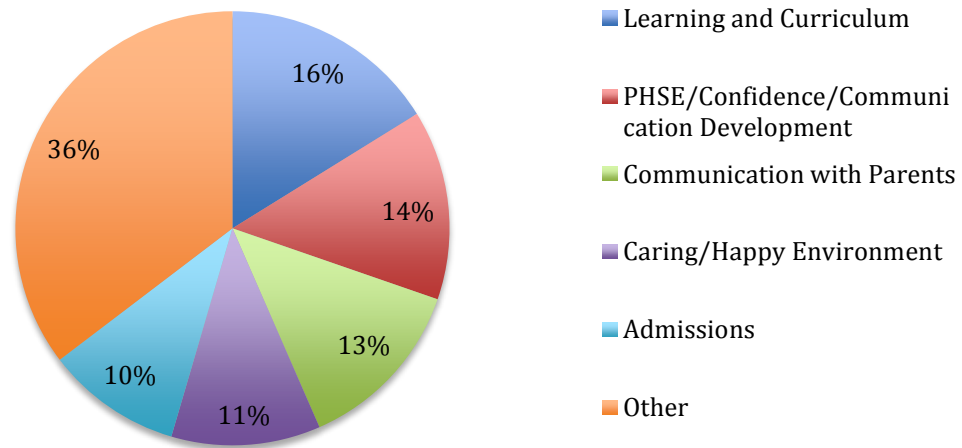




What our parents think we do well



Other:

Everything: 9%

Teachers: 7%

Facilities/Clean and Friendly/Safety: 5%

ECAs/PE: 4%

Productions: 3%

School Organisation/Management: 2%

Growing Secondary: 2%

Accreditation: 1%

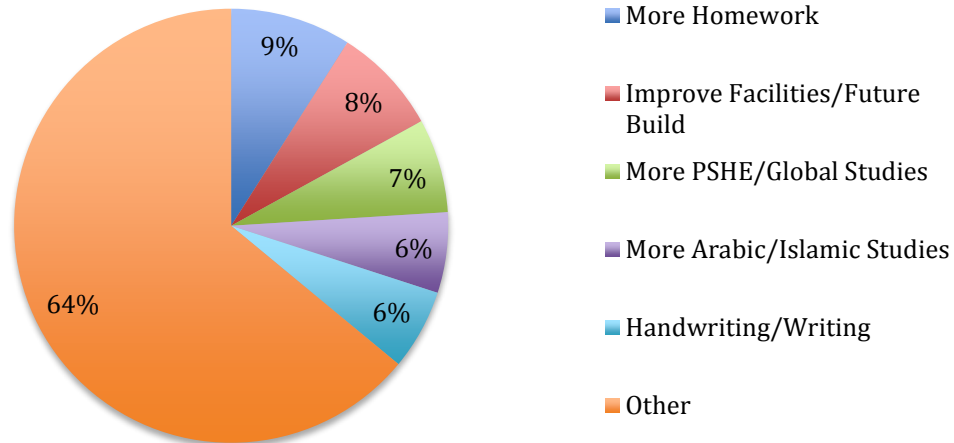
Trips: 1%

Discipline: 1%

Science fair: 1%



What our parents think we could do better



Other:

Nothing: 5%

More Parent/Teacher Communication: 5%

More Languages: 5%

More science/maths: 5%

More Trips/Events: 5%

Handwriting/Writing: 4%

More Tests/Assessments: 4%

Swimming pool: 4%

Uniform in School: 3%

More Work: 3%

No breaks outside in heat/Need more hydration: 3%

More school productions/drama/music: 3%

More Whole School Communication: 2%

Selective Enrolment: 2%

Online Admissions/Payment Options: 2%

Early finish on Thursday: 2%

More security: 1%

More discipline: 1%

Cafeteria: 1%

SMS Communication: 1%

Communication/documents in Arabic: 1%

Not changing teachers mid-year: 1%

Bulletin is dark: 1%

More Virtual Study: 1%

Send books home: 1%

Toilets upgraded: 0.5%

One ECA for whole year: 0.5%

School Transport Monitor: 0.5%

Attendance calls must be done:
0.5%

School photos: 0.5%

More cultural interaction: 0.5%

Certificates: 0.5%

More emergency numbers
taken: 0.5%

Inter-school competitions: 0.5%

More PE: 0.5%

CBSE: 0.5%

In response to what the school can do better:

Home learning:

Home learning is set for a number of reasons; the main reason being that it encourages children to learn on their own and also to improve their independent learning skills. In other words, home learning is set to encourage children to work on their own and not simply rely on a teacher setting them work within a learning environment. In addition to this, home learning is designed to help back up what is learned in the learning room and to show that the child in question is capable of understanding – and is understanding – what is being taught to them within a learning environment. The amount of home learning set by teachers at CISAK is carefully regulated to ensure that students get a balance of independent learning at home as well as sufficient time to play and reflect on what they have learned that day. Certainly, as children move into secondary school, the benefits of home learning are clearly evident and the expectation for students to complete home learning is enforced by the school.

<http://ecap.crc.illinois.edu/poptopics/homework.html>

<http://www.theguardian.com/education/2012/mar/29/homework-linked-better-school-results>

Improved facilities/future build

The school is committed to future plans to grow and provide improved facilities for the school. Phase 1 of the proposed build is due to begin next term to be ready for September. Phase 2 will commence on completion of Phase 1 and Phase 3 on the completion of Phase 2. Included in the plans is a dance studio, swimming pool, science labs and refurbished play and sports areas. Please visit the school if you would like to have a look at the proposed architecture.

