



L.S.G. Whole School Development Plan 2017-2018

Target Areas

Improving Attainment and Progress

- Develop consistent systems for tracking and monitoring student attainment and progress
 - Use data to implement attainment-raising interventions in support of Vision 2021
 - Introduce updated Performance Management system to include data-informed targets
 - Develop and monitor innovative T&L strategies to support attainment and progress
- Develop robust and consistent formative assessment mechanisms, which are moderated across the school.
 - Promote English Language Development in all lessons across all subjects
 - Embed and monitor new curriculum initiatives
 - Develop a supportive and effective feedback culture

ICT Development

- Use technology to redefine and enhance the complete learning process, across the curriculum
 - Use technology to better engage and inform all stakeholders
 - Support staff in their technology development

Adapting Student Provision

- Raise aspirations throughout the whole school community, in-line with targets of Vision 2021
 - Adjust curriculum provision to meet changing student needs and Vision 2021 goals, including introduction of UAE National Curriculum and Moral Education
- Modify timetable, staffing, school environment and scheduling to create optimum/required student provision



Secondary School Overview 2017-2018

Target Areas	2017-2018		2018-2019	
	Semester 1	Semester 2	Semester 1	Semester 2
Improving Attainment and Progress <ul style="list-style-type: none"> • Develop consistent systems for tracking and monitoring student attainment and progress • Use data to implement attainment-raising interventions in support of Vision 2021 • Introduce updated Performance Management system to include data-informed targets • Develop and monitor innovative T&L strategies to support attainment and progress • Develop robust and consistent formative assessment mechanisms, which are moderated across the school. • Promote English Language Acquisition in all lessons across all subjects • Embed and monitor new curriculum initiatives • Develop a supportive and effective feedback culture 				
ICT Development <ul style="list-style-type: none"> • Use of technology to redefine and enhance the complete learning process, across the curriculum • Use technology to better engage and inform all stakeholders • Support staff in their technology development 				
Adapting Student Provision <ul style="list-style-type: none"> • Raise aspirations throughout the whole school community, in-line with targets of Vision 2021 • Adjust curriculum provision to meet changing student needs and Vision 2021 goals, including introduction of UAE National Curriculum and Moral Education • Modify timetable, staffing, school environment and scheduling to create optimum/required student provision 				



Secondary School Focus Areas 2017-2018

Target Areas	2017-2018		2018-2019	
	Semester 1	Semester 2	Semester 1	Semester 2
<ul style="list-style-type: none"> • Develop a pastoral mentoring system to support raising attainment and progress within the classroom and beyond. • Introduce the Moral Education Curriculum, with links to Character Strengths. • Map current coverage of the Social Studies Curriculum and plan for further introduction. 				



Secondary School Action Plan 2017-2018

Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
Improving Attainment and Progress			
<ul style="list-style-type: none"> Develop consistent systems for tracking and monitoring student attainment and progress 	SLT with All staff	<ul style="list-style-type: none"> New 1-9 assessment system and MAG/progress reporting system is introduced to staff and all are fully aware of the new reporting cycle and whole school expectations for monitoring attainment and progress and relation to Vision 2021 goals and school PISA/TIMMS targets. New 1-9 assessment system and MAG/progress reporting system is introduced to students and parents and all are fully aware of the new reporting cycle and whole school expectations for monitoring attainment and progress and relation to Vision 2021 goals and school PISA/TIMMMS targets. All staff are tracking and reporting as expected and the school has a clear tracking and monitoring system that everyone understands. HODs monitor the progress of students across their subject and can report on the attainment and progress of key groups in their subject All staff, students and parents can confidently talk about current and expected attainment and associated progress. 	<p>Sept 2017</p> <p>Nov 2017</p> <p>June 2018</p> <p>Nov 2017</p> <p>March 2018</p>

<ul style="list-style-type: none"> • Use data to implement attainment-raising interventions in support of Vision 2021 	<p>SLT with All staff</p>	<ul style="list-style-type: none"> • Raising Attainment & Progress (RAP) Focus group audits current use of external data, internal standardised assessments and curriculum planning. • RAP Focus group determine intervention systems to be used where there is underperformance. • SLT and HODs analyse available data to identify subject-specific areas that need addressing and students who are underperforming in a subject and need intervention. • SLT and HOYs analyse available data to identify pastoral areas that need addressing and students who are under performing across a range of subjects and require intervention. • SLT coordinates intervention work of HODs and HOYs where necessary. • Core HODS are aware of school PISA/TIMMS targets and are addressing areas of development identified. • All staff use data to inform short, medium and long term planning. • 80% of students at KS3 & KS4 attain their MEG, 50% achieve above their MEG? 	<p>Nov 2017</p> <p>Dec 2017</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p>
<ul style="list-style-type: none"> • Introduce updated Performance Management system (Achievement and Development Appraisal) to include data-informed targets 	<p>SLT with All staff</p>	<ul style="list-style-type: none"> • All staff have personalised ADA targets related to attainment & progress for all teaching classes. • SLT and HODs have cumulative targets in line with areas of responsibilities. • All ADA targets are quality assured by SLT. • Support and mentoring are put in place where PM targets are not met. 	<p>Nov 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>Sept 2018</p>
	<p>RDE with All staff</p>	<ul style="list-style-type: none"> • A Teaching and Learning Focus group is established and studies innovation through Cross Curricular 	<p>March 2018</p>

