

# GFM School Development Plan Update



Parental Update

October 2024



The  
GFM  
Way

**GEMS**

مدرسة جيمس فاوندرز (المزهر)

Founders School

AL MIZHAR

A culture of continuous sustainable improvement

**#WeAreGFM**

*Helping each other to **Grow**.*

*Helping each other to **Flourish**.*

*Help cultivate an ethos of **Mindfulness**.*

**GEMS Founders School Al Mizhar**

<https://www.gemsfoundersschool-mizhar.com/en/>





## School Development Plan, an update on GFM's key priorities

October 2024

Dear Parents and Carers,

Our vision at GFM is to help our *people to Grow, Flourish and be Mindful*. Our vision is enacted in line with our core pillars of - **#TheGFMWay**:

- *Helping each other to Grow*
- *Helping each other to Flourish*
- *Cultivating an ethos of Mindfulness*

**#TheGFMWay** defines how we do things here at GFM. We are very clear about our vision of the culture and character that we expect from our students and staff alike, and this approach underpins everything that we do. Every member of the GFM community therefore has a responsibility to uphold, live, role model and demonstrate the following:



A culture of continuous sustainable improvement

**Help each other to Grow**

High expectations, aspirations, excellence and a belief that all can succeed

Innovation & risk taking

Lead by example



**The GFM Way**

**Help cultivate an ethos of Mindfulness**

Act to support each other to be successful

Collaborate and work together in teams

Trusting, caring & honest relationships

**Help each other to Flourish**

Demonstrate respect for ourselves and every other member of the GFM community,

Safe and inspiring learning environment

Celebrate equality, diversity and inclusion

**#TheGFMWay** is a critical strategic priority as to build a culture of sustainable school improvement. In the spirit of **#TheGFMWay**, I am writing to parents (with termly updates to follow) to share our school action plan in a clear, understandable layperson's language.



What you see in the pages which follow are three areas of priority for the academic year:

- **Area of Improvement 1:** Embed recent improvements in Islamic Education and Arabic so that standards of teaching, learning and achievement are at least good across all phases.
- **Area of Improvement 2:** Develop further differentiated planning of learning to personalise provision more effectively for individual students in lessons – most notably for higher attainers.
- **Area of Improvement 3:** Improve further students' learning skills to optimise their achievements.

We remain firmly committed to ensuring that progress in the areas of improvement is clear for all to see. I encourage you to read this document carefully in order to fully appreciate the work which is going on in school, and to contact us if you require any further information. Our aim is now to start the journey in becoming an 'Outstanding' high performing school. We look forward to working with you closely during the years to come as we continue our mission in 'creating tomorrow's successful and caring citizens today'.

Best wishes

Akram Tarik

Principal / CEO



# 1. Area of Improvement 1: *Embed recent improvements in Islamic Education and Arabic so that standards of teaching, learning and achievement are at least good across all phases.*

## Why is this an area of priority?

- *Teaching and learning in Arabic A/B and Islamic studies have undergone significant improvements, underscoring the importance of maintaining high standards of excellence across all lessons at GFM.*
- *The focus is now to embed these recent improvements as a continued fundamental objective to ensure that every aspect of the curriculum and teaching meets the needs of all learners.*
- *The focus on Arabic B standards is of significance importance, in ensuring the learning experience and educational outcomes for students improve.*

## What are we doing?

- We will continue to develop the GEMS Arabic Literacy framework in FS ensuring a focus on speaking and reading and the development of extended sentences for our EYFS children.
- We will increase Islamic values throughout the curriculum and in all phases of the school.
- Teachers are receiving additional professional development on the four skills of Arabic Language, personalisation of learning and how to further develop student research skills within lessons and in the wider curriculum.
- The Arabic / Islamic Department will work closer with the English team, as to enhance the standards of teaching in Islamic Education and Arabic.

## Progress to date:

Actions and Intentions	October	October Update
We will continue to develop the GEMS Arabic Literacy framework in FS ensuring a focus on speaking and reading and the development of extended sentences for our EYFS children	Most actions are completed and/or on track	<ul style="list-style-type: none"> <li>• At GFM, we have developed Arabic learning goals aligned with our literacy framework, ensuring structured sentence-building from an early age (EYFS). All students receive Arabic and Islamic sessions, and parents are informed of these goals. Islamic values are assessed through the ARC Pathway.</li> <li>• With new classroom management strategies and AI tools, most MOE teachers report improved confidence and student engagement. Arabic and Islamic teachers have collaborated with English teachers for professional growth, sharing best practices and receiving valuable feedback.</li> <li>• In Primary, all Arabic and Islamic teachers are now integrated into our provision map, with term training sessions planned. Teams connect MOE teachers with mentors, and two inclusion champions are appointed.</li> <li>• In Secondary, our Inclusion team provided professional development to MOE staff, focusing on linking teachers with resources, accessing key documents, and sharing effective classroom strategies. All staff now have access to the Provision Map, and one MOE inclusion champion has been announced.</li> </ul>
We will increase Islamic values throughout the curriculum and in all phases of the school.		
Teachers are receiving additional professional development on the four skills of Arabic Language, personalisation of learning and how to further develop student research skills within lessons and in the wider curriculum.		
The Arabic / Islamic Department will work closer with the English team, as to enhance the standards of teaching in Islamic Education and Arabic.		



