



The Apple International School, Dubai

National Agenda Parameters Action Plan: 2022-2023



The Apple International School, Dubai



National Agenda Parameters Action Plan: 2022-2023

Progress Legend:

- Not Met
- Partly Met
- Met

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

- National Agenda Assessment Parameters TIMSS, PIRLS, ACER IBT, GL CAT4 and GL- 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	All the teachers are facilitators, mentors and co-learners in providing for our 21 st Century learners providing a holistic and students' led learning environment. Most of the students are innovative & enterprising in their thinking.	Principal	75% by September 2022 90% by December 2022	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	Principal Academic Heads	September'20 22 onwards	Year level projects	● ● ●

Governors, parents, teachers, and students aligned to NAP priorities	A large majority of stakeholders are 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	Ongoing	Students-led initiatives External competitions	

	Priority 2:	To further strengthen the use of CAT4, GLPT, ACER, PIRLS, TIMSS & PASS data
--	--------------------	--

- Effective use of NAP Test results by all teachers
- 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
Distribute leadership of the CAT4 assessments to middle leaders to enable them to support their teams	Almost the teachers understand the data and use it when planning lessons and target setting.	Principal	Ongoing	Reflection journals on use of assessment data	

<p>adequately in carrying out and analysing CAT4 data.</p> <p>Strategies to support verbal, non-verbal, quantitative, and spatial bias and weaknesses are collated and shared with all stakeholders.</p>	<p>All the Subject leaders are aware of the gaps, weaknesses, and strengths in their subject area.</p> <p>Most of the teachers have and refer to the GL-PT and CAT4 data for their students when planning to see areas to develop and work on.</p> <p>CAT4 differentiation and strategies is on planning sheets to support children following the results from CAT4 reports in Oct.</p>	<p>Academic Heads Teachers Parents Students</p>	<p>Ongoing</p>	<p>Lesson observation by Senior leaders, parents, and external body.</p> <p>Joint target setting Reflection Journals</p>	<p></p>
<p>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.</p>	<p>Children talk one to one with their teachers to discuss barriers in their learning and what helps them to learn better following the CAT4 reports.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Joint target setting Notebooks Reflection Journals</p>	<p></p>
<p>To send home the parent individual CAT4 reports home with and hold a Parent Information session to answer questions and concerns.</p>	<p>Most of the parents are aware of how to support their child in their learning following the CAT4 after receiving the Individual Report for Parents.</p>	<p>Parents Students</p>	<p>Ongoing</p>		<p></p>
<p>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</p>	<p>All the Subject Leaders are thorough with the reports from GL-PT, CAT4, PIRLS & TIMSS and use them effectively to raise attainment in their subject.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Reflection journals Lesson plans</p>	<p></p>
<p>PASS assessment results reviewed by Leaders & Teachers. Analyse our Census results with our PASS data to look</p>	<p>The PASS information is added to the reflection journal and teacher's anecdote some areas of improvement. They work closely with students. The school Counsellor closely supports students with behaviour management.</p>	<p>Inclusion Champion HODs Teachers</p>	<p>Ongoing</p>	<p>Reflection journals</p>	<p></p>

for whole school similarities and area to develop.

★ Priority 3: Enrich Curriculum further to the requirements of the NAP Assessments

➤ Effective use of triangulated data to enrich curriculum for all subjects.



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 (2023), PIRLS (2026), and NGRT framework expectations	<p>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.</p> <p>Home Learning and class activities include same style tasks in most subjects. Assessments include questioning that measures reasoning, thinking and critical thinking.</p>	Academic Heads Subject Heads	Ongoing from June 2022 and reviewed-term wise	SOW, lesson plans, Lesson observations, assessments	
Include TIMSS, PIRLS and PISA 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, ACER IBT and standardised curriculum assessments through	Almost all students to meet their individual targets based on their performance in a comprehensive assessment including all the concepts of NAP assessments	Academic Leaders Teachers	60% by January 2022 100% by June 2022	Home learning and work samples. Reading logs	

triangulation leading to appropriate intervention.

Attainment and progress charts.

★ **Priority 4: Further strengthen enthusiasm among students for Arabic**

- Almost all students show and practice high language skills in 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 2022	WOW Wednesday, Arabic Super learning week Lesson Plans	
Improve the four skills in Arabic	All Arabic lesson focus on the four skills. Enrich the curriculum, teaching and learning and assessment with NA parameters in line with external exams.	Principal Arabic HOD Teachers	September 2022 onwards	Lessons plans. Assessments, curriculum Lesson observations	

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

➤ The attainment and progress of most of the students are above expectation in all assessments.

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	
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.	Academic 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 Bloom's taxonomy in differentiated level for all the students for all subjects across all phases.	HODs Teachers	Ongoing	In Lessons	

★ **Priority 6** **Strengthening Students' Learning Skills**

- Students across all phases exhibit Very Good learning skills.
- Ample opportunities available for students to use technology and learning skills inside and outside classrooms.

Action	Success criteria	Responsible	Time Frame/ Milestones	Training/ Resources	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 leaders- (Students Ownership for Independent Learning Skills)	90% by December 2022	Teachers Training on assessing learning skills, Mograsis digital platform for collecting and analysing data	
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 teaching, modelling, peer observations	A large majority of students use ICT, research, and other 21st century learning skills to present their interdisciplinary school projects	Idea Leaders	Ongoing	Learning skills analysis In lessons	

★	Priority	Students' ownership for their target achievement
----------	-----------------	---

- 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/ Evidence	Status
Thorough evaluation of all NAP assessments data and its effective use in personalisation of T & L strategies to maximise student potential.	<ul style="list-style-type: none"> - 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.	Academic Leaders Subject teachers	September 2022 Onward	Students individual Learning Goals tracker	● ● ●