



NORD ANGLIA INTERNATIONAL SCHOOL AL KHOR

Strategic Development Plan (Abridged Version*)

Strategic Goal 1: Teaching and Learning: Pupil Progress, Differentiation and Reading

The learning experience at NAISAK is of a premium standard by providing a consistent, balanced and personalised education requiring all students to be ambitious.

Strategic Goal 2: Foundation Stage

Students make exceptional progress in communication and language through continuous provision, which is engaging, learning-focused and play-based.

Strategic Goal 3: English as an Additional Language (EAL)

The EAL specialist teachers work as a department to identify and implement student-relevant schemes of work, run immersion and intervention programmes.

Strategic Goal 4: Community

The NAISAK community is communicated with in an appropriate manner ensuring engagement in school life.

Strategic Goal 5: Strategic

All stakeholders have a clear, transparent awareness of where we are, where we are going and how we are going to get there.

Please note this is an abridged adaptation of the Strategic Development Plan. Please e-mail infoalkhor@nais.qa if you would like a copy of the full version with action plans.



Strategic Goal 1: Teaching and Learning

Visionary Statement: The learning experience at NAISAK is of a premium standard by providing a consistent, balanced and personalised education requiring all students to be ambitious.

Strategic Goal 1A: Pupil Progress

May 2020: All stakeholders have an accurate understanding of each student’s journey to ensure all students recognise their academic and social potential.

Milestones
<ol style="list-style-type: none"> 1. Become data aware with a clear continued assessment/reporting policy from Foundation Stage (FS) to Secondary School (SS) that is shared with all stakeholders. 2. Become data rich by implementing consistent assessments, and having a user-friendly and consistent data-handling system. 3. Become data powerful by monitoring, analysing, acting upon data and reviewing interventions.
Plan Co-ordinator
<ul style="list-style-type: none"> • HOS (HOS)
<p>MILESTONE 1</p> <p>Become data aware with a clear continued assessment/reporting policy from FS to SS that is shared with all stakeholders.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>All stakeholders will be aware of and understand the assessment and reporting framework from FS to SS.</i> • <i>Assessment and reporting will be progressive.</i> • <i>Parents who have children in different phases fully understand how their children are assessed differently and why.</i> • <i>Parents understand the feedback from reports or assessments and so can action it at home.</i>
<p>MILESTONE 2</p> <p>Become data rich by implementing consistent assessments, and having a user-friendly and consistent data-handling system.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>One centralised programme is used to record all summative assessments from FS to Secondary.</i> • <i>Data on all students can be retrieved easily by all staff.</i> • <i>The software is developed so that it easily allows data to be extracted and handled.</i>
<p>MILESTONE 3</p> <p>Become data powerful by monitoring, analysing, acting upon data and reviewing interventions.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Data gives an accurate picture of a child’s holistic journey.</i>

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- *Data is tracked across subjects, year groups and phases.*
- *We are aware of our academic position in relation to other schools.*
- *Key findings from analysis are shared with staff.*
- *Data analysis identifies interventions for support, stretch and praise.*

Strategic Goal 1B: Differentiation

May 2020: All students will benefit from lessons that are tailored to meet their diverse needs and will enable them to grow as lifelong learners.

Milestones
<ol style="list-style-type: none"> 1. Have an agreed definition for “DIFFERENTIATION” that is understood by all school stakeholders. 2. Have an agreed appreciation of what differentiation is and what it is not. 3. Have successfully embedded appropriate strategies that support differentiation, providing support and challenge for all learners. 4. Use inquiry and assessment as a tool to support effective differentiation.
Plan Co-ordinator
<ul style="list-style-type: none"> • Milestone 1 – Leadership Team • Milestone 2 – Vice Principal • Milestone 3 – All Teaching Staff • Milestone 4 – Vice Principal
<p>MILESTONE 1</p> <p>Have an agreed definition for “DIFFERENTIATION” that is understood by all school stakeholders.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Definition written within year group or subject teams.</i> • <i>Agreed definition to be shared with all school stakeholders, published through Nord Anglia University.</i>
<p>MILESTONE 2</p> <p>Have an agreed appreciation of what differentiation is and what it is not.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>All staff have a clear understanding of the hallmarks of a differentiated classroom.</i> • <i>Staff are actively using agreed approaches that support effective differentiation within their own classrooms.</i>
<p>MILESTONE 3</p> <p>Have successfully implemented appropriate strategies for differentiation, providing support and challenge for all learners.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>All students are suitably supported and challenged through agreed strategies.</i>

MILESTONE 4

Effective use of inquiry and assessment as a tool for successful differentiation.

Success Criteria:

- All staff are using formative assessment to support planning and delivery.
- All staff are using summative assessment to measure success of implemented strategies.

Strategic Goal 1C: Reading

May 2020: All students make accelerated progress in their ability to read in English and Arabic (where appropriate).

