

Post Inspection Action Plan



Parental Update

December 2022



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December 2022

Post Inspection Action Plan Parent Termly Update

Dear Parents and Carers,

Following [publication](#) of GEMS Founders School Al Mizhar's **DSIB** (Overall rating 'Good') and **BSO** (Overall rating 'Good' with Excellent / Outstanding features) reports in May 2022 and our Parent Post Inspection Action Plan in May 2022, I writing to provide parents with a termly update on our school action plan in a clear, understandable layperson's language.

What you see in the pages which follow is:

- A reiteration of the four main areas of priority:
 - Arabic & Islamic Education.
 - Accuracy of monitoring procedures to impact student outcomes.
 - Teaching for effective learning.
 - Curriculum development.
- The ongoing actions we are taking to address them.
- The Autumn Term update of what we have been doing this year and how we continue to address these areas for improvement

We remain firmly committed to ensuring that progress in the areas for improvement is clear for all to see. I encourage you to read this document carefully in order to fully appreciate the work which is going on in school, and to contact us if you require any further information. As mentioned in our May update, our aim is now to start the journey in becoming an 'Outstanding' high performing school. We look forward to working with you closely during the years to come as we continue our mission in 'creating tomorrows successful and caring citizens today'.

Best wishes

Akram Tarik

Principal / CEO



1. Arabic and Islamic Education

What did the report say?

To accelerate students' progress and raise attainment in Islamic education and Arabic by:

- *adapting the curriculum effectively to address gaps in students' knowledge and understanding, particularly for non-native Arabic speakers.*

What are we doing?

- We are measuring the attainment and progress of students studying Arabic A and Arabic B against international benchmark assessments: Arabic Benchmark Test (ABT). ABT measures the four key language skills - Reading, Listening, Writing and Speaking. The assessment is based on the Arabic framework for Arabs and Non Arabs which is approved by MOE. Once results are received we will analyze and share reports.
- We are reviewing and modifying the curriculum of Arabic and Islamic Studies to meet the needs of all groups of students, specifically focusing on rapidly improving:
 - students' recitation skills, knowledge of Islamic law and understanding of Seerah.
 - students' ability to quote relevant Qur'anic verses and to understand the links between the different elements of Islamic education.
 - Improve students' writing, reading comprehension and speaking skills.
 - We will be placing students into 'sets' as to provide a personalised curriculum, particularly for non-native Arabic speakers. This will be based on their years of Arabic studies.
- We are further developing the quality of teaching and learning in the Arabic and Islamic studies lessons. This will provide greater opportunities for students to ask questions, solve problems, innovate, express their ideas and further develop the learning skills of HPL.
- We are improving the accuracy and use of our assessment data for Arabic and Islamic Studies. This is to ensure that the outcomes of the assessments positively impact on the quality of teaching and learning and accelerates progress and attainment.

How you can support:

- Read our weekly newsletters and discuss the content with your children.
- Encourage your child to participate, work independently and respond to the teacher requirements within the newsletters.
- Work closely with the teachers to prepare your child for the assessments (provided 2 weeks in advance) and review the outcomes from the assessments.



What you will see as a parent:

- Your child will have a clear understanding of what they need to learn next, why they need to learn it and what it will look like when they have successfully learnt it.
- Your child will feel that they fully participate in Arabic and Islamic Studies lessons and they have regular opportunities to ask questions, solve problems, innovate, express their ideas and further develop the learning skills of HPL.
- Your child will fully understand the outcomes of their assessments including their strengths and areas for development. These areas for development will form the next targets for their upcoming learning.



2. Accuracy of monitoring procedures to impact student outcomes

What did the report say?

Improve the accuracy of monitoring procedures used to measure the impact of teaching on student outcomes.

What are we doing?

- **MOE:**
 - School specific leaders as Heads of MOE in Primary and Secondary with teams of dedicated curriculum leaders i.e. Head of Arabic A Primary, Head of Arabic B Secondary etc.
- **FS:**
 - We continue to share weekly observations of students learning with discussions on platforms between parents and teachers, celebrating learning. Parents have been and continue to be part of interventions and meetings with students to provide consistent support between home and school.
 - Homework set on 'Evidence Me' to support learning at home for example home projects to support Communication and Language.
 - As a phase, we have developed and continue to develop partnership with other schools to moderate and share best practice for our students.
 - Term 2 development of 'parent notice board' to support sharing best practice of submissions on 'Evidence Me' to encourage parents to share learning and moments at home.
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- **Year 1- 6:** We now work with a team of seven GEMS schools in our cluster to routinely monitor and moderate the impact of teaching on student outcomes. The actions that follow include sharing best practice in schools and peer to peer professional development.
- **Year 7-12:** We will further improve our monitoring of the standard of teaching by being more focused in how we measure the impact of teaching. This will involve improvements in how and when we assess student progress. Leaders within the school will work with Heads of Department to refresh the criteria for 'good teaching' and the expected student outcomes. These criteria will be used to improve our knowledge of the teaching and allow us to support and challenge where needed. Professional development and staff training will be made available to support this.



