



مدارس الرياض
Riyadh Schools

النموذجية | Al Namudhajiyyah

RIYADH SCHOOLS

**Kindergarten
(KG)**

Principal: Nessren Al Sanie

SEF DOCUMENT

2025-2026



Mission

Prepare students intellectually, morally,
and spiritually pursue their aspirations and contribute to society.

Vision

Thoughtful learners and passionate leaders serving our society



School Information: Kindergarten (KG)

School Name: Riyadh Schools

School Principal: Ms. Nessren Al Sanie

School Vice Principals: Ms. Reema Al Taweel, Ms. Deema AlZamil and Ms. Imen Guiga

Total No. of Students: 537 Students

Total Number of Students in Each Phase

Grade Level	No. Students	No. of Boys	No. of Girls	Locals	International
KG 1	100	55	45	96	4
KG 2	203	91	112	198	5
KG 3	234	122	112	228	6

- **No. of SEN (Special Educational Needs) Students:** 3; 2 students in KG 1 and 1 student in KG 2
- **No. of ILP (Individual Learning Plan) Students:**
- **KG 2:** English 24 ILPs- Math 21 ILPs -Arabic 15 ILPs.
- **KG 3:** English 33 ILPs -Math 11 ILPs - Arabic 27 ILPs.

Top 5 Nationalities in KG:

1. Saudis
2. Jordanian
3. Tunisian
4. Egyptian
5. Syrian

Homegrown Students:

- Total No. of Students who transferred from KG1 > KG2 = 96 Students out of 193 (49.7%)
- Total No. of Students who transferred from KG2 > KG3 = 171 Students out of 232 (73%)



PERFORMANCE INDICATOR 1
Students' Achievement

English

Grades	KG 1	KG 2	KG 3
1.1 Attainment	Very Good	Very Good	Very Good
1.2 Progress	Very Good	Very Good	Very Good

1.1 Attainment	Evidence source
<p>1.1.1. Attainment as measured against authorized and licensed curriculum standards</p> <p>The large majority of students attain levels that are above curriculum standards. Literacy attainment across the KG is very good and shows a consistent upward trend, with most students attaining levels above curriculum standards in KG1 (75%), KG2 (84%), and KG3 (81%).</p> <p>Data from internal assessment shows that in KG2, students achieved very good attainment across literacy skills, with 83% in foundational skills, 77% in speaking and listening, and 85% in emergent writing. The same with KG3, In KG3, students showed very good attainment in literacy skills, achieving 83% in reading, 81% in speaking and listening, and 77% in writing.</p> <p>This improvement reflects the strategic implementation of high-impact literacy practices, including daily guided reading sessions, team-teaching structures that ensure one language of instruction per class, and targeted phonics instruction. Evidence from phonics checks, writing samples, reading observations, and Raz-Kids progress reports, enabling them to adjust instruction responsively. Schoolwide initiatives such as Literacy Week, the Reading Challenge, and the Reading Awards further strengthened students' motivation, reading stamina, and engagement with texts. As a result, children demonstrate secure early-years literacy skills, including phonological awareness, decoding, emergent reading behaviors, vocabulary development, and the ability to communicate meaning through early writing. The combined impact of consistent instructional practices, enriched literacy environments, and strong home-school reading partnerships has led to steady, measurable gains in literacy attainment across all KG stages.</p>	<ul style="list-style-type: none"> • English data 23/24 • English data 24/25 • English attainment 25/26 - • KG data from 23 to Present • Sample of Student work • Raz-Plus tracking 24/25 • Diagnostic • KG3 formative tracker • Action Plan Literacy • Literacy initiatives • Bump it Up wall strategy
<p>1.1.2. Attainment as measured against national and appropriate international standards</p> <p>Attainment as measured against national and appropriate international standards is good. Based on the Spring 2025 MAP Reading results, 51% of students are performing at or above grade level in external assessments. When compared with national, regional, and global benchmarks, 84% of our students exceed these standards, demonstrating strong overall performance. Internal MAP Reading data also shows clear improvement over the academic year: attainment increased from</p>	<ul style="list-style-type: none"> • MAP data 24/25 • MAP 24/25 Fall to Spring • MAP Reading Data 25/26 • Skills tracker

69% (58th percentile) in Fall 2024–25 to 83% (62nd percentile) in Spring 2024–25. This upward trend reflects effective instructional practices and steady progress toward meeting and surpassing international expectations.

Comparison:

Timeline	Internal	MAP Reading
2024-25 Fall session	69%	58 th percentile
2024-25 Spring session	83%	62 st percentile

1.1.3. Knowledge, skills and understanding, especially in the key subjects

Students demonstrate very good levels of knowledge, skills, and understanding in literacy across KG1, KG2, and KG3. They show secure development in early reading behaviors, phonemic awareness, vocabulary use, and emergent writing. Classroom observations and assessment evidence indicate that students apply literacy skills confidently through guided reading, phonics sessions, shared writing, and independent mark-making. Students are increasingly able to recognize letters and sounds, decode simple words, respond to stories, and express ideas verbally and in writing. Their ability to recall prior learning, use new vocabulary in context, and engage with age-appropriate texts reflects strong foundational literacy development. Overall, the curriculum and teaching practices effectively support students in building the essential early literacy skills needed for future learning.

- [Lesson Observations](#)
- [Learning Walks Tracker](#)
- [KG Lwalk.xlsx](#)

1.1.4. Trends in attainment over time

Over the past three years, the school has sustained and, in key areas, improved attainment, with MAP Reading results rising from the 55th to the 62nd percentile in 2024–25 and internal attainment increasing from 70% to 84%. Leaders analyzed MAP trends and internal assessments to identify strengths and gaps in core literacy skills, including phonological awareness, decoding accuracy, reading fluency, comprehension, vocabulary development, and writing conventions. In response, the school strengthened guided reading practices, introduced explicit vocabulary instruction, enhanced phonics and decoding routines, and embedded structured comprehension strategies across grade levels. Regular progress-monitoring cycles enabled teachers to plan more precisely for learners’ literacy needs. These actions resulted in more targeted, responsive teaching and improved learner outcomes, with students demonstrating stronger reading fluency, richer vocabulary use, improved comprehension, and overall attainment that consistently exceeds national and international benchmarks.

- [English data 23/24](#)
- [English data 24/25](#)
- [KG data from 23 to Present](#)
- [RAz-kids 23-24](#)
- [Raz-kids 24-25](#)
- [Raz-PRaz-Plus Weekly tracking 25/26](#)
- [English attainment 25/26 - Google Slides](#)

External MAP Data

Trend	Reading
Fall 24-25	55th percentile
Spring 24-25	62th percentile

Internal data

23/24	24/25	25/26
70%	77%	84%



1.2 Progress	Evidence
<p>1.2.1 Progress of students, including those with special educational needs, against their starting points and overtime.</p> <p>Internal and external assessment information shows that most students make better-than-expected progress from their starting points and in relation to curriculum standards. KG data demonstrates particularly strong gains. In KG2, students showed very good progress across all literacy domains from mid-term to end-term 2025/26. Foundational skills increased from 65% to 83%, reflecting stronger early-literacy readiness. Speaking and listening showed the largest improvement, rising from 45% to 77%, demonstrating substantial growth in oral language development and communication confidence. Emergent writing improved from 53% to 85%, indicating exceptional progress in early writing conventions. These results confirm the positive impact of instructional approaches in KG2 and the effectiveness of the overall KG program.</p> <p>KG3 students also made solid progress across reading, writing, and speaking and listening. Reading rose from 59% to 83%, writing from 55% to 77%, and speaking and listening from 67% to 81%. Average attainment increased by 20 points, moving from approximately 60% to 80% by the end of term. This reflects strong end-of-year outcomes and the impact of consistent instructional support.</p> <p>MAP Reading results provide further evidence of impact. Students moved from the 55th percentile in fall to the 62nd percentile in spring, showing improved national standing and demonstrating the effectiveness of reading instruction across the year.</p>	<ul style="list-style-type: none"> • KG- Riyadh Schools Data Analysis. • Sample of Student work • ILP-KG-25/26 - • Teacher Tracker KG3 Formative Data Tracker 23-24. • KG2 formative tracker 24-25 • KG3 Formative tracking -24/25 • Progress in English writing - Google Slides • Academic progress AY25/26 • Eduzone English & Math 3.1 -Progress • MAP 24/25 Fall to Spring • MAP targets • MAP skills tracker
<p>1.2.2. Progress in lessons</p> <p>The majority of lessons are good, with students making better-than-expected progress against learning objectives aligned with curriculum standards. Across these lessons, students demonstrate strong development in key literacy skills, including phonological awareness, decoding, reading fluency, comprehension, vocabulary acquisition, and early writing conventions. To improve the quality of teaching and accelerate progress, the school implemented targeted interventions such as structured phonics instruction, guided reading workshops, explicit vocabulary teaching, and differentiated small-group literacy rotations. Teachers also received coaching on modelling comprehension strategies and using assessment data to plan more precisely for individual needs. As a result, students now make clearer links to prior learning, apply literacy skills confidently in everyday and cross-curricular contexts, and demonstrate secure transfer of learning. These improvements have led to greater learner independence, stronger reading and writing outcomes, and more consistent progress across all ability groups.</p>	<ul style="list-style-type: none"> • Lesson Observations • KG Lwalk.xlsx
<p>1.2.3. Progress of different groups of students</p> <p>Analysis of progress data across KG1, KG2, and KG3 shows that different groups of students sustained measurable growth over the academic year. Subject averages increased steadily from 69% in Term 1 to 83% in Term 3, with KG3 demonstrating the most accelerated improvement (67% to 85%). Students with emerging literacy needs, ELL learners, and those requiring phonological and decoding support showed particularly strong gains. In response to identified gaps, teachers implemented differentiated small-group instruction, structured phonics routines, guided reading, morning support programs, and vocabulary-building</p>	<ul style="list-style-type: none"> • Eduzone English & Math 3.1 • English data 23/24 • English data 24/25 • English KG2 Mid-Semester 1 25/26 • English KG3 Mid-Semester 1 Data 25/26 • Sample of ILPs



strategies aligned to developmental needs. These approaches strengthened phonemic awareness, decoding fluency, comprehension, and early writing skills.

External measures reflected similar trends. MAP Reading results showed upward movement, with students achieving in the higher bands increasing from 47% in Fall to 51% in Spring. The median percentile rose from the 58th to the 62nd, indicating wider improvement across learner groups. Professional development supported teachers in delivering effective decoding strategies, comprehension scaffolds, and early writing instruction. Collectively, these targeted interventions narrowed gaps, accelerated progress for priority groups, and ensured that students across KG1–KG3 are increasingly well-prepared for the next stage of learning.

