

# GFM School Development Plan Update



Parental Update

March 2025



The  
GFM  
Way

**GEMS**

مدرسة جيمس فاوندرز (المزهر)

Founders School

AL MIZHAR

A culture of continuous sustainable improvement

**#WeAreGFM**

*Helping each other to Grow.*

*Helping each other to Flourish.*

*Help cultivate an ethos of Mindfulness.*

**GEMS Founders School Al Mizhar**

<https://www.gemsfoundersschool-mizhar.com/en/>





## School Development Plan, an update on GFM's key priorities

March 2025

Dear Parents and Carers,

Our vision at GFM is to help our *people to Grow, Flourish and be Mindful*. Our vision is enacted in line with our core pillars of #TheGFMWay:

- *Helping each other to Grow*
- *Helping each other to Flourish*
- *Cultivating an ethos of Mindfulness*

#TheGFMWay defines how we do things here at GFM. We are very clear about our vision of the culture and character that we expect from our students and staff alike, and this approach underpins everything that we do. Every member of the GFM community therefore has a responsibility to uphold, live, role model and demonstrate the following:



A culture of continuous sustainable improvement

**Help each other to Grow**

High expectations, aspirations, excellence and a belief that all can succeed

Innovation & risk taking

Lead by example



**The GFM Way**

**Help cultivate an ethos of Mindfulness**

Act to support each other to be successful

Collaborate and work together in teams

Trusting, caring & honest relationships

**Help each other to Flourish**

Demonstrate respect for ourselves and every other member of the GFM community,

Safe and inspiring learning environment

Celebrate equality, diversity and inclusion

#TheGFMWay is a critical strategic priority as to build a culture of sustainable school improvement. In the spirit of #TheGFMWay, I am writing to parents (with termly updates to follow) to share our school action plan in a clear, understandable layperson's language.



What you see in the pages which follow are three areas of priority for the academic year. It encompasses GFM's Educational Excellence Plan – We promised, we delivered, ensuring impactful improvements in student outcomes and school performance:

- **Area of Improvement 1:** Embed recent improvements in Islamic Education and Arabic so that standards of teaching, learning and achievement are at least good across all phases.
- **Area of Improvement 2:** Develop further differentiated planning of learning to personalise provision more effectively for individual students in lessons – most notably for higher attainers.
- **Area of Improvement 3:** Improve further students' learning skills to optimise their achievements.

We remain firmly committed to ensuring that progress in the areas of 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. 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 tomorrow's successful and caring citizens today'.

Best wishes

Akram Tarik

Principal / CEO



# 1. **Area of Improvement 1:** *Embed recent improvements in Islamic Education and Arabic so that standards of teaching, learning and achievement are at least good across all phases.*

## Why is this an area of priority?

- *Teaching and learning in Arabic A/B and Islamic studies have undergone significant improvements, underscoring the importance of maintaining high standards of excellence across all lessons at GFM.*
- *The focus is now to embed these recent improvements as a continued fundamental objective to ensure that every aspect of the curriculum and teaching meets the needs of all learners.*
- *The focus on Arabic B standards is of significance importance, in ensuring the learning experience and educational outcomes for students improve.*

## What are we doing?

- We will continue to develop the GEMS Arabic Literacy framework in FS ensuring a focus on speaking and reading and the development of extended sentences for our EYFS children.
- We will increase Islamic values throughout the curriculum and in all phases of the school.
- Teachers are receiving additional professional development on the four skills of Arabic Language, personalisation of learning and how to further develop student research skills within lessons and in the wider curriculum.
- The Arabic / Islamic Department will work closer with the English team, as to enhance the standards of teaching in Islamic Education and Arabic.

