feedback using rubrics highlighting strengths and weaknesses leading to individual target setting, personalized learning and intervention for all groups of learners.</p> <p>Highly personalised learning and intervention through instruction/, questions, tasks, resources and support for specific intervention to ensure progress for all groups of learners.</p> | <p>Identification by end of November 2023 and training/support will be immediate and ongoing monitoring, coaching and mentoring ongoing.</p> <p>New teachers in Term 2 AY 23-24 to be targeted.</p> | Respective HODs and SLT in-charge | <p>Effective AfL strategies that look for active learning and collaboration.</p> <p>Exemplars</p> <p>Peer Observation forms</p> <p>Team Teaching Modelling</p> | <p>Most students across school are confident and accurate in self-evaluation of their strengths and areas of development using rubrics effectively, set challenging targets and are motivated to achieve them. Almost all lessons in Phase 1 and 4 and most in Phase 2 and 3 evidence extension and stretched challenge to enhance critical thinking, independent learning, problem solving, research and inquiry skills.</p> | <p>Work samples, Assessment papers, learning walk, Lesson observations evidence positive shift in identified teachers.</p> | <p>Most teachers across school make regular checks on students' progress.</p> |

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| <p>To ensure that all teachers are clear about the requirements of international benchmark assessments and teaching is adapted to tackle any identified gaps in knowledge and skills.</p> | <p>Highly effective and personalised training for new staff on the requirement of international benchmark. Bespoke focussed PD and support built in to ensure consistency in effective use of NAP data by all teachers to inform planning. Sharing of best practices through team teaching modelling, peer observations that focus on skills required for international benchmark assessment like critical and independent thinking, problem solving, research and inquiry skills. Identified teachers to present this cohort performance using all international benchmark assessment dat. Intervention and support implemented.</p> | <p>Immediate in November 2022 and ongoing</p> | <p>VP</p> | <p>Bespoke PD's on International Benchmark Assessments, Reports. Sharing outstanding practices through Appreciative Enquiry and WINLEAPS Annotated lesson plans/SOW/Work Samples Rubrics TLP's, ILP's, IEPs Assessment trackers Monitoring time and resources</p> | <p>Most teachers rigorously analyse NAP assessment to inform their provision and develop personalized teaching and learning strategies to ensure that most students make better than expected progress All teachers are confident and aware of international benchmark assessment requirement. All teachers share this information with students to complete NAP ILP sheets. All teachers use International Benchmark assessments information in their PTC to keep parents inform.</p> | <p>Class stories with strategies NAP ILPs are completed Personalised lesson plans using data</p> | <p>Bespoke PD done by Principal, VP and senior leaders. All teachers are aware of the benchmark assessments</p> |
| <p>To raise teaching for effective learning to outstanding in FS and Sixth Form.</p> | <p>Continued focus on building teacher confidence to promote critical questioning, insightful responses, discussions and reflections in lessons to stretch and challenge. Bespoke training, coaching and rigorous monitoring of identified teachers to build consistency and secure standards of outstanding teaching and learning.</p> | <p>Immediate November 2022 and ongoing</p> | <p>Respective HODs</p> | <p>-Sharing outstanding practices -Modelling -Team Teaching -Moderation -Sharing outstanding exemplars</p> | <p>Most students in phase 1 and 4 are confident and demonstrate critical thinking, problem solving and inquiry skills and make better than expected progress. Most lessons across all subjects are Very Good and Outstanding with 64% or more Outstanding.</p> | <p>Weekly learning walk, lesson observations, book look, moderation</p> | <p>Positive shift seen. FS and Post 16 almost all lessons outstanding progress is seen. In Phase 2 and 3 most lessons progress is Outstanding</p> |