- [SKILLS BY CLASS Fall2025.](#)
- [MAP Growth Fall to Spring 24/25](#)
- [MAP targets](#)
- [ILP-KG-25/26 - Google Sheets](#)
- [Sample of ILP](#)
- [Academic progress AY25/26 - Google](#)
- [MAP targets](#)
- [MAP skills tracker](#)

Math			
Grades	KG 1	KG 2	KG 3
1.1 Attainment	Very Good	Very Good	Very Good
1.2 Progress	Very Good	Very Good	Very Good

1.1 Attainment	Evidence source
<p>1.1.1 Attainment as measured against authorized and licensed curriculum standards</p> <p>Attainment in Mathematics across KG1, KG2, and KG3 is strong and reflects effective implementation of the authorized curriculum standards. In KG2, students achieved very good attainment, consistently meeting and exceeding expectations in number sense, counting fluency, pattern recognition, and early problem-solving. KG1 students demonstrated good attainment, showing secure foundational skills in sorting, comparing quantities, and recognizing shapes. KG3 achieved very good results, with attainment levels of 86% and 80%, indicating that most students met or exceeded grade-level standards in more advanced skills such as additional readiness, sequencing, and spatial reasoning. To strengthen attainment across all groups, the school introduced hands-on math centers, visual modelling strategies, and differentiated small-group instruction aligned with developmental stages. Teachers received coaching on using manipulatives, math talk routines, and formative assessment checks to target misconceptions early. As a result, students across KG1–KG3 demonstrated improved mathematical fluency, stronger conceptual understanding, and increased confidence in applying math skills in real-life contexts, contributing to consistently high levels of attainment across the phase.</p>	<ul style="list-style-type: none"> • Math data 24/25 - • Math data from 23/24 to Present • Play based learning in Math • Academic progress AY25/26 - Google Slides
<p>1.1.2. Attainment as measured against national and appropriate international standards</p> <p>External MAP Math results show that most students attain levels that are in line with national and international standards. In the Spring 2024/25 session, students achieved the 51st percentile, performing in line with international expectations. By the Fall 2025/26 session, attainment rose substantially to the 74th percentile, indicating that students were performing well above global norms. Analysis of domain-level data highlighted strengths in number sense and operations, with identified gaps in measurement, spatial reasoning, and early problem-solving for specific learner groups. In response, the school implemented targeted interventions, including hands-on math centers, structured number-talk routines, differentiated small-group instruction, and explicit modelling of mathematical vocabulary and reasoning. Teachers received coaching on aligning instruction with MAP Math domains and using formative checks to address misconceptions early. As a result, students demonstrated improved fluency in counting and number operations, stronger conceptual understanding, and greater confidence in applying mathematical thinking to real-life contexts. The significant rise from the 51st to the 74th percentile confirms the effectiveness of these interventions and reflects the school’s growing capacity to meet and exceed external benchmark expectations.</p>	<ul style="list-style-type: none"> • MAP data 24-25 Spring • Math data from 23/24 to Present • MAP Math Data 25/26

1.1.3. Knowledge, skills, and understanding, especially in the key subjects

In lessons and in their recent work, most students consistently demonstrate levels of knowledge, skills, and understanding that exceed the expectations of the curriculum standards. Their ability to apply concepts independently, explain their reasoning, and transfer learning to new situations reflects a depth of understanding beyond age-related benchmarks. Students engage confidently with tasks that require higher-order thinking, problem-solving, and the application of taught strategies, showing secure mastery rather than surface-level recall. This high quality of learning is supported by well-structured lessons, effective modelling, and targeted questioning that extend students' thinking. As a result, learners produce work of a standard that is above curriculum expectations, demonstrating accuracy, independence, and growing sophistication in their mathematical reasoning and early literacy skills.

- [Lesson Observations](#)
- [Learning Walks Tracker](#)
- [KG Lwalk.xlsx](#)

1.1.4. Trends in attainment over time

Trends in national and international attainment over the past three years have been consistently very good, reflecting steady improvement in students' mastery of key skills. External benchmark data shows that students increasingly perform at or above global expectations, particularly in core domains such as number sense, early problem-solving. Analysis of longitudinal MAP results indicates that more students are moving into the higher achievement bands each year, demonstrating stronger conceptual understanding and greater independence in applying skills across contexts. This upward trend confirms that curriculum alignment, targeted skill-based instruction, and early intervention strategies are effectively strengthening learners' foundational literacy and numeracy competencies. As a result, students are better equipped to meet and exceed national and international standards, showing improved readiness for the next stage of learning.

- [Math data analysis 23/24 -](#)
- [MAth data 24/25 - Google Slides](#)
- [Math data from 23/24 to Present](#)

1.2 Progress

Evidence source

1.2.1. Progress of students against their starting points and over time:

Analysis of mathematics progress across KG1–KG3 shows a consistent pattern of strong improvement, with most students making better than expected gains from their starting points. In KG2, students demonstrated clear progress across all assessed skill areas from mid-term to end-term. Counting increased from an already high 87% to 95%, indicating that most learners reached mastery in basic numeracy. Geometry and shape identification rose significantly from 65% to 91%, reflecting strengthened visual-spatial reasoning and classification skills. The most notable improvement occurred in writing numbers, which increased from 42% to 83%, demonstrating substantial development in number formation, fine-motor control, and symbolic representation. These results highlight the effectiveness of KG2 mathematics instruction and targeted skill reinforcement.

- [Math data from 23/24 to Present](#)
- [Sample of Student work](#)
- [Academic progress AY25/26](#)

KG3 students also showed steady and meaningful growth. Counting improved from 53% to 83%, demonstrating stronger number-sequence understanding and increased confidence. Geometry and shape identification rose from 49% to 73%, showing enhanced reasoning and the ability to describe geometric features. Writing numbers increased from 78% to 83%, reflecting continued refinement of accuracy and formation. The greatest gains were seen in comparing numbers, which grew from 32% to 81%, indicating significant progress in understanding numerical relationships and comparative language. Overall, the data confirms strong mathematical development across KG3 and the positive impact of targeted instructional strategies.

1.2.2 Progress in lessons

Analysis of lesson observations and students' recent work showed that the large majority of learners were making better-than-expected progress in Mathematics, consistently working above the expected curriculum standards. Students demonstrated strong development of key mathematical skills, including number sense, counting fluency, pattern recognition, early operations, and spatial reasoning. In response to these findings, the school strengthened instructional practices by introducing hands-on math centers, structured number-talk routines, and differentiated small-group activities designed to deepen conceptual understanding. Teachers also received coaching on modelling mathematical thinking and using manipulatives to support reasoning. As a result, students became more confident in applying their skills independently, made clearer links to prior learning, and demonstrated secure transfer of mathematical understanding to everyday contexts. This led to higher levels of accuracy and independence, and sustained progress across all groups of learners.

- [Lesson Observations](#)
- [KG Lwalk.xlsx](#)

1.2.3. Progress of different groups of students:

The data shows that most groups of students make better than expected progress. clear and positive progress in KG students' Math skills across the three terms. In Term 1, most groups demonstrated developing numeracy skills, with averages indicating that students were beginning to recognize numbers, count objects, and understand basic shapes. By Term 2, there was a noticeable improvement across all groups, reflecting stronger understanding of number sense, simple addition, and pattern recognition. This growth suggests that teaching strategies and hands-on Math activities were effective in supporting learning. In Term 3, the results show further progress and consistency, with high averages across groups, indicating that most students achieved expected learning outcomes. The steady upward trend highlights successful development of foundational Math skills in KG, including counting, comparison, and problem-solving, and shows that students are becoming more confident and engaged in the Math subject.

- [SKILLS BY CLASS Fall2025.](#)
- [MAP Growth Fall to Spring 24/25](#)
- [MAP targets](#)
- [ILP-KG-25/26 - Google Sheets](#)
- [Sample of ILP](#)
- [Academic progress AY25/26](#)



الرياضيات

المرحلة	روضة مبتدئ	روضة متقدم	تمهيدي
1.1 التحصيل	جيد جدا	جيد جدا	جيد جدا
1.2 التقدم	جيد جدا	جيد جدا	جيد جدا

1.1 التحصيل الدراسي

- [KG- Riyadh Schools Data Analysis](#)
- [Math Arabic 23-24 Math Arabic data 24-25 -](#)

1-1-1 مستوى تحصيل الطلبة الدراسي قياسا إلى المعايير المنهاج التعليمي المعتمد و المرخص :

تُظهر الملاحظات الصفية وتحليل أعمال الأطفال أن نسبة كبيرة من الطلبة يحققون مستويات تحصيل دراسي تفوق المستويات المتوقعة في المنهاج التعليمي المطبق في مادة الرياضيات . ويعكس هذا الأداء المتقدم قدرة الأطفال على فهم المفاهيم المقدمة لهم وتطبيقها بثقة في الأنشطة الصفية، مما يدل على فاعلية التخطيط التعليمي وجودة الممارسات التدريسية التي أسهمت في رفع مستوى التحصيل عبر مختلف المجموعات.

ويُظهر الأطفال نموًا ملحوظًا في مهارات التعلّم الأساسية للرياضيات، مثل العدّ، التصنيف، المقارنة، التعرف إلى الأشكال الهندسية، فهم الأنماط، تقدير الكميات، والقدرة على استخدام اللغة الرياضية للتعبير عن أفكارهم. وقد أسهم المنهج ثنائي اللغة (العربية – الإنجليزية) في تثبيت المفاهيم الرياضية وتعزيز فهمها، إذ ساعد تقديم المفاهيم بلغتين على توسيع المفردات الرياضية لدى الأطفال، ودعم قدرتهم على الربط بين الرموز والمعاني، وتطبيق المفاهيم في مواقف حياتية واقعية مثل العدّ أثناء اللعب، مقارنة الأطوال، أو فرز الأدوات حسب الشكل واللون.

ولتعزيز تحصيل الطلاب ، طبّق الفريق التعليمي مجموعة من الإجراءات الداعمة، شملت استخدام استراتيجيات تدريس قائمة على اللعب الهادف، والاستقصاء، والأنشطة اليدوية، إضافة إلى توظيف موارد بصرية وتفاعلية تساعد على تبسيط المفاهيم الرياضية لجميع فئات الأطفال. كما تم تقديم دعم موجه للأطفال الذين يحتاجون إلى تعزيز إضافي، لضمان تقدم متوازن بين المجموعات المختلفة. وقد نتج عن هذه الإجراءات أثر واضح تمثل في زيادة قدرة الأطفال على حل المشكلات البسيطة، وتحسن مهارات التفكير المنطقي، وارتفاع مستوى مشاركتهم وثقتهم في استخدام الرياضيات داخل الصف وخارجه، مما يعكس اتجاهًا إيجابيًا ثابتًا في التقدم الأكاديمي لدى جميع الطلاب.

1-1-2 مستوى تحصيل الطلبة الدراسي قياسا الى المستويات الوطنية والمعايير العالمية الملائمة: غير مطبق في قسم الروضة

- [Lesson Observations](#)

[sample of Arabic Math Formative tracker .](#)

[sample of Arabic Math Planning docx - Google Docs](#)

1-1-3 مستويات معرفة وفهم ومهارات الطلبة لاسيما في المواد الدراسية الرئيسية :
أظهرت الملاحظات الصفية وتحليل أعمال الأطفال و بيانات المادة أن نسبة كبيرة من الطلبة تُظهر مستويات عالية من المعرفة والفهم والمهارات الرياضية خلال الحصص الدراسية وفي الأنشطة الصفية المختلفة. وبرز الأطفال بقدرتهم على استخدام مهارات العدّ، والتعرف إلى الأعداد، وتصنيف الأشياء وفق خصائصها، والمقارنة بين الكميات، إضافة إلى التعرف إلى الأشكال الهندسية والأنماط البسيطة. كما يتمكن الأطفال من التعبير عن أفكارهم باستخدام اللغة الرياضية المناسبة لأعمارهم، ويُظهرون فهمًا واضحًا للعلاقات الرياضية الأساسية. وتعكس هذه المستويات المتقدمة أن أداء الأطفال يفوق المستويات المتوقعة في المنهاج التعليمي المطبق، مما يدل على امتلاكهم قاعدة معرفية قوية ومهارات تطبيقية تساعدهم على استخدام الرياضيات في مواقف حياتية داخل الصف وخارجه

- [Math Arabic data analysis 23/24](#)
- [MAth Arabic data 24/25 - Google Slides](#)
- [Math data from 23/24 to Present](#)