## Progress to date:

Actions and Intentions	March	March Update against Actions
We will continue to develop the GEMS Arabic Literacy framework in FS ensuring a focus on speaking and reading and the development of extended sentences for our EYFS children	Actions completed and now embedding	<b>Early Years: Strengthening Arabic Literacy in Early Years</b> <ul style="list-style-type: none"> <li>• FS2 Progress – A large majority of students can read, recognize, and write 10 Arabic letters with confidence and respond to self-introduction questions, showing strong foundational language skills.</li> <li>• Year 1 Progress – Some students are now able to read simple sentences, demonstrating early reading and comprehension development.</li> </ul> <b>Primary school: Improving Marking, Feedback &amp; Teaching Quality</b> <ul style="list-style-type: none"> <li>• Marking &amp; Feedback Impact – Training for teachers has led to 96% of students actively responding to feedback, showing measurable progress.</li> <li>• Arabic and Islamic Notebook Reviews – A review of 476 student notebooks found that 93% demonstrated significant progress, and 96% showed evidence of students applying feedback to improve their learning.</li> <li>• Peer Observations &amp; Collaboration – Teachers are working together to enhance questioning techniques, leading to more engaging lessons and improved student outcomes.</li> </ul> <b>Secondary school: Targeted Teacher Training &amp; Inclusive Learning</b>
We will increase Islamic values throughout the curriculum and in all phases of the school.		
Teachers are receiving additional professional development on the four skills of Arabic Language, personalisation of learning and how to further develop student research skills within lessons and in the wider curriculum.		
The Arabic / Islamic Department will work closer with the English team, as to enhance the standards of teaching in Islamic Education and Arabic.		



- Enhanced Arabic and Islamic Teaching & Learning – Learning walks and book reviews found that most teachers are effectively applying the teaching rubric, resulting in structured, engaging, and high-impact lessons.
- Marking & Feedback in MOE Subjects – A review of 618 books found 84% had strong marking and feedback, reflecting effective assessment and high student engagement.
- Peer Observations – 85% of lessons now use cold calling, improving student engagement, while 80% include differentiation, and 75% provide challenge tasks for high achievers, fostering deeper thinking.

**Inclusion & Personalised Learning for Arabic & Islamic Students**

- 100% of Level 3 Students (Students of Determination) have Individualised Education Plans (IEPs) for Arabic and Islamic, ensuring personalised support.
- 100% of Arabic and Islamic primary teachers are now fully aware of personalised student targets and received professional development on inclusive strategies.
- Inclusion Learning Walks confirmed that all Arabic and Islamic teachers are effectively implementing IEP targets in their lessons.

### How you can support:

- Please attend any workshops / parent meetings as arranged by the Arabic and Islamic Team
- Read our weekly newsletters and discuss the content with your children.
- Encourage daily practice of Arabic language skills and Islamic teachings at home to reinforce classroom learning.
- Encourage your child to participate, work independently and respond to the teacher requirements within the newsletters.
- Engage with the school community and participate in cultural and religious events to deepen understanding and appreciation.
- Provide access to supplementary resources, such as books, educational apps, and online courses, to support and enhance their learning journey.
- Please continue to give us your feedback on how things are going by completing our live ongoing survey: <https://forms.office.com/r/UvBf1kJ1Mi>



## 2. Area of Improvement 2: *Develop further differentiated planning of learning to personalise provision more effectively for individual students in lessons – most notably for higher attainers.*

Why is this an area of priority?

- Learning tasks are not always differentiated enough to ensure sufficient challenge, especially for higher attaining students.
- Teachers can use assessment information further to track students' progress and personalise learning tasks.

What are we doing?

- Teachers will receive additional support and training from FS – Year 13 on planning, personalisation and the use of assessment data. This will focus on adaptive teaching and learning strategies.
- Schemes of learning will be reviewed and updated.
- The school will start tracking and checking the quality of work in books of High Ability students to ensure they are being challenged in their learning.
- We will introduce further Digital and AI Tools to provide all students with challenging tasks and research-oriented opportunities.
- Increase our BYOD Chromebook strategy to even more students to support the use of adaptive learning software.

