

## NATIONAL AGENDA ACTION PLAN 2023-2024 THE GEMS LEGACY SCHOOL, DUBAI

### 1. THE UAE NATIONAL AGENDA

His Highness Sheikh Mohammed bin Rashid Al Maktoum, the Vice-President and Prime Minister of the UAE and Ruler of Dubai, has launched a seven-year UAE National Agenda leading to the UAE Vision 2021, coinciding with the UAE's 50th National Day.



These long-term indicators measure performance outcomes in each national priority and generally compare the UAE against global benchmarks.









## FIRST-RATE EDUCATION SYSTEM

“Education is a fundamental element for the development of a nation and the best investment in its youth”

- H.H. Sheikh Mohammed Bin Rashid Al Maktoum

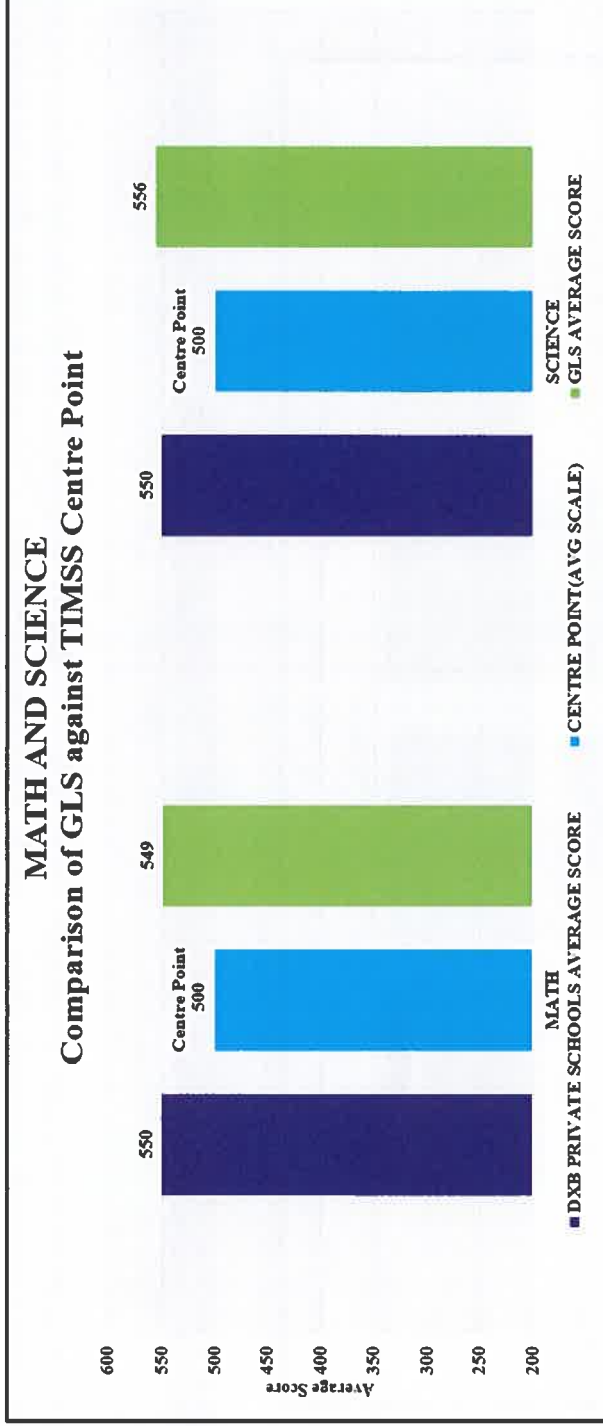
Providing a first-rate education system is a pillar of the National Agenda in line with Vision 2021. One of the targets of the National Agenda is that UAE students must be the best in the world in reading, mathematics, and science and have a strong knowledge of Arabic. Below are the key performance indicators to realize a 'First-Rate Education System'.

### OBJECTIVES:

	<b>TIMMS:</b> To be among the 15 highest-performing countries.
	<b>PISA:</b> To be among the 20 highest-performing countries.
	<b>HIGH-QUALITY TEACHERS:</b> To ensure that 100% of schools have high-quality teachers.
	<b>HIGH SKILLS IN THE ARABIC LANGUAGE:</b> To ensure that 90% of Grade 9 students develop high skills in the Arabic language in the UAE NAP assessment.
	<b>HIGHLY EFFECTIVE SCHOOL LEADERSHIP:</b> To ensure that 100% of public schools have highly effective school leadership.
	<b>PRE-PRIMARY EDUCATION:</b> To ensure that 95% of children in the UAE attend pre-primary education.
	<b>UNIVERSITY FOUNDATION PROGRAM:</b> To ensure that no students need to join the university foundation program.
	<b>COMPLETION OF HIGH SCHOOL EDUCATION:</b> To ensure that 90% of Emirati students complete their high school education.

## 2. GEMS LEGACY SCHOOL'S PERFORMANCE SUMMARY

### A. TIMSS (Trends in International Mathematics and Science Study)



### GLS TARGET SCORES FOR 2023

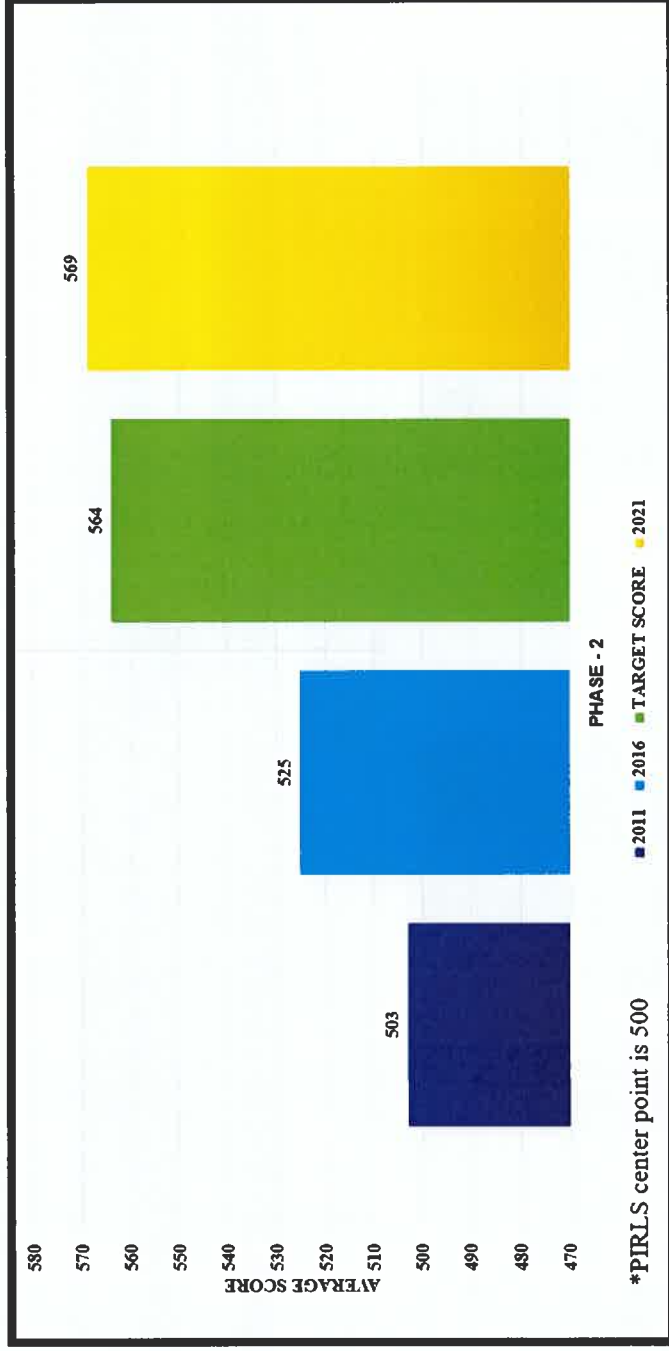
Grade	Math	Benchmark
Grade 4	549	Intermediate International Benchmark
Grade	Science	Benchmark
Grade 4	556	High International Benchmark

