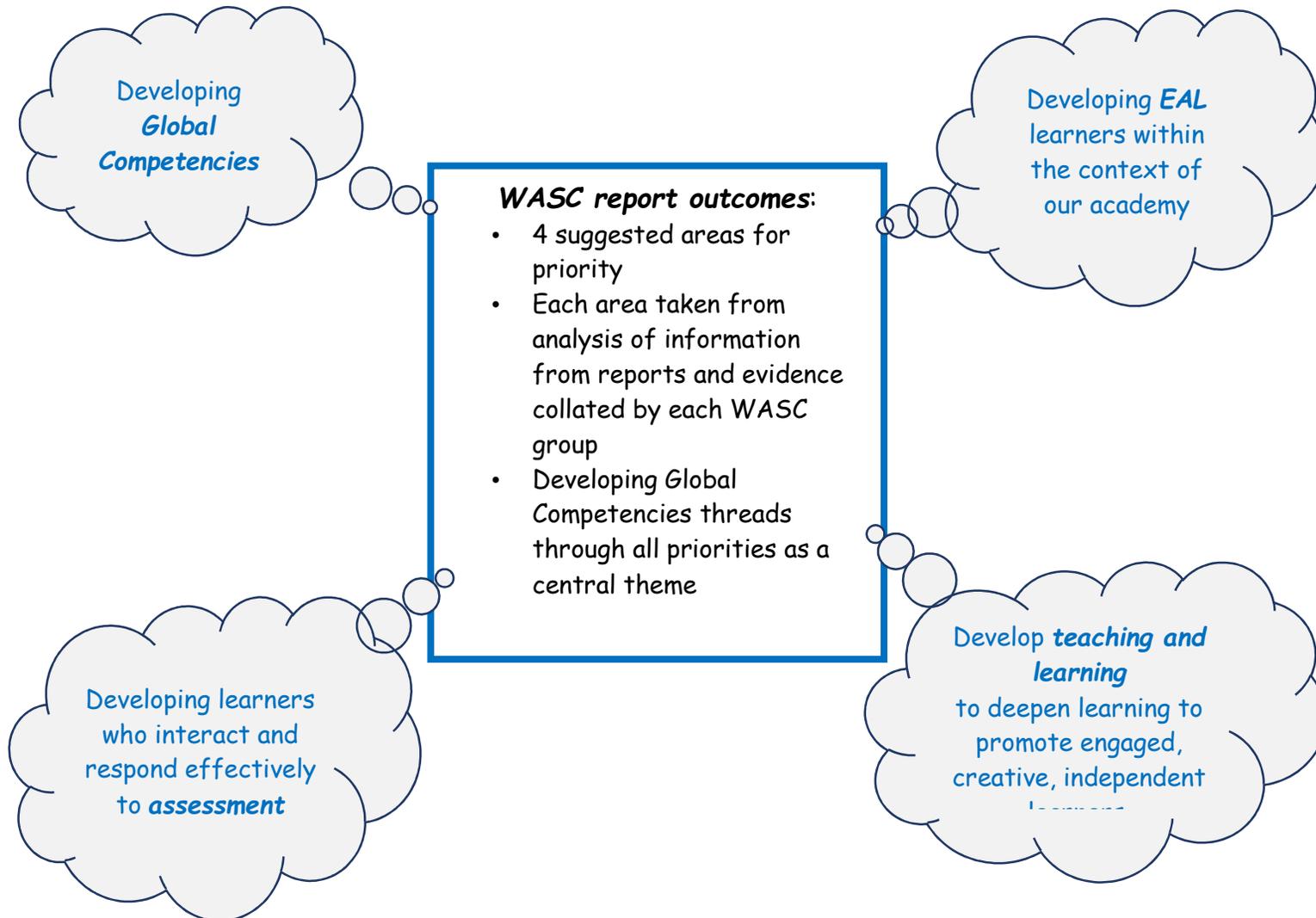


Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

WASC 4 key priorities 2018



Developing Global Competencies

For our learners to...

- Develop as Enquiry learners
- To be able to reflect upon global issues and diversity
- Become learners who are highly aware and responsive to environmental issues
- Have a heightened sense of philanthropy

For these skills to be reflected through;

- A holistic curriculum where Tarbeya “blends” effectively with the National curriculum
- Developing a strong moral purpose embedding the values of responsibility, respect, reflection for themselves, others and learning

Why is Global Competency a key priority?

Category A's report raised the following key enquiries

How strong are our core values, mission and vision?
These are on display, but what **difference** do they make to our learners - are they respectful, creative learners and future leaders?



How cohesive are our school's actions from KG to Secondary?
Do we all hold dear the same values and develop our learners consistently across the academy?

This category runs across all four areas of the WASC Accreditation

How embedded throughout our everyday life in school is this mission?
Do we all embed these values daily, do we have the same understanding and portray these values to all?

How are we going to be clear as an academy?
How will we translate these values, mission and vision academy wide that we all own and hold at our core?

