



## Victory Heights Primary School National Agenda Action Plan 2018-19

| Baseline Point   |  |
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| <b>Prior Inspection Findings (KHDA 2017 -18 statements related to National Agenda Parameter)</b> | <p><b><i>Provision for achieving the National Agenda targets: <u>above expectations</u></i></b><br/><b><i>The school meets the registration requirements for the National Agenda Parameter (N.A.P).</i></b><br/><i>Attainment, as indicated by the N.A.P is <u>above expectations</u> in English, mathematics and science.</i><br/><i>Governors and school leaders are very committed to the N.A.P. Action plans are well developed and focus on improvements in understanding and use of benchmark data by school leaders, teachers and parents.</i><br/><i>Analysis of benchmark data is of a very high standard. Alignment between benchmark data and internal data is generally very good. Tracking of students, using the CAT4 results, is effective.</i><br/><i>Data is analysed and used to improve the curriculum and teaching for better learning. Core subjects have identified key aspects of the curriculum for improvement.</i><br/><i>Improved teaching has led to better learning outcomes. Better use is made of analysed benchmark data to inform individual interventions. This is particularly strong for students with SEND.</i><br/><i>Active learning is a dominant feature in most lessons. This leads to better learning through discussion, thinking and sharing of ideas. Technology is very well used to support critical thinking and problem solving.</i></p> |
| <b>Self-Evaluated Development Points from 2017-18</b>  | <p><b>Learning Skills:</b> Continue to develop approaches to ensure that learning technologies are utilised effectively and systematically to support and enhance learning;<br/><b>Learning Skills:</b> Continue to develop students' responsibility for their own learning by increasing and improving their opportunities to reflect.<br/><b>Teaching for Effective Learning:</b> To develop the role of the Year Leaders to ensure that they are better empowered to enhance teaching, learning, and assessment.</p>  |

### School TIMSS 2015 results





| Indicator   | Definition  | VHPS Target 2015 | VHPS Results 2015                          | VHPS 2019 Target |
|-------------|---|------------------|--|------------------|
| TIMSS score | An indicator that reflects the schools ranking and score in the TIMSS test, which evaluates the math and science skills of students in grade 4 (Year 5) | Maths- 532       | Maths-575- High International Benchmark    | Maths- 585       |
|             |   | Science- 529     | Science- 577 -High International Benchmark | Science- 587     |

### School PIRLS & ePIRLS 2016 results

| Indicator   | Definition   | VHPS Target 2016 | VHPS Results 2016                         | VHPS 2019 Target |
|-------------|--|------------------|---|------------------|
| PIRLS score | An indicator that reflects the schools ranking and score in the PIRLS & ePIRLS test, which evaluates the Reading and Literacy skills of students in grade 4 (Year 5) | PIRLS-564        | PIRLS- 567- High International Benchmark  | PIRLS-582        |
|             |  | ePIRLS- 564      | ePIRLS- 572 -High International Benchmark | ePIRLS- 587      |

| Overview                     |  |
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| <b>Key Objectives (KOs):</b> | <p><b>OVERALL AIM - To Promote the National Agenda Parameter across the whole school with the key focus being that: by 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test. Achieved through the meeting the following key objectives:</b></p> <ul style="list-style-type: none"> <li>● <b>KO1. Education - To develop a first rate education system</b></li> <li>● <b>KO2. Healthcare - To develop world class health care</b></li> <li>● <b>KO3. Sustainability - To develop a sustainable environment and infrastructure</b></li> <li>● <b>KO4. Entrepreneurial Culture - To focus on innovation and an entrepreneurial culture</b></li> <li>● <b>KO5. Safety - To develop the UAE as the safest place in the world</b></li> <li>● <b>KO6. Society and Identity - To develop a cohesive society and preserved identity</b></li> </ul> |