Progress to date:

Actions and Intentions	March	March Update against Actions
Teachers will receive additional support and training from FS – Year 13 on planning, personalisation and the use of assessment data. This will focus on adaptive teaching and learning strategies.	Most actions are completed and/or on track	<b>Early Years: Strengthening Questioning &amp; Engagement</b> <ul style="list-style-type: none"> <li>• Greater Depth Achievement – Increased high-achieving students in FS2 following positive feedback on questioning strategies during our Cluster review (CSV).</li> <li>• Cold Calling Fully Embedded – Used in 100% of observed lessons, ensuring higher student engagement and participation.</li> </ul> <b>Primary: Differentiation &amp; Personalised Learning</b> <ul style="list-style-type: none"> <li>• 100% of teachers incorporate at least three differentiated tasks to support all learners.</li> <li>• All subject-specific tasks are quality-assured by Subject Leaders and Assistant Heads, ensuring structured and effective lesson planning.</li> <li>• CSV Feedback: <i>“Teachers are knowledgeable about student learning preferences and provide consistent feedback.”</i></li> </ul> <b>Secondary: Challenge &amp; Personalisation for High Achievers</b> <ul style="list-style-type: none"> <li>• Book Look data shows that most High Achievers and Gifted &amp; Talented students are making good progress.</li> </ul>
Schemes of learning will be reviewed and updated.		
The school will start tracking and checking the quality of work in books of High Ability students to ensure they are being challenged in their learning.		
We will introduce further Digital and AI Tools to provide all students with challenging tasks and research-oriented opportunities.		
Increase our BYOD Chromebook strategy to even more students to support the use of adaptive learning software.		



	<ul style="list-style-type: none"><li>• Personalised Learning: The majority of teachers personalise lessons to provide sufficient challenge for HA and G&amp;T students.</li><li>• 100% of teachers evidence lesson adaptations for challenge and support in seating plans and teacher folders.</li><li>• Parental Engagement: The Century Parent Dashboard has been launched to help parents monitor home learning and AI-generated pathways. A successful parent session was conducted to further support this.</li></ul> <p><b>Sixth Form: AI Integration &amp; Digital Learning</b></p> <ul style="list-style-type: none"><li>• AI Tools Enabled – Students now have access to AI-powered research tools as part of the school internet access policy.</li><li>• AI in Homework: Teachers provide extended homework incorporating AI tools to enhance research skills.</li><li>• Staff Training: All teachers are trained in Google Mote &amp; Qwikr to provide targeted feedback.</li><li>• Verified Research: Students consistently use Perplexity AI, ensuring research is based on credible and verified sources.</li></ul> <p><b>Inclusion: Personalisation &amp; Assistive Technology</b></p> <ul style="list-style-type: none"><li>• 100% of seating plans highlight SOD &amp; G&amp;T students, ensuring personalized support.</li><li>• 100% of Gifted Students have Advanced Learning Plans (ALPs) available on Provision Map.</li><li>• Inclusion Champions in Every Department – All have attended CPD training on their role expectations..</li></ul>
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### How you can support:

- Please attend any workshops / parent meetings as arranged by the school.
- Read our weekly newsletters and discuss the content with your children. Parents should routinely check Evidence Me, SeeSaw and Google Classroom apps
- Please feel free to contact your child’s teacher or Head of Inclusion to design a personalised learning plan that aligns with your child's interests and abilities, ensuring they are both challenged and supported.
- Encourage your child to read for pleasure.
- Foster a home environment that encourages curiosity and independent learning, providing resources and opportunities for exploration beyond the school curriculum.
- Encourage your child to participate, work independently and respond to the teacher requirements within the newsletters.
- Celebrate achievements and progress in personalised areas of learning to motivate continued growth and development, recognising both academic and creative accomplishments.
- Provide access to supplementary resources, such as books, educational apps, and online courses, to support and enhance their learning journey.
- Please continue to give us your feedback on how things are going by completing our live ongoing survey: <https://forms.office.com/r/UvBf1kJ1Mi>





### 3. Area of Improvement 3: *Improve further students' learning skills to optimise their achievements.*

Why is this an area of priority?

- We want our students to have further routine opportunities for group / collaborative practice, that leads to meaningful discussion and thinking.
- We want our students to develop skills further to use technology to support their learning.
- We want to reduce any passive engagement of some students and develop independent learning skills.

What are we doing?