Curriculum, Instruction and Assessment

Category B's report raised the following key enquiries

Assessment



Linking curriculum to assessment – evaluating our academy wide curriculum, using assessment outcomes and data and by establishing systems and protocols to evaluate the effectiveness of the curriculum and delivery

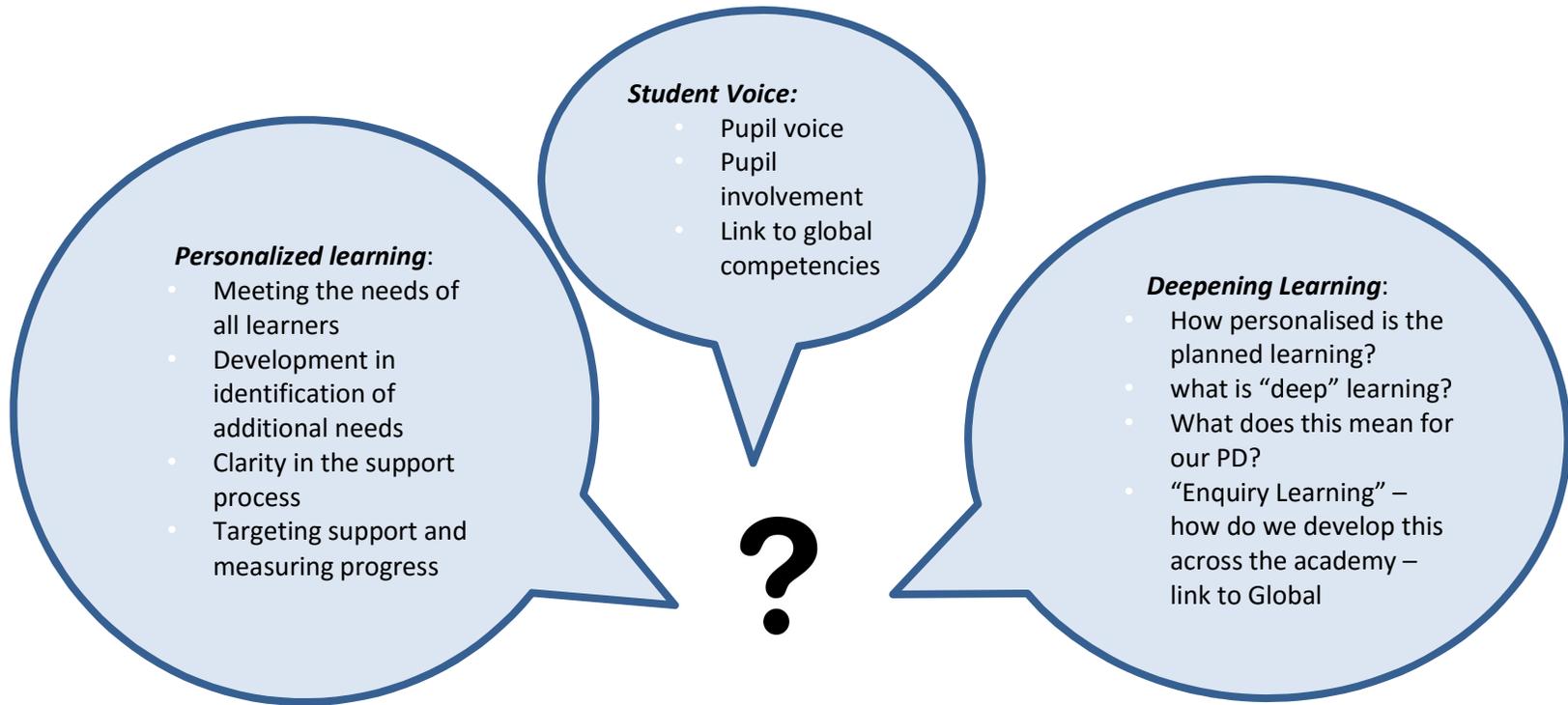
Use of assessment to refine teaching and learning/ delivery of learning.
How do assessments and data impact upon how teachers teach and children learn?
How does PD reflect the needs of teachers and learners – are PD's based upon current educational thinking and research?

Depth of Learning/ Mastery – how deep is our learner's learning? How effective is their application of skills and knowledge across all areas of learning?

Teaching and Learning

Priorities from WASC “B” and “C”

To deepen learning to promote Engaged, Creative, Independent learners



Developing Learning for our EAL learners

Priorities from WASC “B” and “D”

To develop EAL learners in the context of Al Jazeera Academy

Proficiency in communication and learning through the English Language:

- Impact upon progress in Reading, Writing and Mathematics

Support teaching and learning for all:

- Professional Development,
- Systems
- Processes to support learners



Developing the school's culture of high expectations:

- Self esteem
- High expectations of behaviour
- High expectation in outcomes

Parent and Community liaison:

