

The UAE National Agenda Parameter

"Education is a fundamental element for the development of a nation and the best investment in its youth."

UAE VISION 2021

The UAE Vision 2021 National Agenda emphasises the development of a first-rate education system, which will require a complete transformation of the current education system and teaching methods. The National Agenda aims for all schools, universities and students to be equipped with Smart Systems and devices as a basis for all teaching methods, projects and research. There will also be significant investments to promote and reinforce enrollment in preschools as this plays an important role in shaping children's personalities and their future.

In 2014, H.H. Sheikh Mohammed Bin Rashid launched the UAE National Agenda. It includes a set of strategic educational targets that shape the next phase of educational development in the UAE. The targets cover a wide range of areas that will have an impact on the quality of education and as well as students' achievements across the different phases.

Objectives - UAE National Agenda for Education

- PISA**
to be among the 20 highest performing countries.
- Completion of high school education**
to ensure that 90% of Emirati students complete their high school education.
- TIMSS**
to be among the 15 highest performing countries in TIMSS.
- Attending pre-primary**
to ensure that 95% of children in the UAE attend pre primary education.
- High skills in Arabic language**
to ensure that 90% of Grade 5 students develop high skills in Arabic language in the UAE NMAP assessment.
- Highly-quality teachers**
to ensure that 200% of schools have high quality teachers.
- Highly-effective school leadership**
to ensure that 200% of public schools have highly effective school leadership.
- University foundation programme**
to ensure that no students need to join the university foundation programme.

Types of Assessments in DePS – Which Support National Agenda Parameter

Assessment	Description	Year Group	Frequency
NATIONAL AGENDA PARAMETERS (NAP) ASSESSMENTS			
CAT 4	The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be.	Year 2-8	Annually
PT Test Series (PTE, PEMA, PTS)	The Progress Test Series (PT Series) helps accurately measure how the school and the students are performing in English, Math and Science against the national average – and measure both in year and year on year progress.	Year 3-8	Annually
PASS	The P.A.S.S (Pupils Attitudes to Self and School) test is a standardized test that has been administered over 350,000 times. Its popularity among homeschooling families is due primarily to two characteristics. It is non-timed test.	Year 3-8	Annually
ABT	Arabic Benchmark Test / In order to deliver the Arabic curriculum to students we follow the framework, Standard of Arabic as the first language and an Additional language in the UAE. / This assessment measures the four key language skills - Reading, Listening, And Writing, and Speaking.	Year 4-8	Annually
NGRT Form A, Form B, Form C	The New Group Reading Test (NGRT) is a standardized, timely assessment that reliably measures reading skills against the national average to help you get to the root of any problems precisely and quickly.	Year 2-8	Termly (3 times)
INTERNATIONAL BENCHMARK ASSESSMENTS			
TIMSS	Trends in International Mathematics and Science Study (TIMSS) is an international assessment of student achievement in mathematics and science at fourth and eighth grades.	Year 5, Year 9	Once in 4 Year
PIRLS	Progress in International Reading Literacy Study is an international assessment administered every five years that measures trends in reading comprehension in Year 5.	Year 5	Once in 5 Year

DePS PIRLS Performance

2021 Result



Results to DePS students for not only meeting but surpassing the set target!

PIRLS 2021 Target set by KHDA	5.25
PIRLS 2021 Score	5.57
2020 Target Score	5.12

DePS TIMSS Performance

Congratulations to all DePS students for outstanding achievement!

2019 Result



Grade	Subject	Score
2019 Target Scores - Set by KHDA	5.50	5.54
2019 TIMSS Scores	5.58	5.59
TIMSS 2019 Target Range - Set by KHDA	5.21 - 5.50	5.58 - 5.59
TIMSS 2019 - Scores	Absoluting	



How can you help as a parent?

- Encourage your child to read a variety of different sources - books, newspapers, tables. Have conversations with them about what this information tells you and why.
- Support your child in applying this information to real life contexts. Have conversations with them about their learning and why it is important.
- Students will receive homework including NAP based work. Support them to complete this in a quiet place, enabling them to practice their digital literacy.
- Be aware of NAP assessment and school's NAP target and your child's performance in PTE, NGRT, ABT, CAT4 etc.
- Work closely with school and maximize your child's potential.

