

Deira Private School  
School Action Plan 2022-23  
National Agenda English

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)	Lead (Who will do?)
<p>Improve quality of data analysis of the NAP benchmarking test</p> <p><b>English Attainment in PTE is Weak</b></p>	<p>-To systematically evaluate all NAP assessments data and its effective use in personalization of Teaching and Learning strategies to maximise student potential</p> <p>- To analyse the correlation between CAT4, GL Progress Test, NGRT and school internal assessments through triangulation which should lead to appropriate intervention</p> <p>- To share analysis and reports with all stakeholders. (Parents, Students, Governors)</p> <p>- To support teachers and students and to develop personalised strategies.</p>	<p><b>Trainings:</b></p> <ol style="list-style-type: none"> <li>1. Whole school teaching staff training, on how to use external benchmark results to inform planning.</li> <li>2. Departmental teachers training in analysing the internal and external assessment results to identify the gaps.</li> <li>3. Regular meeting with school leaders to share best practices and expertise to ensure all team awareness levels are secured.</li> </ol> <ul style="list-style-type: none"> <li>• Revisit the SOW for year 7 to modify the topics as per the gaps identified in Early intervention through focused lessons.</li> </ul> <p>Target group of students based on PTE analysis to bridge the gaps.</p> <p>Establish assessment</p>	<p>- Most staff are confident in understanding, analysing and personalising provision effectively using all NAP assessment data</p> <p>- The Internal assessments are effectively triangulated with NAP assessments</p> <p>- Action plans with very clear actions and strategies implemented by HOD's of English, Math and Science based on analysis of Benchmark assessments. All HOD's analyse and triangulate all the assessment data and review the curriculum provision.</p> <p>- Teachers show better understanding of data and use the analysis in their lesson transactions.</p>	<p>Improvement in students' attainment in English to at least acceptable.</p> <ul style="list-style-type: none"> <li>· Increased levels of progress across all subjects and for all groups of students</li> <li>· Teachers make effective use of assessment information to meet learners' need for better achievement.</li> </ul> <p>(Link to SEF / Evidence) <a href="#">PS 1.1.2</a> Data Analysis Reviewed Curriculum Mapping Lesson Plans Lesson Observations Learning Walks MOM Departmental Action plan</p>	<p>HoDs Teachers</p>

	<p>Analysis and triangulation of internal and external assessment information in all year groups to identify gaps</p> <p>Use of external benchmark (CAT4, PTE) data to inform planning and implementation to maximise potential.</p> <p>Focused support and intervention to target students to raise their attainment</p>	<p>checking cycle including Teachers, M.L.T &amp; S.L.T to check if gaps are reinforced and secured.</p> <p>CL on data analysis and its effective use for further planning GL Education workshop on NGRT &amp; CAT4 attended by teachers and leaders. Time and Budget for CPDL</p>		Target Sheets	
Adjustments to the curriculum	<p>To modify curriculum to fill in the gaps in content and skills based on TIMSS, PISA, PIRLS and GL Progress Tests, NGRT, ABT and ISL BT framework expectations.</p> <p>-To align the internal assessments with the external benchmark assessments in terms of skills and question patterns</p>	<ul style="list-style-type: none"> <li>▪ Reviewed SOW &amp; provide extended time frame for reinforcing concepts of reasoning, comprehending and writing.</li> <li>▪ Further Integrated real-life based tasks-In lessons.</li> <li>▪ Improve literacy skills by providing opportunity to change questions (for example by saying 'What if.....' and then altering some aspect of the set question) in lessons.</li> <li>▪ 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.</li> </ul>	<p>-Curriculum Mapping, LTP in English, Math and Science are reviewed, and mapped gaps identified in both content and skills to align it with PIRLS, TIMSS and PISA framework requirements that ensured continuity and progression in subject skills and knowledge.</p> <p>- Classroom activities, assignments and assessments include TIMSS, PISA, PIRLS, GL PTs, ABT and ISL BT style tasks/language.</p> <p>Assessments include TIMSS, PISA GL Progress Test and PIRLS style questions which measure reasoning and critical thinking opportunities to explore interdisciplinary links, connect with ELL life situations, integration of ICT through research-based study; project-based learning has been integrated into the curriculum.</p>	<p><a href="#">PS 4.1 and 4.2</a> Curriculum mapping, LTP, MTP, DLP, students' notebooks and exam question papers</p>	Assistant Principal and HOD

CPDL on effective AFL, questioning skills, starters and plenaries  
Cross phase curriculum meetings of HODs and Teachers.

Gaps identified as per PTE analysis and adjustments done in the curriculum

**Year 3**

Category:  
Authorial Techniques  
Explore variety of Fictional texts for - Style Imagery Narrative Techniques

**Year 4**

**Category:**  
Authorial Techniques

**Action Taken**  
Explore variety of Fictional texts for - Style Imagery Narrative Techniques

**Year 5**

**Category:**  
Simple inference  
Authorial Techniques

**Action Taken-**  
Read short passages and infer simple to complex sentences.  
Analyse -What the author does to get his intended message across.