- **Inclusion in all phases:**

- We share termly IEP trackers with parents alongside IEP meetings and review meetings to update our parents on the progress of their child.
- Alongside this, our Flourish teachers are a part of every parent teacher consultation meetings.
- We continue to share daily updates of all our students of determination via seesaw, whereby parents can have daily communication with the learning support assistant, inclusion teacher and Heads of Inclusion.
- We will further showcase learning to our parents via weekly emails, weekly coffee mornings and monthly newsletters as well as monthly training sessions for parents.
- We continue to have our weekly cluster meetings where we share best practise and ways, we can support our parents further. We also assign half term homework, projects and assign work via seesaw when requested.

How you can support:

- **MOE:** Attend as required our 'MoE Parent Clinic' / 'Coffee mornings' sessions and work with us to further improve student outcomes.
- **FS:** Parents are routinely commenting on students' posts and we are seeing positive impacts on personal social and emotional development of our students. Parents to continue to communicate on the Evidence Me to strengthen home-school partnerships.
- **Year 1-6:** To adhere closely to UK expectations, parents should: continue to refer to 'Multiplications Heat Map', Doodle Maths home learning expectations, utilize Phonics flashcards and read on a daily basis with your child.
- **Year 7-12:** Read through the Assessment timetables with your child to help them understand when they have each subject assessment. Support them in creating a revision timetable for end of term/year assessments to help manage their time effectively. Refer to the learning overview & yearly curriculum overview so that you know the level of challenge being provided at any point in the year.
- **Inclusion:** Attend weekly Inclusion coffee mornings every Wednesday and our monthly training sessions. Continue to upload amazing moments of your children on seesaw. Support home learning when assigned.

What you will see as a parent:

- **MOE:** Your child will feel that they fully participate in Arabic and Islamic Studies lessons and they have a clear understanding of what they need to learn next, why they need to learn it and what it will look like when they have successfully learnt it. In Secondary, the regular weekly overviews are communicated on Google Classroom to allow students to be aware of the units of study on a weekly basis. Separate communication to parents is also sent with a bespoke newsletter each week. These include details of topics and skills being assessed.
- **FS:** Students will be confident talking about 'Evidence Me' and accessing the platform with parents. Students will feel happy to showcase their work and talk about the HPL skills



they have used in that learning moment. You will see all posts from your child's learning journey of Term 1 as well as an overview report of learning at the end of each term.

- **Year 1-6:** You will have a clear understanding of your child's outcomes in relation to expectations related to the UK national curriculum. The report cards have been reviewed to ensure parents can see their child's standards against UK standards. Parent newsletters will include support and guidance in terms of improving the 'key skills'. Parent information sessions will ensure parents feel confident about standards and expectations.
- **Year 7-12:**
 - A parent portal has been developed as a one-stop location for all communication from the Secondary School. Within this there is the staff e-mail directory which enables direct access to teachers. Weekly 'Meet the Head of Secondary' sessions are also provisioned to allow parents to contact the leadership team and provide feedback.
 - Assessment calendar dates are shared with all families in advance via the Parent Google site. Key assessment information such as assessment schedules, parent-teacher conferences are also shared in advance for each half-term and updated each week. FAQs section on the parent site provides additional support and guidance provided to families to understand the systems used and what this means for their children.
 - The consistent and regular weekly overviews allows GFM families to be aware of the units of study on a weekly basis. Separate communication to families also provide details of assessments and skills being assessed.
 - Curriculum standards, Termly Overviews, PLCs and Weekly Learning overviews will all be shared with families. All student assessment and reporting will be linked to the licensed curriculum standards.
- **Inclusion:** You will have a clear understanding of all IEP targets that have been put into place and the provisions that we as a school provide. You will have updated understanding on your child's progress and what they will need more support with. With personalised reports being sent home, you will be able to review the key provisions and skills we as the inclusion department put into place for your child.



3. Teaching for effective learning

What did the report say?

To ensure that all teachers consistently make full use of assessment information to meet the learning needs of all groups of students.

What are we doing?