Grade	Grade 4	
Subject	Mathematics	Science
TIMSS 2023 Target Range	564 - 569	561 - 571

The GEMS Legacy School's 2019 attainment was 549 in TIMSS Mathematics and 556 in TIMSS Science, both of which are significantly higher than the TIMSS centre point. The Grade 4 students have appeared for the 2023 TIMSS exam and are awaiting results.

**B. PIRLS (Progress in International Reading Literacy Study)**

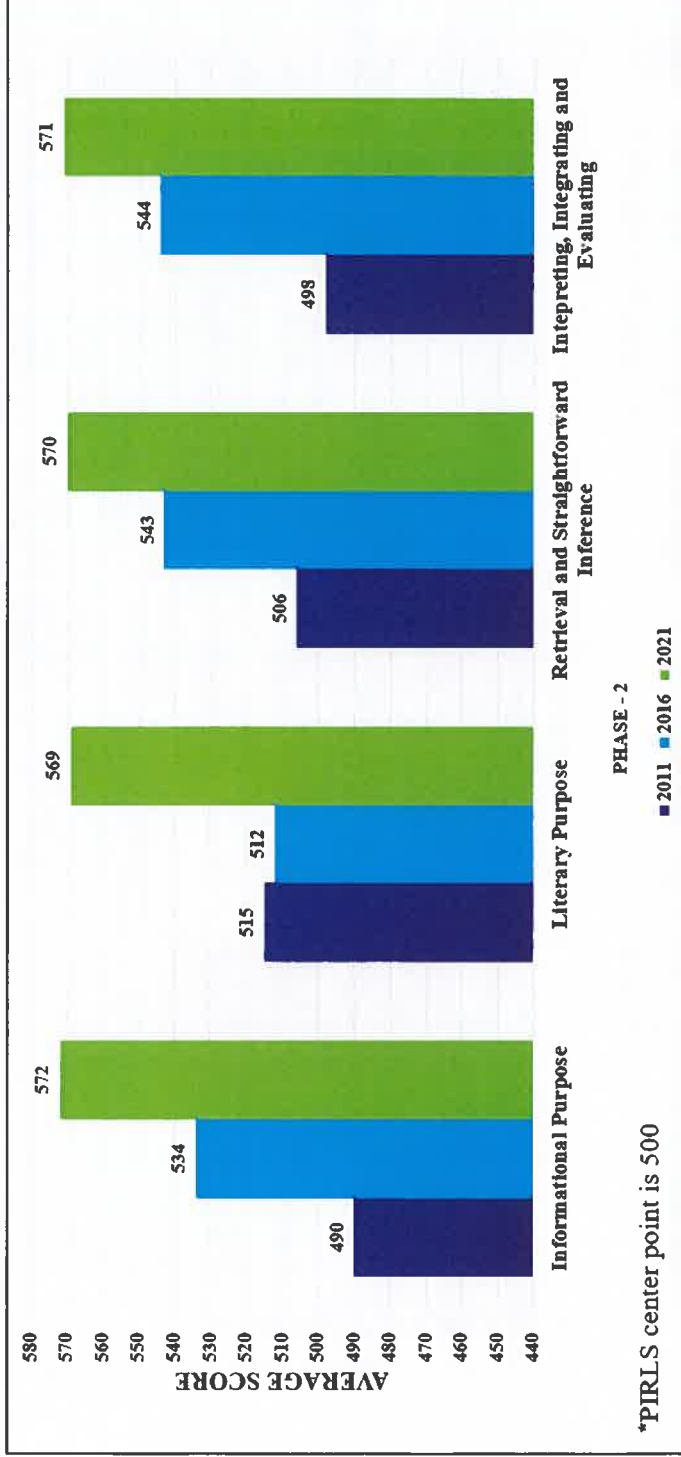
**PIRLS PROGRESS FROM STARTING POINTS**



ASSESSMENT	SCORE	BENCHMARK
PIRLS	569	HIGH INTERNATIONAL BENCHMARK

The school's progress in PIRLS has significantly moved from 525 in 2016 to 569 in 2021 and exceeded the target score of 564. The school's attainment is significantly higher than the PIRLS centre point of 500 as well as higher than the average score of 566 of all participating private schools in the UAE and the average score of 567 of all participating Indian curriculum schools.