National Priorities School Inspection Focus

The UAE National Agenda parameter and expectations

The provision for, and achievement of Emirati students

Provision and effectiveness of moral education

Planning, teaching, assessment and learning of UAE social studies

The provision for, and achievement of, students with special educational needs and disabilities

The development of innovation within schools' curricula

Reading literacy

School Strategies to Achieve the Target

NAP adopted SOCs

Yearly NAP analysis NAP action

Effective regular PTEs in English and use of NAP data for teachers and leaders

NAP data questions in L1 and L2

NAP in lessons IDOTs, PBLs

Significant data analysis at all levels

NAP feedback and assessment

Whole school focus on reading literacy

Effective implementation of CAT4, PTE, internal PIRLS for teacher development

NAP reports shared with students and parents

Policy And Practice In Primary Education Local Initiative National Agenda

Frank Coffield



Policy And Practice In Primary Education Local Initiative National Agenda:

Policy and Practice in Primary Education Robin J. Alexander, 1997 This second edition provides an insider's account of the Three Wise Men episode

Education in Spite of Policy Robin Alexander, 2021-12-30 A national system of education cannot function without policy But the path to practice is seldom smooth especially when ideology overrides evidence or when ministers seek to micromanage what is best left to teachers And once the media join the fray the mixture becomes downright combustible Drawing on his long experience as teacher researcher government adviser campaigner and international consultant and on over 600 published sources Robin Alexander expertly illustrates and illuminates these processes This selection from his recent writing some hitherto unpublished opens windows onto cases and issues that concern every teacher Part 1 tackles system level reform It revisits the Cambridge Primary Review an evidence rich enquiry into the condition and future of primary education in England which challenged the UK government's policies on curriculum testing standards and more besides Here the reform narratives and strategies of successive governments are confronted and dissected Part 2 follows the development of England's current National Curriculum exposing its narrow vision and questionable use of evidence and offering a more generous aims driven alternative This section also investigates the expertise and leadership needed if children are to experience a curriculum of the highest quality in all its aspects Part 3 reaches the heart of the matter securing the place in effective pedagogy of well founded classroom talk a mission repeatedly frustrated by political intervention The centrepiece is dialogic teaching a proven tool for advancing students speaking thinking learning and arguing and an essential response to the corrosion of democracy and the nihilism of post truth Part 4 goes global It investigates governments' PISA fuelled flirtations with what they think can be adapted or copied from education elsewhere examines the benefits and pitfalls of international comparison and ends with the ultimate policy initiative the United Nations mission to ensure inclusive and equitable quality education for all the world's children Education in Spite of Policy is for all those teachers students school leaders and researchers who value the conversation of policy evidence and practice and who wish to explore the parts of education that policy cannot reach

The Cambridge Primary Review Research Surveys Robin Alexander, Christine Doddington, John Gray, Linda Hargreaves, Ruth Kershner, 2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England's biggest enquiry into primary education for over forty years Fully independent of government it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform Ranging over ten broad themes and drawing on a vast array of evidence the Review published thirty one interim reports including twenty eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations This book brings together the twenty eight research surveys specially commissioned from sixty five leading academics in the areas under scrutiny and now revised and updated to create what is probably the

most comprehensive overview and evaluation of research in primary education yet published A particular feature is the prominence given to international and comparative perspectives With an introduction from Robin Alexander the Review's director the book is divided into eight sections covering children's lives and voices school home and community children's development learning diversity and needs aims values and contexts for primary education the structure and content of primary education outcomes standards and assessment in primary education teaching in primary schools structures and processes teaching in primary schools training development and workforce reform policy frameworks governance funding reform and quality assurance The Cambridge Primary Review Research Surveys is an essential reference tool for professionals researchers students and policy makers working in the fields of early years primary and secondary education

Education Policy and Social Reproduction John Fitz, Brian Davies, John Evans, 2005-11-16 This book takes a theoretically informed look at British education policy over the last sixty years when secondary schooling for all children became an established fact for the first time Comprehensive schools largely replaced a system based on academic selection Now under choice and competition policies all schools are subject to the rigours of local education markets What impact did each of these successive policy frameworks have on structures of opportunities for families and their children How and to what extent was the experience of secondary school students shaped and what influenced the qualifications they obtained and their life chances after schooling The authors locate their work within two broad strands in the sociology of education Basil Bernstein's work on the realisation of power and control in and through pedagogic discourse and social reproduction provides a theoretical framework for exploring the character of and continuities and change in education and training policies The book is an important contribution to debates about the extent to which education is a force for change in class divided societies The authors also set out to re-establish social class at the centre of educational analysis at a time when emphasis has been on identity and identity formation arguing for their interdependence This book will be an important resource for students policy analysts and policymakers wishing to think through and understand the longer term impact of programmes that have shaped secondary schooling in Britain and elsewhere

The Creative Art of Troublemaking in Education Frank Coffield, 2024-09-09 Drawing on a lifetime's experience and research in education Frank Coffield brings together some of his previously published papers to assess the impact of a wide range of national educational policies and to examine the role of the state in public education He concludes that damage has been done to education by political parties of both right and left and that damage will not be reversed until further vocational and adult education receive the same levels of commitment and resource as other sectors serious steps are taken to tackle Britain's unacceptable levels of poverty and the powers of the state are reduced Among the unresolved challenges highlighted are the plight of young people from deprived estates their tactics in dealing with unemployment the task of improving learning schools inspection and system governance the failure to increase productivity being blamed solely on education and the dysfunctional and undemocratic

political framework on which education reform is forced to depend An essential read for anyone in education this provocative criticism of our past and current educational system provides an accessible as well as a humorous critique of educational policy and politics

