

## **Students Not Making Expected Progress**

**Timeline Process** Notes Sent through Orison & WhatsApp (Nemat) **1**<sup>st</sup> Under Performance Responsible: Teacher Week 1-6 **Alert** issued to Parent Include SEN Department when communicating with Parents of SEN registered students Opportunities for restorative practices should be offered to the student; i.e. Complete additional assignments, tasks, retake assessments, complete any missed work Responsible: Teacher Student continues not making the expected Student is monitored closely and any change progress in performance or behavior is reported to parent Responsible: Teacher **2<sup>nd</sup> Under Performance** Sent through Orison & WhatsApp (Nemat) Responsible: Teacher **Alert** issued to Parent Week 6-8 Parent/Teacher meeting Seek support from Team Lead and Section Lead to arrange meeting if parent is not responding must take place Responsible: Teacher If student is at risk of failing - Academic Issued by Academic Counsellor with Teacher input Week 6-8 (Social Worker/SENCO input when necessary) Intervention Plan (AIP) Responsible: Academic Counsellor created On-Going Throughout the Term/Year If the student remains at risk of failing after Opportunities for restorative practices such as; i.e. Completing additional assignments, tasks & retaking AIP, he/she may need to enrol into a credit assessments and or completing missed work should be recovery program over the summer and/or Week 8-12 offered throughout the school year. consider a more suitable curriculum after Responsible: Teacher recommendations from SLT



## **Measuring Students' Progress**

How Progress is measured as per the UAE Inspection Framework

## Standard 1 Students' Achievement

**1.2.1** Progress of students, including those with special educational needs, against their starting points and over time

Descriptor	Rating
Internal and external assessment information indicates that a	
large majority (61% - 74%) of students make better than	Very Good
<b>expected progress</b> in relation to individual starting points and the	
curriculum standards	
Internal and external assessment information indicates that a	
majority (50% - 60%) of students make better than expected	Good
<b>progress</b> in relation to their individual starting points and the	
curriculum standards	
Internal and external assessment information indicates that most	
students (75% - 90%) make the expected progress in relation to	Acceptable
individual starting points and the curriculum standards	
Assessment information indicates that less than three-quarters of	
the students make the expected progress in relation to individual	Weak
starting points and curriculum standards	

FLIS Grading Scale			
97–100	A+	74-76	С
94–96	Α	70-73	C-
90–93	A-	67-69	D+
87-89	B+	64-66	D
84-86	В	60-63	D-
80-83	B-	0-59	F
77-79	C+		

## How Progress is measured According to the FLIS Internal Assessment Grading Scale

A student who moves up one or more grade boundaries over the course of the term is considered as making better than expected progress

A student who remains within the same grade boundary over the course of the term is considered as making the expected progress

A student who moves down one or more grade boundaries is considered as not making the expected progress