### How you can support:

- Please attend any workshops / parent meetings as arranged by the Arabic and Islamic Team
- Read our weekly newsletters and discuss the content with your children.
- Encourage daily practice of Arabic language skills and Islamic teachings at home to reinforce classroom learning.
- Encourage your child to participate, work independently and respond to the teacher requirements within the newsletters.
- Engage with the school community and participate in cultural and religious events to deepen understanding and appreciation.
- Provide access to supplementary resources, such as books, educational apps, and online courses, to support and enhance their learning journey.
- Please continue to give us your feedback on how things are going by completing our live ongoing survey: <https://forms.office.com/r/UvBf1kJ1Mi>



## 2. Area of Improvement 2: *Develop further differentiated planning of learning to personalise provision more effectively for individual students in lessons – most notably for higher attainers.*

Why is this an area of priority?

- Learning tasks are not always differentiated enough to ensure sufficient challenge, especially for higher attaining students.
- Teachers can use assessment information further to track students' progress and personalise learning tasks.

What are we doing?

- Teachers will receive additional support and training from FS – Year 13 on planning, personalisation and the use of assessment data. This will focus on adaptive teaching and learning strategies.
- Schemes of learning will be reviewed and updated.
- The school will start tracking and checking the quality of work in books of High Ability students to ensure they are being challenged in their learning.
- We will introduce further Digital and AI Tools to provide all students with challenging tasks and research-oriented opportunities.
- Increase our BYOD Chromebook strategy to even more students to support the use of adaptive learning software.

Progress to date:

Actions and Intentions	October	October Update
Teachers will receive additional support and training from FS – Year 13 on planning, personalisation and the use of assessment data. This will focus on adaptive teaching and learning strategies.	In Progress and under review	We have adapted our planning templates to include risk-taking and personalised learning, tailored to each class in September.
Schemes of learning will be reviewed and updated.		Weekly team meetings in FS share best practices, and specific interventions target young learners for additional challenges.
The school will start tracking and checking the quality of work in books of High Ability students to ensure they are being challenged in their learning.		All staff have undergone training to ensure personalised and adaptive teaching.
We will introduce further Digital and AI Tools to provide all students with challenging tasks and research-oriented opportunities.		Century Tech, an AI platform, supports independent learning for Years 3-11, with staff fully trained.
Increase our BYOD Chromebook strategy to even more students to support the use of adaptive learning software.		Inclusion initiatives have expanded, with all teachers trained in supporting students with diverse needs, and new resources and 'champions' leading inclusive education practices across the school.



## How you can support:

- Please attend any workshops / parent meetings as arranged by the school.
- Read our weekly newsletters and discuss the content with your children. Parents should routinely check Evidence Me, SeeSaw and Google Classroom apps
- Please feel free to contact your child's teacher or Head of Inclusion to design a personalised learning plan that aligns with your child's interests and abilities, ensuring they are both challenged and supported.
- Encourage your child to read for pleasure.
- Foster a home environment that encourages curiosity and independent learning, providing resources and opportunities for exploration beyond the school curriculum.
- Encourage your child to participate, work independently and respond to the teacher requirements within the newsletters.
- Celebrate achievements and progress in personalised areas of learning to motivate continued growth and development, recognising both academic and creative accomplishments.
- Provide access to supplementary resources, such as books, educational apps, and online courses, to support and enhance their learning journey.
- Please continue to give us your feedback on how things are going by completing our live ongoing survey: <https://forms.office.com/r/UvBf1kJ1Mi>



### 3. Area of Improvement 3: *Improve further students' learning skills to optimise their achievements.*

#### Why is this an area of priority?

- We want our students to have further routine opportunities for group / collaborative practice, that leads to meaningful discussion and thinking.
- We want our students to develop skills further to use technology to support their learning.
- We want to reduce any passive engagement of some students and develop independent learning skills.

#### What are we doing?

- Provide more opportunities for students to undertake independent research.
- To improve teachers' questioning skills so that they can lead and manage more perceptive discussions and reflection in lessons.
- To ensure teachers always provide comprehensive and diagnostic feedback to students about their learning – both orally and when marking their work

#### Progress to date:

Actions and Intentions	October	October Update
Provide more opportunities for students to undertake independent research.	In Progress and under review	We've introduced a research champion in FS and adapted lesson planning templates to encourage risk-taking and personalised learning. Chromebooks are being successfully integrated into Years 5 & 6 for technology-driven learning, and all students now have access to AI-based learning platforms for tailored education.
To improve teachers' questioning skills so that they can lead and manage more perceptive discussions and reflection in lessons.		Professional development (CPD) has been provided across subjects, focusing on interactive and inclusive teaching strategies, such as Kagan methods and metacognitive practices. Staff and students are trained on digital tools like Google Classroom and AI-based apps to support learning. Additionally, inclusive practices are emphasised through sensory projects, targeted interventions, and assistive technology for students with special needs.
To ensure teachers always provide comprehensive and diagnostic feedback to students about their learning – both orally and when marking their work		Feedback systems, including peer assessments and live marking, are embedded to promote student engagement and continuous improvement. The GFM Way Award encourages skill development in KS3, aligning learning with our core values. Training and resources continue to ensure our educators have the tools to support every child's development and well-being.





### How you can support:

- Please attend any workshops / parent meetings as arranged by the school.
- Read our weekly newsletters and discuss the content with your children. Parents should routinely check Evidence Me, SeeSaw and Google Classroom apps.
- Support your child's critical thinking and problem-solving abilities by engaging in discussions and activities that challenge them to think deeply and find solutions independently.
- Encourage your child to read for pleasure.
- Encourage the development of organisational and time management skills by helping them establish a routine and dedicated study space.
- Please continue to give us your feedback on how things are going by completing our live ongoing survey: <https://forms.office.com/r/UvBf1kJ1Mi>



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