



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

UAE National Agenda

Emirati Learners Policy & Strategic Plan

2018_2021

NAME OF POLICY	Emirati Learners Policy & Strategic Plan
APPROVED BY	Principal
DATE APPROVED	September 2018
DATE OF REVIEW	September 2021
REPLACING POLICY	
RELATED POLICIES	

Introduction

Cambridge International School, Dubai (CIS) welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all students and enable them to maximize their potential.

“Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals. (UAE Inspection framework, 2015)”

According to the KHDA’s *“In Search of Good Education”* document, the United Arab Emirates’ leaders have envisioned a future where Emiratis take the lead in building the country, as outlined in the UAE Vision 2021 (UAE, 2010) and the Dubai Strategic Plan 2015 (Dubai Government, 2007). This future vision includes aspiring to give Emirati children access to, and provision of, first-rate education so that they can develop into active and contributing members of society (UAE, 2010; Dubai Government, 2007). Improving the qualifications and educational attainment levels of Emiratis will help to produce the human capital needed to lead the economy and support the social stability of the UAE.

Government strategies at both federal and emirate levels have also identified the importance of completing schooling, of providing students with resources to fulfil their potential and of integrating students with special educational needs into the mainstream school system (UAE, 2010; Dubai Government, 2007).

Cambridge International School, Dubai (CIS) believes that every student is unique in his or her own way and is committed to developing our Emirati students by encouraging them to learn, grow, and reach their full potential.

CIS’s goals to improve Emirati education will be met with purpose and meaning. CIS will institute systemic change to ensure that Emirati students are high achievers, successfully prepared for a competitive global job market. Our vision of a successful student is one who discovers a passion for learning and transforming their world, while maintaining the student’s unique culture, identity and language. By increasing opportunities, promoting self-determination, sustaining Emirati culture, histories, and languages we will improve academic outcomes and opportunities for our Emirati students. CIS is intent on creating a culture of success based on accountability and responsibility for student learning.

The role of the Inclusion Support Team

The Inclusion Support Team (IST) leads initiatives to meet the needs of pupils within the school. The IST support staff in their identification and monitoring of pupils both academically and pastorally. The IST keeps up to date with information about resources and services, shares this information with colleagues and compiles and updates registers for SEN, Emirati, ELL and Gifted and Talented students. A crucial part of this role is to analyze progress and work with SLT to adjust provision to meet changing needs.

Level of Provision

Emirati learner provisions will not be viewed as an isolated activity. To ensure that the correct level of encouragement is put in place for the students at CIS, we use the ‘Wave System’ of Provision. We use the ‘Wave System’ of Provision for all groups of students G&T, ELL, Emirati and SEN.

For this Strategic Plan **Emirati Students** will all be provided with an **Individual Education Plan (IEP)**. Emirati students will have a clear portfolio (**APPENDIX 1**) that will include, IEP Snapshot for the class teacher **APPENDIX 2**, IEP Student Profile **APPENDIX 3**. The student profile will also include details about their areas of strength, talents, achievements keeping a folder of evidence for the child and how we at CIS are supporting this student.

All Emirati Students will be provided a **Teacher Mentor** to liaise with outside the class teacher and whose purpose is to monitor the students social, emotional and academic progress. A Teacher Mentor along with the Emirati Coordinator in conjunction with Inclusion department will help guide, track and support Emirati Students. Predominantly the **Head of Year** will be the mentor.

This **IEP** will be monitored by the Emirati Coordinator, Learning Manager, Head of Year in conjunction with Inclusion department and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress.

At CIS we work together to meet the needs of our schools Emirati Learners, this will include using a broad range of qualitative and quantitative data to identify needs. Data from CAT 4 and Progress Test are utilised and monitored regularly. CIS will track all Emirati students data as an example in **APPENDIX 4**.

Teachers and Mentors will;

Teachers will use a range of strategies designed to meet the needs of Emirati students including;

- Learning Managers and the Emirati coordinator draw parents' and children's attention to relevant and stimulating extra-curricular events within reach of Dubai. Which could inspire, enthuse or motivate specific children, based on our unique knowledge and understanding of their interests and talents.
- Organising attendance at workshops or events led by the Local Authority specifically for Emirati students.
- With the support of Inclusion team plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills.
- Give Emirati students opportunities for leadership within the student SLT.
- Encourage, Emirati students to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.
- Review pupil progress termly and report to parents at parent consultation meetings.

