NATIONAL AGENDA ACTION PLAN

AY 2023 2024

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VISION

To empower all students to achieve their optimum potential and become lifelong learners and responsible global leaders.

MISSION

Develop a culture of innovation, inclusion and creativity to support students of diverse needs in their lifelong learning journey with a sense of understanding, compassion for others and the courage to act on their beliefs to become active members of society.

Focus Areas

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	above expectations	Not applicable

- The school exceeds its PISA targets in science and reading but not in mathematics. In TIMSS, the school has not achieved its targets in mathematics and science in Grade 4 but exceeded them in Grade 8. ASSET benchmark tests indicate outstanding performance in English, very good performance in science and good in mathematics. Overall, progression is very good in international and benchmarking assessments.

	Whole school
Leadership: data analysis and curricular adaptation	above expectations

- The National Agenda action plan successfully addresses all points raised in the previous inspection report and in international and benchmarking assessments reports. Leaders analyse all available data thoroughly, including CAT4, and use this analysis to adjust the curriculum. Assessment data are made available to teachers, but the use of data in modifying learning experiences and addressing the needs of all students is inconsistent.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- The school has recently implemented a recognised proprietary reading literacy assessment. Across the school, the development of critical thinking, inquiry and research skills is variable. The promotion of critical thinking is stronger in English and science. In mathematics, the quality of tiered-level tasks requiring more reasoning and problem-solving is not high. Students use learning technology devices skilfully. However, research is still limited in English.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:
- Ensure that all teachers are skilled in using National Agenda Parameter (NAP) data to modify teaching to match the needs of all students.
- Explore how best to support students' inquiry, discussion and critical thinking in lessons across all subjects and phases.

Progress in International Assessment: To ensure students perform above expectations in National Agenda Parameters.						
Developmental Areas	Action	Who	When	Monitoring, evaluation, and CPD	Success Criteria / Impact	Evidence
Target	What strategies need to be introduced?	Lead Person	Time scale	How will we know what we planned is happening?	What do we expect to see?	What we see
1-Ensure that all teachers are skilled in using National Agenda Parameter (NAP) data to modify teaching to match the needs of all students.	1. Systematic evaluation of all NAP assessment data and its effective use in the personalization of Teaching and Learning strategies to maximize student potential. 2. Analyze the correlation between CAT4, PASS, and NAP benchmarking -Asset performances and school internal assessments through triangulation which should lead to appropriate intervention. 3. Share Analysis and reports with all stakeholders. (Parents, Students, Governors)	Teachers Students Parents	Ongoing	Workshop conducted on interpreting CAT4 results for parents By Data analysis – Supervisor. Training conducted by the Asset team	1. Most staff are confident in understanding, analysing, the personalizing provision effectively using all NAP assessment data. 2. Wide range of teaching and learning strategies implemented, to cater to learning bias, multiple intelligences, and abilities. 3A. Wave -1 students were provided with extra support by all teachers. The comparative study of Cat4 and Asset data helped teachers identify individual learning gaps and coin	lesson plans, lesson Observations, learning walks personalized work samples, MOM, and strategies Action plans by HODs. Reviewed Curriculum Mapping Personalized target set for each student CAT-4 and ASSET tracker. CAT 4 reports are emailed to each student. Individual reports are shared to identify strengths and areas of improvement. Felicitation of high achievers in

					effective remedial strategies. Their PASS results helped to connect academic performance with their attitude. 3B. The Internal assessments are effectively triangulated with NAP assessments. 3C. Action plans with very clear actions and strategies implemented by HODs of English, Maths, and Science based on analysis of Benchmark assessments. All HODs analyse and triangulate all the assessment data and review the curriculum provision. 3D. CAT4 and Asset tests are shared with parents and students. 3E. Teachers better understand data and use the analysis in their lesson transactions.	Benchmarking tests during assemblies. Presentation and discussion during Parent Comrade meetings List of students benefitting from the remedial and challenge program Teachers depict a better understanding of the student's cognitive readiness based on CAT-4 and the weakness of each child based on ASSET. Improvement was seen in the academic performances and learning skills of the participants.

2- Explore how best to support students' inquiry, discussion, and critical thinking in lessons across all subjects and phases.	1. Plan lessons that give opportunities for the students to answer open-ended questions, allow reflection time, real-life connection and CCL connection, Visible Thinking Practice, Info Trickle, and Book Free days which ensures to develop of the inquiry, discussion, and critical thinking among all students across phases in all lessons. 2. Plan and organize Meetings, Cross Phase and Subjects observations and learning walk to explore monthly to share the best practices and support student outcomes. 3. Effective use of technology to promote higher order thinking skills such as using blooms Question stem, and independent research work. 4. Provide opportunities to apply 21st-century skills along with skills released by World Economic Forum.	All Teachers	Ongoing	CPD sessions – Questioning strategies Lesson Planning to integrate different skills. Visible Thinking	Most of the students display the skill of inquiry, discussion, and critical thinking in lessons. 2. Large Majority of Teachers give opportunities to the students to explore inquiry, discussion, and critical thinking skills in their lessons. 3. Technology is used in the class to promote Higher order thinking skills and to meet the needs of all groups of students. 4. Large Majority of the students demonstrate and hone their 21st Century Skills through research, inquiry, and innovative activities.	Lesson planning Student outcome Debate Collaboration Innovation

