

دبي

المعرفة Knowledge



Dubai Schools Inspection Bureau

School Inspection Supplement 2015-2016

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1. Foreword

After seven years of inspecting private schools, KHDA is pleased to release the first unified *UAE School Inspection Framework 2015-2016* (the framework), representing the synthesis of different models from across the Emirates. This supplement provides additional guidance specific to the context and needs of our private schools in Dubai, elaborating on those areas that are of particular importance to us.

The framework comes at critical point in our journey towards meeting the UAE National Agenda goals, with less than six years left to achieve them. This year, KHDA is introducing the UAE National Agenda Parameter: a method to help schools measure and monitor their progress towards achieving their individual UAE National Agenda targets. It requires all schools to participate in international and external benchmarking assessments, other than TIMSS and PISA, on an annual basis.

We will continue to look closely at the provision made for children in the early years. Inspectors will take account of the unique nature of this foundation stage of education and will contextualise their judgements according to recognised features of international best practice.

Social studies is considered to be a key subject area across the UAE. In preparation for the eventual full inspection of this subject, this academic year inspectors will be gathering data and reporting on the extent of provision of the subject in the different phases of the school.

The context within which schools operate in Dubai is increasingly dynamic, diverse and complex, with 16 different curricula being offered by its 169 private schools. This supplement contains a table that provides clear guidance for schools and inspectors for the evaluation of attainment across a range of curriculum standards. DSIB will consistently apply these standards in a uniform quantitative approach as part of its analysis and judgement of students' attainment.

Self-evaluation is a vital part of school improvement, not only in preparation for inspection but also as part of the school's ongoing cycle of review and improvement planning. The DSIB Self-Evaluation Form (SEF) is an important tool in this cycle. This year, because the framework is new and because of the introduction of the six-level scale, all schools are required to use the DSIB SEF.

We trust that this supplement will provide useful additional guidance in those aspects which are of particular importance for our schools in Dubai. I wish you all success in the continuous improvement of the quality of educational outcomes of all our children.

Jameela Al Muhairi

Chief, Dubai Schools Inspection Bureau

2. The UAE National Agenda Parameter

The objectives underpinning the UAE National Agenda, which was launched in 2014 by H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, provide schools with concrete targets against which to measure the progress they are making towards achieving the aspirations of the UAE Vision 2021.

Last academic year, DSIB found that schools were implementing different strategies to meet the National Agenda targets. Some schools were more successful than others. The schools that were better prepared used external benchmarking examinations in addition to TIMSS and PISA. These external assessments provided these schools with reliable, regular assessment information against which they could benchmark their students' academic outcomes.

To assist schools in meeting their assigned targets, KHDA is introducing the UAE National Agenda Parameter in the academic year 2015-2016, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets. This parameter requires all schools to participate in international and external benchmarking assessments on an annual basis other than TIMSS and PISA. There are three requirements of the UAE National Agenda Parameter. They are defined in the table below:

The National Agenda Parameter: participation requirements

1) International and external benchmarking tools	<p>Schools can use the international and external benchmarking tools from the following list to measure attainment:</p> <ul style="list-style-type: none"> • ISA: International school assessment • IBT: International benchmarking test • GL Assessments: <ul style="list-style-type: none"> - PTE – progress test in English - PTM – progress test in mathematics - PTS – progress test in science • ITBS: the IOWA tests of basic skills <p>Schools wishing to use other external benchmarking tools should seek approval from DSIB.</p> <p>Schools are also encouraged to use progress measures, such as MAP, CAT 4 and others as they deem fit based on their curriculum.</p>
2) Targeted grades	<p>The targeted grades are: 4, 8 and 9 (Years 5, 9 and 10 for the National Curriculum for England). DSIB encourages schools to test more grades / years to obtain a more holistic picture of their students' performance.</p>
3) Number of students	<p>Schools are required to include all of their students in the targeted grades in the benchmarking assessments. This will give schools a clearer picture of their students' overall performance without bias due to sampling.</p>

Schools may opt to use either the above mentioned benchmark assessments or others that are available. Please note that the requirements are subject to change.