The performance of Emirati students PISA

Nationality	Overall Score in Science	Overall Score in Mathematics	Overall Score in Reading
Emirati students In your Schools			
Expatriates students In your Schools			
Emirati students In Private Schools	424	422	425
2018 PISA Dubai Target Scores for Emirati Students	459	457	465

Over the past year, CIS has invested in increasing the enrolment of Emirati students and becoming a truly inclusive school. This is a major shift in practice for the school and much needs to be done in order to accomplish this in the most effective way to ensure a truly successful learning experience for our students.

Using also the above knowledge the CIS Emirati Learner Strategic Plan will produce added momentum and improve student achievement in our schools. The plan identifies three major priority areas to begin transforming the face of Emirati education:

Aspect 1. Governance and Leadership

Component 1.a: Understanding and Accountability

Component 1.b: Monitoring, Evaluation and Planning for Improvement

Component 1.c: Engagement with parents

Aspect 2. Learning and Intervention

Component 2.a: Learning Skills

Component 2.b: Data Analysis to Measure Potential and Achievement

Component 2.c: Intervention with Emirati Students to Raise Aspiration and Achievement

Aspect 3. Personalisation

Component 3.a: Curricular Adaptation (Linked to CAT4)

Component 3.b: Teaching and Learning Adaptation (Linked to CAT4)

Component 3.c: Verbal Reasoning

Emirati Enrolment

School 3 Digit Code	# of Sections	Current enrolment	Current Emirati Nos	Emirati % of current Nos					
FS1/Prek	6	158	4	3%					
FS2/KG1	4	102	2	2%	CIS	EMERATI	IEP	Total	
Year1/KG2	5	144	1	1%		Phase 1	9	9	0%
Year2/Gr1	5	142	2	1%		Phase 2	11	11	0%
Year3/Gr2	6	173	2	1%		Phase 3	6	6	0%
Year4/Gr3	7	196	4	2%		Phase 4	7	7	0%
Year5/Gr4	7	203	1	1%	Total on roll 2521	TOTAL	33	33	
Year6/Gr5	7	197	4	2%	Whole School		1.3%		1.3%
SUB-TOTAL Primary School	47	1,315	21	2%					
Year7/Gr6	7	201	3	1%					
Year8/Gr7	7	197	2	1%					
Year9/Gr8	6	177	1	1%					
Year10/Gr9	5	153	3	2%					
Year11/Gr10	6	169	3	2%					
Year 12/Gr11	7	207	0	0%					
Year 13/Gr12	4	111	1	1%					
SUB-TOTAL Secondary School	42	1,215	13	1%					
SCHOOL TOTAL	89	2,530	33	2%					

EMIRATI STUDENT ACHIEVEMENT

COHORT GAP Analysis Data Table Cohort [Year 11- Year 4]	Number of students at school Collated 2017 -2018 May /June	CAT 4 results overall score. (All students average) % Students Stanine 5 and above	CAT results VERBAL Score Average Student scaled Score	CAT 4 results NON- VERBAL Score Average Student scaled score	Most recent NAP results GL (All students average) % meeting expectations and above	
					English	Maths
All students	1469	67%	101.03	103.61	86%	84%
Emirati only	21	41%	95.92	99.06	89%	92%
Non Emirati Only	1448	71%	100.86	102.98	87%	84%
Emirati Only Boys	12	56%	98.12	99.88	92%	95%
Emirati Only Girls	5	61%	94.3	98.95	100%	74%
Non Emirati Only Boys	769	66%	98.735	101.09	86%	83%
Non Emirati Only Girls	681	68%	102.99	104.9	89%	85%
Whole school	Total Numbers					
Emirati students	33					
Emirati students Boys	15					
Emirati students Girls	18					

Language Acquisition				
	Verbal reasoning - Average CAT 4 score		Non - Verbal reasoning - Average CAT 4 score	
Emirati Students		95.92		99.06
Non Emirati Students		100.86		102.98

Aspect 1. Governance and Leadership

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
Governors have a comprehensive knowledge and understanding of the achievements of Emirati students. They hold the principal to account robustly, for raising these standards further. Realistic but challenging targets are set for middle leaders and teachers in relation to the achievements of Emirati students.	Governors are aware of the achievements of Emirati students. They support the principal in achieving high standards. Targets are identified for middle leaders and teachers in relation to the achievements of Emirati students.	Governors have a limited awareness of the achievements of Emirati students. They do not sufficiently prioritise raising achievement and do not hold the principal sufficiently to account for this. There is insufficient target setting for middle leaders and teachers in relation to the achievements of Emirati students.	Governors have almost no knowledge nor do they prioritise the achievements of Emirati students these. As a result, they do not hold the principal and senior leadership to account for raising standards. Few or no targets are identified for middle leaders and teachers in relation to the achievements of Emirati students.

