# The Winchester School -- National Agenda Parameter - Action Plan 2022-23

| **Priority:** | To embed National Agenda expectations across whole school resulting in an excellent educational provision with outstanding outcomes and maximization of student potential | **Performance Outcomes:**<br>1. Exceed 2021 PISA targets for the school. Science:531, Mathematics:522, Reading: 536<br>2. Exceed the 2023 TIMSS targets for the school<br>    i. Year 5: 603-613 in Math and 601-611 in Science<br>    ii. Year 9: 604-614in Math and 614-624 in Science<br>3. Exceed the 2021 PIRLS target of 599 and e-PIRLS target of 601<br>4. Improve outcomes in Progress Tests especially in – Primary Math and ensure that students exceed their CAT4 aspirational predictions. |
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| **Objective:** | To ensure that National Agenda Parameters - TIMSS, PISA, PIRLS, e-PIRLS, 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 personalize 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 |
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| **Leadership and National Agenda Action Plan** | • Rigorous and comprehensive NAP data analysis by all leaders and teachers leading to impactful interventions.<br>• 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<br>• Share schools NAP reports and targets with all stakeholders and regular monitoring by all stakeholders to ensure the intended outcomes are achieved | • 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<br>• Teachers are confident in effectively interpreting and using the NAP data analysis to plan and deliver personalized support in lessons and beyond to ensure each student maximizes his/her potential.<br>• Creative and highly effective training for staff to ensure secure understanding of NAP expectations.<br>• 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.<br>• LAB members, students, parents and leaders aware of school's NAP reports and profiles and actively involved in rigorous monitoring and collectively hold school accountable to ensure impact and meet/exceed NAP targets. | ongoing<br><br>onwards | SLT & ML<br><br>Teachers<br><br>Students and Parents<br><br>LAB members, School Leaders, Students | • Department Action plans with NAP analysis<br>• Personalised Lesson plans<br>• Lesson Observations<br>• Learning walks<br>• PD/department support on analysis of data and personalization<br>• Differentiated work samples<br>• NAP flyer<br>• Parent orientation presentations<br>• Students' ILP sheet<br>• |

| The quality of the data analysis of the NAP benchmark test | | | | |
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| • 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<br>• Ensure secure triangulation of the CAT4, PTs, and standardised curriculum assessments leading to appropriate intervention in identified gaps in curriculum or support<br>• Use NAP data to identify different groups of students and enhance personalised support and challenge for maximum progress<br>• Share analysis and reports with all stakeholders and teachers and ensure all students are supported and trained to develop personalized strategies | • Triangulation between CAT4, standardized curriculum assessments and N.A.P benchmark test results clearly identify strengths and weaknesses. teachers are secure in their understanding of CAT4 data and rigorously evaluate and clearly plan personalized provision to meet any achievement gaps.<br>• Wide range of teaching and learning strategies and resources are implemented in good or better lessons like learning menus, interactive ICT tools, role-plays, working with models, concept cartoons- catering to multiple intelligences and abilities to engage students better and enhance achievements.<br>• All 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.<br>• Different groups of students more accurately identified like SEND, G&T, using NAP data and effective personalized support in place to ensure maximum progress<br>• 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. | Ongoing<br><br><br><br><br>Ongoing<br><br>Ongoing | All teachers/ HODS/ HOKS<br><br><br><br>ML's and teachers<br><br><br><br><br><br>Students and parents | • Department Action plans with NAP analysis<br>• Data graphs<br>• Personalised Lesson plans<br>• Lesson Observations<br>• Learning walks<br>• PD/department support on analysis of data and personalization<br>• Differentiated work samples<br>• Students' ILP sheet |

| Adjustments to the curriculum (Arabic, Mathematics, English and Science) | • 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.<br><br>• 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 | • 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 framework requirements ensuring continuity and progression in skills and knowledge.<br><br>• 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.<br><br>• Class activities include TIMSS and PISA style tasks in most subjects. Assessments include TIMSS and PISA style questioning measuring reasoning and critical thinking.<br><br>• Impact is ensured through rigorous monitoring by all stakeholders and is visible in improved student outcomes | Ongoing and reviewed termly | All teachers/ HODS/ HOKS | • Annotated SOW<br>• lesson plans<br>• Lesson observations<br>• work samples<br>• lesson observations<br>• Learning walks<br>• LAB observations<br>• Data sheets |

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| **Adjustments to teaching** | • 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. <br><br> • 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. | • Large majority of 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. <br><br> • Wide variety of activities incorporated in lessons 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. <br><br> • All groups of students make outstanding progress due to personalized support and stretched challenge to maximize their potential across all phases. | reviewed termly | All MLs and teachers | • Lesson plans <br> • Lesson observations <br> • Learning walks <br> • Assessment samples <br> • Peer observations <br> • Team teaching evidences |

| Improvement in learning skills | | | | |
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| • The individual CAT4 and Progress Tests reports shared with all students and parents through Phoenix vaults.<br>• In discussion with teachers, all students evaluate their reports, develop effective strategies for school and home and work towards achieving their targets diligently.<br>• 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.<br>• Teachers personalize lessons meet their differentiated learning needs and provide numerous opportunities to help students develop independent, effective and varied learning skills. | • Most Students are aware of their CAT 4 and Progress test results, and devise specific strategies and follow up to achieve their targets.<br>• 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.<br>• Most students skillfully and creatively use ICT 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. | March 2018 and reviewed termly | Students and teachers | • Individual reports on Phoenix<br>• NAP ILP sheets with targets<br>• NAP poster and flyer<br>• Work samples<br>• Event loggers<br>• Lesson observations<br>• Student feedback<br>• Students' projects |