1-1-4 -اتجاهات التحصيل الدراسي بمرور الوقت :
ظهرت البيانات التحليلية واتجاهات التحصيل الدراسي بمرور الوقت في مادة الرياضيات أن مستويات أداء الأطفال خلال السنوات الثلاث الماضية تسير في اتجاه تصاعدي ثابت، حيث تُظهر نسبة كبيرة من الطلبة مستويات تحصيل أعلى من المستويات الوطنية المتوقعة للمرحلة العمرية. ويعكس هذا الاتجاه الإيجابي تطورًا واضحًا في مهارات الرياضيات الأساسية، مثل العدّ، والتعرف إلى الأعداد، والمقارنة بين الكميات، وتصنيف الأشياء وفق خصائصها، والتعرف إلى الأشكال الهندسية، وفهم الأنماط، والقدرة على استخدام اللغة الرياضية للتعبير عن الأفكار. وقد جاء هذا التحسن نتيجة تطبيق مجموعة من الإجراءات التعليمية، شملت تعزيز التعلم القائم على اللعب، وتوظيف الأنشطة العملية، واستخدام موارد بصرية وتفاعلية، وتطبيق المنهج ثنائي اللغة الذي أسهم في تثبيت المفاهيم الرياضية وربطها بالحياة

	<p>الواقعية. كما تم تقديم دعم موجه للأطفال الذين يحتاجون إلى تعزيز إضافي لضمان تقدم متوازن بين جميع المجموعات. وقد أدت هذه الجهود إلى تحسن ملحوظ في قدرة الأطفال على استخدام الرياضيات في مواقف يومية، وارتفاع مستوى ثقتهم في حل المشكلات، وزيادة مشاركتهم الفعالة في الأنشطة الصفية، مما يؤكد أن المدرسة تحقق اتجاهًا إيجابيًا مستمرًا في رفع مستويات التحصيل الرياضي بما يتجاوز التوقعات الوطنية.</p>
	<h2>1.2 التقدم الدراسي</h2>
<ul style="list-style-type: none"> • Math data analysis 23/24 • sample of Arabic Math Formative tracker . • sample of Arabic MATH Planning docx = Academic progress AY25/26 	<p>1.2.1 مستويات التقدم الدراسي بمرور الوقت لدى الطلبة بمن فيهم ذوي الاحتياجات التعليمية الخاصة مقارنة مع المستويات التي بدأوا منها :</p> <p>تُظهر بيانات التحصيل الدراسي بمرور الوقت في مادة الرياضيات باللغة العربية أن الطلبة، بمن فيهم ذوو الاحتياجات التعليمية الخاصة، يحققون تحسنًا واضحًا مقارنة بالمستويات التي بدأوا منها، حيث ارتفعت مستويات الأداء من 67% كنقطة بداية إلى 85%، ثم استقرت عند 84% في الفصل الأخير، مما يعكس اتجاهًا إيجابيًا ثابتًا في اكتساب المعرفة والمهارات الرياضية. ويُظهر الأطفال قدرة متنامية على استخدام مهارات الرياضيات الأساسية مثل العدّ، والتعرف إلى الأعداد، والمقارنة بين الكميات، وتصنيف الأشياء، والتعرف إلى الأشكال الهندسية والأنماط، واستخدام اللغة الرياضية للتعبير عن أفكارهم. وقد أسهم المنهج ثنائي اللغة (العربية – الإنجليزية) في تثبيت المفاهيم الرياضية وتعزيز فهمها، حيث ساعد تقديم المفاهيم بلغتين على توسيع المفردات الرياضية لدى الأطفال، ودعم قدرتهم على الربط بين الرموز والمعاني، وتطبيق الرياضيات في مواقف حياتية واقعية.</p> <p>ولتعزيز هذا الاتجاه الإيجابي، طبّق الفريق التعليمي مجموعة من الإجراءات شملت التعلم القائم على اللعب، والأنشطة العملية، والموارد البصرية والتفاعلية، والتكيفات التعليمية لذوي الاحتياجات الخاصة، توحيد التخطيط رياضيات باللغتين مما ساعد على ضمان تقدم متوازن بين جميع المجموعات. وقد نتج عن هذه الجهود تحسن ملحوظ في قدرة الأطفال على حل المشكلات، وارتفاع مستوى مشاركتهم وثقتهم في استخدام الرياضيات داخل الصف وخارجه، مما يؤكد أن المدرسة تحقق اتجاهًا تصاعديًا مستمرًا في رفع مستويات التحصيل الرياضي عبر مختلف الفئات.</p>
<ul style="list-style-type: none"> • Lesson Observations • KG Lwalk.xlsx Academic progress AY25/26 	<p>1.2.2 مستويات تقدم الطلبة الدراسي في الحصص الدراسية :</p> <p>تشير المعلومات التقييمية المستقاة من الأدلة الداخلية والخارجية إلى أن نسبة كبيرة من الطلبة يحققون تقدمًا دراسيًا يفوق التوقعات المنتظرة مقارنة بالمستويات التي يُفترض أن يؤديها وفق المنهج التعليمي المطبق. وتُظهر نتائج المتابعة أن أداء الطلبة يتجاوز المستويات المتوقعة، مما يعكس امتلاكهم لمعارف ومهارات أعلى من خط الأساس الذي بدأوا منه. ويرز هذا التقدم بوضوح في مهارات الرياضيات الأساسية، حيث يتمكن الأطفال من استخدام مهارات العدّ، والتعرف إلى الأعداد، والمقارنة بين الكميات، وتصنيف الأشياء وفق خصائصها، والتعرف إلى الأشكال الهندسية، وفهم الأنماط، واستخدام اللغة الرياضية للتعبير عن أفكارهم.</p> <p>وقد جاء هذا التحسن نتيجة تدخلات تعليمية موجهة شملت تنويع استراتيجيات التدريس، وتقديم دعم فردي وجماعي، وتكليف الأنشطة لتلبية احتياجات جميع الفئات بما في ذلك ذوي الاحتياجات التعليمية الخاصة، إضافة إلى توظيف التعلم القائم على اللعب والأنشطة العملية والموارد البصرية. وأسهمت هذه الإجراءات في رفع مستوى المشاركة، وتعزيز الفهم العميق للمفاهيم الرياضية، وتحسين القدرة على التطبيق العملي، مما أدى إلى أثر واضح تمثل في أداء أكاديمي أكثر ثباتًا واتساقًا مع معايير الجودة التعليمية.</p>
<ul style="list-style-type: none"> • KG- Riyadh Schools Data Analysis. • sample of Arabic Math Formative tracker . • sample of Arabic MATH Planning docx - Google Docs 	<p>1.2.3 مستويات التقدم الدراسي لدى المجموعات المختلفة من الطلبة :</p> <p>تُظهر نتائج المتابعة الصفية وتحليل أعمال الأطفال أن معظم الطلبة في مختلف المجموعات يحققون تقدمًا دراسيًا يفوق التوقعات المنتظرة في مادة الرياضيات. ويعكس هذا الأداء المتقدم قدرة الأطفال على اكتساب وفهم المهارات الرياضية الأساسية مثل العدّ، والتعرف إلى الأعداد، والمقارنة بين الكميات، وتصنيف الأشياء وفق خصائصها، والتعرف إلى الأشكال الهندسية والأنماط، واستخدام اللغة الرياضية للتعبير عن أفكارهم. وتشير هذه المستويات إلى أن الأطفال لا يكتفون بتحقيق الحد الأدنى المطلوب، بل يتجاوزون المعايير المتوقعة للمرحلة العمرية، مما يدل على فاعلية الممارسات التعليمية وجودة البيئة الصفية الداعمة التي أسهمت في تعزيز الفهم الرياضي وتطبيقه في مواقف تعليمية وحياتية متنوعة.</p>

Science			
Grades	KG 1	KG 2	KG 3
1.1 Attainment	Very Good	Very Good	Very Good
1.2 Progress	Very Good	Very Good	Very Good

1.1 Attainment	Evidence source
<p>1.1.1. Attainment as measured against authorized and licensed curriculum standards</p> <p>Analysis of lesson observations and students' recent work in Science showed that the large majority of learners were making better-than-expected progress in relation to learning objectives aligned with the curriculum standards. Students demonstrated strong development of key scientific skills, including observing closely, predicting, classifying, asking questions, recording findings, and explaining simple cause-and-effect relationships. In response to these findings, the school strengthened science instruction by introducing hands-on investigations, structured inquiry routines, and guided exploration activities that encouraged students to think scientifically. Teachers received coaching on modelling scientific language, using visual prompts, and embedding opportunities for students to apply prior knowledge during experiments. As a result, students became more confident in using scientific vocabulary, more accurate in describing and comparing phenomena, and more independent in applying scientific thinking to real-life contexts. This led to deeper conceptual understanding, higher engagement, and sustained progress that exceeded age-related expectations across the phase.</p>	<ul style="list-style-type: none"> ● KG- Riyadh Schools Data Analysis. ● English science 24/25 - Google Slides ● English science 23/24 - Google Slides ● Project based learning - Google Slides ● Project based learning ● Academic progress AY25/26 - Google Slides
<p>1.1.2. Attainment as measured against national and appropriate international standards</p> <p>Not applicable in KG, since there is no external assessment for Science in KG.</p>	
<p>1.1.3. Knowledge, skills and understanding, especially in the key subjects</p> <p>In lessons and in their recent work, a large majority of students demonstrate levels of knowledge and skills and understanding that are above curriculum standards. Knowledge, skills, and understanding are good. Formal observation reports and book scrutiny provide evidence of effective transfer of learning, as seen in lab work, self- and peer-assessment, and opportunities for problem-solving and critical thinking. Differentiation was previously a major area for development; however, it has now become a clear strength across the school. The majority of teachers consistently apply effective differentiation strategies in their lessons. This improvement is the result of targeted professional development, including training sessions, guided reading groups organized by student levels, and collaborative workshops where teachers shared</p>	<ul style="list-style-type: none"> ● KG- Riyadh Schools Data Analysis. ● Recycling project 2024 - Google Drive ● Project based learning ● Sample of lesson Plan ● Guided reading PD ● Data tracking and student grouping

<p>differentiated activities aligned with specific lesson objectives. In addition, teachers now plan using clear, data-driven lesson plans that provide appropriate challenges for advanced learners and targeted support for those working below expected levels.</p>	
<p>1.1.4. Trends in attainment over time</p> <p>Over the past three years, attainment in Science across the KG phase has remained consistently above curriculum standards, with the most recent cycle showing 75% of students demonstrating very good attainment. Analysis of longitudinal data and work samples confirmed that the large majority of students demonstrate strong mastery of key scientific learning skills, including observing closely, predicting, classifying, recording findings, and explaining simple cause-and-effect relationships. To sustain and further strengthen this trend, the school enhanced science instruction by embedding structured inquiry routines, increasing hands-on investigations, and providing teachers with coaching on modelling scientific language and guiding students through the steps of the scientific process. As a result, students became more confident and independent in applying scientific skills, showed greater accuracy in describing and comparing phenomena, and demonstrated deeper conceptual understanding in their practical work. These improvements have contributed to consistently high attainment over time and reflect the positive impact of targeted instructional practices on early scientific learning.</p>	<ul style="list-style-type: none"> ● KG- Riyadh Schools Data Analysis. ● English science 24/25 - Google Slides ● English science 23/24 - Google Slides
<p>1.2 Progress</p>	<p>Evidence</p>
<p>1.2.1 Progress of students against their starting points and over time</p> <p>Analysis of progress data shows that 80% of KG students made clear progress in Science from their Fall 2024 starting points to Spring 2025. Evidence from observations, work samples, and assessment tasks indicates that most learners strengthened key early science skills, including observing closely, predicting outcomes, classifying objects, asking questions, recording simple findings, and explaining basic cause-and-effect relationships. In response to identified gaps at the start of the year, teachers introduced more structured inquiry routines, hands-on investigation stations, and guided exploration activities that encouraged students to think scientifically and apply prior knowledge. Targeted modelling of scientific vocabulary and the use of visual prompts supported learners who required additional scaffolding. As a result, students became more confident and independent in conducting simple investigations, demonstrated greater accuracy in describing phenomena, and showed sustained progress over time. The strong progress rate confirms the positive impact of these instructional strategies on early scientific development across the KG phase.</p>	<ul style="list-style-type: none"> ● KG- Riyadh Schools Data Analysis. ● Academic progress AY25/26



1.2.2 Progress in lessons

Analysis of lesson observations and recent work showed that the majority of Science lessons were good, with students making better-than-expected progress against learning objectives aligned with curriculum standards. It was observed that children were increasingly confident in applying key early science skills such as observing closely, predicting, classifying, asking questions, recording simple findings, and explaining cause-and-effect relationships. To build on these strengths, teachers introduced more structured inquiry routines, hands-on investigation stations, and guided exploration activities that encouraged students to apply prior knowledge in meaningful ways. Professional development focused on modelling scientific language and supporting students to articulate their thinking during experiments. As a result, learners demonstrated greater independence, more accurate use of scientific vocabulary, and stronger ability to transfer their skills to everyday contexts for example, comparing materials, noticing changes, and explaining simple scientific phenomena. This led to sustained progress across all groups, with students showing deeper conceptual understanding and increased engagement in scientific inquiry.