More Arabic/Islamic Studies:

The school is committed to following the Supreme Education Council (SEC) Curriculum for the above mentioned subjects. Therefore, the school allocates the suggested number of learning sessions/hours as per the curriculum plan.

More PSHE/Global Studies:

The students have many learning opportunities within the curriculum to grow in these areas. The IPC and IMYC offers students the chance to learn about the world around them and to discover how they fit into that world. Another area that the school is actively developing is the 'Global Classroom'. This is an online learning platform provided by Nord Anglia Education and it allows our students to share ideas and collaborate with students from other NAE schools. Since joining, we have started our debate team that will compete globally, are sending student to a service trip in Tanzania and have entered our writers and photographers into competitions.

Our Building Learning Power programme continues to be a focus in the primary school and timetabled PSHE classes for the Middle School students are designed to keep giving students the opportunities they need to ask questions about themselves and the world around them.

Handwriting/writing:

The school has a handwriting policy that the school follows upon entry to the school in the Pre-school. The school follows the pre-cursive learning programme that will lead the children to learn cursive writing by the end of Year 3 if they have been with the school from the beginning. For children who join the school after the Foundation Stage, the school will continue to support the handwriting style that the child has already learned and encourage the child to write neatly and accurately.

<http://www.cursivewriting.org/precursive-fonts.html>

http://www.youtube.com/watch?v=V_hHFFjZNg

The school has identified writing as one of our key focus areas in our Learning Improvement Plan. Writing is the most difficult Literacy skill to master. Teachers are going to be implementing a methodology called 'Big Writing' to use across the school that will support writing teaching and learning and raise progress and achievement in this area of learning. Trainers are visiting our school in November to give professional development to our teaching staff.

<http://www.andrelleducation.com/big-writing/>

More parent teacher communication:

Parents are encouraged to meet with their child's teacher whenever they wish by making a mutually convenient time to meet outside of teaching hours but within directed time. Parents are invited to school twice a year for formal parent meetings and though the time given for each meeting has to be limited, these meetings (especially the 'Meet your teacher' event in October) are designed to open the channels of communication and encourage parents to establish communication links with their child's teacher that is productive and supportive.

More Science and Maths:

Maths/numeracy is taught for the full curriculum time of 5 hours a week in both the Primary and Middle School. Additional learning subscriptions: MyMaths and Mathletics are purchased for every student on an annual basis to support and extend their mathematical learning both at school and at home giving them unlimited practise opportunities and challenge across the globe. Science learning in the Primary School is through both discreet learning sessions and IPC learning sessions. In the Middle School, science learning has recently been reviewed and as a result, from the start of Term 2, science learning hours will be increased and students following the SEC curriculum will learn science rather than a mix of foundation subjects. Added to this, students across the school can join the Science club and be involved in the annual Science Fair. The school has a very active eco-monitor group and is involved with both community and global awareness projects.

More trips/events:

The school has actively expanded the trip provision this year to fulfil part of the promise to prepare our students to be global citizens. Trips this year include skiing in France, community service in Tanzania, Arabic culture in Turkey, outdoor pursuits in Dubai and a trip to London. More locally, we have extended our trips to include music and art, theatre and discovery by attending concerts at Katara, trips to the desert, plays at Al Rayan Theatre, sports excursions

to other schools and facilities, museum visits to support learning and reward trips at the end of the year to support our Effort and Behaviour for Learning programme.

The school now has an active Parent, Teacher and Friends Association (PTFA), they will be supporting the school organise more events so that our school community can get together more often. Any parents wishing to become involved please contact the School Reception.

More tests/assessments:

Assessment is a continuous process at CISAK. Every child is formally assessed upon entry to the school and this assessment forms the base line from where progress is measured. Thereafter different assessment for learning methods are used by teachers to measure progress. In the Foundation Stage, many of these are observations made by teachers and recorded and measured against the Early Years Framework Standards. More quantitative testing takes place as well in the form of spelling tests, worksheets, mental maths tests and knowledge quizzes and these are recorded by teachers and progress is measured. At the end the academic year, Standardised Assessment Tests take place from Year 2 upwards, the results of these are compared to the targets set by teachers and students at the start of the academic year and are a good indicator of the progress that students make.

Our school follows the pedagogical thinking of continuous teacher assessment supported by summative assessments at certain points of the year. Progress is carefully tracked and shared with parents through the three times a year reporting cycle and through parent teacher meetings held twice a year. Cambridge Checkpoint examinations take place at the end of Year 6 and Year 9 and again in Year 10 and 11 to further support the assessment of students at our school.

Uniform in school:

Schoolwear International published an apology for the service provided this year. In the past the quality of uniform and service has met our high expectation and we expect the service to continue to do so. The other providers sourced locally have poor reputations of quality and service so the school is confident that the procedure for uniform is the best possible service for parents at this present time. Please do contact reception if you need a uniform item as the school does sell a number of items and accessories.

More school productions/ drama:

The school has added Expressive Arts to the students' curriculum this year. This subject includes music and drama giving the students a broader access to the arts. The school is also looking to upgrade the facility for putting on performances to further support the excellent quality of productions already performed by the students at the end of each academic year.

More whole school communication:

The school's new website, Facebook page and eNewsletter ensures that the whole school community actively communicates on a daily, weekly and annual basis.