| ● KO1. Education - To develop a first rate education system   |  |   |   |
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| Objective/ Development Point  | Action Steps   | Who/ When   | Evidence of Success   |
| <p><b>To support TIMSS and PISA assessments by modifying the curriculum to ensure that there is adequate coverage of TIMSS/PISA topic areas/skills.</b></p> | <p>Curriculum encompasses all topic areas of the TIMSS/PISA coverage.</p> <p>Interventions and support is put in place to ensure all achieve their expected levels of attainment.</p>  | <p>Subject Leaders<br/>PLT<br/>Class teachers</p>           | <p>Big solves in Science and Maths and Big writes in planning- weekly for Big Solves in Y2-6 and fortnightly for Big Writing.<br/>Comprehension sessions planned for in Enrichment periods.</p> <p>Geometry, Data handling and Statistics in KS2 are put into weekly maths plans.</p> <p>STEM and Science lessons adequately cover the topic areas Life, Physical, Earth Science alongside Chemistry, Biology and Physics.</p>  |
| <p><b>The 'VHPS Learning Cycle' and New Marking and Feedback policy is used in all subject and across the curriculum in all lessons.</b></p>                | <ul style="list-style-type: none"> <li>-The 'VHPS Learning Cycle' is used in all subject and across the curriculum in all lessons.</li> <li>-Lessons are modified and planned to suit the needs of the children.</li> <li>- Provide staff with Science talk strategies and provide training where appropriate (VHPSU).</li> <li>- Develop co-constructed language for learning to be used across school. Sept inset</li> <li>-Ensure visual prompts with language for learning expectations on display in all classrooms.</li> <li>-Provide training for staff on effective use of success criterias.</li> </ul> | <p>PLT<br/>Class teachers<br/>Subject Leads<br/>LE Dept</p> | <ul style="list-style-type: none"> <li>-Planning is adapted daily and annotated to show modification</li> <li>-Effective feedback is evident in lessons and helps students to identify the next steps in their learning</li> <li>-Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve.;</li> <li>-Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals;</li> <li>-Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world;</li> <li>-Students are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem-solving skills are key features of learning.</li> </ul> <p>Evidenced in:</p> <ul style="list-style-type: none"> <li>-Attainment and progress data (GL data and Classroom Monitor - progress/ attainment data improves as a result of students' increased</li> </ul> |





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|   |  |   | <p>learning skills);</p> <ul style="list-style-type: none"> <li>-Books/folder trawls (e.g. evidence of self/peer reflection/ progress arrows);</li> <li>-Lessons/learning walks;</li> <li>-Internal and external assessment papers/ data</li> <li>- Improvement partner/ consultant reports</li> <li>- All teachers using the new Marking policy effectively- impacting on children's learning.</li> </ul>   |
| <p><b>To improve our use of CAT4 assessments within school.</b></p>                                     | <ul style="list-style-type: none"> <li>-Distribute leadership of the CAT4 assessments to yearleaders to enable them to support their teams adequately in carrying out and analysing CAT4 data</li> <li>-Strategies to support verbal, non-verbal, quantitative and spatial bias and weaknesses are collated and shared with all KS2 teachers.</li> <li>-Hold 'CAT Chats' with all children who have taken the CAT4 assessments to ensure that they know their areas to work on and what strategies them best to learn.</li> <li>-To send home the parent individual CAT4 reports home with and hold a Parent Information sessions to answer questions and concerns.</li> <li>-To include CAT4 support and strategies on the classteacher plans- to raise awareness of the needs and supports within the class- including bias and low score (below 89 in a battery)</li> </ul> | <p>Headteacher<br/>Class teachers<br/>PLT<br/>LE Dept.<br/>Subject Leads<br/>Parents<br/>Students</p> | <p>Class teachers understand the data and use it when planning lessons and target setting.<br/>Subject leaders are aware of the gaps, weaknesses and strengths in their subject area.</p> <p>Class teachers have and refer to the PT and CAT4 data for their class when planning to see areas to develop and work on when starting their medium term plans.</p> <p>CAT4 differentiation and strategies is on planning sheets in KS2 to support children following the results from CAT4 reports in Oct.</p> <p>Children talk 1;1 with their classteacher to discuss barriers in their learning and what helps them to learn better following the CAT4 reports.</p> <p>Parents are aware of how to support their child in their learning following the CAT4 after receiving the Individual Report for Parents.</p> <p>Subject Leaders are familiar with the reports from PT,CAT4 and PIRLS &amp; TIMSS and use them effectively to raise attainment in their subject.</p> |
| <p><b>Continuously monitor and analyse internal and external data to identify gaps in learning.</b></p> | <ul style="list-style-type: none"> <li>-Analyse the data produced from internal and external sources in 2017-18. (Classroom Monitor, GL PT, SATs)</li> <li>-Identify gaps in achievement/ progress and share with teachers;</li> <li>-Ensure that this data is used to modify changes in teaching/learning and in the curriculum.</li> </ul>   | <p>Subject Leads<br/>Year Leaders<br/>Jan-18 onwards</p>  | <p><u>Attainment:</u> Most (&gt;75%) students attain levels that are above curriculum standards;</p> <ul style="list-style-type: none"> <li>-In external examinations, most (&gt;75%) students attain levels that are above national and international standards;</li> <li>-In lessons and in their recent work, most (&gt;75%) students demonstrate knowledge, skills, and understanding that are above curriculum standards;</li> </ul>  |