- **MOE:** We will improve the accuracy and use of assessment data for Arabic and Islamic Studies, to ensure that the outcomes of the assessments positively influence the quality of teaching and learning for all groups of students.
- **FS:** Students will have frequent communication with the class teacher regarding their learning journey on 'Evidence Me'. Alongside this, students of specific groups will have additional meetings with teachers regarding specific targets and personalised journey outcomes. Regular interventions will take place daily both in class and out of class depending on the learning style/support required for students. These are carefully planned based on the data outcomes of specific students to ensure all students meet curriculum standard. Continuous provision is personalised on a daily basis based on the learning outcomes of the students. Teachers will continue to track attainment of students daily and follow up with immediate interventions.
- **Year 1-6:**
 - Subject leaders are now publishing agreed standards (ROLOs) to ensure teachers can moderate against newly revised higher expectations in key skills. In reading we have introduced NGRTs to ensure achievement in literacy can be tracked and targeted.
 - Data is analyzed after each data drop during pupil progress meetings to secure robust interventions are put in place.
 - Teachers have completed PD for effective formative assessment during lessons. Teachers have a range of strategies to ensure assessment for learning takes place and students can respond to live feedback.
- **Year 7-12:**
 - The marking and feedback policy has been rewritten and updated so that there is consistency in expectations for all staff and students. An increased focus is on the need for teachers to use strategies for personalised feedback linked to curriculum standards. This links with new procedures in place in school to support teacher knowledge of their students through seating plans and other assessment data that is relevant.
 - The marking and feedback policy has an increased focus on the importance of student reflection on teacher feedback. All students should now have a purple pen as part of their school equipment and teachers are building time into their curriculum to ensure that **purple pen** reflections on work take place regularly. This means that students are more aware of their areas to improve and are better able





to evidence progress in their books. Teacher understanding of student starting points and current position has improved through the use of PLCs and regular assessment. This means that teacher feedback is able to be more specific to student needs and purple pen improvements are linked more closely to student needs and curriculum standards.

- School procedures for Quality Assurance mean that the standards of student books, and teacher marking and feedback, are checked regularly through departments, line management and within lesson observations. Next steps for improvement of classroom practice are discussed with SLT line managers and actions taken to further improve standards.
- **Inclusion:** We continually review students' progress against their SMART IEP goals that have been set at the beginning of the academic year. We further review the targets every term with you to ensure the targets are effective and measurable. We create individualized targets and provision for all students of determination based on their barriers to learning. Specific interventions are put into place to ensure individualized provision is accurate for each students' needs.

How you can support:

- **MOE:**
 - Encourage and support your child to respond to the teacher requests, specifically focusing on:
 - Students' recitation skills, knowledge of Islamic law and understanding of Seerah.
 - students' ability to quote relevant Qur'anic verses and to understand the links between the different elements of Islamic education
 - Improve students' writing, reading comprehension and speaking skills.
- **FS:** Using Evidence Me to communicate with class teacher celebrating achievements at home and school. Ensuring feedback and comments are made on Evidence Me that are shared in class to strengthen communication and building relationships.
- **Year 1-6:** Parents are invited in to see their child's work regularly. Parents will be able to see the strategies in place in students books; such as the use of 'edit slips' to show how a child has upleveled their work in response to live feedback, self and peer marking.
- **Year 7-12:** Parent feedback expectations shared within assessment procedures and in parent communications/webinars. Initiated and further development and regular practice to be established in Term 2.
- **Inclusion:** Continue to practise your child's IEP targets with them. Regularly check seesaw for updates on progress and communication for your child. Continue to attend our weekly coffee mornings and parent training sessions to understand the different barriers that individual's face.

What you will see as a parent:

- **MOE:** Your child will fully understand the outcomes of their assessments including their strengths and areas for development. These areas for development will form the next targets for their upcoming learning. In Secondary, regular Parent-Teacher conferences



specifically for all core subjects including Arabic and Islamic have provided feedback on their child's learning strengths and areas of development.