- [Lesson Observation](#)

1.2.3. Progress of different groups of students

Analysis of lesson observations and students' recent work showed that the majority of science lessons were good, with students making better-than-expected progress against learning objectives aligned with curriculum standards. We found that children were increasingly confident in applying key early science skills such as observing closely, predicting, classifying, asking questions, recording simple findings, and explaining cause-and-effect relationships. To build on these strengths, teachers introduced more structured inquiry routines, hands-on investigation stations, and guided exploration activities that encouraged students to apply prior knowledge in meaningful ways. Professional development focused on modelling scientific language and supporting students to articulate their thinking during experiments. As a result, learners demonstrated greater independence, more accurate use of scientific vocabulary, and stronger ability to transfer their skills to everyday context for example, comparing materials, noticing changes, and explaining simple scientific phenomena. This led to sustained progress across all groups, with students showing deeper conceptual understanding and increased engagement in scientific inquiry.

- [Data](#)
- [Academic progress AY25/26](#)



اللغة العربية

المرحلة	روضة مبتدئ	روضة متقدم	تمهيدي
1.1 التحصيل	جيد جدا	جيد جدا	جيد جدا
1.2 التقدم	جيد جدا	جيد جدا	جيد جدا

1.1 التحصيل الدراسي

<ul style="list-style-type: none"> ● Arabic Data 24/25 ● Arabic data 23/24 ● I read Arabic tracking 23/24 ● I Read Arabic tracking 24/25 ● تقارير شهرية - Google Drive ● مخرجات الكتابة قبل وبعد ● نموذج من قصص الأطفال 	<p>1-1-1 مستوى تحصيل الطلبة الدراسي قياسا إلى المعايير المنهاج التعليمي المعتمد و المرخص :</p> <p>يُظهر التحصيل الدراسي في مرحلة الروضة تقدماً ملحوظاً في مهارات اللغة العربية، فقد حقق معظم طلبة التمهيدي 89% - 90% تحصيلاً أعلى من المتوقع في مهارتي القراءة والكتابة، بينما كان تحصيل جميع الطلبة تقريباً 95% في ذات الصف أعلى من المتوقع في مهارة التحدث، مما يعكس تطوراً قوياً في مهارات التواصل اللغوي.</p> <p>أما في KG2 فقد حقق معظم الطلبة 83%-87% تحصيلاً أعلى من المتوقع في مهارتي القراءة والكتابة، بينما كان تحصيل جميع الطلبة تقريباً 92% في ذات الصف أعلى من المتوقع في مهارة التحدث، مما يعكس فاعلية البرامج التعليمية والممارسات الصفية الداعمة لتطور مهارات القراءة والكتابة والتحدث.</p>
	<p>1-1-2 مستوى تحصيل الطلبة الدراسي قياسا إلى المستويات الوطنية والمعايير العالمية ملائمة:</p> <p>غير مطبق في قسم الروضة</p>
<ul style="list-style-type: none"> ● Lesson Observation ● نماذج من أعمال الأطفال 	<p>1-1-3 مستويات معرفة وفهم و مهارات الطلبة لاسيما في المواد الدراسية الرئيسية:</p> <p>يظهر معظم 75% الطلبة في رياض الأطفال فهماً واضح ضمن المتوقع في مستويات المعرفة و المهارات أثناء الحصص الدراسية و في أعمالهم المدرسية.</p> <p>وقد برزت مهارة التحدث بوصفها أقوى المهارات عبر جميع الصفوف حيث حقق جميع الطلبة تقريباً 93% تحصيلاً أعلى من المتوقع مما يعكس قدرة الطلبة على فهم التعليمات وفهم المحتوى والتعبير عن الرأي.</p> <p>كما تظهر البيانات تطوراً تدريجياً في مهارة القراءة حيث حقق معظم الطلبة 88% - 90% تحصيلاً أعلى من المتوقع لاسيما في الصفين تمهيدي و 7 و 5 بما يدعم الفهم القرائي و الاسترسال في القراءة.</p>

	<p>في المقابل تشير النتائج إلى الحاجة لمزيد من التركيز على مهارة الكتابة حيث حقق معظم الطلبة 85% تحصيلاً أعلى من المتوقع.</p> <p>كما أظهر الطلبة قدرة على نقل مهاراتهم اللغوية إلى مواقف تعليمية جديدة؛ حيث يستخدمون المفردات التي تعلموها في الحوار، ويطبّقون مهارات الوعي الصوتي في قراءة الكلمات والجمل والقصص القصيرة.</p>
<ul style="list-style-type: none"> ● Data from 23/24 to Present ● الكتابة قبل و بعد ● نموذج من قصص الأطفال 	<p>4-1-1- اتجاهات التحصيل الدراسي بمرور الوقت:</p> <p>تُظهر بيانات التحصيل خلال السنوات الثلاث الماضية أن مستوى أداء الطلبة في اللغة العربية جيداً جداً، مع تحسّن تدريجي في تحصيل المهارات الأساسية. وتشير نتائج التقييمات التكوينية والختامية إلى أن معظم الطلبة 85-90% يحققون مستويات أداء تتماشى مع المعايير المتوقعة في مهارات الاستماع والفهم، والوعي الصوتي، والتعرّف إلى الحروف وأصواتها، وإثراء المفردات، والتعبير الشفهي، والكتابة المبكرة.</p> <p>كما تُظهر عينات أعمال الطلبة قدرة متزايدة على تطبيق المهارات في مواقف تعليمية جديدة، مثل استخدام المفردات في الحوار، وقراءة كلمات بسيطة، وكتابة الحروف بدقة أعلى. ففي السنة الدراسية 2024-2023 حقق غالبية كبيرة 70% من طلبة روضة متقدم تحصيلاً أعلى من المتوقع، بينما في سنة 2025-2024 حقق معظم 83% - 89% طلبة روضة متقدم والتمهيدي تحصيلاً أعلى من المتوقع.</p> <p>أما في مهارة الكتابة تشير النتائج لسنة 2024 أن معظم 79% - 83% طلبة الروضة والتمهيدي قد حققوا تحصيلاً أعلى من المتوقع. بينما في سنة 2025-2024 حقق معظم الطلبة في روضة متقدم 87% تحصيلاً أعلى من المتوقع، كما حقق معظم طلبة التمهيدي 90% تحصيلاً أعلى من المتوقع.</p> <p>وقد أسهمت جودة التخطيط وتنوع الأنشطة اللغوية واعتماد استراتيجيات التعلّم النشط واللعب الهادف في تحقيق هذا التحسن. كما ساعدت المتابعة المستمرة والنقويم البنائي في تحديد الاحتياجات مبكراً وتقديم دعم موجه، مما حافظ على اتجاه ثابت من الارتفاع في نسب التحصيل اللغوي عبر جميع مستويات المرحلة.</p>
	<h2>1.2 التقدم الدراسي</h2>
<ul style="list-style-type: none"> ● Arabic Data 24/25 ● مخرجات الكتابة قبل و بعد ● Arabic data 23/24 ● Academic progress 	<p>1.2.1 مستويات التقدم الدراسي بمرور الوقت لدى الطلبة بمن فيهم ذوي الاحتياجات التعليمية الخاصة مقارنة مع المستويات التي بدأوا منها:</p> <p>تشير بيانات التقييمات الداخلية إلى أن غالبية كبيرة من الطلبة يحققون تقدماً دراسياً يفوق التوقعات، مقارنة بالمستويات التي بدأوا منها وفق المعايير المحددة في منهاج اللغة العربية.</p> <p>فقد ارتفعت المتوسطات من 65% في الفترة الأولى إلى 77% في الفترة الثانية، ثم واصلت التحسّن لتصل إلى 82% في الفترة الثالثة، مما يعكس نمواً مستمراً في مهارات القراءة، والوعي الصوتي، والتعرّف إلى الحروف وأصواتها، وإثراء المفردات، والقراءة التحليلية، والتواصل الشفهي، والكتابة الوظيفية والإبداعية.</p> <p>وتشير بيانات التقدّم إلى ارتفاع ملحوظ في مهارات اللغة العربية لدى الطلبة خلال الفترة المحددة. فقد ارتفعت مهارة القراءة من 75% إلى 89%، بينما شهدت مهارة الكتابة تحسّناً كبيراً من 60% إلى 90%، كما ارتفعت مهارة التحدث من 88% إلى 95%.</p>

<ul style="list-style-type: none"> ● Lesson Observations 	<p>1.2.2 مستويات تقدم الطلبة الدراسي في الحصص الدراسية:</p> <p>أظهرت معظم 80% الملاحظات الصفية وتحليل أعمال الطلبة أن الطلبة يحققون تقدماً واضحاً في مهارات اللغة العربية، خاصة في القراءة والكتابة المبكرة. وقد وجدنا أن الطلبة يطورون مهارات أساسية مثل الوعي الصوتي، التعرف إلى الحروف وأصواتها، إثراء المفردات، فهم المسموع، التعبير الشفوي، إضافة إلى تحسن تدريجي في مسكة القلم، تشكيل الحروف، وكتابة الكلمات البسيطة. كما لاحظنا قدرة متزايدة لدى الطلبة على نقل مهاراتهم اللغوية إلى مواقف تعليمية جديدة داخل الصف وخارجه.</p> <p>استجابة لهذه النتائج، عمل الفريق التعليمي على تعزيز التخطيط اليومي لدروس اللغة العربية، وتطبيق استراتيجيات تدريس نشطة مثل التعلم القائم على اللعب، القراءة المشتركة، الكتابة الموجهة، والأنشطة الصوتية التفاعلية. كما تم توفير موارد بصرية متنوعة، وتقديم دعم موجه للطلبة الذين يحتاجون إلى تعزيز إضافي في مهارات القراءة والكتابة.</p> <p>وقد انعكس ذلك بوضوح على أداء الطلبة؛ حيث أصبحوا أكثر استقلالية وثقة في استخدام اللغة العربية، وأكثر قدرة على قراءة كلمات بسيطة، كتابة الحروف بدقة أكبر، والتعبير عن أفكارهم شفهاً. كما ارتفعت جودة أعمالهم الصفية، وظهر تحسن مستمر في مستويات التقدم عبر جميع الفصول، مما يؤكد فعالية التدخلات التعليمية المطبقة.</p>
<ul style="list-style-type: none"> ● Book Look ● Arabic data Analysis 24/25 ● ILP - Trimester 3 - Students KG. 	<p>1.2.3 مستويات التقدم الدراسي لدى المجموعات المختلفة من الطلبة:</p> <p>أظهرت الملاحظات الصفية وتحليل أعمال الطلبة أن غالبية كبيرة منهم 74% يحققون تقدماً دراسياً يفوق التوقعات المنتظرة في اللغة العربية. وقد وجدنا أن الطلبة يطورون مهارات لغوية أساسية بوتيرة متقدمة، تشمل الوعي الصوتي، التعرف إلى الحروف وأصواتها، إثراء المفردات، الفهم القرائي، والتعبير الشفهي، إضافة إلى تحسن واضح في مهارات الكتابة المبكرة مثل تشكيل الحروف وكتابة الكلمات البسيطة.</p> <p>أما الطلبة المتفوقون، فقد أظهروا تقدماً ملحوظاً من خلال البرامج الإثرائية التي تتضمن أنشطة عالية المستوى ومهام مفتوحة، تهدف إلى تحفيز التفكير النقدي والإبداعي وحل المشكلات، وتعزيز التعبير الشفهي والكتابي المتقدم، مثل كتابة القصص، ودعم تحليل النصوص، وتطبيق المهارات اللغوية في سياقات تعلم أعمق. ويعكس دمج برامج الدعم العلاجي والإثرائي في التدريس قدرة المدرسة على معالجة الفروق الفردية بين الطلبة، وتحقيق تعلم أكثر فاعلية، وتعزيز تقدم جميع الطلبة في مهارات اللغة العربية وفق مستوياتهم التعليمية واحتياجاتهم الفردية.</p>