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|   | <ul style="list-style-type: none"> <li>-Create a cycle of progress and attainment monitoring after each capture in order to gauge progress and plot interventions. *ongoing</li> <li>-Subject Leaders have used the reports from PT, TIMSS and CAT4 to monitor and evaluate teaching and learning in their subject area.</li> </ul>   |   | <ul style="list-style-type: none"> <li>-Over the past three years, the attainment of most (&gt;75%) students has been above national and international standards.</li> <li><b>Progress:</b> In assessments, most (&gt;75%) students make better than expected progress in relation to their starting points;</li> <li>-In lessons, most (&gt;75%) students make better than expected progress in relation to appropriate learning objectives aligned with the curriculum;</li> <li>- All groups of students make better than expected progress.</li> <li><b>Evidenced in:</b></li> <li>-Attainment and progress data (GL data and Classroom Monitor);</li> <li>-Books/folder trawls;</li> <li>-Lessons/learning walks;</li> <li>-Multimedia evidence (e.g. Seesaw);</li> <li>-Internal and external assessment papers/ data</li> <li>- Improvement partner/ consultant reports</li> </ul> |
| <p><b>Develop teacher tracking and moderating processes to ensure that teachers are continuously aware of children who are 'on track' and to speedily implement interventions.</b></p>  | <ul style="list-style-type: none"> <li>-Review current processes across different year teams;</li> <li>- Collaborate best practice and formulate into school policy;</li> <li>-Provide time/location mechanisms to ensure that frequent and effective moderation is enabled;</li> <li>- Re-clarify referral system for learning enhancement involvement/ interventions.</li> <li>- Subject leader to provide a 'second wave' of tracking to ensure that moderation is taking place.</li> <li>- Develop portfolio of WS skills in phases e.g. Year 1 and 2. Show evidence of children's work.</li> </ul>   | <p>Subject Leads<br/>PLT<br/>Subject Leaders<br/>Year Leaders<br/>Teachers</p>      |   |
| <p><b>To develop the use of the GL PASS assessment results and CENSUS results with KS1-2 children results to improve understanding of what helps our students to learn and what prevents them from achieving.</b></p> <p>Look at possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation.</p> | <ul style="list-style-type: none"> <li>-PASS assessment in Term 2- February 2019. Results disseminated to class teachers and reviewed by PLT.</li> <li>-PASS results are shared with all classteachers and LE department.</li> <li>-Review CENSUS results- March 2018</li> <li>-School Counsellor is employed as part of the LE dept to support individuals.</li> <li>-Individuals are highlighted and supported with our school 'counsellor' in needed following discussion with the classteacher and LE department.</li> <li>-The PASS results are added to each student's 360 data profile and all teachers have access so that any correlation between internal, external data and PASS is clear.</li> <li>-Analyse our Census results with our PASS data to look for whole school similarities and area to develop.</li> </ul> | <p>PLT<br/>Class teachers<br/>LE Dept.<br/>School Counselor</p>                     |   |
| <p><b>To further develop the school leadership body of both students and adults across the school.</b></p>  | <p>School council effectiveness and profile is raised and embedded. Launch the new VHPS 'Student Executive Committee'. School council weekly meetings are enabled by the lead teachers using it as part of their ECA choice.</p>  | <p>School council<br/>School Council<br/>Leads- Alex Quinn<br/>and Alice Mobley</p> | <p>The school council members feel valued and that their voice is heard within the school community. Group leaders are to share introductions to their group, detailing aims and responsibilities of each group.</p>  |