### PIRLS PROGRESS FROM STARTING POINTS IN READING AND COMPREHENSION

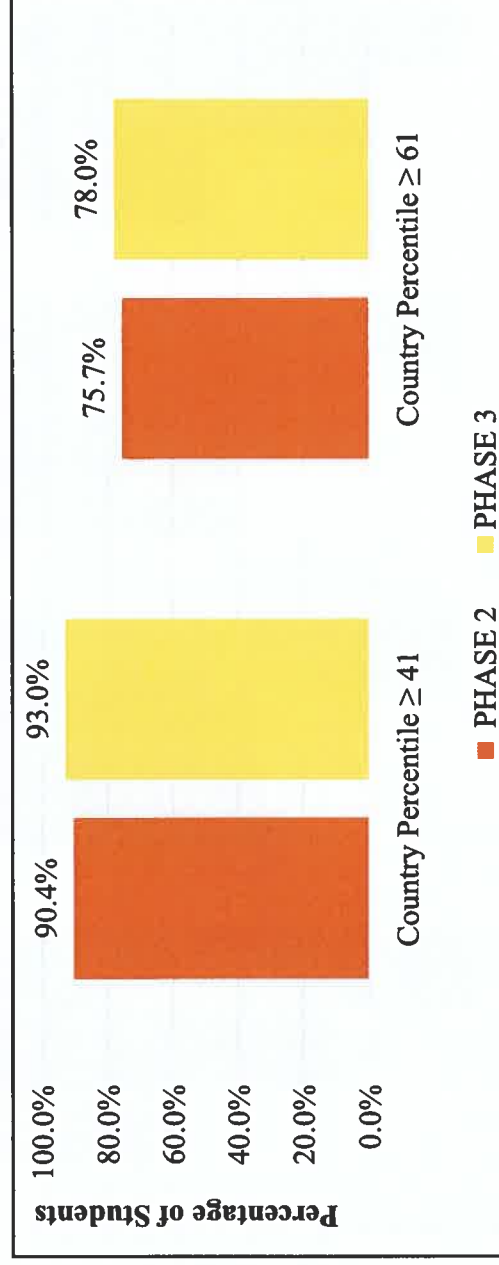
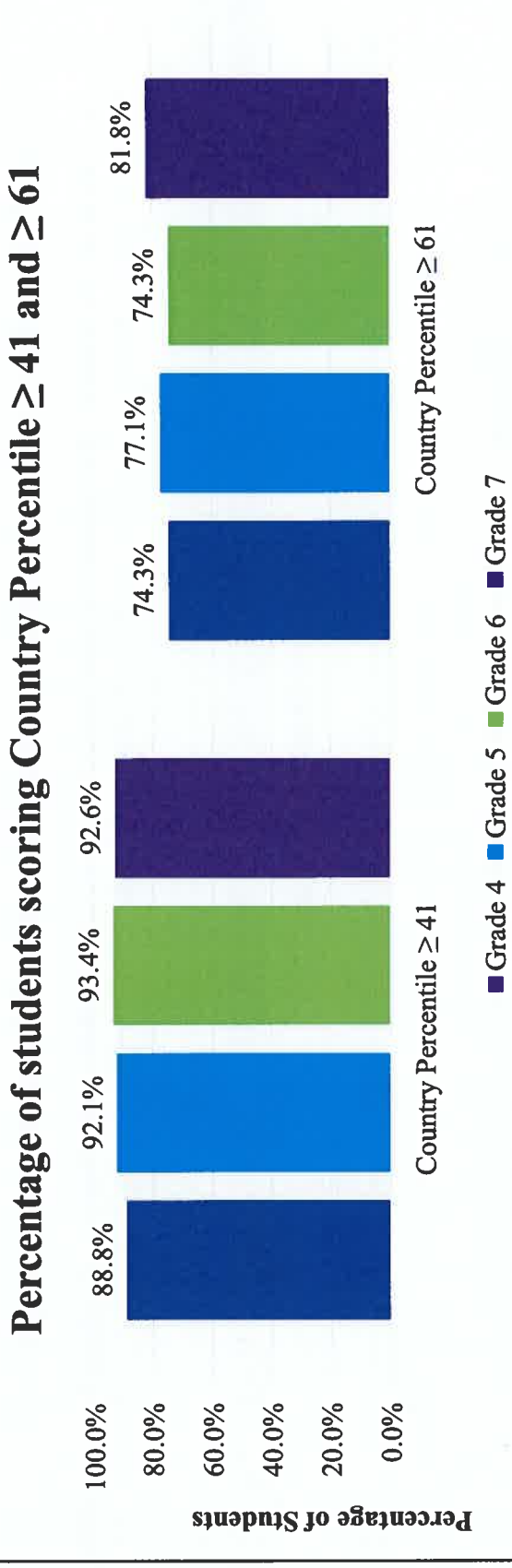


### GLS TARGET SCORES FOR 2026

TARGET SCORE FOR 2026	SCORE	BENCHMARK
	584	HIGH INTERNATIONAL BENCHMARK

The school has been assigned a PIRLS target score of 584 in 2026 and interventions are in place to move the students from a PIRLS score in the High International Benchmark (550) to a score in the Advanced International Benchmark (625).

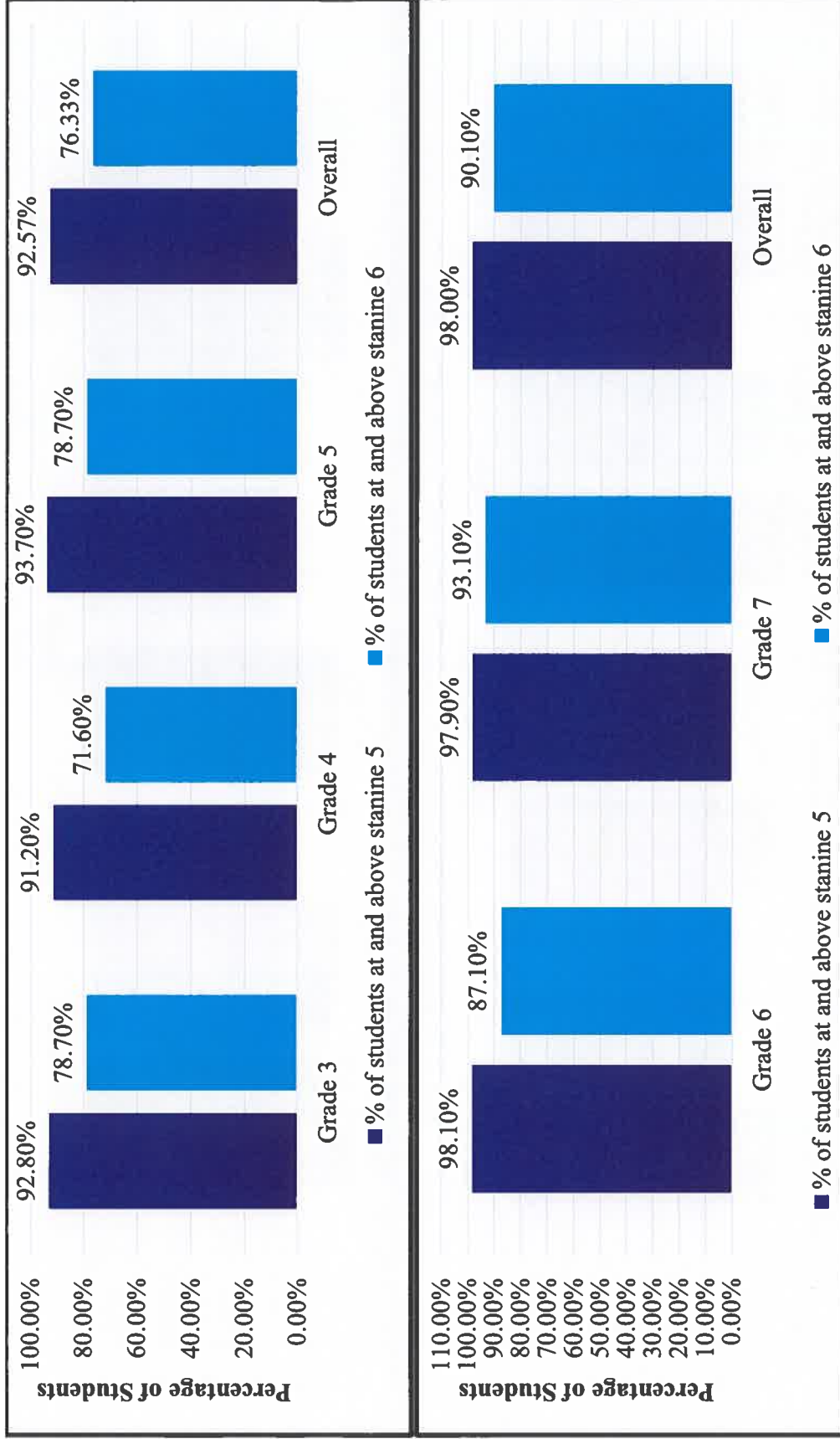
C. International Benchmark Tests – Arabic (IBT)