Needless to say, the benefits of all schools participating in regular international benchmarks are many. Schools will have reliable assessment information on the performance of cohorts, groups of students and individuals. This should help provide a more objective picture to measure student attainment and progress, identify gaps in student understanding and make amendments to the curriculum and teaching accordingly. Furthermore, this assessment information should help schools to monitor objectively the progress they are making towards meeting their targets for TIMSS and PISA.

When evaluating the progress schools are making towards meeting the National Agenda targets, inspectors will consider different sources of evidence, including data collected from the UAE National Agenda Parameter and the schools' analyses of these data. This should help determine the extent to which the curriculum, teaching, learning and assessment are promoting the required knowledge and skills for students to do well in order for schools to meet or exceed their assigned targets.

3. Evaluating students' achievement

Dubai's aspiration is to ensure that the quality of education offered by its private schools rivals that offered by leading countries in the provision of high-quality education. At the same time, the context within which schools operate in Dubai is increasingly dynamic, diverse and complex, with 16 different curricula being offered by its 169 private schools. When measuring students' attainment and progress, each school must select valid assessment tools that can measure student performance against the expectations of its chosen curriculum standard.

These assessment data need to be analysed consistently and accurately in line with expectations of the framework. DSIB determines students' levels of attainment by using 'Minimum' and 'Level Above' expectations for each curriculum standard, as an assessment marker, for every grade/year level. DSIB consistently applies these expectations and quantified approaches as part of its analysis and judgement of students' attainment.

The table on the following page provides guidance for schools and inspectors for the evaluation of attainment across a range of curriculum standards.

Type of curriculum		Curriculum standards – Minimum Expectation		Curriculum standards – Level Above	
		Attainment Is:		Attainment Is :	
		Acceptable If the proportion of students attaining the minimum standards listed is 75% or more		Good If the proportion of students attaining levels above the minimum standards is 50% or more. Very Good If 60% or more students are above standards Outstanding If 75% or more students are above standards	
UAE Curriculum	Grades 1-11	Minimum 50%		70%	
	Grade 12 only	Minimum 60%		70%	
Indian Curriculum	CBSE Board: Class 10-12	Minimum Grade C1		Grade B1	
	ICSE Board (CICSE): Class 10 ISCE and Class 12 ISCE	Minimum Grade 5		Grade 7	
	Kerala Board: Grade 10 / SSLC (Secondary School Leaving Certificate) and Grade 12 / (Higher Secondary)	C+ (50 - 59%), Grade Value 5		B+ (70 - 79%), Grade Value 7	
French	French And Franco-Lebanese Curriculum	10 (Out of 20)		14 (Out of 20)	
Iran	National Curriculum	10 (Out of 20)		14 (Out of 20)	
Pakistan	National Curriculum	Grade D (40%)		B (60%)	
Philippine	National Curriculum	75%		83%	
German	National Curriculum	Level 3 on the ranking scale (1 is the highest)		Level 2 (With 1 the highest)	
Russian	National Curriculum	Level 3 on scale 1-5 (5 is the highest)		Level 4 (With 5 the highest)	
Japanese	National Curriculum	50%		70%	
IBDP	All Subjects (Levels 1-7)	Level 4		Level 5	
MYP	All Subjects	Level 4		Level 5	
US Curriculum	Internal Assessment	65%		75%	
	AP – Advanced Placement	Group A – Mark 2	Group B – Mark 3	Group A – Mark 3	Group B – Mark 4
	ACT – American College Test	Minimum College Benchmark: English – 18, mathematics – 22, science 23			
	SAT I	International mean for mathematics - 514, For critical reading and writing - 500			
	SAT II	For mathematics and science average is 650 (620 – 680)			
National Curriculum of England	Foundation Stage	Achieving expected level in communication and language; physical development; personal, social and emotional development.		Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy, and mathematics.	
	Year 1 - Phonics Screening Check	Can read 32 out of the 40 words (pass threshold)		Can read more than 32 out of the 40 words	
	End of KS1 – Y2	Level 2b		3c	
	End of KS2 – Y6	Level 4b		5c	
	GCSE / IGCSE - All Subjects	Grade C		Grade B	
	New GCSE (1–9)	5		6	
	GCE A Level (A*-E) and AS Level (A–E)	Grade C		Grade B	
Cambridge International Examinations	KS2 – Primary Checkpoint (1-6)	Minimum 4		5	
	KS3 – Secondary 1 Checkpoint	Minimum 4		5	