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|  | <p>Ideas from the school council materialise and are purposeful. School Council are involved in Learning Walks.</p> <p>'Student Executive Committee' panel members confirmed</p> <p>VHPS Learning Ambassadors to be launched. VHPS Ambassadors will watch a lesson carried out by Mr.Alex and identify key features of Authentic Learning'.</p> <p>Identification tool is to be converted into an online assessment tool to support.</p> <p>School 'Kids Spark' Event (External Invited)</p>   | <p>PLT<br/>Middle Leaders</p>   | <p>Applications to be confirmed. (16.9.18)</p> <p>Assembly to follow, sharing initiatives and introduce the new student council members.</p> <p>Flipgrid shared with all pupils, enabling them to voice changes and support the SC with new initiatives.</p> <p>One member from each group is to be selected to sit on the committee panel and feedback to visitors.</p> <p>Mr. Alex to discuss key responsibilities of the committee panel. Days and timings shared. Ms. Sasha and Ms. Laura to be updated regarding the new meeting days and times.</p> |
| <p><b>Further enhance teaching and learning through the VHPS University and the sharing of outstanding practice.</b></p>                                 | <ul style="list-style-type: none"> <li>-Using data and audits, devise the key areas for science subject knowledge development across the school.</li> <li>-Plan and lead VHPSu sessions to address these areas.</li> <li>-Using learning walks and other criteria to identify outstanding practice in Science across the school.</li> <li>-Set up collaborative programmes to share best practice in science.</li> <li>- Create a model cycle as to how to teach an ideal unit of science. Work with science group to develop this.</li> </ul> | <p>Subject Lead<br/>CPD Coordinators<br/>Year Leaders<br/>Jan-18 onwards</p>      | <p>Members of the Committee Panel will support teaching and learning within VHPS by forming the all new 'VHPS Learning Ambassadors'.</p> <p>Job roles are to be shared with selected pupils and full introduction given by Mr. Alex.</p> <p>Pupils will be introduced to the new area of focus, which is 'Authentic Learning'.</p>  |
| <p><b>Develop the teaching of mastery in the Core Subjects.</b></p>  | <ul style="list-style-type: none"> <li>-Audit current understanding;</li> <li>-Research best practice</li> <li>-CPD session for all teachers;</li> <li>-Individual/ group sessions for targeted individuals;</li> <li>-Monitor impact through LW cycle.</li> <li>- Begin portfolio of what WT, WA and Mastery looks like in WS skills.</li> <li>-Continue to use the Rising stars assessments to plan and assess for mastery.</li> </ul>   | <p>Subject Lead<br/>Year Leaders<br/>Jan-18 onwards</p>                           | <p>Pupils from schools around Dubai are to be invited to take part in the VHPS spark event.</p> <p>Pupils from VHPS will submit entries in their classes and those who are shortlisted will present to speak in the event. Schools will repeat this process and share their winners with VHPS. - Digital leaders focus.</p> <p>Event to be held in VHPS. (April 2019)</p>   |
| <p><b>Continue the cycle of the core subjects teaching and learning monitoring through lesson observations, learning walks, and book monitoring.</b></p> | <ul style="list-style-type: none"> <li>-Continue to follow the termly monitoring schedule for 2017-18.</li> <li>-Draw up yearly schedule for 2018-19 monitoring with other subject leads.</li> <li>-Further involve the year leaders and other leaders in this process.</li> </ul>   | <p>Subject Lead<br/>Other Subject Leaders<br/>Year Leaders<br/>Jan-18 onwards</p> | <p><b>Across the school:</b></p> <ul style="list-style-type: none"> <li>-Most teachers (&gt;75%) expertly apply their knowledge of their subjects and how students learn them;</li> <li>-Teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully;</li> </ul>   |





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|  | -Continue to use data drawn from these opportunities to form feedback, intervention, coaching and CPD opportunities.   |  | -Teachers interactions with students always ensure that they are always active and focused learners. Questioning challenges students' thinking and promotes insightful responses. Dialogue engages students in insightful discussion and reflection.  |
| <b>To develop Science practice in order to ensure that the school meets the KHDA's parameters for 'Outstanding' attainment, progress, learning skills, and teaching for effective learning in Science;</b> | Develop the use of the Rigby Star assessments to help make accurate judgements in terms of Classroom Monitor data.<br>Introduce tick sheets for assessment of working scientifically in the classrooms for children to see who is an expert at a skill and allowing them to assess their own learning needs and how they can move forward. (language for learning)<br>Share across the school the template for investigations. Discuss with pupils during investigations which of the skills are being worked on (language for learning) | PD<br>STEM Lead<br>All teaching staff                      | -Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.<br>-Teachers skilfully develop students' critical thinking, problem-solving, innovation, and independent learning skills.<br>Evidenced in:<br>-Lesson observations/learning walks show teaching is of a consistently high standard (>90 Very Good or higher and >33% Outstanding)<br>- Improvement partner/ consultant reports demonstrate teaching of a similarly high standard. |
| <b>Weekly STEAM sessions for children in Y2-6</b>  | STEAM Specialist teacher employed by the school to teach weekly 60min STEAM sessions.<br><br>Teachers to Team teacher alongside the specialist to upskill their STEAM knowledge.<br><br>STEAM coordinator to map science skills and knowledge to STEAM based projects in Years 2-6.  | Specialist STEAM teacher<br>Classteachers                  | -Books and pupil progress data substantiate the high quality of teaching. Use teacher 360 profile to show that this is consistent.<br>-Classteachers are upskilled to deliver precise and accurate Science lessons.<br><br>Weekly 60 min STEM lessons in all classes from Y2-6-   |
| <b>Ensure that Geometry, Statistics and Algebra are given adequate teaching time in the subject year plan;</b>   | -Research content of international Benchmarking tests;<br>-Add relevant content to year plan (ensure that these areas are covered earlier and more substantially than in prior years)<br>-Ensure that the expectations of year plan are shared with all teachers;<br>-Monitor to ensure that these areas are being covered.  | Maths Lead<br>PLT<br>Class teachers                        | Classteachers are upskilled to further incorporate STEAM opportunities in their lessons.  |
| <b>Maintain and develop reading across the school.</b>   | -Ensure that all new students sit PM benchmarking within the first week;<br>-Liaise with year teams to ascertain how guided reading is being appropriately tracked – inc. how we are maximising  | Year leaders<br>class teachers<br>Subject Lead for English | -All new students benchmarked and assigned appropriate reading bands;<br>-evidence of Reading books going home in Home School logs and encouraged using the Reading Race in every classroom   |