The school's attainment in Arabic IBT is outstanding with 75% of level 1 and 78% of level 2 students securing at or above the 61st percentile country level in 2022.

**D. Assessment of Scholastic Skills through Educational Testing – ASSET (Subject-Based Benchmark Assessment)**  
• **ENGLISH**

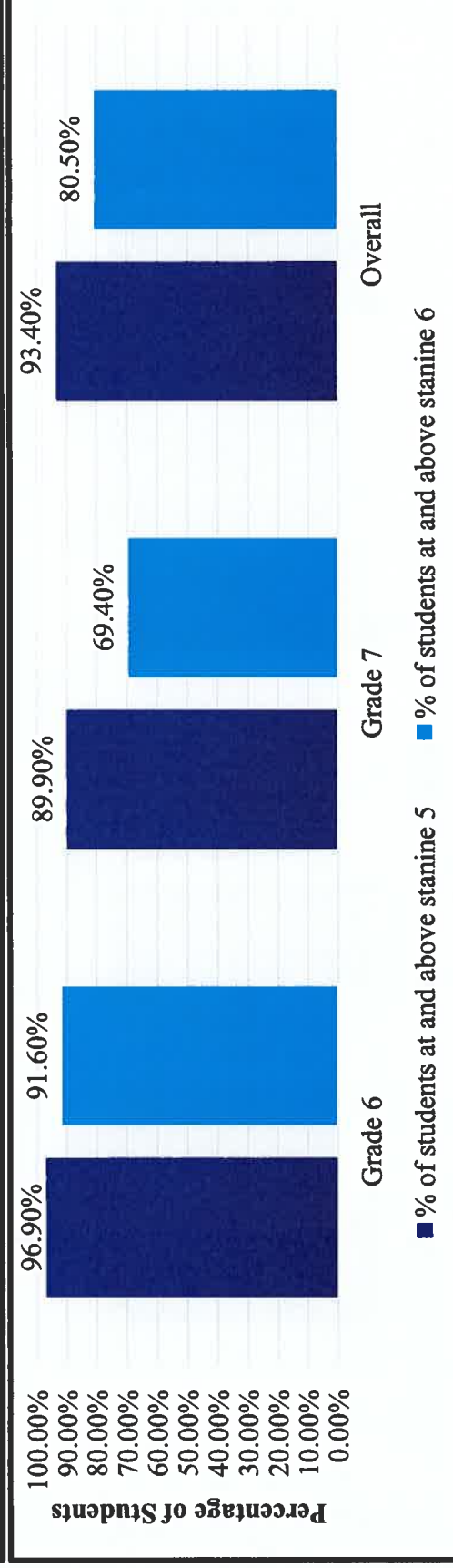
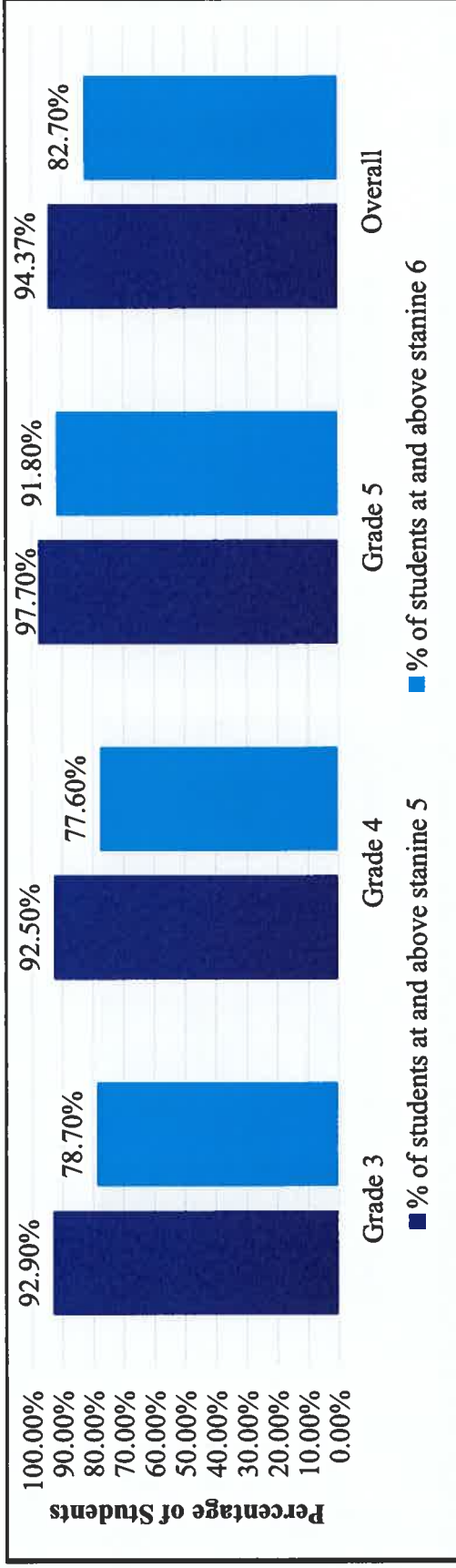
**Percentage of students scoring STANINE 5 & 6**