Component 1.a: Understanding and Accountability

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Re v/End	Notes
To ensure Governors have a comprehensive knowledge and understanding of the achievements of Emirati students	<ul style="list-style-type: none"> Comprehensive report document submission to the Principal and SLT on scheduled dates every term. 	<ul style="list-style-type: none"> Folder with comprehensive termly reports shared with the middle leaders and the Principal. 	Emirati Co-ordinator		
To ensure realistic and challenging targets are set for Middle leaders and teachers in relation to the achievement of Emirati students	<ul style="list-style-type: none"> Meetings with Middle leaders and design a challenging target sheet year group wise . IEP s to be completed with individual learning targets and submitted to the Emirati Co -ordinator and then shared with the teachers. List the barriers to achievement 	<ul style="list-style-type: none"> Inclusion Target sheet document for Middle leaders. Evidences and tick- list sheets filed per year group by the HOY Team. Reflections by Middle leaders and Next steps to overcome the listed barriers to achievement. IEP ,CAT 4 result document and Progress test report documents submitted to the Emirati Co-ordinator . 	Middle leaders		
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 			
Milestones/Achievements					
<ul style="list-style-type: none"> 					

Aspect 1. Governance and Leadership

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
Leaders at all levels consistently and accurately monitor data and information relating to Emirati students (assessments, lesson observations, work samples etc.) As a result, they develop comprehensive strategies for improvement in provision for this cohort. (E.g. action plan, curriculum plans, student and parent surveys etc.)	Leaders at all levels accurately monitor data and information relating to Emirati students (assessments, lesson observations, work samples etc.) As a result, they develop suitable strategies for improvement in provision for this cohort. (E.g. action plan, curriculum plans, student and parent surveys etc.)	Leaders' monitoring of data and information relating to Emirati students is limited and sometimes inconsistent. As a result, only basic strategies exist for improvement in provision for this cohort.	Leaders do little to monitor data and information relating to Emirati students. As a result, few or no strategies exist for improvement in provision for this cohort.

Component 1.b: Monitoring, Evaluation and Planning for Improvement

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Rev/End	Notes
To empower leaders at all levels to consistently and accurately monitor data and information (assessments, lesson obs, work samples)	<ul style="list-style-type: none"> Meetings scheduled with the Middle leaders Assessment records , lesson observation reports work samples shared with the middle leaders 	<ul style="list-style-type: none"> Folder with each HOY and Emirati coordinator with Lesson observation notes , assessment copies and work samples 	Head of Secondary School		
To ensure Leaders develop comprehensive strategies for improvement in provision for this cohort (Action plan, curriculum plans, student and parent surveys)	<ul style="list-style-type: none"> Middle leaders meeting to identify specific strategies year group wise for improvement Clear expectations shared with the middle leaders on the provision for these in Action plan and Curriculum plans To create & schedule Parent and student surveys . Reflections sheets , Individual progress sheet and Aspirations document filed for each student periodically 	<ul style="list-style-type: none"> Year group wise Strategy document with the middle leaders Strategies suggested are incorporated in the Action plan and Curriculum plan Parent survey & student survey completed Parent and student survey results indicate positive feedback on effectiveness/impact of the strategies used . . 	Middle leaders and Emirati Co-ordinator		
Milestones/Achievements					
<ul style="list-style-type: none"> 					

Aspect 1. Governance and Leadership

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
The school provides regular, informative feedback to parents. It successfully engages parents of Emirati students with the school and in the education of their children. Guidance and support for parents of Emirati students are actively promoted including, where appropriate, reading programmes to support the development of literacy, in both Arabic and English.	The school provides feedback to parents on the progress of their children. It encourages the engagement of parents of Emirati students with the school and in the education of their children. Guidance and support for parents of Emirati students are evident including, where appropriate, reading programmes to support the development of literacy, in both Arabic and English.	The school occasionally provides feedback to parents on the progress of their children. It does not always successfully engage parents of Emirati students with the school and in the education of their children. Guidance and support for parents of Emirati students specifically, including support of literacy development, are superficial.	The school provides very limited feedback to parents on the progress of their children. It does not actively engage parents of Emirati students with the school and in the education of their children. Guidance and support for parents of Emirati students specifically, including support of literacy development, are insufficient to have an impact.

