

The Winchester School -- National Agenda Parameter - Action Plan 2019-20

Priority:	To embed National Agenda expectations across whole school resulting in an excellent educational provision with improved outcomes and maximization of student potential	Performance Outcomes: <ol style="list-style-type: none"> 1. Exceed the 2018 PISA targets for the school. Science: 525, Mathematics: 502, Reading: 520 2. Exceed the 2019 TIMSS targets for the school <ol style="list-style-type: none"> i. Year 5: 597 in Maths and 612 in Science ii. Year 9: 562 in Maths and 570 in Science 3. Exceed the 2021 PIRLS target of 599 and ePIRLS target of 601 4. Improve outcomes in Progress Tests especially in identified gaps, in Year 10 PTE and PTM, in Primary Maths and Secondary English and ensure that students exceed their CAT4 predictions 			
Objective:	To ensure that National Agenda Parameters - TIMSS, PISA, PIRLS, ePIRLS, PBTS, CAT4 and Progress Tests are well understood and a key focus in the schools provision and evaluation	Leaders, teachers, students and parents work collaboratively towards ensuring that the school's provision for achieving National Agenda targets continues to be ABOVE EXPECTATIONS			
		Most teachers, students and parents are confident about the implications of the National Agenda Assessments and effectively use NAP data to personalise strategies and achieve better than expected attainment resulting in high standards of education as evidenced by improving outcomes in NAP assessments			
Lead:	SLT and MLs				
Focus	Actions	Impact Indicators:	When?	Who?	Evidence
Leadership and National Agenda Action Plan	<ul style="list-style-type: none"> • Rigorous and comprehensive NAP data analysis by all leaders and teachers leading to impactful interventions. • Highly effective and personalized training for staff on effective evaluation of NAP data and its implications to plan and deliver differentiated lessons to ensure maximization of students' potential. • Share schools NAP reports and targets with all stakeholders and regular monitoring by all stakeholders to ensure the intended outcomes are achieved. 	<ul style="list-style-type: none"> • Leaders at all levels demonstrate excellent understanding of NAP data analysis and are deeply involved in developing effective key strategies that enable the school to exceed the National agenda targets. • Almost all teachers are confident in effectively interpreting and using the NAP data analysis to plan and deliver personalised support in lessons and beyond to ensure each student maximizes his/her potential. • Creative and highly effective training for staff to ensure secure understanding of NAP expectations. • All students and large majority of parents are aware of students' individual CAT4 and PTs scores and work on effective strategies at school and home to enable improved outcomes. • LAB members, students, parents and leaders aware of school's NAP reports and profiles and actively involve in rigorous monitoring and collectively hold school accountable to ensure impact and meet/exceed NAP targets. 	<p>Feb 2019 ongoing</p> <p>September 2019 onwards</p>	<p>SLT & ML</p> <p>Teachers</p> <p>Students and Parents</p> <p>LAB members, School Leaders, Students</p>	<ul style="list-style-type: none"> • Department Action plans with NAP analysis • Personalised Lesson plans • Lesson Observations • Learning walks • SIMS sheets with NAP data • PD/department support on analysis of data and personalization • Differentiated work samples • Parent orientation presentations • Students' ILP sheet • Stakeholders' observations/feedback

