

<p>STUDENTS' ACHIEVEMENT (PS1) (1.1 and 1.2 Attainment & Progress)</p> <ul style="list-style-type: none"> ✓ Maintain attainment in Phase 1 and 4 to outstanding and in phase 2 to very good. ✓ Raise attainment in Phase 3 to Outstanding ✓ Maintain progress in Phase 1, Phase 3 and 4 to outstanding. 						<p>Leader: Head of Mathematics Primary and Secondary</p> <p>Line Manager: Head of Primary and Secondary</p> <p>Achievement Governor: Vice Principal</p> <p>External Evaluator: Vice President-GEMS</p>
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
<ul style="list-style-type: none"> • To raise attainment to outstanding in Phase 3. • Raise Mathematics Attainment in NAP assessments across the school -PTM, PISA, TIMSS to exceed the targets set for the school. 	<ul style="list-style-type: none"> • Continue to analyse and triangulate internal and external assessment information in all year groups to identify gaps. • Continue to provide focused support and intervention to target students to raise their attainment. • Further enhance opportunities for students to use success criteria critically to self-evaluate and set targets for themselves across all phases. • Continue to incorporate TIMSS AND PISA style questions in lessons and assessments to further enhance their mathematical reasoning and problem solving skills. 	<p>Ongoing and evaluated on monthly basis</p>	<ul style="list-style-type: none"> • Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis • CAT4, PTM, TIMSS, PISA data. • Target student trackers • Support lesson schedule • Work samples • Lesson plans • Learning walk forms • Lesson Observation forms • EOY and CIE results • Book look forms 	<p>Most students in Phase 3 and 4 and large majority in Phase 2 achieve above curriculum standards.</p> <p>Most students in Phase across all phases demonstrate strong independent learning skills and take responsibility of their own learning, thus making excellent progress.</p> <p>Improved student outcomes across all phases.</p>	<p>HODs, HOKS, HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>All assessments (internal and external) are triangulated at regular intervals to for y and devise strategies to support and accelerate progress. This is visible in the impact sheets and assessment trackers.</p> <p>Rubrics in student work samples show students reflection and their target setting which is then</p>

<p>Gaps identified in PTM</p> <p>Curriculum Content Category:</p> <p>Year 3- 5</p> <p>Measurement and Geometry</p> <p>Process Category:</p> <p>Years 3-5</p> <p>Problem Solving, Fluency in facts and procedures</p> <p>Year 6</p> <p>Curriculum Content Category:</p> <p>Ratio and Proportion, Algebra, Measurement, Numbers</p> <p>Process Category:</p> <p>Fluency in facts and procedures and</p>	<p>Actions Planned</p> <p>Year 3 to 6</p> <ul style="list-style-type: none"> ▪ Reviewed SOW & provide extended time frame for reinforcing concepts of measurement and geometry. ▪ Further Integrated real-life based tasks-In lessons. ▪ Improved mathematical problem solving skills by providing opportunity to change questions (for example by saying ‘What if.....’ and then altering some aspect of the set question) in lessons. ▪ Provide practice time and frequent opportunities to use one or more facts that they already know to work out more facts, and engage them in discussion to improve fluency skills. <p>Year 7</p> <ul style="list-style-type: none"> • Revisit the SOW for year 7 to modify the topics as per the gaps identified in Year 6. Increased dedicated lessons for numbers in the first few weeks of September with focus on the understanding of decimal system. 	<p>Six weeks</p>			<p>followed up by teachers.</p> <p>SOW reviewed at the end of June 2022 for academic year 2022-23.</p> <p>Focussed lesson observations to reflect the use of these strategies. Regular evaluation with leaders to identify the teachers requiring more training.</p> <p>Modelling and peer teaching by secure teachers and leaders.</p> <p>Mental math is incorporated in</p>
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<p>conceptual understanding</p> <p>Mathematical reasoning</p> <p>Year 7</p> <p>Curriculum Content Category:</p> <p>Number, Probability</p> <p>Process Category:</p> <p>Problem solving Mathematical reasoning</p> <p>Year 8</p> <p>Curriculum Content Category:</p> <p>Algebra, Geometry and measures</p> <p>Process Category:</p> <p>Problem solving</p>	<ul style="list-style-type: none"> • Early intervention through Focussed lessons for target group of students based on PTM -Year 6 analysis to bridge the gaps. <p>Year 7, 8 and 9</p> <ul style="list-style-type: none"> • Incorporated 5 minutes of mental math in all lessons to develop and stimulate the mental agility. • Integrate “Show me how” opportunities in lessons that promotes students to explain how they arrive at an answer using correct mathematical vocabulary. • Further focus on inquiry prompts and problem-based learning that emphasizes the higher order skills of hypothesizing or predicting, interpreting results and applying reasoning. <p>TIMSS</p> <ul style="list-style-type: none"> • Continue to provide ample opportunities in lessons to further enhance problem solving and reasoning skills. • Continue to <ul style="list-style-type: none"> ✓ express generalization algebraically and model situations. ✓ reason data from several sources or unfamiliar representation to solve multistep problems. 				<p>starter activity in almost all lessons</p> <p>Focussed lesson observations to reflect the use of these strategies. Regular evaluation with leaders to identify the teachers requiring more training.</p> <p>Our school has surpassed its target scores for 2019 by 1 point in year 5 and by 37 points in year 9. We are 48 points above the average score of Dubai Private Schools in Year 5 and 46 points in year 9. We are in the 5th highest in Year 5 and 4th highest in Year 9 compared to average score of top performing countries in the world.</p>
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<p>Year 9</p> <p><u>Curriculum Content</u> <u>Category:</u></p> <p>Geometry and measures, Probability</p> <p><u>Process Category:</u></p> <p>Fluency in facts and figures</p> <p>Target score for TIMSS Year 5: 603-613</p> <p>Target score for TIMSS Year 9:604-614</p> <p>PISA</p> <p>Target score – 502</p>	<p><u>PISA</u></p> <ul style="list-style-type: none"> • Further enhance the comprehension skills by continuing to use reading tasks linked to mathematical concepts. • Continue to provide opportunities to analyse word problems and applications of the concepts for solving problems in real life contexts. 				<p>We have met the targets in PISA.</p> <p>Real life examples and learning is evident in almost all lessons.</p>
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<p>STUDENTS' ACHIEVEMENT (PS1) (1.3 Learning Skills)</p> <p>Further develop student's ability to communicate their learning effectively and use problem solving skills to formulate solutions to various real-life scenarios in Mathematics.</p>						<p>Leader: Head of Mathematics Secondary and Primary</p> <p>SLT In-charge: Head of Secondary and Primary</p> <p>Achievement Governor: Vice Principal</p> <p>External Evaluator: Vice President-GEMS</p>
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
<p>To further enhance student's ability to communicate their learning very clearly and effectively across school.</p> <p>To further enhance the problem-solving skills that allows students to deepen their learning</p>	<p>Continue to enhance, Math language and literacy skills through Math comprehension task cards, Math Talk, vocabulary and develop deeper comprehension and inferential skills to connect learning with real life in Phase 1 and 2</p> <p>Continue to provide opportunities in lessons for students to stretch and develop conceptual understanding by emphasising the higher order thinking skills of hypothesising or predicting, interpreting results and applying reasoning in Phase 3 and 4.</p>	Ongoing	<p>Learning walk forms</p> <p>Lesson observation forms</p> <p>Lesson plan samples</p> <p>Learning skill rubrics</p>	<p>Most students communicate their learning more clearly and effectively with focus on language of mathematics in all phases.</p> <p>Most students in Phase 1, 3 and 4 and large majority in phase 2 use reasoning to solve mathematical problems.</p>	<p>HODs, HOKS, HOS, HOP, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>Rigorous monitoring through regular learning walks and lesson observations ensures reasoning, problem solving skills are embedded in students.</p>