- Effective communication with parents
- Attendance of pupils is an expectation

Al Jazeera Academy ACS WASC Self-Study Report

WASC A Global Competencies	WASC B Curriculum/ Instruction/Assessment	WASC C Teaching & Learning	WASC D Culture & Environment
develop pupils as ENQUIRY LEARNERS <ul style="list-style-type: none"> • Floorbooks • IT • Learning walls • Philosophy for Children 	To develop our learners to be IT literate: <ul style="list-style-type: none"> • Creativity • Thematic links • Embed skills • Develop assessment 	<i>Planning</i>	Safeguarding of all
develop deep values in all of our learners: <ul style="list-style-type: none"> • Tarbeya Values • Good role models • Philanthropy 	To develop literacy skills - application in appropriate contexts	<i>Professional Development</i>	Commitment to extra curricular learning <ul style="list-style-type: none"> • Eco club • Assemblies • Environment day
To develop resilience in staff and pupils:	To develop maths skills - application in appropriate contexts	EAL: <ul style="list-style-type: none"> • Emphasis upon speaking and listening 	Behaviour/ behaviour for learning
To develop leadership of all: <ul style="list-style-type: none"> • Pupil voice • Staff • Children as leaders - leading groups. Young Interpreters (EAL) 	To develop science skills - application in appropriate contexts	Collaborative learning	Parental involvement
	Monitoring and moderation of outcomes across the early and Primary years	<i>Learning Environments</i>	High expectations of all
	Personalised learning: <ul style="list-style-type: none"> • Differentiation • Questioning 	Differentiation	Attendance
	Assessment strategies: <ul style="list-style-type: none"> • Feedback • Marking • Partner work 	Take risks, solve problems, make decisions	
	SEN provision: <ul style="list-style-type: none"> • Identification • Intervention • Skilling staff 		
Flexibility Consistency Collaboration Creativity			

Priority Areas for WASC

After analyzing the collected data/findings from the focus groups the SMT at Al Jazeera Academy identified and agreed upon several areas of need. These areas are common threads throughout KG, Primary and Secondary and are aligned to the whole school action plan.

The critical areas of need are as follows:

Area 1: Developing Globally competent learners

As a school we are committed to providing high quality education to raise a generation of continuous learners who are dedicated to the community and have high moral Islamic values and strong leadership skills. Although there are ample of opportunities for our students to enhance their learning we still have too many who are not progressing or failing IGCSEs and AS. It is our aim to develop more globally competent learners address this issue as we move away from traditional or passive approaches to teaching and learning. Our aim is for learners to become active participants in lessons where they exhibit behaviors for learning and the confidence to collaborate, discuss and enquire.

At AJA we aim to develop the following:

- Increase tablet utilization and Microsoft tools in KS2 and KS3
- Continue to further Innovation in learning
- Increase students involved in developing school projects and policies
- Examine and evaluate how we review the learning
- Increase holistic development opportunities
- Continue to encourage charity initiatives
- Continue developing our Values with students, parents and teachers (CLIMB and Tarbeya)
- Continue to support school council and Eco Warriors

Area 2: Developing Learners who interact and respond effectively to assessment

Teachers make professional judgements on learners' performance in every teaching and learning opportunity throughout a typical day at AJA. Using these professional judgements and translating them into quality feedback of and for individual students is a key focus when developing 'Assessment for Learning'. Ultimately, we are looking to further develop more successful assessment for learning strategies that involves more student interaction and results in improved learner progress on a continuous basis.

At AJA we aim to develop the following:

- Further encourage enquiry-based learning
- Create better effective marking and feedback opportunities
- Continue to monitor how students receive assessment information and ultimately use it to understand their next steps in learning
- Further promote quality teaching that promotes reviewing the learning through multiple avenues such as OWLTs and Microsoft Forms
- Increase the opportunities for child/student led and independent learning

Area 3: Developing EAL Learners

Given that our learners fall within an EAL context they struggle with a number of aspects surrounding literacy and thus this has become a priority for the school. Our GL data ranges from year 4 through to year 9 and highlights a number of key aspects to focus on across the key stages. However, the common thread is that overall all students are significantly below average in English skills. The GL data reports a significant number of our students falling into a Standardized Age Score of 74 or below which is considered very low.

At AJA we aim to develop:

- Promoting EAL classroom teaching approaches by focusing and developing more areas such as Reading, writing, speaking and listening which have been highlighted across primary and secondary.
- Promoting targeted PDs, interventions, new programmes such as Literacy planet and fresh start
- Promoting NPQSL projects on developing Literacy and Language

Area 4: Developing teaching and learning to deepen learning and to promote engaged, creative, independent learners

Our schools vision is to create future leaders that are equipped with the problem solving and critical thinking skills that future employers require. Deeper learning experiences allow our students to develop these critical competencies which we aim to create through content mastery and application of skills.

At AJA we aim to develop: NPQSL project aimed at More-Able students:

- Creating effective communicators – we want our students to be confident and clear in their communication
- Developing more critical thinking and problem solving – we want our students to be query-based
- Developing and promoting more collaboration amongst community-based activities such as MUN and debates to enhance the confidence further of more-able students
- Promoting more self-directed learning – we want our students to be independent learners not ‘spoon-fed’