



**SCHOOLS**COMPANY

## **Al Khaleej & SchoolsCompany Special School on the site of an existing Al Khaleej school in Riyadh, Saudi Arabia**

### **Our Vision;**

To provide a vibrant and engaging academic and social education, supplemented by a therapeutic approach that encompasses all aspects of support for our students and their families which widens horizons, builds confidence, and independence and encourages excellence; so that all connected with the Al Khaleej/SchoolsCompany Special School are able to make a positive contribution to society, realise their dreams and live happy, healthy, fulfilling lives.

### **We will achieve this by:**

- Challenging and exciting all students by providing a creative and dynamic learning experience
- Training and supporting staff to deliver consistently high quality learning
- Fully exploiting the developments in technology to support personalisation and flexibility in order to maximize achievement
- Ensuring that the highest quality of guidance and support is given to our students
- Developing the capacity of students to shape their own learning
- Developing strong relationships with the community in order to support our students' learning and to guide the Academy as it evolves

### **Our vision is underpinned by the following core values:**

- Excellence and high aspirations in all that we undertake
- Enquiry based approaches to teaching and learning that build independence
- Creativity in the way we solve problems and approach new situations
- Participation; getting involved and taking risks because that's how we learn
- Team work and a sense of community as together we are stronger
- Support and challenge so all can achieve well
- Resilience and increased effort in the face of difficulties and setback

Respect for each other; for our environment and the contribution that everyone makes to our community.

### **Our core beliefs are:**

- Learning is about more than qualifications. All students should leave our school not only with useful qualifications but also with a belief in themselves and an ability to make a real contribution to their community, their country and the changing world around them
- The process of learning should be a (predominantly) joyful experience for students and staff. Both students and staff should be treated in a way that promotes a sense of trust, honesty and openness
- Students and staff learn most when structured risk taking is encouraged
- Evidence is everything; data should guide strategy
- We strive to eradicate any disparity in the education sector
- The financial status of any parent should not be a barrier to their children's access to the best education; all students should have equal access to the best education

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Our relevant education experience in both rural and urban settings demonstrates the difference we can make by engaging with all students from deprived backgrounds or with personal challenges and providing inspiring educational opportunities to intervene in their lives.

We aim to engage all young people through our curriculum where young people will be supported and encouraged to learn about themselves, their fellow students and their community. The curriculum on offer will ensure that students 'grow up' in an atmosphere of self-respect, respect for others, respect for their community and that they strive to realise their potential by engaging fully with all the opportunities available to them.

Al Khaleej/SchoolsCompany Special School will eventually be a 3-18 years special school open to all students from all backgrounds, faiths, gender and abilities. We will open with students up to Grade 3, mixed gender. From Grade 4 boys and girls will be taught separately in single sex schools. Our school will promote high standards of determination and behaviour and a compassionate, supportive atmosphere. Our school will deliver traditional values for a high quality education. We will place a strong emphasis on getting the best for our students and not the most. We are confident from our research, consultation and discussions on site that a special school is needed.

Some Key drivers for our proposal:

### Consultation and Research

We have met, engaged and liaised with the following officials at Al Khaleej:

Dr. Khalid AlSuhaim, Senior Vice President, Education

Thierry Park, Vice President, Education

Ms Wafaa AlHamdan, VP Education Administration

### An ambitious and deliverable curriculum plan which is consistent with our vision and student profile

(Below is a provisional timetable for discussion only)

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	3	Mandatory	Grade 6 upwards
Maths	3	Mandatory	Grade 6 upwards
Science	3	Mandatory	Grade 6 upwards
Food Technology	3	Mandatory	Grade 6 upwards
LOTG	3	Mandatory	Grade 6 upwards
Art	3	Mandatory	Grade 6 upwards
PE	2	Mandatory	Grade 6 upwards
Land Based Studies	2	Mandatory	Grade 6 upwards
Humanities/Islamic Studies	2	Mandatory	Grade 6 upwards
PSHE	1	Mandatory	Grade 6 upwards
Arabic	2	Mandatory	Grade 6 upwards
Literacy	4	Mandatory	Grade 1-5
Numeracy	4	Mandatory	Grade 1-5
Project Based/ICT	6	Mandatory	Grade 1-5
PE	3	Mandatory	Grade 1-5
Science	3	Mandatory	Grade 1-5
Humanities/Islamic Studies	2	Mandatory	Grade 1-5



Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Arabic	2	Mandatory	Grade 1-5
LOTC	2	Mandatory	Grade 1-5
Art/Food	4	Mandatory	Grade 1-5

Students will have their needs assessed by a qualified professional at an early stage and will be given full support to help them realise their potential. Our school will develop close links with available agencies including the Local Authority, counselling and therapy services, Dyslexia, hearing impaired services, Mental Health Services and other outside agencies where available as required. We will ensure that our students are fully supported throughout their time at our school and will receive equal access to the curriculum and wider school life.

Regular 1:1 tuition will be provided by a qualified professional for those students who are identified as having significant SEND needs and laptops will be provided as standard for students who are diagnosed with Dyslexia and other language based learning difficulties. In addition to the above students who are from a deprived background, are in care or are learners with social, emotional and behavioural difficulties will be identified early and targeted with additional support and intervention.

Students who are learning English as an additional language (EAL): These students will have their needs assessed by specialist EAL staff and their English teacher.

#### **Our students will be supported by:**

- a variety of activities;
- a variety of teaching styles;
- opportunities to work alone, in a small group, with an adult, with different adults and without an adult;
- opportunities to learn new skills, to revisit emergent skills and to generalise others;
- opportunities for self-directed activity;
- opportunities to have personal needs or therapeutic needs met as well as learning needs
- dedicated teaching and non-teaching staff who will ensure that these students receive equal access to the curriculum and are able to realise their own potential academically, socially and emotionally

#### **Indicators for Success**

As a result, the students and the school will benefit from:

- Well organised and well planned curriculum areas
- Consistent approach to teaching and learning evidence and documentation
- Excellent contextual value added scores that reveal that all students have at least met their potential

Regular assessment will take place across all grades to ensure that high standards of teaching and learning are maintained in the school. This will include ongoing teacher assessment of students learning, six data collection points per year, assessments of progress in literacy and numeracy as well as continuous monitoring of student well-being, attitude to learning and motivation. Students may take CATS (Cognitive Abilities Tests) in Grade 1-5. Student's progress will be monitored closely using the latest educational software and tracking system so that intervention and support can be provided for individual students where needed. We suggest we employ a dedicated DATA Manager to oversee the whole school assessment and achievement process.



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We expect all staff at our schools to be on a learning journey: adults need to model learning behaviour by behaving as effective learners themselves. We are committed to continuous professional development focussing on the art and science of pedagogy: on managing learning in classrooms. Most staff training sessions will focus on improving teaching and increasing our knowledge and understanding of the learning process.

We will implement an **Observation and Monitoring Policy** to make clear the powerful role that observation and peer coaching have in creating a stimulus for professional development. Likewise, we will have a CPD policy which outlines routines and procedures for staff professional development.

### **Baseline data, assessment and target setting**

Assessment should be inherently formative and give students genuine feedback on their learning.

How we will monitor teaching and learning at our school?

1. Systematic programme of lesson observations, which are carried out by Middle and Senior Management
2. Monitoring of exercise books, planning and marking as part of the lesson observation programme
3. Monitoring of displays of students' work
4. Homework checks carried out by Middle and Senior management
5. Analysis of teacher performance from student outcomes and in the future from public examination results and progress measures

Student achievement will be measured year on year and teacher performance will be measured against national benchmarks, similar schools, where data available and prior student data and student targets pre-set. Our school will be active from opening day to ensure that underachievement in students and / or underperformance in teaching does not take place. The senior leadership team will be accountable to the Directors of SchoolsCompany and Al khaleej to ensure student success is realised by the end of each phase.