**The school's overall attainment in English is Outstanding for both Phases 2 and 3.**

• **MATHEMATICS**

**Percentage of students scoring STANINE 5 & 6**

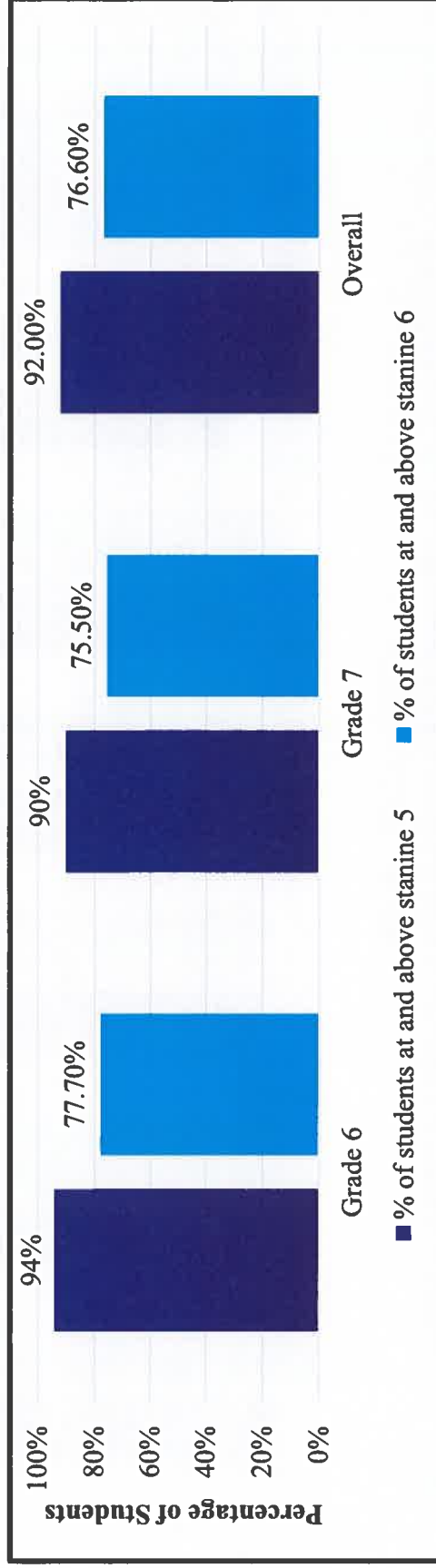
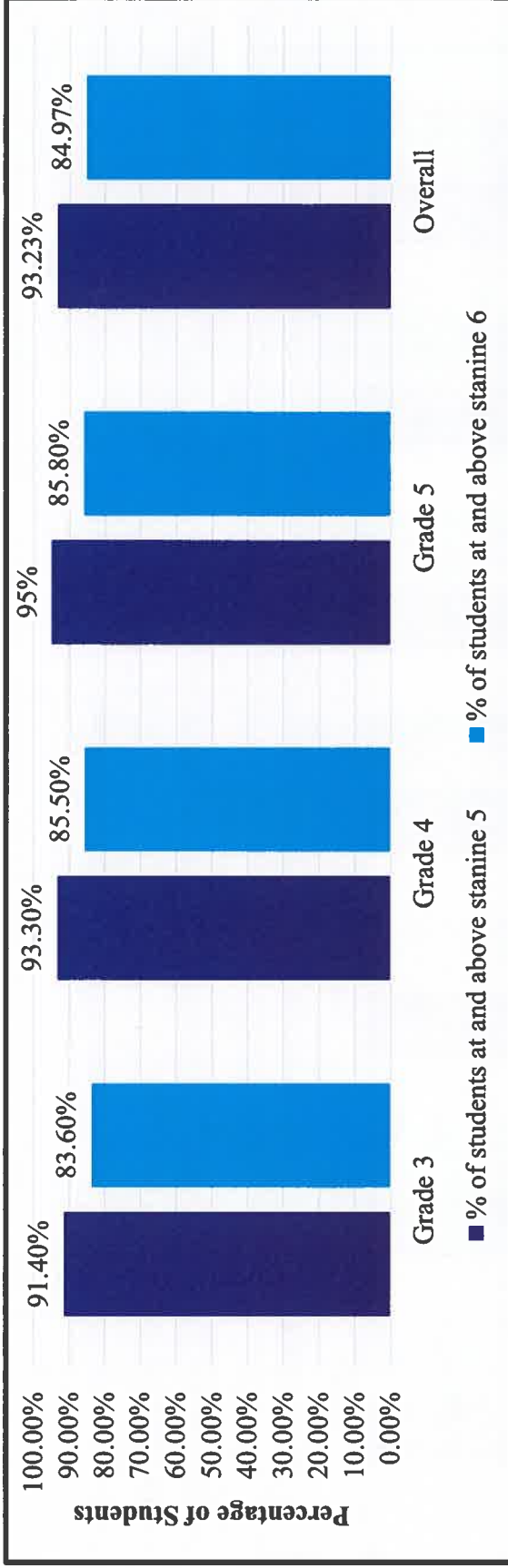


