



مدرسة جيمس ميلينيوم الخاصة

GEMS Millennium School

Sharjah

Context

- 2014 – 2015 : MOE Inspection – “Effective with Accreditation”
- 2015 – 2016 : GEMS Internal Review - Acceptable
- 2016 - 2017 : GEMS Internal Review – Acceptable
- 2017 -2018 : GEMS Internal Review – Good
- 2018 - 2019 : GEMS Internal Review – Acceptable

Strategy

- 2018 – 2019 : *Strategies to move towards ‘Outstanding’*

| DSIB Framework -Outstanding Criteria: | Notes |
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| 1. Standards of Attainment and Progress | Action |
| <ul style="list-style-type: none"> • Improve the four skills in Arabic as an additional language • Record a 10% improvement in mock ASSET practice tests across all grades (Grade 3 upwards) • Track attainment and progress of students in English, Math and Science by identifying learning gaps and putting strategies in place • Provide continued support and track the Progress in Math and Science with regular in school remedial classes • Improve learning experiences through real life simulations to promote increased participation in activities that stimulate creativity, gross motor skills, sensory play and critical thinking in Kindergarten | <ul style="list-style-type: none"> • Increased opportunities for students to participate in JAM sessions in Arabic. Increased library books for middle and senior school students, reading sessions for junior students. • Arabic teachers registered for the Arabic cohort. • Online ASSET practice tests, regular mental math practice questionnaire. Increased remediation and enrichment activities in Math provide opportunities for problem solving and critical thinking. • The ASSET Detailed Assessment was taken in Grades 4 and 8 as a pilot project. This will be initiated in the new academic year from Grades 3 to 10 with 12 assessments/ grade/ subject (English, Math and Science) to test concepts. • The weekly extra classes after school hours are offered to students in Math. Re visiting of topics in Science identifying and bridging the learning gaps. • The Imaginarium has been refurbished with a variety of resources enabling rich learning experiences which promote Imaginary play, sensory play, gross and Fine motor development activities. • The FabLab provides a platform for exploration of various carefully planned learning areas that stimulate reasoning, creativity and critical thinking |
| 2. Personal Development | Action |
| <ul style="list-style-type: none"> • Continue promoting awareness of the Heritage and Culture of the U.A.E. • Continue to sensitize all students in environmental sustainability. | <ul style="list-style-type: none"> • Increase student awareness towards the Emirati culture by Correlating it with the Islamic Values through activities and educational trips. • More environmental activities in all department led by students. |
| 3. Quality of Teaching and Assessment | Action |
| <ul style="list-style-type: none"> • Ensure that high standards of teaching is maintained in a majority of lessons across all grades • Further enhance the quality of assessment in line with the CBSE expectations across the grades | <ul style="list-style-type: none"> • To further develop the LAP cycle. Rigorous lesson observation procedures with paired observation and lesson recordings. School visits to share best practices. • Tracking the assessment patterns vertically for smooth transition. |
| 4. Curriculum | Action |
| <ul style="list-style-type: none"> • KG Curriculum revamped | <ul style="list-style-type: none"> • Mapping of the KG Curriculum with Early Learning Goals and align outcomes with age appropriate expectations as per the EYFS framework |
| 5. Care and Support | Action |
| <ul style="list-style-type: none"> • Improve IEPs so they are more effectively implemented in the classroom • Embed more effective monitoring and intervention systems for SEND • Arabic exemption for students with Learning difficulties | <ul style="list-style-type: none"> • Consultation and review ongoing with the Counselling Department with the Senior VP, Mr. Jodh Singh Dhesi. • Applied for and awaiting approval exemption in Arabic with the Sharjah Private Education Authority |

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| 6. Leadership | | Action |
| <ul style="list-style-type: none"> • Improve the accuracy of SEF • Succession Planning | | <ul style="list-style-type: none"> • Ensure the SEF format is more evaluative and phase specific • Each SLT member to actively mentor 3 teachers which will help in succession development in the School. |
| The School CANNOT be 'Outstanding' if: | Areas targeted | Notes: |
| <ul style="list-style-type: none"> ▪ Any 'weak' judgements ▪ The school is not compliant | <ul style="list-style-type: none"> ▪ ▪ | |