The Apple International School, Dubai

National Agenda Parameters Action Plan: 2018-2019

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> ✪ Priority 1: To further embed National Agenda across whole school with focus on First Rate Education System

➢ National Agenda Assessment Parameters TIMSS, CAT4 and Progress Tests are well understood by almost all stakeholders
➢ Teachers, students and parents work collaboratively towards achieving the National Agenda targets for TIMSS and PIRLS

Action	Success Criteria	Responsible	Time Frame	Resources/Evidence	Status
Implement dynamic and innovative strategies that teach 21st century skills	Teachers are facilitators, mentors and co-learners in providing for our 21st Century learners. Holistic and students' led learning environment. Students are innovative & enterprising in their thinking.	Principal Vice Principal	September 18	Learning environment Innovative and entrepreneurship projects	⚪🟡⚪
Adopt Global best practices to achieve National Agenda	Year-long projects of creativity and entrepreneurship implemented at all levels	Vice Principal	September 18 onwards	Year level projects	⚪⚪🟢

Action	Success Criteria	Responsible	Time Frame	Resources/Evidence	Status
Governors, parents, teachers and students aligned to NAP priorities	A large majority of stakeholders involved in developing key strategies that enable the school to exceed the National agenda targets.	Governors Principal	Ongoing	Parents training on target setting, Lesson observations by parents	⚪⚪🟢
Further develop a highly effective school leadership body of both students and adults	Development of a strong set of school leadership body, providing them exposure, coaching, mentoring Measure impact of all initiatives on student achievement Reward innovation, creativity and initiative among the leadership team Leaders enable Apple international school to do more than its fair share to achieve UAE National Agenda targets	Principal Vice Principal	Ongoing	Students-led initiatives External competitions	⚪🟡⚪

✪	Priority 2:	To improve upon the use of CAT4, PIRLS, TIMSS & PASS data

Action	Success Criteria	Responsible	Time Frame	Resources/Evidenc e	Status
Distribute leadership of the CAT4 assessments to middle leaders to enable them to support their teams adequately in carrying out and analysing CAT4 data	Teachers understand the data and use it when planning lessons and target setting. Subject leaders are aware of the gaps, weaknesses and strengths in their subject area. Teachers have and refer to the PT and CAT4 data for their students when planning to see areas to develop and work on.	Principal	Ongoing	Reflection journals on use of assessment data Lesson observation by Senior leaders, parents and external body.	⚪⚪🟢

					Status
Strategies to support verbal, non-verbal, quantitative and spatial bias and weaknesses are collated and shared with all stakeholders	CAT4 differentiation and strategies is on planning sheets to support children following the results from CAT4 reports in Oct.	Leaders Teachers Parents Students	Ongoing	Joint target setting Reflection Journals	⚪⚪🟢
Hold 'CAT Chats' with all children who have taken the CAT4 assessments to ensure that they know their areas to work on and what strategies them best to learn.	Children talk 1;1 with their teacher to discuss barriers in their learning and what helps them to learn better following the CAT4 reports.	Teachers	Ongoing	Joint target setting Notebooks Reflection Journals	⚪⚪🟢
To send home the parent individual CAT4 reports home with and hold a Parent Information session to answer questions and concerns.	Parents are aware of how to support their child in their learning following the CAT4 after receiving the Individual Report for Parents.	Parents Students	Ongoing		⚪⚪🟢
To anecdote CAT4 support and strategies on the Reflection Journals to raise awareness of the needs and supports within the class- including bias and low score	Subject Leaders are thorough with the reports from PT,CAT4, PIRLS & TIMSS and use them effectively to raise attainment in their subject.	Teachers	Ongoing	Reflection journals Lesson plans	⚪⚪🟢
PASS assessment results reviewed by Leaders & Teachers. Analyse our Census results with our PASS data to look for whole school similarities and area to develop.	The PASS information is added to the reflection journal and teachers anecdote some areas of improvement. They work closely with students. The school Counsellor closely supports students with behaviour management	Inclusion Champion HODs Teachers	Ongoing May 2019	Reflection journals	🔴⚪⚪

✪ Priority 3:	Align Curriculum further to the requirements of the NAP Assessments