**The school's overall attainment in Mathematics is Outstanding for both Phases 2 and 3.**



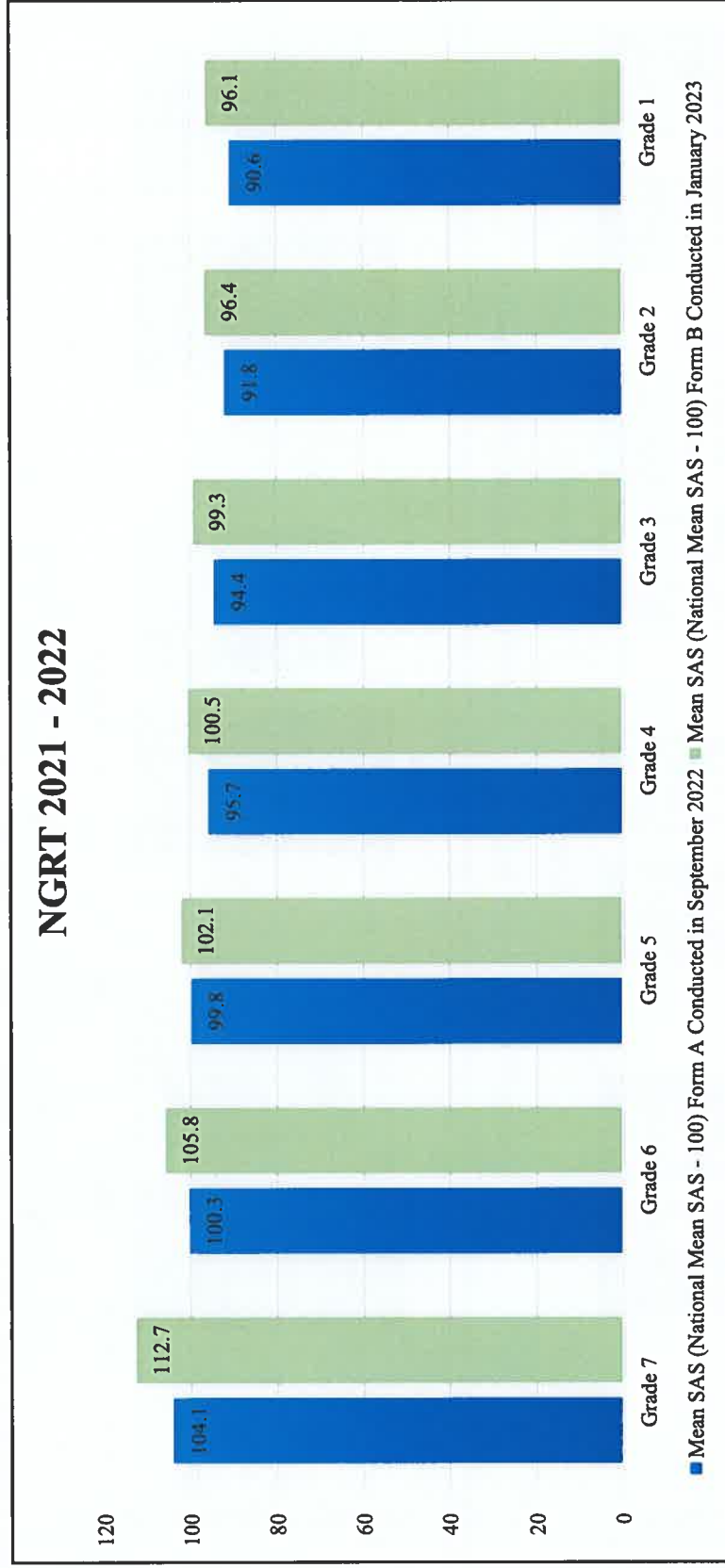
• SCIENCE

Percentage of students scoring STANINE 5 & 6



The school's overall attainment in Science is Outstanding for both Phases 2 and 3.

**E. New Group Reading Test – NGRT**



The 2022-2023 Form A and B NGRT data indicates that Grades 4-7 are above the Mean Standard Age Score of 100, whereas Grades 1-3 are just below 100, starting from 96.1.

For the academic year 2023-2024, the baseline Form A has been attempted.

### 3. ACTION PLAN

FOCUS AREA: Progression in International Assessments	
PRIORITY	PERFORMANCE OUTCOMES
<p>Continue to incorporate the National Agenda's expectations throughout the entire school, leading to outstanding educational offerings, enhanced outcomes, and the full realization of students' potential</p>	<ul style="list-style-type: none"> <li>• Exceed the 2023 TIMSS targets for the school for Grade 4: 569 in Mathematics and 571 in Science</li> <li>• Exceed the 2026 PIRLS target for the school for Grade 4: 584</li> <li>• Continue to improve outcomes in the English, Math, and Science ASSET for students of Grades 3 - 8 and ensure that:               <ul style="list-style-type: none"> <li>- At least 75% of students attain above stanine 6 in English</li> <li>- At least 75% of students attain above stanine 6 in Mathematics</li> <li>- At least 75% of students attain above stanine 6 in Science</li> </ul> </li> <li>• Continue to improve outcomes in IBT Arabic               <ul style="list-style-type: none"> <li>- at least 70% of students attain above the 61st percentile in 2022.</li> </ul> </li> <li>• Improve the outcomes of students in the NGRT reading literacy assessment for students of Grades 1 – 8 and ensure that:               <ul style="list-style-type: none"> <li>- All students attain a mean SAS of 100 and above</li> </ul> </li> </ul>
OBJECTIVE	OUTCOMES
<ul style="list-style-type: none"> <li>• Continue to ensure that the National Agenda Parameters – TIMSS, PIRLS, NGRT, CAT4, and IBT Arabic are a key focus in the school's provision and evaluation</li> <li>• Provide a consistent approach to developing critical thinking, particularly in the lower primary grades, by ensuring that all teachers possess the requisite subject knowledge to present students with the</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders, teachers, students, and parents work collaboratively towards ensuring that the school's provision for achieving the National Agenda targets continues to be ABOVE EXPECTATIONS.</li> <li>• All the school's stakeholders are aware of the importance and relevance of the National Benchmark Assessments and all teachers effectively use the National Agenda Parameter data to personalize strategies and achieve better-than-expected attainment. This has resulted in high standards of education as evidenced by the improving outcomes in the NAP assessments.</li> <li>• The school's assessment policy, teaching-learning resources, and strategies are carefully aligned with the National Benchmark Assessments, ensuring that students' critical and high-order thinking abilities are consistently challenged.</li> <li>• Continuous Professional Development and dedicated common planning time are effectively utilized to model outstanding lessons, ensuring consistent delivery as planned.</li> </ul>

<p>highest levels of challenge in every lesson and that lessons are taught as planned to close identified learning gaps revealed through benchmark tests.</p>	<ul style="list-style-type: none"> <li>• Additional time has been allotted every month for Data Conversations as a result of which teachers can reflect and use data more effectively to personalize learning for all students.</li> <li>• The appointment of a Dean of English and an external Arabic Coach has proven instrumental in providing support to teachers by implementing effective strategies and addressing learning gaps.</li> </ul>
<b>DATA USE &amp; FEEDBACK</b>	
<b>ACTIONS</b>	<b>IMPACT INDICATORS</b>
<ul style="list-style-type: none"> <li>• Rigorous and comprehensive NAP data analysis by all leaders and teachers leading to effective interventions through assertive mentoring</li> <li>• Highly effective and need-based training for staff on effective evaluation of NAP data, triangulation of data, and its implications to empower them to plan and deliver differentiated lessons based on gap analysis and ensure maximization of students' potential</li> <li>• Share the school's NAP reports and targets with all stakeholders and regular monitoring by all stakeholders to ensure that</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders at all levels demonstrate an excellent understanding of NAP data analysis and are deeply involved in developing effective key strategies that enable the school to exceed the National agenda targets.</li> <li>• Continue to ensure that all leaders demonstrate an understanding of NAP data and continue to engage teachers including new teachers in effective data conversations to enable them to use data in their classes to inform instruction.</li> <li>• Almost all teachers are confident in effectively analyzing and using the NAP data to plan and deliver personalized support in lessons and beyond to ensure each student maximizes his/her potential.</li> <li>• All new teachers are inducted and existing teachers are upskilled by the SLT-led Instructional Coaching Cycle (Each One-Coach One) to improve teaching profiles and student outcomes.</li> <li>• Effective training for staff by NAP (ASSET) providers as well as SLT on data triangulation to ensure an understanding of NAP data expectations.</li> <li>• The rigour of teaching and learning resulting in effective student engagement is maintained through Collaborative Learning walks, Weekly Monitoring and Parallel Observations by the SLT members leading to</li> </ul>
	<b>WHEN</b>
	<b>WHO</b>
	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	<p>SLT</p> <p>All teachers, supervisors, Teaching and Learning Coaches, Dean of Studies, Head of Assessment, Heads of Phases, Head of Inclusion, SLT</p>

