GEMS Founders School Al Mizhar National Agenda Action Plan 2021-22

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Students Achievement *(Performance Standards: 1)*

National Agenda Performance Outcome Statement (NAPOS): To ensure that National Agenda Parameters; TIMSS, PISA, PIRLS, CAT4 and Progress Tests are fully implemented. To ensure GFM is a high performing school in the UAE, comparable with the best institutes in the world.	**National Agenda Performance Outcome Targets (NAPOT):** **PIRLS 2021 (Awaiting Outcomes):** Achieve a score greater than 539 (ePIRLS 2016 Private Schools Participating in PIRLS in Dubai average) **PISA 2022:** Achieve a score greater than 2018 UAE Average of Science 434, Reading 432, Maths 435 **TIMSS 2023:** Exceed a score of 544 in Mathematics and 551 in Science in Year Five and a score 554 in Mathematics and 561 in Science in Year Nine **English Combination (CAT4 & PTE/PTM):** Ensure progress in English in Phase 2 & 3 is at least 'Good' **Mathematics Combination (CAT4 & PTE/PTM):** Ensure progress in English in Phase 2 & 3 is at least 'Good' **English Combination (CAT4 & PTE/PTM):** Ensure progress in English in Phase 2 & 3 is at least 'Good' **PTE:** Increase overall attainment in Phase 2 to 'Good' and in Phase 3 to at least 'Very Good' **PTM:** Increase overall attainment in Phase 2 to 'Good' and in Phase 3 to at least 'Very Good' **PTS:** Increase overall attainment in Phase 2 to 'Good' and in Phase 3 to at least 'Very Good'

Obj. of NAP	Priority Area/Action	Actions	Monitoring/ Evidence Base	Timeframes	Success Criteria
		Highly Effective School Leadership & Management			
	The Leadership Team, including Local Advisory Board, demonstrate a relentless commitment to the National Agenda Priorities & NAPOS *GFM School Development Plan Priority 1, 3 & 6* *GEMS Cluster Goals- G2 & G4* *Inspection Framework Performance Standards: 1 - 6*	• XSLT/SLT/MLT/LAB analyse NAP data and provide a clear action plan that is understood by all stakeholders • NAP Action Plan links seamlessly to Inspection Framework, SDP and Middle Leaders action plans • XSLT/SLT/MLT/LAB formally evaluate progress towards NAPOT at least once a term. • Ongoing daily QA underpins granular level progress towards NAPOT. • Progress towards NAPOT are reported to stakeholders at least once a term and the action plan is reviewed and updated	• Minutes of XSLT/SLT/MLT/LAB meetings • Documentation • QA Calendar outcomes, Data Drops and analysis • PowerBI, Go4Schools & QA Calendar outcomes • Student/Staff and parent communication documents	• Autumn/Spring term • Autumn/Spring term • Ongoing • Ongoing • Ongoing	**NAP action plan impact upon curriculum and teaching & learning. This in turn achieves the NAPOT.**
	Ensure all staff are fully trained in UAE National Agenda Parameters, UAE Vision 2021, UAE Centennial Plan 2071 and GFM action plans NAPOT are met. *GFM School Development Plan Priority 1, 2, 3, 4, 5 & 6* *GEMS Cluster Goals- G2 & G4* *Inspection Framework Performance Standards: 1 - 6*	• CPD ensures that all members of staff know our NAPOT. • Data analysis and next steps are shared with teams by the Middle Leadership Team. • All teachers understand the data analysis and develop highly effective interventions within teaching and learning to achieve NAPOT & NAPOS • All staff understand the details of the UAE Centennial Plan 2071 and 4 pillars; Future Focused Government, Excellent Education, A diversified Knowledge Economy and A Happy and Cohesive Society.	• All staff know our NAPOT. • Data analysis positively impact on learning • Curriculum review is ongoing. & Mini-SEFs address NAPOT • Evidence of PD sharing UAE Centennial Plan 2071	• Term 2 • Term 2 • Ongoing • Ongoing	**PD ensures all staff know NAPOS & NAPOT targets are met.**