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| <p><b>Promote reading for pleasure through the continuation and development of students' school library experiences;</b></p>   | <p>student progression and ensuring books are of an adequate challenge (free readers)<br/>         -Develop whole school approach to tracking and developing Guided Reading.<br/>         -Interview staff and students on the current success of library experiences;<br/>         -Review the monitoring processes of the 'home learning books.'<br/>         -Build in library challenges and competitions to encourage reading, utilising library staff.</p>   |  | <p>Whole Class Guided Reading- trialled and implemented across the school (Students' fluency and comprehension attainment and progress improves – progress and attainment data)<br/>         -School-wide competitions and projects<br/>         -Students library experiences provide them with an engaging and worthwhile experience, the books that they borrow and read increase their enthusiasm for reading and English – staff and student audits.<br/>         -Students demonstrate that they can read fluently for pleasure (Progress and attainment measures)</p>  |
| <p><b>To continue to develop strategies and systems to improve students' writing skills, so that they are able to write freely, imaginatively, accurately and effectively;</b></p> | <p>To review current writing assessment procedures, and liaise with key staff about the effectiveness of these measures;<br/>         -To adjust form, frequency, and implementation of assessment of writing where necessary.<br/>         -Meet with subject specialists to determine how literacy is currently being addressed across the curriculum;<br/>         -Aim to ensure that no opportunities are missed to teach English skills where possible in these lessons.</p>   | <p>Year leaders<br/>         class teachers<br/>         Matt Hawley</p> | <p>-Students writing standards improve – (pupil progress and attainment data)</p>   |
| <p><b>Improve students' attainment and progress in Arabic and Islamic education by sharing the very good practice in the school and beyond.</b></p>                                | <p>- Draw on independent writing skills from other departments<br/>         -Set out expectations for writing in Arabic<br/>         -Locate and utilise writing templates and resources to aid writing in Arabic<br/>         -Arabic creative writing competition to raise awareness<br/>         Use Arabic reading scheme books as part of a guided reading in Arabic lessons.<br/>         Intense reading focus to continue across KS1 and 2 to ensure that children are more confident in their reading skills in Arabic.<br/>         -Accrue knowledge and skills from external Arabic/Islamic specialist consultant.<br/>         SLT to jointly oversee planning and development of Arabic and Islamic with Subject Leader (SL)<br/>         Provide opportunities for Arabic/Islamic teachers to observe/ collaborate with Outstanding and Very Good</p> | <p>Arabic<br/>         Department<br/>         SLT</p>                   | <p>-Students will be able to produce more comprehensive extended writing pieces in Arabic;<br/>         -This will affect pupil progress in the subject<br/>         -Evidence in learning walks and lesson observations<br/>         Children will be able to read Arabic more independently.<br/>         -Improvement of pupil progress in the subject<br/>         -Evidence in learning walks and lesson observations.<br/>         More opportunities available for reading in Arabic sessions.<br/>         Arabic reading scheme books are fully utilised.<br/>         Attainment: The majority (&gt;50%) of students attain levels that are above curriculum standards;<br/>         -In external examinations, the majority (&gt;50%) of students attain levels that are above national and international standards;<br/>         -In lessons and in their recent work, the majority (&gt;50%) of students demonstrate knowledge, skills, and understanding that are above curriculum standards;</p> |