Component 1.c: Engagement with parents

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Rev/End	Notes
To provide opportunities for regular and informative feedback sessions for parents	<ul style="list-style-type: none"> Coffee morning with parents Special feedback session only for the parents of inclusion students 	<ul style="list-style-type: none"> Positive feedback from parents Parent surveys, Emails from parents Book /folder with Emirati parent remarks to record comments from parents after each parent engagement activity. 	SLT , HOYs and Inclusion Team		
To successfully engage Emirati parents with the school and in the education of their children	<ul style="list-style-type: none"> Involve the Emirati parents in CIPA Plan of Activities which indicate paired involvement / parents & Kids team. 	<ul style="list-style-type: none"> Evidences of Emirati parent engagement Emirati parents initiating specific activities for the school: Iftar for support staff etc Sessions for students on Emirati culture 	CIPA Parents relations Executive		
To provide guidance and support for Emirati parents to participate in the reading programmes and support the development of literacy in Arabic and English	<ul style="list-style-type: none"> Reading day for Emirati parents Led by the Curriculum leader with a specific instruction and guidance booklet for Arabic and English. 	<ul style="list-style-type: none"> Parents reflections or comments about their experiences about the Reading day. [through a parent survey] Booklets giving guidelines on parental support at home 	English Faculty Leader ELL co – ordinator		

<p>To collaborate with local families</p>	<ul style="list-style-type: none"> • Collaborate with the Emirati families to encourage them to share Emirati culture and values • CIS facebook page to be used to promote Emirati enrollment at CIS 	<ul style="list-style-type: none"> • Emirati students represent their school in local celebrations . • Frequent special invites to main school Events for Emirati students and parents . • Adverts and communication about Priority enrollment seat to Emirati students • Special discount to families of UAE Martyrs. 	<p>Executive Secretary to the Principal</p> <p>Parents Relation executive School Registrar</p>		
<p>Milestones/Achievements</p> <ul style="list-style-type: none"> • 					

Aspect 2. Learning and Intervention

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
In lessons, Emirati students are actively involved in their own learning and development. They are very aware of their progress and areas for development. They are successful, confident and responsive learners. Emirati students have high levels of determination and resilience and can talk about examples of where they show this.	In lessons, Emirati students are positive and take increasing responsibility for their learning, requiring less guidance over time. They recognise their own knowledge and skills in different contexts. Students can think for themselves and increasingly use resources independently. Emirati students have reasonable levels of determination and resilience and a majority of students can talk about examples of where they show this.	In lessons, Emirati students are not always positive and only occasionally take responsibility for their own learning. They are mostly compliant but are often passive or distracted in lessons. They rarely exhibit independence in their thinking or learning. Emirati students show low levels of determination and resilience.	A substantial proportion of Emirati students is not engaged in lessons. They do not always recognise connections in their learning. Students struggle to find out things for themselves. Emirati students show very low levels of determination and resilience.

Component 2.a: Learning Skills

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Rev/End	Notes
To empower Emirati students to actively engage in their own learning and development, display excellent work ethics, manage their own projects and make reasoned decisions	<ul style="list-style-type: none"> • Pictures and video recordings • Lesson plans to highlight the level of involvement. • Emirati students encouraged to link the subject topics to Emirati culture and developments in the UAE. • Creative thinking and critical thinking sessions for Emirati students and parents . • Active role in Business week, Innovation week & Makers day. 	<ul style="list-style-type: none"> • Resource drive Folder with Emirati performance. Workshops ,Emirati progress evidences & Achievements showcased through the School TV. • Class room Display boards to showcase Emirati Learning with their meaningful connections to Emirati culture and the curriculum. • Business plans , Innovative projects submitted by Emirati students for contests within and outside school 	Emirati co-ordinator , Faculty leaders and HOY Innovation leader		
To develop awareness amongst the Emirati students about their level of progress and areas of development	<ul style="list-style-type: none"> • Conferencing with each Emirati student to share their progress, targets , areas of developments & break down of suggested strategies • Schedule Sessions for Emirati students for reflective learning & recording their reflections. 	<ul style="list-style-type: none"> • Reflective learning session for Emirati students scheduled, conducted & evidenced. • Individual Target sheet provided to every Emirati student • Emirati student reflection documents filed. 	HOY Emirati – Co -ordinator		

<p>To empower Emirati students to portray high levels of determination and resilience</p> <p>To provide opportunities for Emirati students to lead and initiate activities within and outside school</p>	<ul style="list-style-type: none"> • Create a Check List of activities /events for each term for Emirati students to get involved. • Visits to local business enterprises • Joint ventures in school campus • Students enroll for work experience with local business owned by Emirati • 	<ul style="list-style-type: none"> • Emirati Learners file updated / shared with Pictures & work samples evidencing participation in a range of activities & events with Learner Reflections on the display boards • Faculty Leaders schedule sessions /initiatives /contests led Emirati students /experts, Invite representing local enterprise as guest speakers / identify areas for curriculum integration in their plans for subject weeks. • To have Local Advisory board member • • 	<p>HOY Team and Emirati Co-ordinator</p>		
<p>Milestones/Achievements</p> <ul style="list-style-type: none"> • 					