4. UAE social studies

One of the targets of the Dubai Strategic Plan 2021 is to increase the sense of belonging and the awareness of Emirati and other cultures. Consequently, private schools in Dubai will be expected to plan and teach programmes of lessons based on the UAE Ministry of Education curriculum for social studies.

During the academic year 2015-2016 inspectors will collect information about the provision for UAE social studies in Dubai private schools. This will be described in the school reports although no judgements will be given.

Inspectors will gather information through the school self-evaluation form (SEF). They will also conduct classroom observations, look at students' work samples and have a discussion with the staff member who is in charge of overseeing UAE social studies. The purpose of this discussion is to learn more about the provision and how it links to other subjects in the school's curriculum. Inspectors will focus, in this discussion, on questions such as:

- What is the curriculum and pedagogical approach used in the teaching of UAE social studies topics?
- How is the curriculum in social studies linked to other areas of study at the school?
- Does the curriculum in social studies incorporate UAE specific concepts and knowledge?
- What skills are students able to acquire through their social studies lessons?

For further information, refer to the national curriculum documents for social studies online at: <https://www.moe.gov.ae/Arabic/Docs/Curriculum/tarbeya.pdf>

5. Early years

Inspectors will continue to look closely at the provision made for children in the early years. They will take into account the unique nature of this stage of education and contextualise their judgements according to recognised features of international best practice. In order to do this, inspectors use an approach to evaluate certain performance standards that is specific to the early years. This section highlights those aspects.

Attainment and progress will be evaluated against the developmental outcomes stated in the school's curriculum for the following subjects:

- English and language of instruction where applicable
- Mathematics
- Science.

Social and emotional development, including age-appropriate cultural development and innovation, will be evaluated and the judgement reflected under the appropriate performance indicator.

Teaching will be evaluated by taking into account how teaching strategies are aligned to the school's stated early years curriculum. Inspectors will consider the opportunities for children to make choices in their learning, the range of resources available and the time available for purposeful play.

Assessment practices will be evaluated by reviewing how teachers record observations and measure the steps that children make against age-appropriate development milestones. The evaluation will include how observations influence daily planning and expectations of progress for each child.

The **curriculum design and adaptation** judgments will be based on the quality of the early years curriculum adopted by the school (recognised, research-based and including developmental domains), and how effectively the curriculum is adapted and contextualised to meet the needs of groups of children and individuals. Inspectors will evaluate the school's efforts to adapt the English language development expectations to suit the needs of non-native English speakers. In addition, inspectors will report on how schools are developing children's Arabic language acquisition in the early years, which will contribute towards the overall judgements for curriculum and leadership.

The quality of **leadership** of this phase of the school will contribute to the overall judgement on leadership. **The involvement of parents** is a key factor in the overall effectiveness of the provision for young children. Inspectors will evaluate the impact of this collaboration. **The quality of the learning environment** and the **quality and diversity of the age appropriate resources** will also be evaluated.

6. School self-evaluation

DSIB recognises the importance of self-evaluation as a crucial part of a school's ongoing cycle of review and improvement, which is planned in the School Improvement Plan (SIP). The Self-Evaluation Form (SEF) is an important tool in this cycle. It helps schools to measure the impact of their work in different areas, leading to an overall evaluation of the quality of education. The SEF is a working document and should be used to inform school leaders and governors of the school's improvement activity. As such, all schools should routinely update their documents.

In line with international good practice in school inspections, DSIB places firm emphasis on the need for all schools to become more familiar and confident with the processes of self-evaluation and improvement planning. DSIB has developed a new SEF which includes supporting documents and is in line with the framework. All schools should familiarise themselves with the framework, the SEF, and the supporting documents. DSIB expects schools to work in partnership with inspectors to bring about improvements.