2. Improve the Quality of Teaching and Learning.						
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
<p>Improve the consistency of how well teachers</p> <ul style="list-style-type: none"> • use time in lessons to maximise learning • adjust teaching strategies to ensure students of all abilities make the best possible progress • embed students' mastery skills to enable them to securely attain above curriculum standards • accurately assess the depth of students' understanding 	<p>Identify the teachers where effective use of AFL to adjust teaching strategies is the focus point and work with them explicitly through</p> <ul style="list-style-type: none"> • Team teaching • Modelling • Lesson conferences • Paired and peer observations • Buddy support from VG/O teacher • Training focussing on effective use of data to personalise and effectively use AfL strategies measure progress and adjust strategies to ensure almost all students make better than expected progress. <p>Ensure reflective practice where identified teachers record their individual lessons and evaluate use of time effectively in lessons.</p> <p>Raise challenge through effective questioning- higher order, open ended, enquiry based, extrapolatory questions and scenario-based learning</p>	<p>Identification and cascading by the end of October, implementation, monitoring and support ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pool of resources in phoenix folders including exemplar lesson plans, recorded lessons</p> <p>PD on effective questioning/ reflection sessions</p> <p>Sharing outstanding practices through Appreciative Enquiry and WINLEAPS</p> <p>Annotated lesson plans/SOW/Work Samples</p> <p>Rubrics</p> <p>TLP's, ILP's, IEPs</p> <p>Assessment trackers</p>	<p>Large majority teachers in Phase 4 and majority in phase1, 2 and 3 meet prioritized objectives and maximize progress for most students with personalised challenge and support.</p> <p>Most students in Phase 1 and 4 and Large majority in phase 2 and 3 make better than expected progress through impactful AFL and effective questioning.</p> <p>Most students across all phases engage effectively and collaborate meaningfully with outstanding social and personal development.</p>	<ul style="list-style-type: none"> • SLT in charge of department • ML and Teachers on a monthly basis • Student leaders, LAB members on a termly basis. 	<p>Cascaded & Embedded following HLTPs:</p> <p>Learning menus, to provide differentiation/personal isation and challenge</p> <p>Use of incremental challenge questions to deepen learning</p> <p>Big Question/ Big Idea, Hook questions to develop critical thinking</p> <p>Use of Pad-let wall, Nearpod, Google forms, for Collaboration</p> <p>Use of Kahoot, Quizzes, for Assessments</p> <p>Strategies like I see, I think, I wonder</p>