الإسلاميات

المرحلة	روضة مبتدئ	روضة متقدم	تمهيدي
1.1 التحصيل	متميز	متميز	متميز
1.2 التقدم	متميز	متميز	متميز

	1.1 التحصيل الدراسي
<ul style="list-style-type: none"> • Islamic data analysis 23/24 • Islamic data analysis 24/25 	<p>1-1-1 مستوى تحصيل الطلبة الدراسي قياساً إلى المعايير المنهاج التعليمي المعتمد و المرخص:</p> <p>يُظهر التحصيل الدراسي في مرحلة الروضة تقدماً ملحوظاً في مهارات التربية الإسلامية، فقد حقق الجميع تقريباً من طلبة التمهيدي والروضة 96% - 90% تحصيلاً أعلى من المتوقع في مهارتي حفظ السور والأذكار الشرعية، مما يعكس تطوراً قوياً في مهارتي الحفظ والترديد، كما أظهر الطلبة تطوراً واضحاً في مهارات التعلّم الأساسية المرتبطة بالتربية الإسلامية، مثل الاستماع باحترام للقصص الدينية، تمييز السلوكيات الإيجابية، حفظ الأدعية القصيرة، التعرف إلى القيم الإسلامية الأساسية، والتعبير الشفهي عن معاني بسيطة مرتبطة بالسلوك الإسلامي. كما يكتسب الأطفال مهارات تطبيقية مهمة مثل اتباع التعليمات، التعاون، احترام الآخرين، والمشاركة في الأنشطة العملية المرتبطة بالوضوء، النظافة، وأداب المسجد. كما سجّلت جميع مجالات المادة (القرآن الكريم والسنة النبوية، قيم الإسلام وغاياته) نسباً مرتفعة ضمن مستوى تفوق التوقعات، بما يؤكد جودة نواتج التعلم وتحقيق المستهدفات التربوية</p> <p>تُظهر الأدلة المستقاة من الملاحظات الصفية وأعمال الطلبة أن معظم الطلبة يحققون مستويات تحصيل دراسي تفوق المستويات المتوقعة في المنهاج التعليمي المطبق. وتُظهر الأدلة أن الطلبة يتجاوزون ما هو متوقع منهم في المهارات والمعارف الأساسية، ويُظهرون قدرة متزايدة على تطبيق ما تعلموه في مواقف تعليمية متنوعة ويُظهر الطلبة تطوراً واضحاً في مهارات التعلّم الأساسية المرتبطة بالتربية الإسلامية، مثل الاستماع باحترام للقصص الدينية، تمييز السلوكيات الإيجابية، حفظ الأدعية القصيرة، التعرف إلى القيم الإسلامية الأساسية، والتعبير الشفهي عن معاني بسيطة مرتبطة بالسلوك الإسلامي. كما يكتسب الأطفال مهارات تطبيقية مهمة مثل اتباع التعليمات، التعاون، احترام الآخرين، والمشاركة في الأنشطة العملية المرتبطة بالوضوء، النظافة، وأداب المسجد.</p> <p>وقد أسهمت استراتيجيات التدريس القائمة على القصص، الحوار، التمثيل، والأنشطة العملية في تعزيز فهم الأطفال للقيم الإسلامية وترسيخها في سلوكهم اليومي. كما ساعدت الموارد البصرية والأنشطة التفاعلية في دعم الطلبة الذين يحتاجون إلى تعزيز إضافي، مما أدى إلى تحسن ملحوظ في قدرتهم على الربط بين الدروس والسلوكيات اليومية.</p> <p>وتؤكد هذه الأدلة أن مادة الإسلاميات تُسهم بفاعلية في بناء شخصية الطفل، وتعزيز مهاراته الاجتماعية والقيمية، ودعم تقدمه الأكاديمي والسلوكي داخل الصف وخارجه. كما تعكس نتائج المتابعة أن جودة التخطيط، وفاعلية استراتيجيات التدريس، والدعم الموجّه أسهمت في رفع مستويات التقدم عبر غالبية المجموعات، مما يؤكد أن المدرسة تحقق اتجاهًا إيجابيًا ثابتًا في تحسين أداء الطلبة.</p>
	<p>1-1-2 مستوى تحصيل الطلبة الدراسي قياساً إلى المستويات الوطنية والمعايير العالمية الملائمة: غير مطبق في قسم الروضة</p>
	<p>1-1-3 مستويات معرفة وفهم ومهارات الطلبة لاسيما في المواد الدراسية الرئيسية :</p> <p>يظهر جميع الطلبة تقريباً 95% في مرحلة رياض الأطفال فهماً واضح أعلى من المتوقع في مستويات المعرفة والمهارات في مادة التربية الإسلامية وبفوق أدائهم في العديد من الجوانب المستويات المتوقعة للمرحلة العمرية. وقد برز تقدّم واضح في مهارات التعلّم الأساسية للمادة، مثل الاستماع للقصص الدينية باحترام، حفظ الأدعية والسور القصيرة، تمييز السلوكيات</p>

	<p>الإيجابية، التعبير الشفهي عن القيم الإسلامية، والتعرف إلى شخصيات وأحداث إسلامية بسيطة. كما أظهر الأطفال قدرة متزايدة على اتباع التعليمات، التعاون، احترام الآخرين، وتطبيق القيم الإسلامية في مواقف حياتية داخل الصف وخارجه.</p>
<p>● Islamic data from 23/24 to Present</p>	<p>1-1-4 - اتجاهات التحصيل الدراسي بمرور الوقت:</p> <p>أظهرت البيانات المتراكمة خلال السنوات الثلاث الماضية أن معظم الطلبة 90% يحققون تقدمًا أعلى من المتوقع في مادة الإسلاميات، مع مستويات معرفة وفهم ومهارات تفوق التوقعات العمرية في العديد من الجوانب. وقد برز تطور ملحوظ في مهارات التعلم الأساسية للمادة، مثل الاستماع للقصص الدينية، حفظ الأدعية والسور القصيرة، تمييز السلوكيات الإيجابية، والتعبير الشفهي عن القيم الإسلامية. كما أظهر الأطفال قدرة متزايدة على تطبيق القيم الإسلامية في مواقف حياتية داخل الصف وخارجه.</p> <p>عزز الفريق التعليمي جودة التدريس من خلال توظيف القصص الهادفة، والتمثيل، والأنشطة العملية المرتبطة بالوضوء والنظافة وآداب المسجد. كما تم استخدام موارد بصرية وتفاعلية تدعم الفهم، وتقديم دعم موجه للطلبة الذين يحتاجون إلى تعزيز إضافي في مهارات الحفظ أو الفهم. وتم تنفيذ جلسات تطوير مهني للمعلمين لضمان اتساق الممارسات التدريسية ورفع كفاءتها.</p> <p>أسهمت هذه الإجراءات في تحقيق تحسن مستمر وواضح في أداء الطلبة، وارتفاع نسبة الأطفال الذين يظهرون سلوكيات إيجابية نابعة من القيم الإسلامية. كما أصبح الطلبة أكثر قدرة على حفظ الأدعية والسور القصيرة، وفهم معانيها البسيطة، وتطبيقها في مواقف يومية. وظهر أثر إيجابي على مهاراتهم الاجتماعية والوجدانية، مما يعكس اتجاهًا تصاعديًا ثابتًا في التحصيل والسلوك الإسلامي بمرور الوقت.</p>
<p>1.2 التقدّم الدراسي</p>	
<p>● Islamic data from 23 to Present</p>	<p>1.2.1 مستويات التقدّم الدراسي بمرور الوقت لدى الطلبة بمن فيهم ذوي الاحتياجات التعليمية الخاصة مقارنة مع المستويات التي بدأوا منها:</p> <p>ظهرت البيانات المستقاة من أدوات التقييم الداخلية أن معظم 90% طلبة الروضة يحققون تقدمًا دراسيًا يفوق التوقعات المنتظرة في مادة الإسلاميات. وقد برز لدى الأطفال مستوى متقدم في المعرفة والفهم والمهارات، مثل الاستماع للقصص الدينية، حفظ الأدعية والسور القصيرة، تمييز السلوكيات الإيجابية، والتعبير الشفهي عن القيم الإسلامية. كما أظهروا قدرة واضحة على تطبيق ما يتعلمونه في مواقف حياتية داخل الصف وخارجه.</p> <p>وقد قام الفريق التعليمي بتطبيق مجموعة من التدخلات الداعمة، شملت:</p> <ul style="list-style-type: none"> ● تعزيز استخدام القصص الهادفة والتمثيل لترسيخ المفاهيم الإسلامية. ● تنفيذ أنشطة عملية مرتبطة بالوضوء، النظافة، وآداب المسجد. ● تفعيل الحوار والمناقشة لتشجيع الأطفال على التعبير عن القيم الإسلامية. ● استخدام موارد بصرية وتفاعلية لدعم الفهم لدى جميع فئات الطلبة. ● تقديم دعم موجه للأطفال الذين يحتاجون إلى تعزيز إضافي في مهارات الحفظ أو الفهم. ● تطوير مهني للمعلمين لضمان اتساق الممارسات التدريسية ورفع فاعليتها <p>أسهمت هذه التدخلات في تحقيق تحسن ملحوظ ومستمر في أداء الأطفال، وارتفاع نسبة الذين يظهرون سلوكيات إيجابية نابعة من القيم الإسلامية. كما أصبح الأطفال أكثر قدرة على حفظ الأدعية والسور القصيرة وفهم معانيها البسيطة، وأكثر التزامًا بآداب التعامل داخل الصف. وظهر أثر واضح على تنمية مهاراتهم الاجتماعية والوجدانية، مما يعكس اتجاهًا إيجابيًا ثابتًا في التحصيل والسلوك الإسلامي بمرور الوقت.</p>
<p>● Islamic data from 23 to Present</p> <p>● Lesson Observation s</p>	<p>1.2.2 مستويات تقدم الطلبة الدراسي في الحصص الدراسية:</p> <p>تُظهر الملاحظات الصفية وتحليل أعمال الطلبة أن معظم 90% طلبة الروضة يحققون تقدمًا دراسيًا يفوق التوقعات في مادة الإسلاميات، حيث يكتسبون معرفة وفهمًا متنامية للمفاهيم الإسلامية الأساسية، ويُظهرون مهارات تعلم واضحة مثل الاستماع باحترام للقصص الدينية، وحفظ الأدعية والسور القصيرة، وتمييز السلوكيات الإيجابية، والتعبير الشفهي عن القيم الإسلامية، إضافة إلى قدرتهم على اتباع التعليمات في الأنشطة العملية المتعلقة بالوضوء والنظافة وآداب المسجد. واستجابة لهذه النتائج، عزز الفريق التعليمي جودة التدريس من خلال توظيف القصص الهادفة والتمثيل والأنشطة العملية، وتفعيل الحوار والمناقشة، واستخدام موارد بصرية وتفاعلية تدعم الفهم، إلى جانب تقديم دعم موجه للطلبة الذين يحتاجون إلى تعزيز إضافي. وقد أسهمت</p>