<ul style="list-style-type: none"> Develop and monitor innovative T&L strategies to support attainment and progress 		<p>Learning, Peer Observation Programme (POP) and Action Research.</p> <ul style="list-style-type: none"> An Art/History cross-curricular project is carried out. A developmental model for peer lesson observation is established. An Action Research group researches challenge in lessons, memory for learning and formative assessments to raise attainment. Action Group's findings are shared with staff for maximum impact of research. Staff professional development reading groups are established to consider evidence-informed strategies to develop shared understanding of effective pedagogy. Good practice across the school is shared through HITT workshop sessions, Sunday Shout-out ideas and a Teaching and a Learning Toolkit on Latifanet Professional development articles, experiences and info relating to effective teaching and learning are shared through @LatifaLearn Twitter account and through a teaching and learning bulletin board. Teaching and Learning group members shadow a child through school for a morning/day and use the experience to feedback to staff. Regular SLT drop-ins to lessons are used to monitor teaching, learning and set high expectations of student behaviour as well as to identify and share good practice. Opportunities are built-in to each data cycle for HODs/ SLT to carry out 'book looks' and 'plan scans'. 	<p>March 2018 March 2018 Feb 2018 March 2018 Oct 2017 May 2018 June 2018 March 2018 March 2018 May 2018</p>
<ul style="list-style-type: none"> Develop robust and consistent formative assessment mechanisms, 	<p>SLT with HODs</p>	<ul style="list-style-type: none"> Internal assessments are moderated to ensure accuracy of attainment levels and predictions. 	<p>June 2018</p>

which are moderated across the school.		<ul style="list-style-type: none"> HODs agree schedule of summative assessments, combined with formative assessment to support accurate judgements on current and predicted levels of attainment. 	Nov 2018
<ul style="list-style-type: none"> Promote English literacy in all lessons across all subjects. 	RDE with English Dept, librarians and all staff	<ul style="list-style-type: none"> Literacy reps for each Dept form a focus group to promote literacy across the school and within their Dept. Literacy reps promote a set literacy focus each half-term for all staff to work on in lessons. HIIT Training sessions are held relating to each literacy focus to help staff embed practice. School Library runs reading initiatives (reading spa, reading buddies, teachers reading to students at break times, during lessons, author visits, book reviews, library quizzes, audio books) Literacy activities are carried out as part of planned for Dubai Literature Festival and World Book Day. Students in KS3 take Star Reading Test at start of every term test to establish Reading Age. Weakest identified readers participate in a reading intervention programme during library lessons/extra English lesson. All students participate in the Accelerated Reader programme <p>95% of students take First Language English GCSE examination</p>	<p>Oct 2017</p> <p>Nov 2017</p> <p>May 2018</p> <p>May 2018</p> <p>April 2018</p> <p>April 2018</p> <p>April 2018</p> <p>June 2018</p> <p>June 2019</p>
<ul style="list-style-type: none"> Embed and monitor new curriculum initiatives 	HODs with teams	<ul style="list-style-type: none"> HODs and teachers are fully familiar with new curriculum content and grading levels. PoS for new curriculum are evaluated and adjusted as required 	<p>June 2018</p> <p>Sept 2018</p>
<ul style="list-style-type: none"> Develop a supportive and effective feedback culture 	SLT with all Staff	<ul style="list-style-type: none"> Staff offered INSET course on Giving and Receiving Feedback 	Jan 2018