Action	Success Criteria	Responsible	Time Frame	Resources/Evidence	Status
Curriculum is modified to fill in the gaps in content and skills based on GL, TIMSS(2019), PIRLS, and NGRT framework expectations	All year levels' SOW to be reviewed and aligned in Arabic (with ACER objectives), English, Maths and Science integrated with identified gaps in both content and skills from result analysis. Home Learning and class activities include same style tasks in most subjects. Assessments include questioning that measures reasoning, thinking and critical thinking.	Head of Curriculum HODs	Ongoing from June 2018 and reviewed term wise	SOW, lesson plans, Lesson observations, assessments	⚪⚪🟢
Include TIMSS style questions in regular lessons and assessments to further embed critical thinking and reasoning skills	Teachers and students confidently ask/answer TIMSS style questions in lessons, home-learning, assessments	All teachers	Ongoing	Lesson plans, assessments, home learning	⚪⚪🟢
Analyse the correlation between CAT4, TIMSS, Progress Tests, NGRT and standardised curriculum assessments through triangulation leading to appropriate intervention	Almost all students to meet their individual targets based on their performance in a comprehensive assessment including all the concepts of NAP assessments	Phase Leaders Teachers	December 2018 March 2019 June 2019	Home learning and work samples. Reading logs Attainment and progress charts.	⚪🟡⚪

Further strengthen enthusiasm among students for Arabic

Action	Success Criteria	Responsible	Time Frame	Resources/Evidence	Status
Make Arabic a living language in the school by developing cross-curricular activities and co-teaching opportunities	Joint activities between the Arabic teachers and English and IT teacher are planned to create closer links between Arabic and other subjects.	Principal HOD Arabic Teachers	September 2018	WOW Wednesday Arabic Super learning week Lesson Plans	⚪⚪🟢
Improve the four skills in Arabic					⚪🟡⚪

Priority 4: To ensure cconsistency in good teaching & learning leading to accelerated progress and attainment of almost all students

Action	Success Criteria	Responsible	Time Frame	Resources/Evidence	Status
Consistently promote excellent instruction through a clear vision for achievement	90% of teaching is consistently good or better, 30% is outstanding 90% Students take charge of their own success	School Leadership team	Ongoing	Lesson observation Performance analysis Learning skill analysis	⚪🟡⚪
Enhancing and personalizing professional development	Establish a Learning Community for all teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring	School Leadership team	Ongoing	CPD reports and Photographs	⚪⚪🟢
Embed Interdisciplinary and Transdisciplinary projects across all year levels	Interdisciplinary projects in the Secondary and Transdisciplinary projects in the Primary are part of teaching & learning process.	Phase Leaders HODs	Ongoing	Students' projects Notebooks In lessons	⚪⚪🟢

Embed the use of Bloom's Taxonomy in the setting of learning outcomes for all lessons	Most of the lessons include Blooms taxonomy in differentiated level for all the students for all subjects across all phases.	HODs Teachers	Ongoing	In Lessons	⬤⬤🟢

✪ Priority 6	Strengthening Students' Critical Thinking and Learning Skills

> Students across all phases exhibit Very Good learning skills
> Ample opportunities available for students to use Critical Thinking inside and outside classrooms

Action	Success criteria	Responsible	Time Frame/ Milestones	Training/ Resources	Current status
Identification of gaps and improvement in learning skills	Almost all classes show at least 10% improvement between two Term assessments conducted to assess students' learning skills	Idea leader – SOILS (Students Ownership for Independent Learning Skills)	December 2018 March 2019 June 2019	Teachers Training on assessing learning skills Analysis created schoolzen plat form	⬤🟡⬤
Develop the use of success criteria to encourage children to take responsibility for setting themselves the highest challenge they can achieve.	All students set their own success criteria and use it then to set their learning goals	All teachers	Ongoing	Notebooks Lesson plans In lessons	⬤⬤🟢
Sharing of best practices with the focus on effective questioning, building critical and independent thinking, innovative teaching and learning skills through team	A large majority of students use ICT, research, and other 21st century learning skills to present their interdisciplinary school projects	Idea Leader – CoT (Culture of Thinking)	Ongoing	Learning skills analysis In lessons	⬤⬤🟢

teaching, modelling, peer observations					

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<tr><td>⭐</td><td>Priority</td><td colspan="5">Students' ownership for their target achievement</td></tr>
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➢ Most students to be aware of their CAT 4 stanines and biases if any
➢ Almost all students realise their target for the next NAP assessment (GL progress tests)

Action	Success criteria	Responsible	Time Frame/ Milestones	Training/ Resources/ Evidences	Current status
Thorough evaluation of all NAP assessments data and its effective use in personalisation of T & L strategies to maximise student potential	- Almost all teachers in English, Math, Science and Arabic involve their students in understanding, analysing and personalising provisions effectively using all NAP assessment data - Fragile learners to be identified by almost all teachers by analysis of individual gaps for all students and personalised strategies planned	Teachers Middle leaders	Ongoing	Scatter Plot graphs	⚪🟡⚪
The analysis and reports shared with all students to set mutually agreed targets	CAT4, internal assessments and progress tests are analysed with students. Almost all students fully understand and use the analysis to prepare their individual study plan	Phase Leaders Subject teachers	September 2018 onward	Students individual Learning Goals tracker	⚪🟡⚪