<p>the intended outcomes are achieved</p>	<ul style="list-style-type: none"> <li>All students and most parents are aware of students' CAT4 scores and work on effective strategies at school and home to enable improved outcomes.</li> <li>LAB members, students, parents, and leaders are aware of the school's NAP reports and profiles, actively involved in rigorous monitoring, and collectively hold the school accountable to ensure impact and meet/exceed NAP targets.</li> </ul>	<p>Ongoing</p>	<p>Parents and students LAB members</p>
<p><b>FOCUS AREA: Curricular Adaptation</b></p>			
<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>Curriculum is reviewed and modified to fill in the gaps in knowledge, understanding and, skills based on the TIMSS (2019) and PISA (2018) framework expectations as well as the outcomes from Progress tests, PIRLS, NGRT and ASSET, across the school</li> <li>ASDAN curriculum training is provided to the Teaching and Learning Coaches as well as key SLT members</li> </ul>	<p><b>IMPACT INDICATORS</b></p> <ul style="list-style-type: none"> <li>Continue to review and adapt the curriculum to meet the National Agenda Targets.</li> <li>Continue to provide personalized support to the Students of Determination through planning for Determined ones (DO), Individual Education Plan (IEP), Behavior Support Plan (BSP), and Medical Support Plans to help them achieve specific targets and minimize learning barriers.</li> <li>Modification of e-resources for SoDs that enables teachers to assign topics to groups of students according to their learning needs.</li> <li>Continue the school's partnership with Bridges Speech Center and other external service providers so that several students can receive therapeutic support to acquire specific skills impacting their progress.</li> <li>Continue to review and monitor the implementation of ASDAN as an alternate curriculum pathway for students with severe needs, post consultation with parents.</li> <li>Initiate integration of specific modules from the ASDAN curriculum for Gifted and Talented students to equip them with key skills and competencies for their future careers.</li> </ul>	<p><b>WHEN</b></p> <p>Mar 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p><b>WHO</b></p> <p>Head of Curriculum, Head of Assessment, Dean of Studies, Head of Inclusion, Teaching and Learning Coaches, and Grade-wise Subject Coordinators</p>

**FOCUS AREA: Data Analysis**

<b>ACTIONS</b>	<b>IMPACT INDICATORS</b>	<b>WHEN</b>	<b>WHO</b>
<ul style="list-style-type: none"> <li>Further embed rigorous evaluation of all NAP assessment data and its effective use in planning and delivery of personalized teaching and learning to maximize students' potential</li> <li>Ensure secure triangulation of the CAT4, Internal Assessments, and NAPs leading to appropriate intervention in identified gaps through the curriculum or other support</li> <li>Use NAP data to identify different groups of students and enhance personalized support and challenge for maximum progress</li> <li>Share analysis and reports with all stakeholders and teachers and ensure all students are supported and trained to develop personalized strategies</li> </ul>	<ul style="list-style-type: none"> <li>Continue weekly common planning time that helps teachers engage in data conversations and use assessment data formatively to inform planning, teaching, learning, assessments, and curriculum.</li> <li>Continue rectifying misconceptions and revisiting them with students, using the external Math and Science Open Door Cyclical Assessments as a tool to reinforce essential concepts.</li> <li>Based on the data, continue to modify lesson plans based on the DSIB recommendations and the identified key areas where students require support as well as maintain data docket with annotations of strategies for all groups of students by all the teachers.</li> <li>Continue to strengthen the moderation process in internal assessments to check the accuracy of the same.</li> <li>Continue to monitor that all teachers maintain a Master Assessment Tracker that triangulates data from CAT4, Internal assessments, KOMODO well-being, PASS and NAP benchmark tests, based on which student strengths and areas of improvement can be documented. The gap analysis further helps to provide intervention to students to ensure that gaps in learning are effectively bridged.</li> <li>Continue to have all Teaching and learning coaches (Subject TLCs) analyze and triangulate subject-specific assessment data, review the curriculum provision, and lead workshops for all teachers to plug the gaps and personalize instruction.</li> <li>Continue to provide internal and external professional development opportunities for all teachers and leaders to strengthen their understanding of effective data conversation.</li> </ul>	<p>Ongoing Weekly</p> <p>Ongoing Quarterly</p> <p>Ongoing Weekly</p> <p>Ongoing Quarterly</p> <p>After every internal assessment</p> <p>Ongoing Quarterly</p> <p>Ongoing Quarterly</p>	<p>Head of Curriculum, Head of Assessment, Dean of Studies, Head of Inclusion, Teaching and Learning Coaches, and Grade-wise Subject Coordinators, All teachers</p>

<b>FOCUS AREA: Modification of instruction, teaching to improve cognitive ability, critical thinking, and problem-solving skills</b>			
<b>ACTIONS</b>	<b>IMPACT INDICATORS</b>	<b>WHEN</b>	<b>WHO</b>
<ul style="list-style-type: none"> <li>• Science</li> <li>• English</li> <li>• Math</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to strengthen the Marzano Mastery Level Criterion-Based assessment pattern to holistically impact student well-being and skill development.</li> <li>• Facilitate multisensorial learning in the Middle School's Immersive Experience Center, allowing students to delve into abstract and scientific concepts, including space exploration, through cutting-edge technology.</li> <li>• Continue to advance students' innovative learning, critical thinking, problem-solving abilities, and the generation of novel ideas and actions, both within and beyond the classroom through global innovation challenges, as well as the utilization of AR/VR, AI, Robotics, Engineering, STEM-Pilot, Creative Problem-Based Learning, and STREAM Projects, all guided by the Design Thinking Process.</li> <li>• Continue to present students with opportunities to learn financial literacy and forensic science so that they can develop an entrepreneurial mindset and enhance their problem-solving and critical thinking skills, as well as improve their cognitive abilities.</li> <li>• Make cross-curricular connections through STREAM projects using PASCO Scientific resources.</li> <li>• Demonstrate collaboration and investigative skills using CLEAPSS.</li> <li>• Continue using technology to support innovation and make it a part of students' learning practice across the school.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>CDIO, Head of Curriculum, Developer, and Teaching and Learning Coaches</p>

- Continue to participate in the World Class Tests engaging upper primary and lower secondary students in mathematics and problem-solving, which requires them to apply creative thinking and logic and demonstrate their ability to process, respond to unfamiliar information, and communicate their thought processes coherently.