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	Priority Area/Action	Actions	Monitoring/ Evidence Base	Timeframes	Success Criteria
	Ensure all parents and students fully aware of UAE Vision 2021, UAE Centennial Plan 2071 and are aware of our plan and agreed actions to meet NAPOS & NAPOT *GFM School Development Plan Priority 1, 2, 3, 4, 5 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1 - 6)*	• Newsletter to parents regularly refer to NAPOT & NAPOS • Webinars to parents regularly refer to NAPOT & NAPOS • Assemblies, displays and form time ensure students know, understand and are striving to achieve NAPOT & NAPOS	• Newsletter • Webinars • Assembly and form time programmes	• Ongoing • Ongoing • Ongoing	**Students and parents are fully aware NAPOS & NAPOT targets and support their children achieving them.**

Obj. of NAP	Priority Area/Action	Actions	Monitoring/ Evidence Base	Timeframes	Success Criteria
		The Quality of Teaching and Learning			
	To achieve 'Very Good' attainment in English (75%+ achieving curriculum standards and 61%+ exceeding curriculum standards) *GFM School Development Plan Priority 1, 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1 - 6)*	**Phase 1:** -To raise attainment to close the gap between Emiratis and Non-Emiratis by 20% 'Pre teaching' key words for the week, homework to support Emirati students in accessing storybooks in English and Arabic. -To raise attainment to close the gap between boys writing against the UK 2019 National average by introducing Big Talk/Write PD for teachers over the second term, breaking down Literacy skills from communication and language. -To reduce the gap in Literacy by 6% ensuring that plans are carefully planned by introducing 'hooks' to engage boys in storybooks and learning, carefully picking books from boys book spine to engage boys interests in storytelling and reading, in addition, enhancement of the library area to support boys engagement. To ensure Phase 1 attainment continues to increase, focusing on all students attaining curriculum standards in line with the new Early Years framework. To maximise the benefits from best practice from within the GEMS cluster of schools and EYFS network. With a particular focus on literacy as to improve teacher pedagogy and impact student outcomes. To enhance Emirati interventions using WELCOM and initiatives with a particular focus on communication and language such as Helicopter Stories. **Phase 2:** -To raise attainment in English by ensuring Good and better teaching for effective learning and targeted intervention for verbal deficit. -To create a reading culture by enhancing the GFM library linked to UAE culture and heritage -To promote better opportunities for parental engagement (parent webinars, curriculum days for parents, Student Showcase Event, competitions) -Curriculum development through the implementation of VIPERS, including professional development and rigorous monitoring of VIPERS across the school	For Year 5 & 9 students in TIMSS 2023 (current year 4&8), to achieve NAPOT & NAPOS For students in PISA 2022, to achieve NAPOT & NAPOS Maths Dept/HOD/SSLT meeting minutes. Monitoring of continuous assessment, Power BI and Go4Schools. Overall attainment in PTE to achieve NAPOT & NAPOS End of Year GLD in FS, Phonics Screen in Year 1 and SATs Tests in Year 6 reflect at least National Averages	• PIRLS 2021 test - Awaiting results • PISA 2022 test • Ongoing • Ongoing • PTE 2021/22 • Half termly tests	**Students in English at least meet the NAPOT. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.**