The quality of the data analysis of the NAP benchmark test	<ul style="list-style-type: none"> • Head of Inclusion appointed to oversee enhanced support and personalization. • Improved packages for retaining & hiring talented leaders. • Investment and training to enhance Reading Provision across. 	<ul style="list-style-type: none"> • Greater consistency in effective personalization. • Secure Reading provision across school in English/Arabic supporting and enhancing students as per their individual starting points. 	September 2019 onwards	Head of Inclusion HODS/HOKS	<ul style="list-style-type: none"> • Monitoring & PD by HO inclusion • 1 Read Arabic , reading data PD
	<ul style="list-style-type: none"> • Further embed rigorous evaluation of all NAP assessment data and its effective use in planning and delivery of personalized T & L strategies to maximise students' potential. • Ensure secure triangulation of the CAT4, PTs, and standardised curriculum assessments leading to appropriate intervention in identified gaps in curriculum or support leading to better alignment of internal and benchmark data. • Use NAP data to identify different groups of students and enhance personalised support and challenge for maximum progress. • Share analysis and reports with all stakeholders and teachers and ensure all students are supported and trained to develop personalized strategies. 	<ul style="list-style-type: none"> • Triangulation between CAT4, standardised curriculum assessments and N.A.P benchmark test results clearly identify strengths and weaknesses. All key stakeholders, including classroom teachers are aware of and fully understand these analyses and how to use them to personalize provision. • Almost all teachers are very secure in their understanding of CAT4 data and rigorously evaluate and clearly plan personalized provision to meet any achievement gaps. • Wide range of teaching and learning strategies and resources are implemented in good or better lessons like learning menus, interactive ICT tools, AR/VR, role-plays, working with models, lego, robotics, comic strips - catering to multiple intelligences and abilities to engage students better and enhance achievements. • All subject leaders analyse and triangulate all the assessment data and review the curriculum provision, and lead workshops for all teachers to use data analysis and individual report for their cohort and personalize provision leading to prompt and effective support in place for identified gaps and targeted groups of students. • Internal and benchmark data align well together with gaps reduced. • Different groups of students more accurately identified like SEND, G&T, using NAP data and effective personalized support in place to ensure maximum progress. Excellent value addition reports compared to CAT4. • CAT4 and progress tests reports shared with parents and students. All students are aware of their individual CAT4 profiles, their strengths and areas of development and work on effective strategies at school and home to enable improved outcomes. Large majority of parents are also aware of the reports and support to achieve the targets. 	<p>Feb 2019 onwards</p> <p>June and August 2019 – Induction and ongoing as needed</p> <p>October 2019– lists completed, support ongoing</p> <p>June and October 2019 – reports are shared</p>	<p>All teachers/ HODS/ HOKS</p> <p>ML's and teachers</p> <p>Students and parents</p>	<ul style="list-style-type: none"> • Department Action plans with NAP analysis • Data graphs of Internal & Benchmark assessments. • Personalised Lesson plans • Lesson Observations • Learning walks • SIMS sheets with NAP data and strategies • PD/department support on analysis of data and personalization • TLPs/IEPS • Differentiated work samples • Students' NAP - ILP sheet • Value Add graphs

<p style="text-align: center;">Adjustments to the curriculum (Arabic, Mathematics, English and Science)</p>	<ul style="list-style-type: none"> • Curriculum is reviewed modified to fill in the gaps in content and skills based on TIMSS (2019) and PISA (2018) framework expectations as well as outcomes from Progress tests, PIRLS and ePIRLS across school. • Rigorous analysis of all assessment data leads to effective personalized adaptations for specific students as well as modifications in curriculum provision to maximize students' potential. • Reading enhanced across school in language lessons as well as through cross curricular reading and comprehension tasks. • Accurate reading assessment and support embedded in English and Arabic. 	<ul style="list-style-type: none"> • All SOW in English, Maths and Science have been thoroughly reviewed and aligned to meet the identified gaps in both content and skills from result data analysis as well as new framework requirements ensuring continuity and progression in skills and knowledge. • Critical thinking, independent learning, use of technology and high level of challenge with keen focus on developing inter- disciplinary skills with real life connections, have been integrated into the curriculum in all subjects across phases to help meet/exceed the NAP expectations. • Home Learning and class activities include TIMSS and PISA style tasks in most subjects. Assessments include TIMSS and PISA style questioning measuring reasoning and critical thinking. • Enhanced challenge in internal assessments and rubrics in all subjects to raise standards and help meet/exceed the NAP expectations. • Personalised accommodations for identified students are in place by most teachers to maximize student potential and target groups have been created to help meet any individualized achievement gaps. • Impact is ensured through rigorous monitoring by all stakeholders and is visible in improved student outcomes. • Reading a renewed focus across school with standardized reading assessments and support in place. Reading comprehension a Key factor across all subjects to build interdisciplinary and technical vocabulary and comprehension skills. 	<p>Ongoing from June 2019 and reviewed termly</p>	<p>All teachers/ HODS/ HOKS</p>	<ul style="list-style-type: none"> • Annotated SOW • lesson plans • Home learning and its work samples • Event Loggers • Attainment and progress data • lesson observations • Learning walks • LAB observations • Differentiated Assessments samples • Personalized rubrics • Data sheets • Student leaders' lesson observation. • Reading assessment PD • Reading assessment samples • Leveled Reading Material- ORT • 1 Read Arabic
--	---	---	---	-------------------------------------	---