		<ul style="list-style-type: none"> Classroom observation by HODs/HOYs/SLT and new ADA system is used to provide supportive and effective feedback to staff. 	June 2018
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Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
ICT Development			
<ul style="list-style-type: none"> Use of technology to redefine and enhance the complete learning process, across the curriculum 	Tech Reps with RDE, network team and SLT	<ul style="list-style-type: none"> School pilots Office 365 online with technologyreps and selected classes School migrates to Office 365 technology on desktop Use of Office 365 is evaluated for enhancement of teaching and transformation of learning. Technology reps receive Apple ipad professional traning in problem solving & critical thinking. ipad use scaffolds and supports language and literacy. Student Digital Leader group is formed. Digital Leaders contribute to training and help develop innovation and technology provision. Students are confident digital citizens who know how to use technology safely and appropriately. 	Oct 2017
	Tech Reps with RDE, AJB, network team and SLT		June 2018
	Tech Reps with RDE, AJB, IT dept, network team and SLT		Dec 2018
			Jan 2017
			Nov 2017
			June 2018
			June 2019

<ul style="list-style-type: none"> • Use technology to better engage and inform all stakeholders 	<p>Key personnel with MNJ, YBG and FLT</p>	<ul style="list-style-type: none"> • Key personnel are trained to work alongside the E-Learning Leader in developing and posting content on the school website. • Website and new SMS system are used to effectively communicate with stakeholders. • School Instagram account is piloted with select group of parents. • School Instagram account is launched across the school. 	<p>Dec 2017</p> <p>Dec 2017</p> <p>Nov 2017</p> <p>Jan 2018</p>
<ul style="list-style-type: none"> • Support staff in their technology development 	<p>Tech Reps with RDE, network team and SLT</p>	<ul style="list-style-type: none"> • Depts Technology reps are nominated to promote technology use across the curriculum • Technology reps are trained in Office 365 programmes and disseminate and train within depts. • All staff undergo training in Office 365. 	<p>Sept 2017</p> <p>Jan 2018</p> <p>Jun 2018</p>

Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
Adapting Student Provision			
<ul style="list-style-type: none"> Raise aspirations throughout the whole school community, in-line with targets of Vision 2021 	SLT with all staff	<ul style="list-style-type: none"> Community awareness of Vision 2021 is raised through parents' meetings, assemblies, guest speakers, social platforms and displays. Alumni contacts are utilises to raise aspirations and set clear expectations of what the 'real world' needs from UAE Nationals. Students and staff are empowered to a growth mind-set default through PSME activities. External data is examined to ensure all students are being challenged in line with Vision 2021 goals. 	<p>June 2019</p> <p>June 2019</p> <p>June 2018</p> <p>June 2018</p>
<ul style="list-style-type: none"> Adjust curriculum provision to meet changing student needs and Vision 2021 goals 	SLT and HODs	<ul style="list-style-type: none"> Potential new courses are sought for lower ability/alternative curriculum students and investigated for suitability as they come online. Potential new vocational courses are investigated in response to student voice. Higher MoE requirements for entry to UAE University are communicated to LSG community and HODs plan to raise standards in order to achieve the required results. 	<p>June 2018</p> <p>June 2018</p> <p>Jan 2018</p>
<ul style="list-style-type: none"> Introduce UAE National Curriculum and Moral Education 	JEB, AMF, HYM, PSME Coordinators and Pastoral Teams	<ul style="list-style-type: none"> Coverage of social studies and moral education curriculums is mapped and tracked through Y7 – 13. Appropriate support materials are developed to support PSME coordinators with delivery of the curriculum, including best aspects of legacy PSE programme. An assessment methodology for PSME is developed. 	<p>June 2019</p> <p>June 2018</p> <p>June 2018</p>

Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
Secondary School Focus areas			
<ul style="list-style-type: none"> • Modify timetable, staffing, school environment and scheduling to create optimum/required student provision • Address concerns identified in PASS assessment. 	SLT with SMA and all staff	<ul style="list-style-type: none"> • Timetable and staffing are evaluated and adjusted to provide optimum provision. New staff recruitment targets required areas. • Required changes to school environment are made to best accommodate and provide for students 	<p>June 2018</p> <p>June 2018</p>
<ul style="list-style-type: none"> • Develop a pastoral mentoring system to support raising attainment and progress within the classroom and beyond. • Address concerns identified in PASS assessment. 	JEB, HOYs Form Tutors	<ul style="list-style-type: none"> • CPD training provided to pastoral teams to ensure the delivery of a quality mentoring programme. • All students to experience a consistent mentoring programme three times per year, which is quality assured through line managers. • Individual students and intervention groups to be identified through data and staff feedback. • School attendance to average 94% across the year • Follow up policy created – celebrating success and requiring intervention. • A new report system is introduced to effectively track students’ overall academic performance and used by pastoral team to provide the correct support/intervention. • A response policy is used to respond to new school reports to ensure fairness, challenge and support in relation to the four report colours. • Staff are consistent when dealing with student behaviour, manners and etiquette. 	<p>June 2018</p> <p>Jan 2018</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p>