Aspect 2. Learning and Intervention

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
The school analyses CAT4 data robustly and as a result establishes very clear individual benchmarks of potential for almost all Emirati students. Analyses are shared with phase/subject leaders and classroom teachers along with clear expectations regarding how they should use these data. The school highly effectively aligns CAT4 potential to achievement in the National Agenda Parameter	The school analyses CAT4 data well and as a result establishes clear individual benchmarks of potential for the large majority of individual Emirati students. Analyses are shared with phase/subject leaders and classroom teachers along with expectations regarding how they should use these data. The school aligns CAT4 potential to achievement in the National Agenda Parameter	The school analyses CAT4 data to a limited extent and as a result, establishes the potential for the cohort of Emirati students. Analysis of potential and achievement of individual Emirati students is not sufficiently addressed. The data are shared with phase/subject leaders and classroom teachers but is not accompanied by clear expectations regarding how they should use these data. There is a poor alignment of CAT4 potential to achievement the National Agenda Parameter	The school does little to analyse CAT4 data with a particular focus on the Emirati student cohort. As a result, subject/phase leaders are neither aware of the potentials of individuals, nor do they act upon available data. There is almost no alignment of CAT4 potential to achievement in the National Agenda Parameter

Component 2.b: Data Analysis to Measure Potential and Achievement

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Re v/End	Notes
To develop robust procedures for analysing CAT4 data in-order to establish very clear individual benchmarks of potential for almost all Emirati students.	<ul style="list-style-type: none"> Meetings with HOY and Curriculum leaders on the use of CAT 4 Data Create Individual Education Plans 	<ul style="list-style-type: none"> Document with Bench marks for All Emirati students filed IEPs created and provided to teachers Tracker record to be available for each phase / Intervention data 	Emirati Co-ordinator		
To empower Middle Leaders and Subject teachers to effective use CAT4 data to inform learning	<ul style="list-style-type: none"> Guidelines provided by the Inclusion team to Middle leaders and subject teachers on use of CAT data . Accurate data to be available for each phase / HOY& FLs to follow up Create individual learning targets for each student based on their individual data results each term. Look at barriers to achievement 	<ul style="list-style-type: none"> .Evidence folder on reports of CAT 4 data used for planning lessons and setting targets . List of ways to overcome the barriers to achievement. Evidences of Emirati achievement indicate overcoming of the listed barriers to achievement. 	HOY Team & Emirati Co-ordinator		
To ensure that the CAT4 potential to achievement is aligned in the National Agenda Parameter	<ul style="list-style-type: none"> Meetings with HOY and Curriculum team to align CAT 4 potential to achievement in the National Agenda parameter 	<ul style="list-style-type: none"> Minutes of the meetings Document with CAT 4 criteria aligned to National Agenda Parameter 	Curriculum Leaders		
Milestones/Achievements					
•					

Aspect 2. Learning and Intervention

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
Academic potential and the CAT4 profile is shared with, and is understood by all stakeholder groups. Progress against the targets is effectively tracked by the school. Prompt and data-informed interventions follow, aimed at narrowing any gaps in achievement. Where Emirati student aspiration is not sufficiently high, the school addresses this robustly.	Academic potential and the CAT4 profile is shared with, and is understood by, most stakeholder groups including parents and students. Progress against the targets is tracked by the school. Data-informed interventions usually follow, aimed at narrowing most gaps in achievement. Where Emirati student aspiration is not sufficiently high, the school attempts to address this.	Academic potential and the CAT4 profile is shared with, and is understood by, some stakeholder groups but not sufficiently by parents and students. Progress against the targets is inconsistently tracked by the school. Data-informed interventions for individual Emirati students are not commonplace. Where Emirati student aspiration is not sufficiently high, the school makes some attempt to address this.	The academic potential of Emirati students and the CAT4 profile is not shared fully with parents or students. Progress against the targets is poorly tracked by the school. Data-informed interventions for individual Emirati students are not commonplace. Where Emirati student aspiration is not sufficiently high, the school makes little attempt to address this.