	<p>هذه الإجراءات في تحقيق أثر واضح على أداء الأطفال، حيث أصبحوا أكثر قدرة على حفظ الأدعية والصور القصيرة وفهم معانيها، وأكثر التزاماً بالسلوكيات الإيجابية داخل الصف وخارجه، مما انعكس في تنمية مهاراتهم الاجتماعية والوجدانية وترسيخ القيم الإسلامية في ممارساتهم اليومية.</p>
<ul style="list-style-type: none"> ● Islamic data from 23 to Present 	<p>1.2.3 مستويات التقدم الدراسي لدى المجموعات المختلفة من الطلبة:</p> <p>تُظهر البيانات الصفية وتحليل أعمال الطلبة أن معظم 90% المجموعات في الروضة تحقق تقدماً دراسياً ملحوظاً في مادة الإسلاميات يفوق التوقعات المنتظرة للمرحلة العمرية. ويُظهر الطلبة من مختلف المستويات قدرة متنامية على فهم المفاهيم الإسلامية الأساسية، وحفظ الأدعية والصور القصيرة، وتمييز السلوكيات الإيجابية، إضافة إلى تطبيق القيم الإسلامية في مواقف حياتية داخل الصف وخارجه. كما تعكس الملاحظات أن التقدم الدراسي ليس مقتصرًا على مجموعة واحدة، بل يشمل كافة فئات الطلبة، مما يدل على فاعلية التخطيط التعليمي، وتنوع استراتيجيات التدريس، والدعم الموجه الذي أسهم في رفع مستوى الأداء عبر جميع المجموعات. ويؤكد هذا الاتجاه الإيجابي أن مادة الإسلاميات تُسهم بفاعلية في تعزيز النمو المعرفي والقيمي والاجتماعي لدى الطلبة في الروضة.</p>

1.3: Learning skills

1.3.3 Application of learning to the real world and making connections between areas of learning

1.3.4 Innovation, enterprise, inquiry, research, critical thinking, problem-solving, and use of learning technologies

Grades	KG 1	KG 2	KG 3
1.3 Learning skills	Very Good	Very Good	Very Good

1.3.1 Students' engagement in and responsibility for their own learning

Recent inspection evidence shows that students are keen to learn and take responsibility for their own learning. Observation data from the 50 classroom visits conducted so far indicates that 90% of students demonstrate independent learning, reflecting strong engagement with the new 2025–26 observation objective. Students work productively on their own, make purposeful use of resources and technology, and show a clear understanding of their strengths and weaknesses, acting intentionally to improve.

This progress has been supported by targeted school actions, including explicit modelling of independent learning routines, structured opportunities for self-directed tasks, the integration of digital tools to promote autonomy, and regular reflection activities that help students identify next steps in their learning. As a result of these interventions, students have become more confident, self-regulated learners, showing improved problem-solving skills, greater persistence, and reduced reliance on teacher direction. The overall impact is a noticeable rise in the quality of learning behaviors across classrooms, with students demonstrating ownership, motivation, and purposeful engagement in their work.

- [Project based learning](#)
- [Bump it Up wall strategy](#)

1.3.2. Students' interactions, collaboration, and communication skills

KG students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals, demonstrating growing confidence in communicating their learning effectively. According to the last ETIO feedback about the students' interview, our students showed very good communication skills, which is evident in the way they express ideas, listen to peers, and participate actively in shared tasks. Evidence from Project Based Learning activities, paired work, and group projects shows that young learners are able to share ideas, take turns, negotiate roles, and contribute meaningfully to joint outcomes. During our EXPO, KG students showcased strong interaction and collaboration skills through age-appropriate activities such as selling simple products to parents, presenting information using visual prompts, designing themed restaurant stands, and selecting and describing different cuisines. These authentic experiences allowed children to practice communication, teamwork, and problem solving in real-life contexts.

This progress is the result of intentional school actions, including explicit modelling of collaborative routines, structured opportunities for cooperative play, guided role-play scenarios, and hands-on tasks that require shared decision-making. Teachers also facilitated reflection moments that encouraged children to articulate their thinking and respond to others respectfully. KG students now engage more confidently with peers, sustain collaborative tasks for longer periods, and communicate their ideas using clear and purposeful language. They demonstrate

- [Communication](#)
- [Project based learning](#)

<p>increased social maturity, improved problem-solving skills, and a stronger sense of responsibility within group settings laying out a solid foundation for future learning.</p>	
<p>1.3.3. Application of learning to the world and making connections between areas of learning KG students regularly make meaningful connections between different areas of learning and relate these well to their understanding of the world. Through integrated thematic units, children are able to link concepts from literacy, numeracy, science, and social understanding in ways that deepen their comprehension. For example, during project-based learning, KG students connected counting and measurement skills from mathematics with real-life tasks such as building simple structures, exploring nature, or preparing items for class events. They also linked vocabulary from language lessons to hands-on science explorations, enabling them to describe observations, compare objects, and express ideas confidently.</p> <p>This progress is the result of intentional school actions, including designing cross-curricular activities, embedding real-world contexts into lessons, providing hands-on learning experiences, and modelling language that helps children articulate connections between subjects. Teachers also used visual anchors, storytelling, and inquiry-based questions to help students see how learning in one area supports understanding in another. KG students now demonstrate stronger conceptual understanding, greater curiosity, and improved ability to transfer skills across contexts. They are more confident in explaining their thinking, applying mathematical and language skills in daily routines, and making sense of the world around them. This integrated approach has strengthened their problem-solving abilities and laid a solid foundation for deeper learning in later grades.</p>	<ul style="list-style-type: none"> ● real life scenarios ● real life
<p>1.3.4. Innovation, enterprise, enquiry, research, critical thinking, and use of learning technologies Evidence across lessons and learning walks shows that students are innovative and enterprising, demonstrating strong enquiry and research skills appropriate to their age. They confidently explore ideas, ask purposeful questions, and engage in hands-on investigations that deepen their understanding. Students make effective use of learning technologies such as tablets, interactive screens, and age-appropriate digital tools to gather information, record observations, and present their learning. Critical thinking and problem-solving are key features of learning, with students applying reasoning skills to make predictions, test ideas, and evaluate outcomes. School initiatives, including structured enquiry tasks, guided research activities, and opportunities for creative design within projects, have strengthened students' ability to think independently and approach challenges with confidence. Students demonstrate increased curiosity, improved ability to justify their thinking, and greater resilience when working through open-ended tasks, resulting in a learning culture that consistently promotes innovation and deeper understanding.</p> <p>Performance Standard 1 Strengths:</p> <ul style="list-style-type: none"> ● Attainment across KG1-KG3 ● Effective early literacy instructions ● Progression across the KG cycle ● Language-rich environments ● Skilled teachers using continuous assessment ● Variety of teaching resources. <p>Performance Standard 1 Areas of Development:</p> <ul style="list-style-type: none"> ● Strengthen data use ● Achievement against international expectations ● Build teacher capacity in analysis and intervention planning 	<ul style="list-style-type: none"> ● Project based learning ● Bee Bot ● Coding ● KG expo and enterprise



PERFORMANCE INDICATOR 2

Students' Personal and Social Development, and their Innovation Skills

Grades	KG 1, KG 2 & KG 3
2.1 Personal development	Very Good
2.2 Understanding of Islamic values and awareness of Saudi and world cultures	Very Good
2.3 Social responsibility and innovation skills	Very Good

2.1 Personal development

2.1.1 Attitudes:

Almost all KG students demonstrate exemplary attitudes and high levels of engagement in their learning environment, placing the school at an Outstanding level in this area. Students consistently display positive and responsible attitudes, showing enthusiasm, independence, and active participation in classroom activities. They are increasingly self-reliant, taking ownership of their tasks and routines, and they respond very well to critical feedback by applying suggestions to improve their work and behavior. These strong dispositions are reinforced through whole-school practices such as the “Kind Hands, Kind Feet, and Kind Words” initiative, the “Little Leader” program, and the “Children’s Advisory Council.” Students show a noticeable rise in confidence, independence, and willingness to collaborate, resulting in a highly positive, respectful, and responsible learning culture across the KG community.

- [School Rules](#)
- [Little Leader](#)
- [Children's Advisory Council](#)

2.1.2 Behavior:

The ‘Kind Hands, Kind Words, Kind Feet’ initiative has been enhanced and expanded, with its practices unified across all classrooms and grade levels to promote self-discipline and positive interactions. Students actively discuss classroom rules and demonstrate their understanding by creating a shared charter that all students sign, reinforcing their rights, responsibilities, and respect for others. Through this process, students learn to respond thoughtfully to one another, work collaboratively to resolve differences, and maintain a supportive and inclusive environment. Bullying is very rare as a result of these consistent practices. This results in a highly harmonious learning atmosphere where students’ very positive behavior, cooperation, and self-discipline contribute to a safe, respectful, and nurturing school community.

- [Agreement Implementation](#)
- [Individual Behavior Plan](#)

2.1.3. Relationships:

Students are highly sensitive to the needs and differences of others and consistently support one another, resulting in respectful and considerate relationships with both peers and staff. To strengthen and sustain this positive culture, the school implemented several targeted initiatives, including a structured social-emotional curriculum designed to enhance positive relationships, cooperative learning activities, peer-support routines, and the “Kind Hands, Kind Words, Kind Feet” program across all grade levels. We also celebrate all international students’ national days to demonstrate respect for every child and reinforce that all students are valued and important. In addition, every classroom displays the Saudi flag alongside the flag of the teacher’s or any student’s home country, further promoting inclusion and cultural appreciation. This has led to a noticeable improvement in students’ interpersonal skills, stronger empathy, and more positive, respectful relationships throughout the school community, contributing to a harmonious and supportive learning environment.

- [Strong empathy and respectful relationships among students](#)
- [Social-emotional learning \(SEL\)](#)

2.1.4 Adoption of safe and healthy lifestyle:

Almost all KG students and staff demonstrate a secure understanding of safe and healthy living, reflecting an Outstanding level of health and safety awareness across the school. Students consistently make wise choices regarding their own health and safety, showing strong habits in nutrition, hygiene, and physical activity. They actively initiate or participate in activities that promote safe and healthy lifestyles, and they encourage their peers to do the same, reinforcing a culture of wellness throughout the school community. This creates a school environment where students’ physical well-being is strongly supported, bullying and unsafe behaviors are minimized, and a positive, safe atmosphere is created one that enhances students’ readiness to learn and thrive.

- [Adoption of safe and healthy lifestyle](#)

2.1.5 Attendance and punctuality:

Almost all KG students demonstrate consistently high levels of attendance and punctuality, with rates approaching 96%, reflecting an Outstanding commitment to being present and on time. Students almost always arrive at school and to lessons punctually, showing a strong understanding of the importance of regular attendance for their learning and progress. This high level of responsibility is supported by the school’s clear expectations and ongoing communication with families about the value of time and routine. This leads to a more settled start to the school day, improved learning continuity, and a positive classroom atmosphere where students are fully engaged and ready to learn.