**Year 6**

**Curriculum Content**  
Comprehension/ guided reading sessions alternate week  
**Category**

Comprehension/ guided reading sessions alternate week

**Action Taken**

Use task cards for activities involving vocabulary and sentence structure during reading time. To infer using facts, observations, and logic or reasoning to come to an assumption or conclusion.

**Actions Implemented and in progress for Year 4, 5 and 6**

- To further encourage students to discuss the sequence of events in narrative and non-narrative texts and make more complex inferences about the characters, themes, plot or information.
  - Increased opportunities to read with special focus on fiction, non-fiction and poetry followed by in class discussions to extend their understanding of what they read.
  - In lessons explore the meaning of words in context and idiomatic and figurative language.

**Year 7 and 8**

Reading

**Curriculum Content**

Introduction to Literature short stories from CIE syllabus · Structured Library lessons · PTE style online practice · Reading corners · Vocabulary building · TIMSS & PISA based questions increased passages in lessons for both narrative and non-narrative reading texts.

Actions Planned for Year 7 and 8

- Continue to Include language analysis through excerpts taken from varied genres and authors.
- Strategic reading lessons catering to reading comprehension with complex inferences, simple inference skills through the use of non-fictional texts.
- Continue integrating Reading texts and PISA style questions in lessons and assessments. Continue to provide opportunities in lessons for
- more challenging texts across different genres and historical periods, drawing on their inferential and contextual understanding.
- Identify how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning

**NGRT Report Analysis (Form A and Form B)**

**Both NGRT A and B forms** show that the cohort is lower than the national average. To address this gap and to ensure that reading across school improves, dedicated morning rituals are in place where students read and comprehend texts.

Dedicated **20 minutes reading intervention** is done for all Year Groups students on Friday during the DePS Skill Set Lesson who have shown a dip from NGRT Form A to Form B due to any reason. Also an intervention group called “Rising Readers”

		to provide focussed support to target students based on NGRT data and reading levels. At each year level, Head of Years along with the year team have linked the internal BIG CAT (Reading App) data with the NGRT Report and have planned and delivered personalised reading interventions for all students across school. There are innovative Monthly PBL's running to raise the attainment in reading for the students.			
<p>Adjustments to teaching and Learning</p> <p>Improve the consistency of how well teachers</p> <ul style="list-style-type: none"> <li>• use time in lessons to maximise learning</li> <li>• adjust teaching strategies to ensure students of all abilities make the best possible progress</li> <li>• embed students' mastery skills to enable them to securely attain above curriculum standards</li> <li>• accurately assess the depth of</li> </ul>	<ul style="list-style-type: none"> <li>• To rigorously analyse NAP assessment data to develop personalised teaching and learning strategies</li> <li>• -To share best practices</li> <li>• focusing on students centred lessons using effective questioning, building critical and independent thinking, innovative teaching and learning skills</li> <li>• To plan lessons with ample opportunities for questioning by teacher and by students that lead to open ended, higher order thinking skills</li> <li>• To have provision of enquiry-based learning in lessons, as home assignments and independent project work</li> </ul>	<p>CPDL on lesson planning, questioning, differentiation and AFLs</p> <p>Peer Observation</p> <p>Incorporating PTE AND PISA style questions in lessons and assessments to further enhance their reading, Comprehending, writing and listening skills.</p> <p>Enhance student's Literacy skills by specifying dedicated reading and writing time in the time table and also assessing the assessments on the basis of skills.</p> <p>Curriculum modification in SOW as per the identified gaps in internal and external assessments</p>	<p>Benchmark and examination data is used effectively by almost all teachers to personalise learning to ensure that all students meet/exceed their potential</p> <p>Wide variety of activities incorporated in lessons and activities to cater to individual learning needs.</p> <p>Large majority of lessons evidence extension tasks and challenge questions to enhance all students' critical thinking based on TIMSS and PISA style questions.</p> <p>Visible improvement in questioning skills during lessons and in the question papers.</p>	<p><a href="#">PS 3.1 and 3.2</a></p> <p>Teachers' class file/folder</p> <p>Students' work samples</p> <p>Minutes of Meetings</p> <p>Peer observation records</p> <p>Question Papers</p>	<p>HoDs</p> <p>Subject Teachers</p>