Feb 2024

WORLD CLASS TEST	NUMBER OF STUDENTS AT EACH LEVEL											
	2013	2015	2016	2017	2018	2019	2020	2021	2022	2023	2023	
RANK	2	8	12	7	23	20	12	7	12	43		
DISTINCTION	3	13	11	13	33	21	32	25	32	34		
MERIT												

- Encourage students to participate in Math Club activities such as MATHABULOUS and GLS Escape the Math room to help them build their Math skills outside of the classroom environment.
- Integrate space exploration in the Middle School Science and DayBoarding curriculum to provide more unique learning opportunities for exploration, experimentation, and visible thinking.
- Engage all students and staff in climate change actions such as Plant a Legacy, Waste Management, Conservation, No Plastic campaign, GEMS Global Ambassadors, etc. to build a sustainable future.
- Embed Shifts of Practice (Data and Coaching Conversations, Metacognitive and Herding Questioning, Mindful Marking and Feedback, Self and Peer Assessment Strategies, Collaborative Classrooms, Differentiated Teaching and Learning, and Learning Intentions) to improve the quality of teaching and learning.
- Continue to bridge gaps in learning to exceed the given TIMSS targets.

Ongoing

Ongoing

Ongoing


Ongoing

Ongoing



FOCUS AREA: Modification of instruction/teaching to improve reading literacy			
ACTIONS	IMPACT INDICATORS	WHEN	WHO
<ul style="list-style-type: none"> <li>Ensure a large majority of students exceed grade level expectations/NAP targets in PIRLS by 2026</li> <li>Modify instruction to improve literacy/ reading skills in students across all phases</li> <li>Ensure a large of students exceed the means SAS for the NGRT exam by the academic year 2024-2025</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work towards NAP targets and exceed the KHDA target of 584 for PIRLS by 2026.</li> <li>To achieve the target set by KHDA, continue to embed the reading programs – RazPlus/ LevelUp (KG1-KG2), LightSail (Grades 1-5), and Achieve 3000 (Grades 6-8) across the school and encourage students to set and attain reading targets.</li> <li>Ensure more than 75% of students achieve their reading targets by Feb 2024 in Phase 1 and 80% of students read at or above their level by Feb 2024 in Phases 2 and 3.</li> <li>Continue to encourage students to participate in the ‘Right to Read’ program where older students read to the younger ones in school and are encouraged to express their conversations through reflective essays. Students are also presented with opportunities to interact and learn from eminent authors through workshops and seminars.</li> <li>Continue to embed and expand the ‘Right to Read’ program as part of the reading curriculum to further improve students’ reading and critical thinking skills and improve student well-being as they bond with their peers.</li> <li>Ensure that one library period and one English period are allocated for focused reading thus allowing students an in-school reading time of 2 class periods.</li> <li>Ensure that all teachers are trained further to deliver consistent ‘very good’ lessons.</li> <li>Support every student who is not up to curricular expectations by giving remedial support and formulating individual action plans for each child.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Heads of Phases, Head of Curriculum, Head of Assessment, Supervisors, English Teaching and Learning Coaches, English Teachers, Librarians</p>



	<ul style="list-style-type: none"> <li>Class libraries will be developed for the kindergarten and pre-primary grades.</li> <li>Initiate hiring processes to include whole school EAL specialists and dedicated EAL teachers to provide essential support for students in improving their English language skills and fluency.</li> </ul>		Principal, Vice-Principal
<b>FOCUS AREA: Modification of instruction/teaching to improve reading in Arabic</b>			
<b>ACTIONS</b>	<b>IMPACT INDICATORS</b>	<b>WHEN</b>	<b>WHO</b>
<ul style="list-style-type: none"> <li>Ensure that the majority of students make better-than-expected progress from their starting points in Arabic listening, speaking, reading, and writing</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that students practice the recitation of age-appropriate Arabic poems with action and expression, and engage in role-play, making them confident users of the language.</li> <li>Continue to encourage students to read or listen to the audio above the expected level and answer questions based on it.</li> <li>Continue to use a clear framework for beginners to achieve grade-level expectations.</li> <li>Continue to link Arabic lessons to other curricular areas, so that students can make connections.</li> <li>Continue to twin with the leadership and students in the National Charity School and Eman Private School, Abu Dhabi to improve Arabic Teaching Practices and promote student interactions in Arabic.</li> <li>Continue to provide remedial support for all students who are not attaining the expected levels including SoD as well as new joiners.</li> <li>Students will continue to read Arabic stories, write book reviews in Grades 4, 5, 6, 7 and 8 and participate in Arabic Concerts and Exhibitions from Grades 1-8.</li> <li>Continue to provide support to parents through workshops and providing them with the Alef and Asafeer reading program.</li> </ul>	Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing	Head of Arabic and Arabic Supervisors

	<ul style="list-style-type: none"> <li>• Parents are oriented to the Arabic Reading E-resource Alef and Asafeer to promote engagement of students in Arabic at school and home.</li> <li>• Parents are also provided regular weekly updates on the learning objectives covered in Arabic including voice clips to emphasize the right pronunciation of Arabic words.</li> <li>• All teachers will continue to focus on building reading, writing, listening, and speaking skills for all students by creating a monthly focus for each skill and maintaining a tracker to document progress over time.</li> <li>• Continuous Professional Development to equip all teachers with improved strategies in lessons and for support to SoD.</li> <li>• Continue to focus on improving the use of the Arabic language in real-life contexts.</li> <li>• Continue to support Arabic teaching and learning in the kindergarten and lower primary with the help of recently hired Emirati Teaching Assistants.</li> <li>• Continue to provide enhanced support and special provisions for SoD students who are not exempted from Arabic. improve provisions</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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