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|  | <p>teachers from across the school.<br/>         Establish links with 'Good' and 'Very Good' Arabic and Islamic departments, exploring best practice.<br/>         Further develop internal &amp; external CPD opportunities for Arabic/ Islamic teachers and CAs<br/>         Consistently collaborate good practice and experiences from within the department.<br/>         Utilise the Classroom Monitor assessment system effectively to input/track data and to inform teaching and learning.</p> | <p>-Over the past three years, the attainment of a majority (&gt;50%) of students has been above national and international standards, or has improved significantly.<br/>         Progress: In assessments, majority (&gt;50%) of students make better than expected progress in relation to their starting points;<br/>         -In lessons, the majority (&gt;50%) of students make better than expected progress in relation to appropriate learning objectives aligned with the curriculum;<br/>         -The majority (&gt;50%) of groups of students make better than expected progress.<br/>         Evidenced in:<br/>         -Attainment and progress data (IS framework and Classroom Monitor);<br/>         -Books/folder trawls;<br/>         -Obs/LW feedbacks;<br/>         -Multimedia evidence (e.g. Seesaw);<br/>         -Internal and external assessment papers/ data<br/>         - Improvement partner/ consultant reports</p> |
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| <p>● <b>KO2. Healthcare - To develop world class health care</b></p>  |   |                               |  |
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| Objective/ Development Point  | Action Steps  | Who/ When                     | Evidence of Success  |
| To embed the importance of a healthy lifestyle across the school  | Healthy lifestyles are promoted constantly across the school- healthy lunchbox competition in Term 2.   | Nurse<br>Class teachers       | Children have healthy lunch boxes and aware of the importance of healthy eating.   |
| <p><b>Diabetes, Epilepsy, Allergy and Cancer awareness- supported in whole-school events and assemblies</b></p> | <p>BLINK Day (Breast and Testicular cancer awareness) event in October with a focus on health and linking to 30X30 initiative<br/>           Epilepsy awareness- month of November<br/>           Awareness of Diabetes on diabetes awareness day<br/>           Allergy Awareness in April<br/>           Asthma awareness</p> | Parent liaison<br>PLT         | <p>All stakeholders take part in our BLINK day event.<br/>           Children with Epilepsy and diabetes are highlighted in a supportive way to bring awareness.</p> |
| <p><b>Daily exercise and meditation for students is promoted.</b></p>   | KS2 Term 2 boot camp sessions before lessons start at 7.40am.   | Class teachers<br>Deputy Head | Children are active each day- for health and for calmness before starting learning.  |





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|  | <p>Meditation at the start of all assemblies times and in FS and to become more embedded in classrooms each week.<br/>Yoga and mindfulness to firm part of the Moral Education lessons each week.<br/>Term 2 bootcamp to restart in Y5/6<br/>30x30 starts 28th Nov- daily active sessions and opportunities throughout the month</p> |  | Staff training in August on Yoga and Mindfulness |
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● **KO3. Sustainability - To develop a sustainable environment and infrastructure**

| Objective/ Development Point  | Action Steps   | Who/ When   | Evidence of Success  |
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| <b>Awareness of sustainability and how to protect the environment</b> | <p>Rubbish collection around the school- November- with Dubai municipality- use school council. Use the caps and T-shirts from Dubai municipality Clean up the World to wear for rubbish collection in school at playtimes and lunchtimes.</p> <p>DEWA support initiative- work towards the 3 categories in the award with the aim to apply for the award in Term 3 2018.</p> <p>Simply Bottles foundation - Term 1 2018</p> <p>Student Voice- reps to introduce recycling for EEG again</p> <p>School Canteen to reward those bringing their own plates, cups and cutlery</p> | <p>School council<br/>Class teachers<br/>Middle Leaders</p> | <p>Less rubbish dropped at playtimes and children taking responsibility for their immediate environment.</p> <p>T-shirts and caps from the Clean-Up to be worn by School Council in Term 2 as Playground Officers.</p> <p>Children aware of looking after their environment Recycling bins around the school are used appropriately<br/>Look to install solar panels in the school.<br/>school council making small changes- conserving water and spreading awareness in our community.<br/>Children donating bottles to create shirts</p> |

● **KO4. Entrepreneurial Culture - To focus on innovation and an entrepreneurial culture**

| Objective/ Development Point   | Action Steps   | Who/ When           | Evidence of Success                              |
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| <b>Continue to embed new ideas and strategies throughout the school,</b> | - Increase existing use of core technologies such as Seesaw and Times Table Rockstars. | Subject Lead<br>PLT | Spelling Shed impact- raised spelling attainment |





