

OUR AIM IS TO....
CREATE A LEARNING ENVIRONMENT WHERE MOST STUDENTS BECOME EMOTIONALLY INTELLIGENT AND IMAGINATIVE LEARNERS WHO ACHIEVE BEYOND THE CURRICULUM, NATIONAL AND INTERNATIONAL STANDARDS. STUDENTS WILL MAKE SIGNIFICANT CONTRIBUTION TO THE COMMUNITY THROUGH VOLUNTEERING, WORK EXPERIENCE AND THE SHARING OF INNOVATIVE PRACTICE AND EXPERIENCE.

Expectations Document

Students

Teaching & Assessment

- Students be able to identify prior learning, make connections between subjects.
- Students should know how to assess their work and identify next steps in learning to make progress beyond the curriculum, national and international level standards.
- Students should provide and receive feedback in every lesson
- They should understand the relevant grade standards in each subject and know what to do to improve.

Curriculum, Care & Support

- Students in every grade level should understand and participate in opportunities for innovation, entrepreneurship and enterprise, every week.
- Students should understand the relevant grade standards and know how to adjust their learning to address any gaps.
- Students should know how to access support, include career and academic guidance.
- All students should understand the benefits of attendance and punctuality, and work to prevent lost learning time and curriculum coverage.

Achievement & Wellbeing

- All students should know at what level they are working and take responsibility for knowing where they are in their learning and the behavioral expectations that will enable them to learn well.
- Students should be able to think critically in every lesson respond and pose open ended and challenging questions, collaborate with others to assess learning and make connections.
- Students in all grades should be involved promoting Islamic values and creating a learning environment which promotes those values.

Teachers

Teaching & Assessment

- All teachers should plan and implement relevant grade standards and measure progress accurately and provide challenge and feedback for all groups in every lesson.
- Teacher should unpack the grade standards in every lesson and enable all groups of students to make progress and address gaps in their learning in every lesson.
- All teachers should know how to and use data to differentiate instruction consistently.
- All teachers should use open-ended questioning, enable students to think critically and make real life connections and connections to other areas of learning.

Curriculum, Care & Support

- Teachers should modify their teaching and the curriculum following data analysis.
- All teachers need to understand the place of what they are teaching in the curriculum.
- Teachers should consistently modify their teaching and the curriculum to promote literacy, language development, innovative thinking.
- All teachers are responsible for meeting the needs of students of determination and challenge those with gifts and talents in every lesson.
- All members of staff are responsible for maintaining and reporting health and safety concerns.

Achievement & Wellbeing

- All teachers should track the progress made all students in each lesson and involve the students in setting targets for improvement.
- All teachers should enable students to develop the skills of critical thinking, research, independence etc. in every lesson.
- All teachers should provide opportunities for students to develop cultural understanding with their lessons and in extra-curricular activities.
- All lessons should provide opportunities for innovative thinking.
- All teachers should understand and promote the National Agenda requirements.

Leaders

Teaching & Assessment

- Leaders at all levels should monitor the effectiveness of teacher, provide professional development to match outcomes of monitoring and set targets for improvement.
- Leaders should hold all teachers to account for the effectiveness of teaching and improving student achievement.
- Leaders should promote and ensure that all lessons and provision are inclusive and meets the national Agenda requirements.
- Leaders should evaluate regularly and accurately, inform governors and the wider community and set challenging targets for improvement and ensure all stakeholders are aware of the outcomes of assessments

Curriculum, Care & Support

- All leaders should ensure the curriculum is implemented to reflect grade standards and for all students to meet graduation requirements.
- The curriculum should promote literacy develop language development in all subjects, identify opportunities for innovation, entrepreneurship, enterprise and understanding of environmental sustainability. Leaders should ensure the school is fully compliant with safeguarding, health and safety requirements.
- Leaders ensure the school is fully inclusive and that all lessons meet the needs of students with determination and challenges those with gifts and talents.

Achievement & Wellbeing

- Leaders should be able to identify strengths and weaknesses of student achievement for all groups in all subjects and grade levels
- Leaders should ensure targets for improvement in students' achievement.
- Leaders should monitor and promote positive attendance and punctuality.
- Leaders should promote and ensure the school and learning environment, promotes and reflects the different cultures, Islamic values.
- Leaders should promote a strong culture of literacy, provide opportunities for environmental sustainability entrepreneurship, innovation and enterprise..

Parents

Teaching & Assessment

- Schools to support parents in understanding the assessments, international benchmarking and how they identify where their child is in learning.
- Schools to enable parents to support and encourage independent learning, critical thinking
- Schools to help parents understand how to read their child's data (report cards, grades, external assessment scores) to support their learning at home.
- Schools to enable parents to support their child with language development and the use of technology.

Curriculum, Care & Support

- Schools to educate parents on the curriculum requirements and how they link to the assessment system.
- Schools to inform parents of the school's safeguarding policy and support its implementation.
- Parents should be informed and support the Inclusive nature of the school.
- Parents should support strong attendance and punctuality and inform the school promptly in case of absence.

Achievement & Wellbeing

- Schools to enable parents to:
 - Understand the purpose of assessment and understand how to interpret the outcomes of assessment.
 - Obtain information which will help them to support their child with the next steps in learning.
 - Understand the school's values which include the UAEs values of tolerance, acceptance.
 - Work in partnership with the school to support creativity, promote Islamic values and encourage wellbeing.