Leadership: Data Analysis and Curricular Adaptation

Developmental Areas	Action	Who	When	Monitoring, evaluation, and CPD	Success Criteria / Impact	Evidence
Target	What strategies need to be introduced?	Lead Person	Time scale	How will we know what we planned is? happening?	What do we expect to see?	What we see
Increase the usage of data by teachers to modify learning experiences and address the needs of all students.	1. Datasheet is rigorously used with all triangulated data of the students to help in planning and ensuring to meet the needs of all groups of students. 2. Leaders organize training sessions and monitor regularly on the interpretation and usage of ASSET/ GL/ CAT4, PASS, and Internal Assessment data effectively 3. All teachers effectively use Progress Tracker to track the progress of the students and modify their lessons to meet the need of all groups of students.	All Teachers	Ongoing	CPD on Effective Usage of Assessment Data by Teachers to Modify Learning	1. Most of the Teachers plan effective lessons to enhance the learning experiences and meet the needs of all groups of students. 2. Large Majority of the Teachers ensure that assessment data is effectively used and incorporated into the learning plans thus meeting the needs of all groups of students. 4. Most of the teachers can effectively track the progress of the students ensuring to meet the needs of all learners.	Lesson Plans Lesson Observation Higher Student Outcomes

Improving reading literacy and wider learning skills

Developmental Areas	Action	Who	When	Monitoring, evaluation, and CPD	Success Criteria / Impact	Evidence
Target	What strategies need to be introduced?	Lead Person	Time scale	How will we know what we planned is happening?	What do we expect to see?	What we see
Increase the level of critical thinking, inquiry, and research skills in all Subjects especially English.	1. Encouraging inquiry-based learning involves developing students' curiosity and the desire to ask questions, seek information and knowledge, and apply critical thinking skills to arrive at an answer. 2. Socratic questioning involves using a series of probing questions to stimulate critical thinking and encourage discussion. 3. Using authentic assessments, such as problem-solving tasks or real-world scenarios, encourage students to apply critical thinking skills to real-life situations	MLT ALL Teachers	June 2023	CPD on Critical Thinking and Research skills in lessons	1. Students demonstrate an increased ability and willingness to ask questions, seek information, and apply critical thinking skills to arrive at an answer independently, demonstrating an intrinsic motivation and curiosity towards the subject matter. 2. Students demonstrate an increased ability to ask questions, seek information, and apply critical thinking skills to arrive at an answer independently, demonstrating an intrinsic motivation and curiosity towards the subject matter. 3. students can apply the critical thinking skills they have learned in solving real-world	Lesson Plans Lesson Observation Students' outcomes with higher and increased levels of Critical thinking and Research Research Projects

					scenarios and can demonstrate this through their performance on the assessment.	
Further, improve the quality of tiered-level tasks requiring more reasoning and problem-solving skills in Mathematics.	1. Ensure that the tiered-level tasks align with the learning objectives of the lesson or unit. This can help ensure that students are working towards mastery of the math concepts being taught. 1.2 Use a variety of task types, including open-ended tasks and tasks that require students to apply math concepts in real-world scenarios. This can help students develop problem-solving skills and connect math to the world around them. 1.3 Scaffold tasks appropriately by providing support and guidance for students who need it, while also challenging students who are ready for	MLT All Teachers	June 2023	CPD on Tiered assignments focusing on problem-solving skills	A large Majority of the lessons have enhanced tiered-level tasks with higher-order reasoning and problem-solving skills in Mathematics.	Learning Plans Projects Question papers Student Outcome of Attainment in External Assessments

	more advanced tasks. This can help ensure that all students are working at their appropriate level and making progress. 1.4 Incorporate assessment into the tiered-level tasks to measure student progress and identify areas where additional support is needed. This can help ensure that all students are making progress toward mastery of the math concepts being taught.				

Curriculum

Developmental Areas	Action	Who	When	Monitoring, evaluation, and CPD	Success Criteria / Impact	Evidence
Target	What strategies need to be introduced?	Lead Person	Time scale	How will we know what we planned is happening?	What do we expect to see?	What we see
Adjustments to the curriculum	1a. Curriculum Mapping, LTP/ SOWs in English, Math, and Science were reviewed, and mapped gaps were identified in both content and skill to align it with the TIMSS and PISA framework requirements This ensured continuity and progression in subject skills and knowledge. 1b. Extension tasks and classroom activities include ASSET, TIMSS, and PISA style tasks/language. 1c. Assessments/ 3 Tiered worksheets include TIMSS and PISA style questions	HOD & SLT members Subject teachers	Periodically Ongoing	Workshop on Effective Questioning Skills Project-based learning by the leadership team	All Curriculum is modified to fill in the gaps in content and skills based on ASSET 2023, TIMSS (2023), and PISA (2022) framework expectations. Improved performance of students in the external examination across years	Curriculum Document Curriculum Mapping LTP SOW Daily Learning Plan External Assessments Results

	which measure reasoning and critical thinking. Incorporated TIMSS, ASSET, PIRLS, and PISA style questions into our assessments With specific weightage. 1d. Learning activities provided a wide variety of opportunities to explore inter-disciplinary links, connect with real-life situations, and integrate of ICT through Research based study; Project-based learning has been integrated into the curriculum.					