After seven years of inspections in Dubai, schools are better placed to use the information from previous inspections and their own evaluations to plan for the future. DSIB requires all schools to submit a SEF and a School Improvement Plan (SIP) to inspectors prior to their visit to the school. This information should be aligned to the performance indicators in the framework.

Inspectors will use the SEF and the SIP provided by each school as a starting-point for their work. They will focus on the accuracy of the self-evaluation against the framework. They will also work together with school leaders to determine each school's priorities for further improvement.

It is expected that schools will provide succinct bullet points that contain phase-specific detail on each element with appropriate evidence to support their evaluations. Information provided should be an evaluation (not a narrative description) of the impact of the school's work in relation to improving outcomes for students.

This year schools are asked to respond to specific questions about English, mathematics and science. In addition, there are specific sections dedicated to special educational needs, early years, innovation, the National Agenda, social studies and students for whom English is an additional language (EAL). For the 2015-2016 academic year, all schools must complete the DSIB SEF.



7. Using school self-evaluation to support improvement in special educational needs provision

The Emirate of Dubai is determined to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs. Establishing good-quality school provision for students and children with special educational needs is a key step on this journey.

Currently, only a minority of students with special educational needs have access to a good or better quality of provision. It is essential that senior leaders and governors in Dubai take swift and focused action so that all students have access to a quality of provision which is good or better. Effective self-evaluation and development planning lie at the heart of this process.

All schools are expected to have systematic self-evaluation processes, which are embedded within school improvement planning systems. The resulting improvement plans should be based upon careful analysis of success indicators and should provide well-focused and achievable goals that enable schools to move from their starting points through successive provision development phases.

The tables on the following pages link an example of a completed self-evaluation section of provision for SEN with an example of targeted improvement planning.

SAMPLE 1 School self-evaluation (special educational needs)

4) Curriculum modification

4a Relevance and meaning

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
<p><input type="checkbox"/> Mapping of provision places students with a wide range of needs at the heart of the process. This ensures that the relevance and meaning of learning is sustained across subjects and classes. It is closely aligned with the learning styles, interests and aptitudes of students with SEN.</p>	<p><input type="checkbox"/> Provision for students with SEN is organised and effectively modified in response to the academic and personal needs of students. This ensures that students are well engaged within relevant and meaningful learning opportunities in most subjects.</p>	<p><input checked="" type="checkbox"/> Curriculum planning is appropriately modified. This ensures that students with SEN are often engaged within relevant and meaningful learning opportunities at a level which is in line with their personal profile of need.</p>	<p><input type="checkbox"/> Curriculum plans are usually modified to reflect each student's learning ability. However, the learning activities or curriculum content may not always be relevant and meaningful when considering the nature and severity of the student's SEN.</p>	<p><input type="checkbox"/> Curriculum modification is inconsistent and often does not meet the needs of students with SEN.</p>	<p><input type="checkbox"/> There is little awareness about the need for curriculum modification for students with SEN so provision is inadequate.</p>

4b Expectations

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
<p><input type="checkbox"/> Very skilful curriculum modifications precisely match the learning need, ability level and potential of individual students. The precision ensures that very high expectations of achievement are maintained and realised across the curriculum for students with SEN.</p>	<p><input type="checkbox"/> Curriculum modification effectively matches the individual needs, learning profiles and ability levels of students with SEN. Consequently, high expectations of progress are maintained and achieved in most areas of the curriculum.</p>	<p><input checked="" type="checkbox"/> Appropriate curriculum modification takes account of the individual needs, learning profiles and ability levels of individual students. Consequently, the expectations of progress are consistent across the curriculum.</p>	<p><input type="checkbox"/> Whilst curriculum modification is likely to promote the independent learning skills for students with SEN, the expectations of learning and progress may not be consistent or sufficiently high across the curriculum.</p>	<p><input type="checkbox"/> Curriculum modifications are under developed and expectations of progress are low. Consequently, they do not promote sufficient progress for students with SEN</p>	<p><input type="checkbox"/> There are very few curriculum modifications for students with SEN and expectations of progress are extremely low.</p>