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		Actions		Monitoring	Timescale	Success Criteria
		-To improve standards in the teaching and learning of Phonics through continued professional development and moderation against UK Phonics screening standards -To ensure each child has a levelled reading book in order to raise attainment and progress in English -To increate Emirati attainment to at least 75% At curriculum standards by implementing personalised intervention programme -To accelerate students' academic potential through the use of CAT4 data to create higher attaining express classes **Phase 3:** -To embed PISA style questions within the curriculum. - Weekly pupil progress meetings to identify students falling below their personalised target - Weekly intervention sessions established to target both students below their target, but also to stretch HA pupils to achieve higher grades -Teachers apply highly effective differentiation and facilitate challenge, enhancements and self-assessment to allow students to achieve their 'if challenged' personalised target -Curricula routinely reviewed and adapted to meet the changing needs of students -All teachers to embed reading skills, reading aloud and expertly modelled reading at each and every opportunity -Reading, from a physical book, is expected during AM registration time. -Inter-house and inter-school reading competitions to be established and promoted		See previous page		
	To achieve 'Very Good' attainment in Mathematics (75%+ achieving curriculum standards and 61%+ exceeding curriculum standards) *GFM School Development Plan Priority 1, 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1 - 6)*	**Phase 1:** -To ensure Phase 1 attainment continues to increase, focusing on all students attaining curriculum standards in line with the new Early Years framework. -To enhance Emirati boys interventions ensuring they have access to concrete resources and initiatives with a particular focus on speaking to meet new Early Learning Goals. - To Continue the tracking and monitoring of Emirati students, adapting the curriculum where necessary to raise Emirati attainment. - To have a greater focus on the quality and effectiveness of Maths resources in the environment ensuring differentiation between FS1/2 -To continue the moderation process using the Progression Maps to ensure curriculum coverage, development and consistency with UK standards. -To continue to close the gap between Emirati and Non-Emirati Maths progression using curriculum adaptation. **Phase 2:** -Curriculum development through enhanced use of online platforms (e.g. DoodleMaths and Timestable Rockstars) to promote independent learning skills and raise attainment and progress.		For Year 5 & 9 students in TIMSS 2023 (current year 4&8), to achieve **NAPOT & NAPOS** For students in PISA 2022, to achieve **NAPOT & NAPOS** Maths Dept/HOD/SSLT meeting minutes. Monitoring of continuous assessment, Power BI and trackers. Overall attainment in PTM to achieve **NAPOT & NAPOS** End of Unit Abacus checks to aim for 75% of every class to achieve ARE	• TIMSS 2023 test • PISA 2022 test • Ongoing • Ongoing • PTM 2021/22 • Half termly tests	**Students in mathematics at least meet the NAPOT. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.**

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		-Curriculum adaptation by creating class 'Challenge Areas' for assessment for learning opportunities (Y2-Y6) and Continuous Provision to promote consolidation of learning and critical thinking skills. -Raising curriculum standards through the full implementation and monitoring of White Rose Maths scheme -To improve teaching for effective learning through continued professional development in problem solving and reasoning -To accelerate students' academic potential through the use of CAT4 data to create higher attaining express classes **Phase 3:** -To embed PISA style questions within the curriculum. - Weekly pupil progress meetings to identify students falling below their personalised target - Weekly intervention sessions established to target both students below their target, but also to stretch HA pupils to achieve higher grades -Teachers apply highly effective differentiation and facilitate challenge, enhancements and self-assessment to allow students to achieve their 'if challenged' personalised target -Curricula routinely reviewed and adapted to meet the changing needs of students -All teachers to embed reading skills, reading aloud and expertly modelled reading at each and every opportunity -Continue to embed the Sparx maths scheme for Home Learning	See previous page		
	Maintain Science overall progress in Phase 2 & 3 to 'Very Good' (75%+ making expected progress and 61%+ making better than expected progress) *GFM School Development Plan Priority 1, 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1 - 6)*	**Phase 1:** -To continue to upskill teachers on the new Understanding the World Early Learning Goals through the use of personalised PD. -To reintroduce some forms of 'messy play' in order to meet curriculum standards after COVID restrictions. - To plan for and ensure students have opportunities to perform experiments and are exposed to sensory learning during outdoor play. -To establish early speaking interventions for Emirati students for them to attain curriculum standards in line with Non-Emirati. -To continue to embed HPL and develop open-ended investigations to promote critical thinking, problem solving and innovation. -To continue to monitor and track SoD working closely with GROW interventions using high quality sensory resources. **Phase 2:** -New leadership for Head of Primary Science to drive standards in the teaching and learning of Science through a new 25-days action plan and robust process. -Minimum curriculum expectations, including the use of Science labs for practical, hands on investigative teaching and learning -To further promote a Science culture at GFM through themed days and links to Computational Thinking	For Year 5 & 9 students in TIMSS 2023 (current year 4 & 8), to achieve NAPOT & NAPOS For students in PISA 2022, to achieve NAPOT & NAPOS Science dept/HOD/SSLT meeting minutes. Monitoring of continuous assessment, Power BI and Go4Schools. Overall attainment in PTS, achieve NAPOT & NAPOS	• TIMSS 2023 test • PISA 2022 test • Ongoing • Ongoing • PTS 2021/22	**Students in Science at least meet the NAPOT. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.**