students' understanding					
Improvement in Learning Skills	<p>- To incorporate learning activities that enhance ELL world applications, critical and creative thinking</p> <p>- Projects that help build problem solving, enquiry and research skills independently with minimal teacher's support</p> <p>- To further develop the use of ICT, research skills, and a wide variety of resources to help students exceed the national agenda objectives</p> <p>Further develop student's ability to communicate their learning accurately and effectively. Promote Attitudes and motivation toward reading for learning and improve Students' skill, understanding and confidence in the use of reading strategies.</p> <p>Encourage effective use of success criteria/rubrics, self-marking, peer marking. Further enhance opportunities to students in lessons to • Lead the lesson • Debate Ensure common reading strategies are used across subjects to reinforce reading literacy. Share Reading list with fiction and nonfiction texts with students termly to incorporate reading skills. Report Reading with award system (gold, silver and bronze) based on number of books read per term. Conduct Reading</p>	<p>- CPDL on student centred teaching &amp; learning</p> <p>- CPDL on use of technology in lessons</p> <p>- Session with students on CAT4 data interpretation</p> <p>- Departmental meetings to create effective rubrics for independent learning.</p>	<p>Majority of students show effective critical thinking, problem solving and evaluations skills to at least meet TIMSS, PIRLS and PISA targets.</p> <p>- Most students use ICT, research skills, and choose from a wide variety of resources to develop 21st century learning skills supporting in meeting /exceeding NAP expectations</p> <p>- All students are aware of the CAT 4 results, and most of them use it effectively to set targets and improve their performances</p> <p>- A large majority of students are active and independent learners as they can engage meaningfully in classroom activities, most of the students enjoy working in collaboration, sharing ideas and learning from each other and almost all the students take responsibility for their own learning.</p>	<p><b>PS 1.3</b></p> <p>Lesson plans</p> <p>Students' work in notebooks and on display boards</p> <p>Assignments and tasks</p> <p>Reports &amp; pictures on CAT4 orientation session</p> <p>Report cards</p> <p>Rubrics and checklists for independent learning and self-assessment</p>	HoDs Teachers

	challenges - The Literacy Race to promote attitude to reading				
Improvement in Reading Literacy skills	<ul style="list-style-type: none"> <li>-To intensively analyse the external (CAT4, NGRT, GL PTE) and internal (Collins, classroom reading) reading assessment data and to use it for further plan lessons.</li> <li>- To have provision of reading programme in Primary School</li> <li>- To have structured reading programme for Secondary School by introducing differentiated reading support courses through Collins Big cat – Online Reading Platform.</li> <li>- To create the whole school reading culture and environment every Tuesday every week including all students and teachers and sometimes parents reading morning rituals is done at school.</li> <li>- To organize reading enrichment programmes across all phases</li> <li>- To have READ corners, classroom read corners, Literacy Across the School display board to promote independent reading skills</li> <li>- To have cross curricular reading by introducing detailed reading comprehension on various subject topics</li> <li>- To organize English Week, arrange author’s visits and organize students’ participation in internal and external reading literacy competition</li> </ul>	<p>CPDL (internal and external) on Reading Assessment data analysis Cross Phase subject leaders’ meeting Time and Budget for CPDL</p>	<ul style="list-style-type: none"> <li>- Heads of English Department with their teachers analyse reading assessment data and use it for planning to support personalized learning</li> <li>- Reading lessons are timetabled in Primary school</li> <li>All designated teachers make use of the differentiated reading courses (Collins) and it is regularly monitored by the English Teachers</li> <li>All students participates regularly in morning reading sessions, most of the students show progress in their reading skills, some participate in external reading competitions</li> </ul>	<p><b>PS 1.3</b> Data Analysis Reports DePS Trackers Reading Enrichment Programme on Edu-nation like– AUS digital Library, Differentiated Reading Courses, Cross Curricular Reading Booklets, Readers’ Leaders Committee Read corner Display boards</p>	<p>Literacy Coordinator Heads of Primary and Secondary English Departments Heads of other subjects Librarian</p>
To raise the standards of achievement of	<ul style="list-style-type: none"> <li>- To separately analyse the external (CAT4, NGRT, GL PTE) and internal (Collins reading)</li> </ul>	<p>CPDL on differentiation to cater to needs of different group of students</p>	<ul style="list-style-type: none"> <li>- Heads of Department with their teachers analyse assessment data and use it for planning to support</li> </ul>	<p><b>PS 1.2 and 1.2.3</b> Data Analysis Reports Progress Trackers</p>	<p>Literacy Coordinator</p>



<p>Emirati students in NAP and in international benchmark assessments</p>	<p>reading assessment data for Emirati students</p> <ul style="list-style-type: none"> <li>- To assign specific skill-based tasks to Emirati students as per their ability level as identified by the assessment analysis.</li> <li>- Use assessment data to identify students with language barriers and assign them support through ELL support classes.</li> <li>- Train teachers on differentiating for students with ELL needs</li> </ul> <p>To have cross phase and cross department meetings and plan strategies that work effectively to raise attainment of Emirati students</p>	<p>Assessment data CPDL to support ELL needs in class. ELL training resources Time and budget for CPDL &amp; meetings</p>	<p>personalized learning of Emirati students</p> <ul style="list-style-type: none"> <li>- Effective ELL support for students will help the students to make better progress from their individual starting points.</li> <li>- Teachers will be able to plan and execute good lessons</li> </ul>	<p>Assignments on Edu-nation Students' Work Samples</p>	<p>Emirati Students' Coordinator Heads of Departments (Primary &amp; Secondary) Librarian</p>
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