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| <p><b>based upon meaningful pilot schemes, effect analysis and feedback from stakeholders.</b></p>   | <p>Introduce SpellingShed T1 2018<br/>Introduce Flipgrid T1 2018 to support oracy</p> <p>Initiatives to support use.</p>   | <p>Subject Leaders<br/>Year Leaders<br/>Teachers</p>   | <p>TTRockstars- impact on arithmetic attainment</p>  |
| <p><b>STEM lessons are taught weekly by a lead specialist STEM teacher - Y2-6</b></p> <p><b>Parents understand and see the value if STEM sessions.</b></p> <p><b>STEM Lab is developed and resourced adequately to ensure that STEM lessons are high quality and effective</b></p> | <p>STEM teacher to lead lessons alongside the classteachers to upskill them in their knowledge and delivery of STEM.</p> <p>STEM parent presentations</p> <p>STEM lab resources are ordered and resticked</p>            | <p>STEM specialist teacher<br/>Classteachers<br/>PLT<br/>Innovation Leader</p> <p>STEM lab completed August 2017</p> | <p>60 min STEM lessons for all Y2-6 students each week.</p> <p>Parents and children are fully engaged and supportive of STEM within the school</p> <p>Well-resourced and utilised STEM Lab</p>   |
| <p><b>Enterprise action group in the planning of 'Enterprise Term.'</b></p>  | <p>Every year group has Enterprise as their topic in - to build up towards an Enterprise Day in Dec</p>  | <p>STEM<br/>PLT and Innovation leader</p>  | <p>Enterprise Term provides all students with opportunities to gain valuable skills and experiences of enterprise, through appropriately-designed projects and learning.</p>   |
| <p><b>To evaluate the sustained impact of Enterprise term upon students' enterprise and innovation skills;</b></p>   | <p>student/teacher audits, pupil progress data, and lesson observations to find evidence of sustained impact of Enterprise term..<br/>-Utilise this data in to inform the planning of future Enterprise experiences.</p> | <p>Leader for Innovation</p>   | <p>Clear evidence of impact of Enterprise term.<br/>Evidence of evaluation in the planning of future Enterprise experiences.</p>   |
| <p><b>Entrepreneur ECA</b></p>   | <p>Weekly ECA offered to allow children to explore entrepreneurship and have the chance to foster creativity and explore ideas. To look at local businesses and create a product to sell in school.</p>                  | <p>Hannah Hepworth</p>   | <p>Entrepreneur ECA runs weekly every term for pupils in KS1 and KS2.</p>  |
| <p><b>Provide all students with easy personal access to computer technology</b></p>  | <p>-Google Chromebooks 1-2-1 scheme:<br/>-Year4, 5 and 6 all have their own Chromebook<br/>-Regularly maintain and update stock – purchase of more where necessary.</p>  | <p>Innovation Leader</p>   | <p>-All students in Year4/ 5/6 have access to a personal computer, enabling them to complete learning tasks, homework tasks, complete research, and word process where necessary, amongst numerous other benefits.<br/>Students develop ICT proficiency.<br/>All children have an online portfolio of their work. Children are able to use technology as and when required - in line with use patterns of modern day society. Teachers in Year 4,5,6 are fully confident with Pear Deck/Hapara etc</p> |



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| <b>Promote an opportunity for children to design their own learning through 'Genius Hour' time</b>                   | - Children in year 6 given an independent study project (Genius Hour) where they develop their skills through a curriculum that they have chosen independently. This can take the form of self-study or through PBL  | Innovation Leader<br>Head of Year 6 | - Children are able to independently select appropriate activities with sufficient levels of challenge to stretch themselves fully<br>- Children are actively engaged in their learning throughout the duration of the project<br>- Children produce outcomes in line with their own self-set goals |
| <b>Stay abreast of the latest educational software developments that may further enhance learning opportunities.</b> | -Education City – accessible on all computers;<br>-Staff training provided to all staff to ensure that they are able to use this software;<br>-Monitor the effectiveness of Education City;<br>-Continue to research new software that may be appropriate for developing learning at VHPS. | Innovation Leader                   | Education software supports and enhances learning – both in lessons and outside of structured learning times. Students develop ICT proficiency.   |