Media Education in Action Alberto Parola, Maria Ranieri, 2010 Media Education ME has come a long way Today it can no longer be considered a field of study reserved for semiotic and communication researchers Nor can it be regarded as a privileged practice of those teachers who for some reason consider media of fundamental importance On one hand ME is now part of the agenda of international organizations which consider the development of media competences a necessary requisite to fully exercise citizenship in the current contemporary society On the other ME practices are becoming increasingly widespread in schools involving a growing number of teachers Notwithstanding teaching the media still seems to be a rather solipsistic task where everything is fine Indeed in ME there is a tremendous lack of research concerning the educational practices quality and effectiveness This book tries to cope with these issues by providing a set of instruments to design develop and evaluate ME activities in schools and supporting the enhancement of media educators knowledge and skills

Formative Assessment for Teaching and Learning Bill Boyle, Marie Charles, 2013-11-20 A unique blend of scholarly research based principles of effective formative assessment with practical suggestions for use in the classroom The authors show how the essence of formative assessment is in teachers responses to the substance students understandings with a focus on how teachers can use pedagogical strategies to move students forward toward important learning outcomes I highly recommend the book for both researchers and practitioners It is an engaging in depth sophisticated treatment of formative assessment James H McMillan Virginia Commonwealth University Formative Assessment AFL supplies the strategy to support effective teaching and to make learning deep and sustained This book shows how to develop your planning for learner centred day to day teaching and learning situations through an understanding of formative teaching learning and assessment Within each chapter based on real teaching situations the strategies of the formative assessment toolkit are identified and analysed guided group teaching differentiation observation CPD or in service work and MEd and MA post graduate assessment teaching and learning modules

Polarised Logics of Pedagogy: Crises, Contexts and Classrooms in the Global South Michele Schweisfurth, 2025-01-31 This novel book demonstrates the polarised logics that exist between exploring cultural structural political and historical contexts as a primary focus for pedagogical research versus an interventionist agenda that isolates pedagogy and its components from their environments Combining theoretical discussions with empirical evidence and case studies the book provides a synthesising approach to both research and educational planning recognising pedagogy as an open system while acknowledging that not all teaching methods are equal when it comes to enhancing learning Considering the so called learning crisis and learning poverty in the context of Sustainable Development Goal 4 in the wake of the COVID 19 pandemic this book is also sensitive to concerns about the mental health and wellbeing of young people and the sustainability of the planet Ultimately providing a timely informed and

balanced discussion of these issues this book will appeal to researchers scholars and post graduate and doctoral students working in pedagogical research or international and comparative education and anyone interested in the relationship between education and international development Educational Theories, Cultures and Learning Harry Daniels, Hugh Lauder, Jill Porter, 2012-07-26 Educational Theories Cultures and Learning focuses on how education is understood in different cultures the theories and related assumptions we make about learners and students and how we think about them and how we can understand the principle actors in education learners and teachers Within this volume internationally renowned contributors address a number of fundamental questions designed to take the reader to the heart of current debates around pedagogy globalisation and learning and teaching such as What role does culture play in our understanding of pedagogy What role do global influences especially economic cultural and social have in shaping our understanding of education How does language influence our thinking about education What implications does our view of childhood have for education How do learners negotiate the transition between the different phases of education How best can children learn the school knowledge What is a teacher And how do teachers learn How do we understand learners their minds identity and development To encourage reflection many of the chapters also include questions for debate and a guide to further reading Read alongside its companion volume Knowledge Values and Educational Policy readers will be encouraged to consider and think about some of the key issues facing education and educationists today *Life in Schools and Classrooms* Rupert Maclean, 2017-05-04 This book discusses key aspects of life in schools and classrooms and surveys the changes that have occurred over the years in educational research policy making and practice in these school and classroom settings It not only examines cutting edge research in these areas but also showcases good practices in the field Among the topics reviewed are recent developments in assessment methods for collecting and analysing data on classroom practice school leadership and the pros and cons of class size and small class teaching topics which are currently hotly debated in education systems around the globe As such the book objectively examines the various debates and surveys the full range of evidence available Education researchers policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and for example its relevance to class size Many of these views are based on gut feelings rather than hard evidence Unfortunately these three groups with differing perspectives often talk past each other rather than engage in a productive mutually beneficial dialogue The book builds an effective bridge between researchers policy makers and practitioners regarding the impact of these various aspects of classroom life so that the viewpoints of each can be carefully considered and evaluated

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