Milestones

1. All students are making progress towards decoding accurately and appropriate to their age and demonstrate an understanding of what have been read.
2. Phonics and reading programmes are used to monitor progress across Foundation, Primary and Secondary.
3. A library is accessible to all students across the school.

Plan Co-ordinator

- Milestone 1 – Vice Principal / Head of Arabic
- Milestone 2 – Literacy Coordinator / Head of Arabic
- Milestone 3 – Literacy Coordinator

MILESTONE 1

All students are making progress towards decoding accurately appropriately to their age and demonstrate an understanding of what has been read.

Success Criteria:

- Data is reported for all students.
- Identified students make accelerated progress across an academic year (data analysis to factor in attendance, removing students of less than 90%, register on ISAMS for scheduled reading time).
- Effective reading teaching provision is offered (teaching and resources).
- Intervention strategies are implemented.
- Parent phonics and reading workshops are offered and developed.

MILESTONE 2

Phonics and reading programmes are used to monitor progress across Foundation, Primary and Secondary.

Success Criteria:

- There is cohesion between Key Stages ensuring students make exceptional progress.

MILESTONE 3

Dedicated library access is both timetabled and non-timetabled.

Success Criteria:

- A centralised library timetable is created.
- Class timetables include dedicated library time.
- The library is used appropriately and regularly.

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Strategic Goal 2: Foundation Stage (FS)

May 2020: Students make exceptional progress in communication and language through continuous provision, which is engaging, learning-focused and play-based.

Milestones
<ol style="list-style-type: none"> 1. Consistent practice across FS is of the highest international standard. 2. Parents and Teachers work in partnership to actively develop the learning of their child within the FS curriculum. 3. Consultative, strategic and organised ordering of functional, skill-based resources across the FS is planned for. 4. Facilities encourage collaboration and are contained with all children having free flow access to an outdoor environment.
Plan Co-ordinator
<ul style="list-style-type: none"> • Foundation Stage Leader (FS Leader)
<p>MILESTONE 1</p> <p>Consistent practice across the FS is of a premium standard.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Teaching & learning is consistent and of high quality.</i> • <i>All Foundation staff have completed one or more training courses linked to SDP.</i> • <i>Teachers share practice to reflect on and evaluate what is effective in the classroom.</i>
<p>MILESTONE 2</p> <p>Parents and Teachers work in partnership to actively develop the learning of their child within the FS curriculum.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Above 80% of parents are engaged in Induction events, PTMs and workshops.</i> • <i>Handbook is in place for academic year 2017/2018 (Arabic & English).</i> • <i>Parents are supported with the transition of their child when they begin school. Procedures are in place to ensure child's wellbeing.</i>
<p>MILESTONE 3</p> <p>Consultative, strategic and organised ordering of functional, skill-based resources across the FS is planned for.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Student learning is maximised due to adequate and effective resources and environment.</i>
<p>MILESTONE 4</p> <p>Facilities encourage collaboration and are contained with all children having free flow access to an outdoor environment.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>6 FS classrooms have direct access to outdoor learning space.</i>

Strategic Goal 3: EAL 2016-2017

May 2020: The EAL specialist teachers work as a department to identify and implement student-relevant schemes of work, run immersion and intervention programmes.

Milestones	
<ol style="list-style-type: none"> 1. Have standardised admissions tests for all Year groups. 2. Hire at least 2 qualified EAL teachers (preferably bilingual). 3. Set up an effective system of communication between the department, Admissions, Parents and Classroom Teachers. 4. Have a formal, intensive immersion programme that addresses the needs of students with little or no English on an ongoing basis. 5. Run diverse intervention programmes according to student needs. 	
Plan Co-ordinator	
<ul style="list-style-type: none"> • Milestone 1 – Admissions Coordinator • Milestone 2 – Principal • Milestone 3 – Vice Principal • Milestone 4 – ALNCO • Milestone 5 – Vice Principal/ALNCO 	
MILESTONE 1	
Have standardised admissions tests for all Year groups.	
Success Criteria:	
<ul style="list-style-type: none"> • <i>There are stage/year group assessments in place.</i> • <i>There is a trained assessor.</i> • <i>The assessments are reviewed.</i> 	
MILESTONE 2	
Develop an EAL department of suitably trained professionals that ensure students make effective progress.	
Success Criteria:	
<ul style="list-style-type: none"> • <i>There are 2 or more qualified EAL teachers in the department.</i> • <i>Current staff are developed to effectively teach EAL students.</i> 	
MILESTONE 3	
Set up an effective system of communication between EAL department, Admissions, Parents and Classroom Teacher (CT).	
Success Criteria:	
<ul style="list-style-type: none"> • <i>All stakeholders have easy access to student information.</i> • <i>Home-School Agreement reflects expectations regarding progress and home support.</i> 	

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<ul style="list-style-type: none"> • <i>Ongoing progress reports are shared with all stakeholders.</i>
MILESTONE 4
Have a formal, intensive immersion programme that addresses the needs of students with little or no English on an ongoing basis as needed.
Success Criteria: <ul style="list-style-type: none"> • <i>Admissions assessments are used to inform immersion intake.</i> • <i>Students follow a formal immersion programme designed to assist in the rapid development of English language skills.</i>
MILESTONE 5
Run diverse intervention programmes according to student needs.
Success Criteria: <ul style="list-style-type: none"> • <i>More than one type of intervention programmes are run at any point of time.</i> • <i>Curriculum-based intervention programmes are run in collaboration with class teachers.</i> • <i>There is regular feedback to and support from parents.</i> • <i>Trained Teachers and LAs implement programmes.</i>

Strategic Development Goal 4: Community

May 2020: The NAISAK community is communicated with in an appropriate manner ensuring engagement in school life.