| <ul style="list-style-type: none"> <li><b>K05. Safety - To develop the UAE as the safest place in the world</b></li> </ul> |   |  |   |
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| <b>Objective/ Development Point</b>  | <b>Action Steps</b>   | <b>Who/ When</b>   | <b>Evidence of Success</b>  |
| <b>Ensure children's sense of security and guarantee the rights of all individuals</b>                                     | Road safety awareness presentation in assemblies and encouraging children to use seatbelts when in the cars at drop-off.<br><br>Termly fire drills<br><br>Moral Education sessions in class on healthy lifestyle and behaviour<br><br>Stranger Danger talk with all children in KS& 2<br><br>Sun safety awareness- suncream stations around school<br><br>All parents and outside adults who work in school or volunteer in school have a Police check. | Headteacher<br>PLT<br>School nurse<br>RTA- outside company<br>Class teachers<br>HR | Children are aware of how to cross the road safely.<br><br>Lollipop/ High Vis tops are used around the school.<br><br>Seatbelts are used by pupils on all buses and trips.<br><br>Children are aware of sun safety and take steps to keep themselves safe- including using sun cream, wearing a hat, staying in the shade and covering up |





| ● KO6. Society and Identity - To develop a cohesive society and preserved identity  |  |   |  |
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| Objective/ Development Point  | Action Steps   | Who/ When   | Evidence of Success  |
| <b>To achieve the Whole School Spread the Happiness Accredited award- a move towards supporting Dubai to be one of the happiest cities in the world by 2021.</b>  | This award involves a Twilight session for all staff. A set of challenges per year group- Together we will complete the 27 days which starts with individual staff, then their class, then whole school, parents and then community. We will also complete an evidence book for each year group to evidence the process.                       | Julia Costin- ME Lead<br>Principal<br>Class teachers<br>Parents | All staff attend the twilight session.<br>Challenges completed with support from a group of parents to help run each challenge for each year group.<br>Completed evidence books for each yeargroup.<br>Award accredited by the end of the academic year 2018-19. |
| <b>Moral Education:<br/>Mapping of moral education content, including time allocation.<br/>Selection of teachers, pedagogical approaches and resources, including use of moral education programme textbooks, engagement of families and community members<br/>Assessment and reporting to parents</b>                  | Moral Education training for the subject Lead and Deputy Head<br>Training for all staff following the initial Leader training<br>presentation to Parents about Moral Education at VHPS<br>Release the ELLI&ME student Awards booklets<br>Add Moral Education to the Academic Reports- Term1 and Term 3 and comment on the objectives covered . | Deputy Head<br>PLT<br>Moral Education Lead                      | A fully mapped and integrated moral education curriculum with maximum staff, student and parent engagement.<br>ELLI&ME student Rewards booklet is used effectively by all students and rewarded with certificates in the areas.                                  |
| <b>Social Studies:<br/>Mapping into the school's curriculum, the UAE social studies learning requirements, including time allocation, and language of instruction<br/>Methods and resources for teaching<br/>Student engagement, collaboration and research skills when it comes to learning<br/>Assessment methods</b> | Social Studies Leader to monitor planning and evidence in books.<br>Training for all teachers on how to deliver effective sessions for Social Studies.<br>Knowledge organisers for students to help them recall key facts and events.<br>Social Studies reported on in academic reports  | Social Studies Lead<br>PLT                                      | A fully mapped and integrated UAE Social Studies curriculum with maximum staff, student and parent engagement  |
| <b>Emirati Students:<br/>Governance and Leadership to prioritise the tracking, monitoring and intervention with regard to Emirati students<br/>Teachers to prioritise the learning of and the effectiveness of intervention for Emirati students</b>  | Tracking and analysis of Emirati students in all core subject areas.<br>360 Student Profile sheets are used by classteachers and subject leads<br>Curriculum mapping for the whole school effectively considers the UAE and Emirati students   | PLT<br>Arabic Dept<br>Social Studies Lead<br>Classteachers      | Emirati students at Victory Heights Primary School should on average progress and attain at least in line with their non-Emirati peers.  |



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| <b>Teachers and PLT to ensure that there is relevant personalisation for Emirati students</b>   |   |  |  |
| <b>To promote an inclusive environment which integrates individuals from different cultures, heritage and traditions and reinforces social and family cohesion.</b> | National Day event - November<br>International Day event- March<br>Parent rep weekly meetings<br>Coffee mornings for new parents - January<br>Emirati coffee mornings- to share knowledge and ideas to promote Emirati culture within the school<br>Sheikh Zayed corridor- to be created and formally opened. | Parent liaison<br>Marketing<br>Class teachers<br>Principal | Parents and children feel integrated into our school community.<br><br>All cultures and traditions are celebrated and shared.<br><br>Corridor completed and celebrated across the community. |