- [Weekly Classes Attendance-Absence tracker](#)
- [Weekly Lateness and Early exit Record](#)



2.2. Understanding of Islamic values and awareness of Saudi and world Islamic and Cultural Education in the Elementary School

2.2.1. Students' appreciation of the role and values of Islam in Saudi society :

Almost all KG students (greater than 90%) demonstrate a secure appreciation and understanding of how Islamic values influence contemporary Saudi society, reflecting an Outstanding level of provision in this area. The curriculum is thoughtfully designed to embed Islamic principles through age-appropriate lessons, Islamic recitations, celebrations, and activities that highlight the importance of compassion, respect, and responsibility. These experiences help children connect Islamic teachings to daily life in Saudi Arabia and understand their relevance in shaping social expectations and community values. This results in a noticeable strengthening of students' moral development, increased empathy, and a deeper sense of identity and belonging, all of which positively influence their social and emotional growth within the school community.

- [prompting Islamic Value](#)
- [Quran Recitals](#)

2.2.2. Respect for the heritage and culture of Saudi:

Almost all KG students demonstrate strong knowledge of and deep respect for the heritage and culture that shape life in the Kingdom of Saudi Arabia, reflecting a high level of excellence. The school strengthens this through the daily integration of national and religious values and by hosting cultural events such as National Day, Founding Day, and Flag Day, along with projects that explore local traditions and symbols. Daily Qur'an lessons instill Islamic values respect, honesty, cooperation, and national belonging supported by Qur'anic stories and national songs that reinforce Saudi and Islamic identity. Each morning begins with assembly and the national anthem, deepening pride and belonging. During Ramadan, traditional centers, cultural clothing displays, and heritage foods help embed cultural and religious values in meaningful ways. The school also emphasizes the importance of family, a key element of Saudi culture, through activities where children share family photos, discuss family traditions, and participate in projects that celebrate family bonds. In the first semester, KG students learned about dates and their significance and prepared simple traditional dishes, helping connect classroom learning to real-life practices. Parents actively participate in these events, strengthening community engagement. This creates an environment where students confidently appreciate their national heritage, respect cultural and religious practices, and develop a deep sense of belonging and pride that enriches their social, emotional, and moral growth.

- [Enhancing Saudi Folklore](#)
- [Enhancing the Saudi traditional crafts](#)
- [Class projects are related to Saudi culture](#)
- [Showcasing Cultural Events](#)
- Saudi National Day
- Celebration in Morning assembly
- Project and Saudi Food

2.2.3 Understanding and appreciation of their own and other world cultures:

Almost all KG students demonstrate a deep understanding, awareness, and appreciation of their own and other world cultures through the multicultural elements embedded in the curriculum. Through storytelling, cultural celebrations, and activities that highlight the national identities of all students, children are introduced to a wide range of global traditions and ways of life. We are proud to celebrate 14 national days, reflecting the diversity of our international students and teachers and demonstrating our respect for all cultures. In our social-emotional curriculum, we place strong emphasis on respecting all cultures, all flags, and all nationalities, ensuring that every child feels valued and represented. This intentional focus on multiculturalism nurtures empathy, tolerance, and inclusivity, helping students develop strong intercultural awareness from an early age. This creates a school environment where diversity is genuinely valued, students show respect for differences, and children build the social-emotional foundations needed to thrive in a multicultural society.

- [Respecting world cultures](#)
- [Equality Policy](#)

2.3 Social Responsibility and Innovation Skills

2.3.1. Community involvement, volunteering and social contribution:

Almost all of KG students demonstrate strong social responsibility and a growing sense of innovation in their daily school experiences. Students willingly participate in activities that have positive effects on the school and wider community, showing enthusiasm for helping others, caring for the environment, and contributing to shared goals. They often take initiative by suggesting ideas, leading small group tasks, or volunteering during class and school events, demonstrating early leadership and a desire to make meaningful social contributions. This leads to a noticeable increase in students' confidence, responsibility, and community awareness, creating a school culture where even the youngest learners actively contribute to the well-being of others and develop the foundations of responsible citizenship.

- [Community involvement and volunteering](#)

2.3.2. Work ethic, innovation, enterprise and entrepreneurship:

Almost all KG students demonstrate a very positive work ethic, approaching tasks with enthusiasm, persistence, and a willingness to take responsibility for their learning. They show growing innovation and creativity as they explore ideas, solve problems, and design their own activities. Students increasingly initiate and manage projects such as classroom rules agreement, Expo, Little Leader, Children's Advisory Council, and community-focused activities showing confidence, independence, and emerging leadership skills. This creates a learning environment where children are highly motivated, take ownership of their work, and develop the foundational skills needed to become proactive, creative, and capable learners.

- [Students show a very positive work ethic, are innovative, and successfully manage projects.](#)

2.3.3. Environmental awareness and action :

Almost all KG students demonstrate genuine care for their school environment and actively seek ways to improve it through a range of environmental awareness initiatives embedded in the SEL curriculum. Sustainability and conservation topics are intentionally woven into daily learning, helping students understand their role in protecting the environment. Through hands-on activities such as Science Projects Innovation and Design, children engage directly with environmental issues, care for classroom and outdoor plants, and participate in recycling paper and plastic as part of their regular routines. They also contribute to broader conservation efforts through school-based eco-projects and early participation in wider sustainability initiatives. This fosters a growing sense of environmental responsibility, increased student participation in eco-friendly practices, and the development of young learners who are conscious of their role in caring for both their school and the wider world.

- [Environmental awareness](#)

Performance Standard 2 Strengths:

- Highly positive student attitudes; engaged, independent, responsible
- Strong Islamic, cultural and national identity
- High levels of respect, empathy and positive relationships
- Emerging leadership through projects and volunteering
- Excellent attendance and healthy lifestyle habits
- Leadership development in KG3 students.

Performance Standard 2 Areas of Development:

- Increased student responsibility for learning
- Strengthening students talent in an effective way.

PERFORMANCE INDICATOR 3

Teaching and Assessment

Grades	KG 1, KG 2 & KG 3
3.1 Teaching for effective learning	Very Good
3.2 Assessment	Very Good

3.1 Teaching for effective learning

3.1.1. Teachers' knowledge of their subjects and how students learn them

Most teachers apply strong subject knowledge and demonstrate a clear understanding of how students learn, enabling them to adjust the pace of learning in response to students' needs. They prioritize continuous improvement, using data analysis to refine instructional practices and adapt methods when students show readiness, misunderstanding, or require additional challenge. This responsive, data-driven approach allows teachers to personalize learning so that each student remains engaged and able to make steady progress. By tailoring strategies to individual learning styles and adapting instruction in real time, teachers ensure that students receive timely support and appropriate levels of challenge. As a result, students experience more effective lessons, improved understanding, and stronger overall academic outcomes.

- [Students' Data - Grouping & Intervention](#)
- [ILPs \(Students who need interventions\)](#)

3.1.2. Lesson planning, the learning environment, and the use of time and resources

To support successful learning, almost all teachers plan lessons with clear lesson objectives and success criteria, use time and resources efficiently and provide engaging, inclusive learning experiences. Lessons follow the scope and sequence, promote active participation and support differentiated learners. Activities are well matched to individual and group needs, with tasks and resources offering appropriate support and challenge for different attainment levels. A range of resources, including science experiments, hands-on activities and manipulatives, enhances engagement and access for all learners. Teachers also use a classroom-readiness checklist that supports both new and existing staff in preparing their learning environments to the expected standard. The large majority of classrooms are positive and stimulating, complemented by additional learning spaces such as the library, art

- [KG 1 Weekly Planning Folder](#)
- [KG 2 Weekly Planning Folder](#)
- [KG 3 Weekly Planning Folder](#)
- [KG Environments Policy \(Inside and Outside the Classroom\)](#)
- [Classroom Environment](#)
- [Learning Centers Checklist](#)

<p>room, music room, PE room and play areas. As a result, students sustain high engagement and make steady, measurable progress in lessons.</p>	<ul style="list-style-type: none"> • Library Schedule • Students in the library • Art & PE Rooms Environment
<p>3.1.3. Teacher-student interactions, including the use of questioning and dialogue</p> <p>Teacher interaction, particularly through questioning, helps sustain student engagement and encourages deeper thinking. Role-play activities further promote active participation, supporting the development of collaboration and independence. This area remains a focus for continued improvement and is identified as a priority in the school improvement plan, monitored through lesson observations. The intention is to ensure that effective teacher-student interactions including purposeful questioning, dialogue and structured role-play are consistently planned for and reflected in daily practice. These approaches strengthen students' ability to take responsibility for their learning, work cooperatively with peers and engage in thoughtful reasoning. Consequently, students demonstrate greater confidence, improved collaborative skills, and increased independence when approaching learning tasks.</p>	<ul style="list-style-type: none"> • PD Higher Order Thinking Questions (HOT Qs).pdf • Power Bi Data for HOT
<p>3.1.4 Teaching strategies to meet the needs of individuals and groups of students</p> <p>Teaching strategies across the school are consistently effective in meeting the diverse needs of learners. Almost all teachers employ approaches that provide specific levels of challenge and support, ensuring that students of all abilities make good progress. Lesson planning is purposeful and includes explicit differentiation, enabling teachers to adapt activities and resources to cater for individual learning styles and abilities. This structured approach promotes student-centered learning and encourages independence, collaboration, and active engagement.</p> <p>Clear learning objectives and success criteria are evident in all lessons, providing students with a strong understanding of expectations and how to achieve them. Teachers use assessment information effectively to inform planning and adjust strategies, ensuring that learning is personalized and progress is sustained. The Individual Learning Plan (ILP) program is systematically implemented and rigorously tracked to support targeted development in English, Mathematics, and Arabic. This initiative reflects a strong commitment to inclusion and ensures that students requiring additional support receive focused interventions.</p>	<ul style="list-style-type: none"> • Sample lesson plan with differentiated activities • KG Support Program • Students Grouping & Interventions According to Data • ILPs Folder • Sample of ILP
<p>3.1.5 Teaching to develop critical thinking, problem-solving, innovation, and independent learning skills</p> <p>Almost all teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills through carefully structured lesson planning. Inquiry-based activities and project-based learning are increasingly embedded across subjects, giving students regular opportunities to explore concepts, question ideas and apply</p>	<ul style="list-style-type: none"> • Critical Thinking • Students Experiment • Samples of KG Projects • KG expo and enterprise

higher-order thinking. Teachers design lesson starters and independent practice tasks that require students to tackle problems, demonstrate creativity and engage in reflective thinking. These approaches nurture student curiosity and encourage learners to take greater ownership of their learning. This consistent emphasis on analytical and innovative thinking enables students to deepen their understanding, approach challenges with confidence and apply their skills more effectively across different contexts, strengthening both academic performance and learning independence.

3.2 Assessment

3.2.1 Internal Assessment Processes

Internal assessment at Riyadh Schools is systematic, coherent, and consistently aligned with curriculum standards across KG, elementary, middle, and high school. Guided by the whole-school assessment policy revised for 2025–2026, a structured framework sets shared expectations for baseline, formative, and summative assessment, including mid-year checks and end-of-semester examinations. Assessment tasks are standardized through departmental collaboration and strengthened by moderation and quality-assurance processes led by the Quality Assurance Team, ensuring validity and reliability. Student progress is tracked through comprehensive learner profiles that integrate academic data, wellbeing indicators, and personal and social development, supporting precise analysis and targeted planning. Teachers and leaders use assessment evidence to inform reteaching, intervention, and curriculum refinement. This disciplined approach has reduced variation between internal outcomes and external benchmarks, accelerated progress for most students, and narrowed achievement gaps over time.