Component 2.c: Intervention with Emirati Students to Raise Aspiration and Achievement

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Rev/End	Notes
To ensure that the Academic and CAT4 profile is shared and well understood by all stakeholder groups.	<ul style="list-style-type: none"> HOYs to Highlighted aspects of CAT 4 results used Sessions for Emirati parents with their wards about the use of CAT 4 profile 	<ul style="list-style-type: none"> Evidence about the effective use of CAT 4 data & its impact seen in lesson plans[success criteria & Differentiation] observation notes, & IEP, Individual Learner target sheets. Parent Surveys and Student surveys 	Curriculum Leaders.		
To develop effective procedures to track progress against targets and incorporate intervention strategies aimed at narrowing the gap	<ul style="list-style-type: none"> Team to decide on mid termly /termly tracking , list intervention strategies that ensure progression 	<ul style="list-style-type: none"> Mid termly tracking against targets and tick list to ensure the implementation of strategies. Follow up on the narrowing gaps in performance, Student appreciation for student effort and Progress . 	HOY Team		
To promote Emirati student aspiration	<ul style="list-style-type: none"> Goal setting orientation sessions for the Emirati and Goals setting pathways & the Plan of action. Emirati students to participate in activities both in and out of school that allow them to display their abilities and talents. 	<ul style="list-style-type: none"> Students Aspirations document: For each student to track his/her progress against his goal, Encourage collage , imagery , phrases , quotes etc and file it. Reflections sheet filled by each Emirati student. 	Emirati Co-ordinator and HOY team		

	<ul style="list-style-type: none"> • Year group & Faculty to lead an activity to raise funds for Dubai Care • KS2-3 students to visit Old Age homes in the UAE • Active participation in activities led by Dubai Municipality and Emirates Environmental Group • Raise funds for the Al Jalila Foundation- Cancer • Communicate these opportunities to parents when needed. • Emirati students to initiate/create opportunities for themselves such as leading a charity drive for Dubai Cares, Assembly or design a form time activity etc . 	<ul style="list-style-type: none"> • Emirati students lead ASA and participate in local activities and competition EX (Lead Sheikh Zayed projects / Gems Year of Zayed competition) & Year of Zayed celebrations. • Regular Intervention meeting with Emirati parents. • Emirati council to lead a charity drive for Dubai cares and assemblies across the school to promote UAE culture and Values of Sheikh Zayed. 			
Milestones/Achievements <ul style="list-style-type: none"> • 					

Aspect 3. Personalisation

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
Based on ongoing assessment and data analysis, the school implements detailed and appropriate curricular adaptation for the Emirati cohort. The school has an effective strategy for measuring the impact of these adaptations.	Based on ongoing assessment and data analysis, the school implements some appropriate curricular adaptation for the Emirati cohort. The school has some strategies for measuring the impact of these adaptations	Based on assessment and data analysis, the school implements some curricular adaptation for the Emirati cohort. There is a limited understanding of how to measure, effectively, the impact of these adaptations.	The school has not attempted any significant curricular adaptation following analysis of CAT4 data even at whole-school level.

Component 3.a: Curricular Adaptation (Linked to CAT4)

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Re v/End	Notes
To develop effective and appropriate curricular adaptation procedures based on the ongoing assessment and data analysis	<ul style="list-style-type: none"> Inclusion meetings and separate meeting with curriculum leaders and SLT for curricular adaptations 	<ul style="list-style-type: none"> Curricular adaptation reports Termly Data analysis sheets 			
To develop an effective strategy to measure the impact of curricular adaptation procedures and actions	<ul style="list-style-type: none"> Termly revision of curricular adaptations Tracking sheet indicating the adaptation and the impact termly 	<ul style="list-style-type: none"> Specific Tracking sheet to evaluate curriculum adaptations term wise 	Curriculum Leaders	May / June	
To promote sustainability of Emirati culture and History within students , teachers , and the community	<ul style="list-style-type: none"> Emirati culture and values to be a focus in Arabic A Links to moral education Subject topics linked to Emirati culture and heritage 	<ul style="list-style-type: none"> Moral education and Arabic A Lesson Plans and assessments to indicate provision for learning of Emirati culture. Student work on Emirati culture and Heritage in every classroom display board . Emirati students with the SSLT in lead role in initiating cultural activities & organising National Day and Year of Zayed celebrations . Performance in Quiz and contests and display boards indicate awareness of Emirati culture and heritage.. Exhibitions and Emirati pavilion to spread awareness of Emirati culture and development in the UAE. 	Moral Education Co-ordinator Arabic Faculty Head Islamic Value Co-ordinator Emirati co-ordinator		
Milestones/Achievements					
<ul style="list-style-type: none"> 					