<p style="text-align: center; color: blue;">Adjustments to teaching</p>	<ul style="list-style-type: none"> • Ensure all teachers across phases have secure understanding of assessment data (internal, external, Progress Test, TIMSS, PISA, CAT4, PBTS, PIRLS and ePIRLS) and analyse it effectively to plan and deliver personalized T and L strategies to meet the needs of all students. • Embed consistency in effective use of NAP data for effective personalisation through extensive PD and support. • Ensure consistency of best practices through team teaching modelling, peer observations and timely feedback and follow up - with the focus on effective questioning, innovative, critical and independent thinking, enquiry and investigation in connection to real life. • Ensure that most teachers inculcate the love for reading and help improve comprehension in all subjects through effective engagement and built confidence in students to share the idea among peers to impact on improving outcomes. 	<ul style="list-style-type: none"> • Most teachers confidently and consistently deliver Very good or better lessons with enhanced personalisation and challenge based on effective use of all NAP data enabling excellent progress for all groups of students from their starting points. • Wide variety of activities incorporated in lessons to cater to spatial/verbal/quantitative bias and multiple intelligences with very keen focus on effective questioning with thinking time, problem solving and critical thinking skills with real life investigations and enquiry based tasks embedded in most lessons. • Lessons, home learning and assessments evidence extension and stretched challenges to enhance all students' potential based on TIMSS and PISA style questions. • All groups of students make outstanding progress in most lessons due to personalised support and stretched challenge to maximise their potential across all phases. • Most students are confident readers and are able to share their ideas and apply their reading skills in interdisciplinary contexts to improve outcomes. 	<p>June 2019 and reviewed termly</p>	<p>All MLs and teachers</p>	<ul style="list-style-type: none"> • Lesson plans • Lesson observations • Learning walks • SIMS sheets • Differentiated Assessment samples • Peer observations • Team teaching evidences • Home learning samples • Results and reports
---	--	---	--------------------------------------	-----------------------------	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improvement in learning skills</p>	<ul style="list-style-type: none"> • The individual CAT4 and Progress Tests reports shared with all students and parents through my learning lockers. • In discussion with teachers, all students evaluate their reports, develop effective strategies for school and home and work towards achieving their targets diligently. • TIMSS and PISA results and targets shared with all students through flyers and posters to help them understand the significance and contribute to achieve school and National agenda. • All teachers regularly personalise lessons meet their differentiated learning needs and provide numerous opportunities to help students develop independent, effective and varied learning skills. • Greater opportunities for students to share their knowledge acquisition through reading in lessons and beyond and enhance their transferable learning skills. 	<ul style="list-style-type: none"> • All students are aware of their CAT 4 and Progress test results, and use their implications effectively to devise specific strategies and follow up to achieve their targets. • Most students demonstrate well developed inquiry, research and investigative skills with effective critical thinking, complex inferencing, and problem solving to exceed the TIMSS and PISA expectations. • Most students skillfully and creatively use ICT, Robotics, Lego, VR/AR/Ai, and choose from a wide variety of resources to showcase strong 21st century learning skills in lessons and beyond supporting in meeting/exceeding NAP expectations. • Most students confidently share and apply their learning in varied ways resulting in improved outcomes. 	<p>Feb 2019 and reviewed termly</p>	<p>Students and teachers</p>	<ul style="list-style-type: none"> • Individual reports on My learning • NAP ILP sheets with targets • NAP poster and flyer • Work samples • Event loggers • Lesson observations • Student feedback • Students' projects
---	---	--	-------------------------------------	------------------------------	--