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		-To ensure the curriculum is effectively planned by embedding end of unit assessments from the schemes of work - To analyse CAT4 data to identify students with low SAS to improve their science outcomes through a bespoke, practical intervention programme **Phase 3:** Science intervention programme, for students with progress below 75% at or above expectation. Analysis of CAT4 data to identify students with low SAS. Analysis of PTS data to identify students with low attainment and the gaps in student understanding. For current year 7 teachers to imbed TIMSS style questions into their lessons. To embed PISA style questions within the curriculum.	See previous page		
	Increase overall attainment and progress of Emirati Students in all subjects: 1. In Phase 2 to achieve 'Good' attainment in all subjects 2. In Phase 2 to achieve 'Good' progress in all subjects 3. In Phase 3 to achieve 'Acceptable' attainment in English and 'Good' attainment in maths and science 4. In Phase 3 to achieve 'Good' progress in all subjects *GFM School Development Plan Priority 1, 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1 - 6)*	**Phase 1:** -To establish early speaking interventions for Emirati students for them to attain curriculum standards in line with Non-Emirati. -To enhance Emirati boys interventions and initiatives with a particular focus on speaking to meet new Early Learning Goals. -To Continue the tracking and monitoring of Emirati students, adapting the curriculum where necessary to raise Emirati attainment. **Phase 1&2:** --Emirati Learning Plans for all Emirati learners across the phase to identify personalised targets, aspirations and monitor students' progress in collaboration with parents -GAP analysis intervention programmes to target focused, timely interventions for low attaining Emirati students -Development of 'Class Context Sheets' to provide purposeful learning opportunities to suit students learning styles and target academic potential - To close the verbal deficit gap, 'CAT4 Class Context Sheets' enables high quality provision for low verbal deficit students (e.g. word mats and key subject specific vocabulary). -Personalised, termly QR targets to enable students to independently move learning through agreed targeted next steps -Monitoring of Emirati attendance and ensuring follow up through timely and regular communication -Monitoring standards of provision for Emirati students is embedded in the regular department reviews cycle. -Lesson observations to focus on progress of Emirati students in order to monitor progress in lessons and triangulate against assessment data -To analyse CAT4 data to identify students with low SAS to improve their science outcomes through a bespoke, practical intervention programme **Phase 3:** Emirati intervention programme, for students with attainment / progress below 75% at or above expectation.	Emirati Champion Interviews/Audits. Emirati Champion meeting minutes. Dept/HOD/SSLT meeting minutes. Increase Emirati attainment in PTS (phase 3) to achieve **NAPOT & NAPOS**. Combination reports	• Termly • Ongoing • Ongoing • PTE 2021/22 • PTM 2021/22 • PTS 2021/22 • CAT4 / combination report	**Emirati students at least meet the NAPOS & NAPOT. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.**

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		Analysis of CAT4 data to identify students with low verbal scores (i.e. a high verbal deficit). - Detailed seating plans to be implements to ensure teachers are aware of the different groups within the class - Ability groups to be targeted through in class support and challenge, through targeted differentiation - Assessment (internal and external) data used to create sets for core subjects, to allow for greater personalised learning within class - All MoE team contribute to curriculum overviews to promote learning links. Emirati heritage is embedded in our curriculum	See previous page		

Obj. of NAP	Priority Area/Action	Actions	Monitoring/ Evidence Base	Timeframes	Success Criteria
	Curriculum				
	Ensure alignment of Maths, English, Science curriculum to TIMMS and PISA requirements (content and skills) *GFM School Development Plan Priority 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1-6)*	• Curriculum review to ensure skills taught - students aware of skills assessed in TIMSS and PISA. • Year 4 and Year 5 curriculum adapted to integrate TIMSS objectives. • Checklists provided and communication with parents for support.	• Medium term plans • Documentation • Documentation	• Ongoing • Ongoing • Ongoing	**Pupils and parents aware of curriculum content. Curriculum coverage for TIMSS and PISA. Therefore providing students with opportunities to achieve NAPOT.**
	Individual student "GL & CAT4 Parent Report" sent to parents to inform them of their child's performance following CAT4 & GL webinars *GFM School Development Plan Priority 1, 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1-6)*	• Every parent of a student who completed the test receives a parent report • Webinars are completed and shared on the school website	• Reports • Website and webinars	• End Term 1 GL • End of Term 2 CAT4	**Through parent awareness and professional discussion parents have the knowledge and support to NAPOS & NAPOT.**
	Introduce a common language of learning across the whole school based on the principles of High Performance Learning (HPL) *GFM School Development Plan Priority 1, 2, 3, 4, 5 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1-6)*	• HoD/HoY/HoS and teaching teams to attend ongoing PD and ensure all requested actions are implemented across their team • Use the language of learning and values attached to HPL in all elements of school life • Provide regular information to parents about the HPL developments and how they can support at home and in life • HPL Passport	• QA Calendar outcomes • QA Calendar outcomes • Documentation • Documentation	• Ongoing • Ongoing • Ongoing • Ongoing	**A common language of learning skills will accelerate progress and support achieving our NAPOS & NAPOT.**
	Introduce the Moral, Social and Cultural Studies Curriculum to ensure students understand the heritage of	• HoD & HoS to ensure the smooth transition from Moral Education/ UAE Social Studies to Moral, Social and Cultural Studies • Ensure full curriculum coverage and resource appropriately • Regular assessments that are moderated to ensure accuracy	• QA Calendar outcomes & HoD/HoS audits • Meeting Minutes • Documentation	• Ongoing • Ongoing • Ongoing	**The curriculum ensures students appreciate the heritage of the UAE,**