Aspect 3. Personalisation

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
Leaders and teachers fully understand CAT4 profiles. They consistently incorporate these into appropriate differentiation for all Emirati students. There are whole-school, cohort and individual targets aimed at narrowing any gaps in attainment and progress for Emirati students, in comparison with other groups of students Continuous assessments and follow-up interventions are the basis for an effective cycle of improvement in outcomes for Emirati students.	Leaders and most teachers understand CAT4 profiles. They usually incorporate these into appropriate differentiation for most Emirati students. There are whole-school, cohort and individual targets aimed at narrowing any gaps in attainment and progress for Emirati students, in comparison with other groups of students Regular assessments and follow-up interventions form the basis for developing a cycle of improvement in outcomes for Emirati students.	Although leaders and most teachers appear to understand CAT4 profiles, this does not result in sufficient differentiation in lessons, for Emirati students. Whilst there are some whole-school, cohort and individual targets they are not robustly linked to narrowing the gaps in attainment and progress for Emirati students, in comparison with other groups of students Assessments and occasional follow-up interventions form a limited basis for developing a cycle of improvement in outcomes for Emirati students.	The school has not implemented any significant adaptation to teaching and learning following analysis of CAT4 data – even at whole-school level. There is no focus on using interventions skilfully to narrowing the gaps in attainment and progress for Emirati students in comparison with other groups of students. Assessments are not normally used to implement interventions or address improvement.

Component 3.b: Teaching and Learning Adaptation (Linked to CAT4)

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Re v/End	Notes
To empower teachers & leaders to consistently incorporate the CAT4 teaching implications to differentiate lessons for the Emirati students	<ul style="list-style-type: none"> Inset on differentiation by the curriculum leaders in their subject areas 	<ul style="list-style-type: none"> Differentiation activities being used in lessons as evident from lesson observation records , lesson plans and Emirati student work. 	Curriculum Leaders	May /September	
To develop whole school, cohort & individual targets aimed at narrowing any gaps in attainment & progress for Emirati students in comparison to the other gps	<ul style="list-style-type: none"> Tracking sheet indicating comparisons between Emirati progress and progress of Year group cohort 	<ul style="list-style-type: none"> Very little or no gaps in progress with all Emirati group as compared to the whole school and cohort. Individual targets met and exceeded. 	HOY team	Termly	
To incorporate continuous assessments and follow up interventions to achieve the outcomes for the Emirati students	<ul style="list-style-type: none"> Assessments folder with interventions to be complied by the HOY Emirati students who achieve their individual learning targets are rewarded by the HOY periodically . 	<ul style="list-style-type: none"> Intervention folder and tracking sheet indicating the impact of intervention [Tick mark the list] Emirati Achievement board highlighting the Emirati who have progressed and met their targets . 	Emirati Co-ordinator	Termly	
Milestones/Achievements					
<ul style="list-style-type: none"> 					

Aspect 3. Personalisation

Above Expectations	Meets Expectations	Requires Improvement	Well Below Expectations
There is a developed strategy in the school to improve verbal reasoning, for Emirati students, across all phases and year groups. This has resulted in well-designed, fully evaluated programmes to improve verbal reasoning and with a gender focus, where required. The school has clear systems in place to monitor levels and progress of verbal reasoning for Emirati students across all phases.	There are emerging strategies in the school to improve verbal reasoning, for Emirati students, across all phases and year groups. There are some programmes in place to improve verbal reasoning and, where required, these have a gender focus. The school monitors levels and progress of verbal reasoning for Emirati students across all phases.	Although there is a focus in the school on improving verbal reasoning for all, there is not a focus on Emirati students. This has resulted in programmes to improve verbal reasoning, although these are generic and not sufficiently informed by data. The school has some systems in place to monitor levels and progress of verbal reasoning	Improving verbal reasoning is not a key priority for the school. There is no clear strategic approach to improve verbal reasoning levels of Emirati students in the school. The school has limited systems in place to monitor levels and progress of verbal reasoning.