- Provide more opportunities for students to undertake independent research.
- To improve teachers' questioning skills so that they can lead and manage more perceptive discussions and reflection in lessons.
- To ensure teachers always provide comprehensive and diagnostic feedback to students about their learning – both orally and when marking their work

Progress to date:

Actions and Intentions	March	March Update against Actions
Provide more opportunities for students to undertake independent research.	Most actions are completed and/or on track	<p><b>Early Years: Building Strong Foundations</b></p> <ul style="list-style-type: none"> <li>• Developing Independence – 100% of FS1 students now independently put on aprons, demonstrating improved self-management skills.</li> <li>• Enhanced Outdoor Learning – All outdoor learning areas have been redesigned to support learning skill development.</li> <li>• Real-Life Role Play – 100% of FS classrooms now feature real-life role-play areas, enhancing imaginative and structured play.</li> <li>• Improving Learning Skills – All FS1 classes have shown significant progress in learning skills, with 100% of lessons rated as 'good or better'.</li> </ul> <p><b>Primary: Personalising Learning &amp; Digital Integration</b></p> <ul style="list-style-type: none"> <li>• All planning is quality assured by subject leaders and assistant heads, ensuring high standards across the curriculum.</li> <li>• Assistive Technology Integration – Read Write tool and magnifying text-to-speech features are fully embedded in the Inclusion department.</li> <li>• Digital Learning Expansion – 78% of Years 5 &amp; 6 students now meet the Chromebook usage target, supporting personalised and AI-enhanced learning.</li> </ul> <p><b>Secondary: High Achievement &amp; Independent Learning</b></p> <ul style="list-style-type: none"> <li>• Personalisation Strategies Shared – 100% of staff received strategies to support High Achievers (HA) &amp; Gifted and Talented (G&amp;T) students.</li> <li>• Independent Research Culture – All students are encouraged to conduct self-directed research, strengthening their critical thinking skills.</li> <li>• High-Performance Award for KS3 – All students have the opportunity to complete this award, with form tutors actively guiding G&amp;T and HA students.</li> </ul>
To improve teachers' questioning skills so that they can lead and manage more perceptive discussions and reflection in lessons.		
To ensure teachers always provide comprehensive and diagnostic feedback to students about their learning – both orally and when marking their work		





		<ul style="list-style-type: none"><li>• Sixth Form Growth – The number of students entered for AS Level Extended Professional Qualification (EPQ) has doubled from the previous academic year.</li><li>• Outstanding Post-16 Learning – Learning walks show high levels of engagement and excellent learning skills in almost all lessons.</li><li>• Student Leadership – Sixth Form students led an assembly on VESPA, showcasing best practices in academic success strategies.</li><li>• Effective Teaching Strategies – Cold calling used in 82% of lessons, with 14% of teachers recognised as Expert Practitioners.</li><li>• AI-Enabled Feedback – 100% of secondary teachers trained on Mote &amp; Qwickr, ensuring personalized audio feedback for students.</li></ul> <p><b>Inclusion: Personalised Support &amp; Assistive Technology</b></p> <ul style="list-style-type: none"><li>• Metacognitive Strategies – Almost all Students of Determination (SODs) engage in self-assessment &amp; metacognitive learning using Seesaw.</li><li>• Differentiated Questioning – All Flourish teachers use targeted questioning techniques to enhance engagement.</li><li>• Specialized LSA Training – LSAs received training on Kagan strategies, Pose-Pause-Pounce-Bounce, and Thinking Time to improve classroom discussions.</li><li>• AI in Inclusion – Flourish teachers trained on AI tools (Diffit, MagicSchoolAI) to support differentiation and personalization in lesson planning.</li><li>• Life Skills &amp; Real-World Learning – 100% of Level 3 students participated in Life Skills activities and are preparing for the Ramadan Souq project, enhancing practical and entrepreneurial skills.</li></ul>
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### How you can support:

- Please attend any workshops / parent meetings as arranged by the school.
- Read our weekly newsletters and discuss the content with your children. Parents should routinely check Evidence Me, SeeSaw and Google Classroom apps.
- Support your child’s critical thinking and problem-solving abilities by engaging in discussions and activities that challenge them to think deeply and find solutions independently.
- Encourage your child to read for pleasure.
- Encourage the development of organisational and time management skills by helping them establish a routine and dedicated study space.
- Please continue to give us your feedback on how things are going by completing our live ongoing survey: <https://forms.office.com/r/UvBf1kJ1Mi>



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