4c Active learning

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
<p><input type="checkbox"/> Precisely targeted curriculum modifications enable additional interventions, such as personal support, to be highly successful in optimising active learning and engagement across all areas of learning for students with SEN.</p>	<p><input type="checkbox"/> Skilled curriculum modification ensures that additional interventions, such as personal support, are successfully implemented and enhance students' active engagement and learning..</p>	<p><input type="checkbox"/> Appropriate curriculum modification ensures that additional interventions, such as personal support, can be effectively applied and promote the students' active engagement in their learning.</p>	<p><input checked="" type="checkbox"/> Curriculum modifications are generally appropriate. However, they do not consistently promote the effective use of additional interventions that students with SEN require, such as personal support.</p>	<p><input type="checkbox"/> Curriculum modifications are generally appropriate. However, they do not consistently promote the effective use of additional interventions that students with SEN require, such as personal support.</p>	<p><input type="checkbox"/> There are few curriculum modifications for students with SEN and so little opportunity for active learning.</p>

SAMPLE 2 School Improvement Plan (special educational needs)

Provision Profile (4) Curriculum modification for students with Special Educational Needs

Provision Aspect	Action/s Required	Expected Impact by end of academic year	Time Scales		Accountability		Resources
			By when	Milestone actions	Action	Impact	
Relevance and meaning	Implement learning style screening within SEN identification/assessment processes	Enable increased levels of achievement by ensuring greater relevance and meaning from personalised curriculum modification.	September	Whole school CPD – learning styles & screening tool	SEN leader	Principal	Budget line 2.ii
			October	Pilot tool and learning profile in transition years	Heads of phase	SEN Leader	Budget line 3.iii
			January	Evaluate, amend and Implement whole school policy	SEN Leader	Principal	Budget line 2b.ii
			April	Review of impact through analysis of individual learning plans.	SEN Leader	Principal	Budget line 2b.ii
Active learning	Team for students with SEN to provide training, support & challenge to Science department re. the modification of Scientific investigation, especially for students on the Autism Spectrum.	Enable personal support to promote progress in learning skills, enquiry, investigation and critical thinking.	July	Provide coaching including joint planning and delivery	SEN leader	Head of Curriculum	Budget line 4.i
			September	Monitor curriculum planning for selected students and sampled monitoring.	SEN leader	Head of Curriculum	Budget line 1.ii
			December	Survey students and learning support Assistants.	SEN leader	Head of Curriculum	Budget line 4.iii
Active learning	Further develop IEP format to include curriculum modification in response to Special Educational Need and ability (include subject specific attainment level where appropriate).	Further promote progress levels by ensuring curriculum modifications are in line with student ability and do not restrict learning potential.	October	Remodel IEP format in consultation with teaching staff	SEN Leader	Principal	Budget line 2.ii
			January	Include align of practice in accordance with IEP guidance as a focus aspect during formal monitoring of teaching and learning.	Class Teachers	Phase leaders	Budget line 2.i
			April	Evaluate impact of new IEP format upon student outcomes.	SEN Leader	Principal	Budget line 3.iv.



EPIC DRAGON BATTLE

GOOD VS EVIL

SENSEI WU HAS been captured by the Serpentine Army and the Great Devourer is on the loose. The Green Ninja and the Ultra Dragon – the most powerful of all Dragons – must defeat this evil beast, while Jay uses Zen skills to battle the snakes. Even Lord Garmadon is on the Ninja's side! Let battle commence!

THE GREAT DEVOURER
The great snake beast will consume all of Ninjago in its ravenous jaws. The long, black mouth is only one of its many features, making it a formidable foe.

THE GREAT DEVOURER
The great snake beast will consume all of Ninjago in its ravenous jaws. The long, black mouth is only one of its many features, making it a formidable foe.

ULTRA DRAGON
The Ultra Dragon is the most powerful of all Dragons. It is the Green Ninja's ally and is the only Dragon that can fly.

NINJA FILE



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