Component 3.c: Verbal Reasoning

Objective (what needs to be done)	Key Strategies - Action Plan (What will we do to make it happen)	Performance Indicators (How will we know when we have been successful)	Lead Person	Start/Re v/End	Notes
To develop a strategy to improve verbal reasoning for the Emirati students across all phases and year groups.	<ul style="list-style-type: none"> HOY Team and Curriculum leaders to specify the strategies to improve verbal reasoning through the following (but not limited to) techniques: <ul style="list-style-type: none"> - Annotating text - Reading directions thoroughly - Integrating critical thinking and problem solving throughout the unit (Fluency work) - Reading non-fiction (actively, not passively). Increase Professional Development in this area. Regular meeting with HOY& subjects teachers with Emiratis Co-ordinator to track pupils progress . 	<ul style="list-style-type: none"> Document filed indicating the strategies & expected outcomes indicating verbal reasoning levels for each year group for each student. Students engaged in clubs, MUN Poetry and other writing competitions. Parental and HOY in regular communication through meetings and emails. Booklets with strategies for verbal reasoning & Tracker record to be available for each phase / Intervention data Enrollment of Emirati for ELL or special booster sessions to improve verbal reasoning where required. 	HOS Emirati co-ordinator ELL Co-ordinator ,	May / ongoing	
To equip leaders to fully evaluate programmes introduced to improve verbal	<ul style="list-style-type: none"> Gender wise Improvement strategy evaluation sheet compiled and shared with the Team 	<ul style="list-style-type: none"> Indicators of improvement in verbal reasoning on the evaluation sheet Student work and video recordings 	HOY/FL/E mirati Co-ordinator	May/ June	

reasoning and with gender focus		<ul style="list-style-type: none"> Bespoke PD take place to enhance this area. Almost all Emirati pupils display skills of verbal reasoning activities 			
To ensure robust procedures are in place to monitor levels and progress of verbal reasoning for Emirati students across all phases	<ul style="list-style-type: none"> HOY to be given a folder with tracking sheets separately for monitoring progress on Verbal reasoning . <ul style="list-style-type: none"> Increase opportunities for students to display verbal reasoning in activities. Feedback from tracking shared regularly to suggest ways measure progress and improvise 	<ul style="list-style-type: none"> Individual data tracker / Emirati learner profile to include Verbal reasoning tracking sheets Evidence folder with work samples on verbal reasoning seen across varied subjects Active participation and commendation in activities inside and outside school 	Curriculum leaders		
Milestones/Achievements <ul style="list-style-type: none"> 					



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai



Emirati Learner Portfolio 2017_18

Name:	
School:	Cambridge International School Dubai
Form:	

Individual Education Plan	
	IEP Teacher Snapshot
	IEP Student Profile
Assessments	
	Cat 4 Assessment
	Progress Test English
	Progress Test Maths
	Progress Test Science
School Reports	
	Term 1 Report
	Term 2 Report
	Term 3 Report

APPENDIX 2



Individual Education Plan
Emirati Learners

PHOTOGRAPH	Student:		DOB:		
	Class:	Subject:	IEP Term 1:		
	Class Teacher:		Mentor:		
CAT 4					
Verbal		Non-Verbal	Mathematical		Spatial
Successful Strategies					
Progress Tests					
Maths		English		Science	
Stanine	SAS	Stanine	SAS	Stanine	SAS
Successful Strategies					
My Targets are;					
Target 1		Target 2		Target 3	
Emirati Coordinator:		Teacher:		Parent:	



**Individual Education Plan
Emirati Learners Profile**

PHOTOGRAPH	Student:		DOB:	
	Class:	Subject:	IEP Start Date:	
	Class Teacher:		Mentor:	
CAT 4				
Verbal		Non-Verbal		Mathematical
Progress Tests				
Maths		English		Science
Stanine	SAS	Stanine	SAS	Stanine

SUBJECT	CAT 4 MOST LIKELY	CAT 4 IF CHALLENGED	BASELINE	TERM 1	TERM 2	TERM 3	VALUE ADDED

End Term 1 Update:	End Term 2 Update:	End Term 3 Update:
Strengths/Social:		General Comments/Challenges:
Extracurricular Activities:	Intervention Strategies:	
Emirati Coordinator:	Teacher:	Parent:

APPENDIX 4
Emirati Learners Individual Data Tracker (example)

Name	Year	Age	Gender	PTE		PTS		PTM		CAT 4			
				Stanine	SAS	Stanine	SAS	Stanine	SAS	V	NV	M	S

MATHEMATICS				ENGLISH				SCIENCE			
BASELINE	TERM 1	TERM 2	TERM 3	BASELINE	TERM 1	TERM 2	TERM 3	BASELINE	TERM 1	TERM 2	TERM 3

SUBJECT				SUBJECT				SUBJECT			
BASELINE	TERM 1	TERM 2	TERM 3	BASELINE	TERM 1	TERM 2	TERM 3	BASELINE	TERM 1	TERM 2	TERM 3

SUBJECT				SUBJECT				SUBJECT			
BASELINE	TERM 1	TERM 2	TERM 3	BASELINE	TERM 1	TERM 2	TERM 3	BASELINE	TERM 1	TERM 2	TERM 3