- **FS:** Big Write' completed biweekly in their writing books (shared during pupil book looks and curriculum events). Specific set homework for personalised student outcomes. You will see personalised submissions on Evidence Me in relation to student 'WOW Moments' alongside personalised comments from the class teacher in response to parents.
- **Year 1-6:** During student showcase events, parents will be able to see the assessment strategies in place in students books; such as the use of 'edit slips' to show how a child has upleveled their work in response to live feedback.
- **Year 7-12:** The marking and feedback policy has been updated and gives clear guidance to teachers regarding the expected standards and frequency of marking. Departments have been given more ownership of adaptations to this to support progress within subject areas. There has been an increased focus on teacher comments being related to targeted and personalised areas for improvement, with dedicated time planned into the curriculum to support student purple pen reflections. Whole class feedback is used as appropriate to address common misconceptions.
- **Inclusion:** Regular updates on seesaw of your child's progress and regular communication on seesaw with LSA, Inclusion teacher and Heads of Inclusion. You will see personalised pictures, work and student outcomes on seesaw as well as newsletters, weekly coffee mornings and parent trainings. Regular marking against their IEP targets is evident in their intervention books as well as IEP trackers which are updated after every intervention.





4. Curriculum

What did the report say?

Increase teachers' knowledge of how to accurately assess students' achievement against the curriculum standard.

What are we doing?

- **MOE:** We have started to review and modify the curriculum and assessment arrangements to meet the needs of all groups of students. We will have pupil progress meetings, target setting/reviewing meetings and interventions to accelerate student progress and increase attainment. Finally, we will increase the frequency of internal and external moderation and assessment professional development.
- **FS:** The development of the progression maps included the introduction of 'greater depth' comments and what challenge looks like in the class. Curriculum statements have been developed across the cluster to validate students' outcomes when cluster moderation takes place. Half-termly moderation with GEMS schools to support discussion about learning stages of development.
- **Year 1-6:** In science, lessons based on scientific investigations will be more frequent and at least one school trip per year will have a sharp scientific focus. Additionally, in all subjects, the use of educational applications will be specific and targeted to secure broader application of innovative technology.
- **Year 7-12:** Professional development has taken place to improve teacher knowledge and understanding of the curriculum. The curriculum standards in Key Stage 3 have been mapped out for all subjects, with yearly overviews and PLCs in place to support teacher and student understanding. These have been shared with parents and students for all subjects, and are referred to regularly within lesson delivery and note books. Departmental schemes of learning are in place for all subjects which identify the key learning and criteria for success.
- **Inclusion:** As well as our Flourish provision for our Students of Determination, we have introduced specific intervention programs to meet the needs of all our students and to ensure we remove barriers to their learning. We ensure we support students' cognition and learning. We also have targeted support groups for communication and interaction and social, emotional and mental health. We ensure we meet with the cluster to validate student outcomes, IEP targets and to ensure we share best practise.



How you can support:

- **MOE:** Encourage your child to read variety of Arabic books, complete online activities and practice Quran memorisation and recitation.
- **FS:** Encourage independent learning through completing HPL passport activities and home learning set by the class teacher. Encourage high expectations in communication and language through parents modelling speaking in full sentences and asking questions to further their child's learning (modelling in parent teacher consultations).
- **Year 1-6:** Monitor and support your child's efforts when completing homework tasks. Develop your child's interest in science by exploring places of scientific interest during family time.
- **Year 7-12:** Continue to talk to your child about their learning in school. This should not be based around 'What did you do?', but rather focus on 'What did you learn?' and 'What do you need to do to improve?'. Be aware of the curriculum standards in each subject and encourage your child to share their work with you and discuss their learning. From next year use the new Schemes of Learning to help support and challenge your child.

What you will see as a parent:

- **MOE:** Improvement of Arabic reading comprehension, speaking & listening and writing. Improvement of recitation skills, knowledge of Islamic law and understanding of Seerah alongside students' ability to quote relevant Qur'anic verses and to understand the links between the different elements of Islamic education. In Secondary, every Islamic lesson begins with Quran recitation to develop listening and speaking skills. Arabic A and B lessons have a particular drive on improving and developing students' command and technical accuracy (grammar) of Arabic in a range of writing genres and forms. There is a focus on extended writing to also develop writing stamina and application of Arabic vocabulary and grammar in a range of writing forms and genres.
- **FS:** Students will begin to communication using English language and develop their vocabulary across English, Maths and Science in particular becoming familiar with traditional stories. Students will show confidence in talking about their learning and what they have achieved in school.
- **Year 1-6:** Your child will be a confident scientist and able to plan a fair test. Additionally, your child will become skilled in the use of a broad range of applications to research, measure, explore, create and publish.
- **Year 7-12:** Teacher feedback and discussions with families will relate more closely to the curriculum standards and give more effective targeted areas to improve. Student understanding of current attainment and ability to discuss next steps strengthened through use of PLCs and related curriculum standard documents.
- **Inclusion:** Your child will make excellent progress against their IEP targets. Personalised provision will continue to ensure your child not only makes rapid progress academically but also, socially and emotionally.



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