We will track pupil progress rigorously challenging staff and students to make above expected progress

- We shall hold family conferences to support learning
- We will train staff on a 2-weekly basis in particular in the area of positive discipline, use of assessment, lesson planning and teaching for outstanding learning
- Ensure any updates and changes to the ICT network are in place to support learning, administration and assessment
- Rapid progress, high attainment and standards will be the ultimate goal
- Our expectations are that by the end of Year 1 the quality of teaching will be at least good with many outstanding lessons being delivered consistently, students and staff will be excited about learning and focussed on achieving the best
- We will continue to relentlessly pursue the school's growth through organisation, teaching assessment and good behaviour, evaluating and adjusting the Strategic Plan as we progress. Instilling a winning and determined attitude in staff uniting them in the feeling that being part of a successful community is enriching
- Our goal will be to create an outstanding school and a high achieving centre of excellence with international links that the whole community will be proud of.

### **Discipline**

High standards of discipline will be maintained in the school largely through the recruitment of well-qualified, experienced teachers. Positive reinforcement and Assertive Discipline techniques will be deployed by teachers who will be coached and trained in-house to instil high standards of respect, care and trust amongst the student body. Teachers will create a positive learning environment and command presence and authority in their classrooms and around the school community.

**All staff will:**



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- **Promote positive behaviour** throughout the school by building positive working environments, giving regular encouragement and acknowledging students who are behaving responsibly and thoughtfully.
- **Establish clear classroom routines** that will support the Behaviour Management Framework
- Use **positive behaviour management strategies** that will contribute to a classroom climate that is conducive to effective teaching and learning.
- Keep the **focus on the primary behaviour** and, where appropriate, tactically ignore secondary behaviour or re-direct it using a range of appropriate strategies
- Use **rewards** to help students to realise that good behaviour is expected and these are clearly defined in the procedures.
- **Minimise unnecessary confrontation** when managing students by avoiding ridicule, sarcasm and criticism that threatens to undermine student confidence and self-esteem and prevent the building of positive relationships
- **Use positive corrective language** wherever possible so that the focus remains on the behaviour expected rather than the disruptive behaviour displayed in order for good working relationships to be re-established quickly
- **Model and expect respect** by separating the behaviour from the person; using private, not public, reprimands; taking students aside to focus on what they should be doing; avoiding holding grudges and re-establishing the relationship after correction
- **Use a range of strategies to deal with low-level inappropriate behaviour**  
Consequences may be immediate or deferred and the emphasis is on **certainty** rather than **severity** of response. Staff will always make it clear to students why a sanction is being applied and what changes in behaviour are required to avoid future sanctions.
- **Deal assertively with persistent or extreme inappropriate behaviour** by immediately removing the student from the audience to allow cool-off time and a chance for the student (and teacher) to regain control.

#### **Accountability and organisation**

Each member of staff will be accountable to a line manager who will monitor his/her progress, through a performance management meeting that will take place once every term.

#### **All staff will:**

- support the curriculum
- help to meet students' individual social, emotional and behavioural needs
- help students with a smooth integration into our school

#### **The School Environment**

- We will work with Al Khaleej to create an inspiring learning environment
- Our photographers will capture our students' learning experiences to create inspirational visual installations
- We will advertise a visual representation of the school's core values
- We will provide a comprehensive communications package tailored to convey our message to our students, parents and the wider community
- We will work with Al Khaleej to install healthy lighting systems and colour schemes to enable a calmer learning environment

#### **We can also provide expertise to Al Khaleej in the communication of our vision to the community through effective, PR Marketing & Communications:**

- Create a bespoke PR and marketing strategy to communicate our vision to students, parents and the wider community
- Raise our profile nationally, by writing press-releases placing our school favourably in local and national press, radio, TV and other avenues of social media
- Equip our Academy with the knowledge and tools to continue to grow a brand in a coherent, professional and confident manner