Milestones
<ol style="list-style-type: none"> 1. Key communication with the community is inclusive of English and Arabic Language. 2. Electronic communication with parents (email, text/Whatsapp, Facebook/Instagram) is optimised and a communication policy is in place. 3. The school is better informed of community needs, resources and feedback (expertise amongst parent body, companies in Al Khor). 4. A programme of events and regular opportunities based on community need is established.
Plan Co-ordinator
<ul style="list-style-type: none"> • Milestone 1 – Director of Sport and Community (DSC) / Head of Arabic (HA) • Milestone 2 – DHOP/ DSC • Milestone 3 – DSC • Milestone 4 - DSC
MILESTONE 1
Key communication with the community is inclusive of English and Arabic Language.
Success Criteria: <ul style="list-style-type: none"> • <i>An increase in response rate from parents to key messages delivered is recorded.</i>

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<ul style="list-style-type: none"> • A positive response rate to all surveys, requests and planned events (e.g. NA Parent Survey, PTMs, School Open days) is observed and recorded. • An increase in Admissions enquiries is recorded.
<p style="text-align: center;">MILESTONE 2</p> <p style="text-align: center;">Electronic communication with parents (email, text/Whatsapp, Facebook/Instagram) is optimised and a communication policy is in place.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Less paper usage is planned for. • Co-ordinated approach to communication with parents regarding all school matters is established. • All letters and key messages feature on the school website and in main reception. • Increased engagement from parents/students/communities is recorded.
<p style="text-align: center;">MILESTONE 3</p> <p style="text-align: center;">The school is better informed of community needs, resources and feedback (expertise amongst parent body, companies in Al Khor).</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • A variety of opportunities is available to meet needs identified (curriculum, extra curriculum, community). • Accurate data is collected. • Annual programme of events is planned for in the school calendar to engage existing and new parents to the school.
<p style="text-align: center;">Milestone 4</p> <p style="text-align: center;">A programme of events and regular opportunities based on community needs is established.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • A calendar of events is published for all stakeholders. • A cross section of the community participates in the events with 80% reporting the event was a positive experience. • The school increases the number of external participants involved in the events and clubs.

Strategic Goal 5: Strategic 2016-2017

May 2020: All stakeholders have a clear, transparent awareness of where we are, where we are going and how we are going to get there.

Milestones
<ol style="list-style-type: none"> 1. All stakeholders have access to NAISAK's strategic development plan. 2. All employees are aware of their detailed job description. 3. A comprehensive handbook of policies is in place with regular and thorough reviewing procedures. 4. All relevant staff satisfy the criteria of 'Strategic' from the Core 7 for their respective role. 5. The NAISAK curriculum is broad and balanced, and prepares students for the 21st century.
Plan Co-ordinator

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<ul style="list-style-type: none"> • Milestone 1 – Principal • Milestone 2 – Principal • Milestone 3 – Vice Principal • Milestone 4 – Principal • Milestone 5 – Vice Principal
<p style="text-align: center;">MILESTONE 1</p> <p style="text-align: center;">All stakeholders have access to NAISAK’s Strategic Development Plan.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>School development plan is shared with all staff and RMD (February 2017).</i> • <i>Abridged version is shared with school community (March 2017).</i>
<p style="text-align: center;">MILESTONE 2</p> <p style="text-align: center;">All employees are aware of their detailed job description.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • All staff have signed their job descriptions by their interim PMPD meeting. • Bespoke job descriptions are discussed and agreed on in BAT meetings.
<p style="text-align: center;">MILESTONE 3</p> <p style="text-align: center;">A comprehensive handbook of policies is in place with regular and thorough reviewing procedures.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Comprehensive handbook of policies is available for all staff by May 2018.</i>
<p style="text-align: center;">MILESTONE 4</p> <p style="text-align: center;">All staff meet their agreed and measurable 'Strategic' target criteria from the Core 7 for their respective role.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>All staff have a focus on strategic as a target for each year.</i> • <i>At least 90% of staff meet their strategic target.</i>
<p style="text-align: center;">MILESTONE 5</p> <p style="text-align: center;">The NAISAK curriculum is broad and balanced, and prepares our students for the 21st century.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Criteria stating requirements for a student from NAISAK who is equipped for the 21st century are documented (May 2017).</i> • <i>Curriculum review has been completed.</i>