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	the UAE and appreciate the values in UAE society *GFM School Development Plan Priority 1, 2, 3, 4, 5 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1-6)*	• Reporting to parents of standards of achievement on a termly basis	• Reports		**appreciate the values in UAE society.**
	Continue to develop reading across the curriculum and further students opportunities to read a range of genres *GFM School Development Plan Priority 1, 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1-6)*	**Phase 1&2:** New leadership. Recommended reading lists for each age range (to be accessible by both staff, parents and students). Staff read stories and these are published on media (role modelling). Competitions ('Random Readers' photography competition). 20 day action plans for rapid improvements in reading. Topic based books (fiction and non-fiction) that drive class themes and topics over each half term. **Phase 3:** Form time reading programme. SLT to record book readings to be shared across the school. Library sessions built into English lessons. Entering students into literature and reading competitions. Students reading announcements in the morning - All teachers to embed reading skills, reading aloud and expertly modelled reading at each and every opportunity -Reading, from a physical book, is expected during AM registration time. Inter-house and inter-school reading competitions to be established and promoted -A robust reading assessment platform to be sourced and utilized	For students in PISA 2022, to score 432 or above in Reading. Dept./HOD/SSLT meeting minutes.	• PISA 2022 test • PTE Test • Ongoing	**Students in reading at least meet the NAPOT. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.**
	Ensure Emirati students complete GFM, succeed and are fully prepared to move into University and life beyond school *GFM School Development Plan Priority 1, 2, 3, 4, 5 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1-6)*	• Emirati Learning Plans in place across the school and used to accelerate progress • Emirati Champions in place and working party formed with whole school representation • Ensure representation of Emirati students on GFM student bodies • Ensure path ways are in place for Emirati students to succeed and to move into Universities without the need for a foundation year • Implement the Transition Policy to ensure smooth progress across Key Stages • Work closely with the Careers Counsellor to ensure the right opportunities and choices are made at key transition points	• Student attainment in data drops and NA • Analysis of Emirati student outcomes • Emirati Champion reports • Career counsellor minutes & Emirati data • Career counsellor minutes & Emirati data • Career counsellor minutes & Emirati data	• Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing	**Emirati Students have the qualifications and academic pathways to ensure they can access career aspirations in line with NAPOS**
	Ensure students develop high skills in Arabic language *GFM School Development Plan Priority 1, 3, 4 & 6* *GEMS Cluster Goals- G4* *(Inspection Framework Performance Standards: 1-6)*	• QA calendar ensures teaching and learning expectations are set and achieved • Ongoing PD to ensure that staff can deliver a broad and balanced • Arabic Connects curriculum that links to learning in other subjects • Close working with National Curriculum teachers to ensure the partnership of learning continues • Regular data analysis to ensure students' progress and attainment are in line to achieve NAPOT	• QA Outcomes and resulting actions • PD calendar and observation records/analysis • Records of Arabic Connects T&L • Records of Arabic Connects T&L • Data drops and QA	• Ongoing • Ongoing • Ongoing • Ongoing • Ongoing	**Students studying Arabic have the qualifications and academic pathways to ensure they can access career aspirations in line with NAPOS**

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		• External IBT exams and GCSE exams to validate performance against NAPOT	• Data analysis	• Ongoing	