- [Assessment Policy](#)
- [Assessment & Reporting](#)
- [KG Assessment Guide and Policy](#)

3.2.2. External, National and International Benchmarking

Riyadh Schools has robust systems for benchmarking student attainment and progress against national and international expectations. Using MAP, ABT, NAFS, Qudrat, Tahsili and AP, leaders and teachers access reliable external data to compare performance across campuses, phases and subjects. MAP analysis in KG, elementary and middle school identifies gaps, informs curriculum sequencing and guides instructional adjustments; for example, middle school science trends led to strengthened prerequisite knowledge and improved outcomes. In high school, Qudrat, Tahsili and GPA trends drive targeted interventions and university-readiness planning, with AP used to validate standards for higher-attaining students. NAFS assessments in grades 3, 6, 9 add further national benchmarking. Power BI dashboards provide clear cohort- and subject-level insights, enabling timely support, effective follow-up and measurable improvement for almost all identified students.

- [MAP Reading Data 25/26](#)
- [MAP Math Data 25/26](#)
- [MAP Report for every class](#)
- [MAP Data Analysis & Students Tracking](#)

3.2.3 Analysis of Assessment Data to Monitor Students' Progress

Assessment data at Riyadh Schools is systematically collected, analyzed and used to monitor students' attainment and progress across all phases. Multiple data sources, including internal assessments, MAP, ABT, NAFS and other external measures, are triangulated to ensure accuracy and reliability. This enables teachers and leaders to identify strengths, gaps and emerging trends with precision, ensuring decisions about teaching, curriculum and intervention are grounded in robust evidence. Whole-school data reports provide leaders with a clear overview of performance across subjects and grade levels. In 2025–2026, the school began developing a comprehensive Power BI data-integration

- [KG Semester 1 Data Analysis](#)
- [Triangulation of internal and external data](#)



platform to combine all assessment points and deepen analysis. Regular progress meetings and intervention reviews ensure emerging patterns inform ILPs, Mawhiba pathways and targeted support. Through this systematic approach, assessment data drives continuous improvement in student outcomes.

3.2.4 Use of Assessment Information to Influence Teaching, the Curriculum, and Students' Progress

Assessment information is used consistently and effectively across the KG to inform teaching and curriculum planning. Teachers have a secure understanding of each child's developmental stage and learning needs, using a broad range of age-appropriate assessment strategies, including observation, checklists, and developmental tracking tools. These are embedded in daily routines and used to identify strengths, address gaps, and plan next steps in learning.

Assessment outcomes are analyzed regularly and used to adapt teaching strategies and modify curriculum content to ensure appropriate challenge and support for all learners. Children who are exceeding expectations are provided with extended learning opportunities, while those requiring additional help benefit from targeted interventions through the KG Support Program. These practices contribute to better progress for almost all children from their starting points.

- [Unit Plan Modification after MAP Data](#)
- [Use of Formative Assessment](#)
- [Sample lesson plan with differentiated activities](#)
- [Grouping students after data](#)

3.2.5 Teachers' knowledge of and support for students' learning

Almost all KG teachers demonstrate a strong commitment to continuous improvement and student-centered practices. They actively use assessment outcomes to enhance teaching quality. Teachers know each student's strengths and areas for growth, providing personalized challenges, constructive feedback, and targeted support programs for students performing below expectations.

Performance Standard 3 Strengths:

- Strong subject knowledge and understanding of how children learn.
- Coherent assessment systems with effective moderation.
- Data-driven personalization through ILPs and interventions.
- Clear, purposeful planning with engaging activities.
- Teaching that promotes thinking, problem-solving, and independence.

Performance Standard 3 Areas of Development:

- Ensure all students make consistent academic progress.

- [Support Program](#)



PERFORMANCE INDICATOR 4

Curriculum

Grades	KG 1, KG 2, KG 3
4.1 Curriculum design and implementation	Very Good
4.2 Curriculum adaptation	Very Good

4.1 Curriculum Design and Implementation

4.1.1. Rationale, Balance, and Compliance

The Riyadh Schools curriculum is built on a clear rationale aligned with shared values, school priorities and Vision 2030, promoting national identity, digital innovation and future-ready competencies. It is broad, balanced and age-appropriate, integrating the California Common Core Standards, CA-NGSS, National Association for the Education of Young Children (NAEYC) and full MoE requirements for Arabic-medium subjects. Compliance is assured through curriculum mapping, allocation checks and coverage reviews. Scope-and-sequence documents, annual planners and moderated common assessments secure consistency and coherent progression. Enrichment and challenge are strengthened through the AI curriculum (Grades 6–8) and the Mawhiba program (Grades 4–12). Leaders monitor implementation through reviews and learning walks, ensuring continuity, effective transitions and equitable access so all students make sustained progress and are well prepared for the next phase.

- [KG Scope & Sequence](#)
- [NAEYC Standards](#)
- [Term overviews](#)

4.1.2. Continuity and progression

Riyadh Schools secures continuity and clear progression across all phases through a coherent, well-structured curriculum. Scope and sequence documents set out expected learning year on year, ensuring knowledge, skills and understanding build systematically. Semester unit plans support consistent instructional sequencing, while weekly plans shared through Classera clarify expectations for students and parents. Collaborative planning across boys' and girls' sections aligns pacing, supported by monthly cross-school meetings that review evidence of learning and refine sequencing. Transitions are smooth and purposeful, with structured handovers, learner profiles, and transition documentation at each phase (e.g., KG3–G1, G6–G7). Vertical and horizontal planning, strengthened by common assessments and moderation, ensures consistent expectations. As a result, curriculum planning meets the needs of almost all students: learning matches starting points, continuity is sustained, and students are very well prepared for the next phase, including increasing challenge and independence in secondary school.

- [Term Overviews](#)
- [Standards & Unit Plans](#)
- [KG Scope & Sequence](#)
- [Transition handover documents](#)

4.1.3. Curriculum Choices

Almost all students are provided with very good choices and opportunities to benefit from learning experiences that nurture their talents and individual interests. The curriculum offers considerable variety within the school day, with Art, Music and PE included in the weekly timetable for all students. In addition, a wide range of experiences is provided through Learning Centers, projects, Expo activities and educational excursions, giving students meaningful avenues to explore personal strengths and broaden their learning beyond classroom subjects. These opportunities allow students to engage with areas they enjoy while developing new skills in creative, physical, and inquiry-based contexts. This breadth of provision ensures that student interests are valued and supported, leading to greater motivation, improved engagement, and stronger ownership of learning.

- [Sample lesson plan providing variety of learning stations](#)
- [KG Projects](#)
- [KG Timetables that includes variety of choices](#)

4.1.4. Cross-curricular Links

Cross-curricular themes in KG are carefully planned to ensure that students develop skills across a range of subjects in meaningful and engaging contexts. The curriculum provides rich opportunities for independent learning and critical thinking, particularly during Integrated learning time, where students make purposeful connections between what they have learned in the prepared learning centers. Linked activity plans further reinforce these connections, allowing children to explore concepts through multiple subject lenses. This thematic approach strengthens students' ability to transfer knowledge, apply skills in varied situations, and engage in deeper inquiry. The consistency of cross-curricular planning supports a cohesive learning experience that enhances curiosity, builds confidence, and promotes stronger cognitive development as students become more able to link ideas and think independently.

- [Integrated Learning](#)
- [KG Activities Plan Project Planning](#)

4.1.5. Review and Development

Riyadh Schools conducts an annual curriculum review involving subject leaders and teachers across KG to Grade 12. Changes are well considered and continue to meet the needs of most students. All departments engage in reflective practice, and adjustments are made based on these reflections. Teacher insight is also used as they are the leaders of learning in the classroom, ensuring that refinements are grounded in day-to-day teaching and learning. Each reflective change has been evidenced through MAP, demonstrating a clear link between review decisions and improved outcomes. This systematic cycle of review, reflection and action strengthens curriculum coherence, supports high-quality implementation and keeps student needs central, leading to more targeted provision and sustained gains in student progress.

- [Teachers survey about the curriculum](#)
- [KG Curriculum](#)



4.2 Curriculum Adaptation

4.2.1. Modification of Curriculum to Meet the Needs of All Groups of Students

The school successfully ensures that teachers adapt the curriculum to meet the needs of all student groups. Teachers modify lessons to address learning gaps and provide differentiated instruction. An Individual Learning Plan (ILP) program has been developed for lower-attaining. Targets are set at the start of each semester and reviewed at the end; a summary report outlining progress and next steps is shared with parents.

For the 2025–2026 academic year, we launched a research project titled Enhancing KG1 Students' Engagement Through a Holistic Theme-Based Approach. The project examines how a holistic, theme-based curriculum influences KG1 students' active participation in classroom activities. It seeks to identify effective theme-based strategies that improve attention span and motivation and to evaluate the overall impact of this approach on student engagement.

- [KG3 Weekly Planning Documents with Differentiation and Curriculum Adaptation Examples - Literacy, Math and Science](#)
- [KG 1 Action Research](#)
- [KG 1 Evidence](#)
- [KG 1 Planning](#)

4.2.2. Enhancement, Enterprise, and Innovation

Riyadh Schools offers a motivating, diverse curriculum enriched through flexible, innovative structures that extend aspirations and deepen learning. Enterprise, creativity and real-world problem-solving are embedded across subjects, supported by purposeful use of digital tools and cross-curricular project work. Enrichment programs and strategically scheduled extra-curricular activities significantly broaden academic and personal development, with strong participation across student groups and careful monitoring of uptake. Whole-school events such as the Expo showcase hands-on innovation and entrepreneurship. Partnerships including Mawhiba, community-service initiatives and educational trips further expand students' horizons and strengthen social contribution consequently students demonstrate high levels of creativity, engagement, and real world application, with portfolios showing improving quality of outcomes and community service logs evidencing meaningful contribution beyond the classroom. In KG, activities such as Bee-Bot coding, project work, and drama performances further nurture early curiosity, confidence, and foundational problem-solving skills. Swimming was introduced this academic year as a core component of the PE curriculum, ensuring equitable access to essential physical skills and supporting students' health, safety, and wellbeing. Consequently, students demonstrate high levels of creativity, engagement and real-world application, with portfolios showing improving quality of outcomes and community-service logs evidencing meaningful contribution beyond the classroom.

- [Bee-Bot Activity](#)
- [Samples of KG Projects](#)
- [Voluntary & Initiatives](#)
- [KG expo and enterprise](#)

4.2.3. Links with Saudi Culture and Society

Riyadh Schools provides well-planned and coherent opportunities for students to develop a strong understanding of Saudi heritage, cultural identity and national values. Key themes including heritage, citizenship and Vision 2030 are mapped across phases and subjects, ensuring progression through enquiry, texts, projects, and assessed tasks. National events such as National Day, Foundation Day, Arabic Language Day and Ramadan are delivered through structured programs that connect learning with community participation. Field trips, cultural partnerships and expert-led workshops further enrich students' experiences. Daily routines and prayer spaces reinforce shared values. As a result of this coordinated provision, most students speak confidently about Saudi traditions, show clear pride in their national identity and produce work that reflects a secure and developing cultural understanding.

Performance Standard 4 Strengths:

- Coherent, values-driven curriculum aligned with Vision 2030.
- Strong continuity and progression across all phases.
- Well, -designed, developmentally appropriate KG curriculum.
- Rich opportunities for creativity, choice, and innovation.
- Ongoing curriculum review that drives improvement.

Performance Standard 4 Areas of Development:

- Improve KG3 reading fluency.
- Strengthen 21st-century skills and technology integration.
- Expand enrichment opportunities for all learners.

- [Islamic Values Evidence](#)
- [Islamic Planning](#)
- [Saudi National Day Activity Plan](#)
- [Sample pictures of students celebrating the Saudi National Day](#)
- [مسابقة فصيح للغة العربية](#)
- [Students projects linked to Saudi culture](#)

PERFORMANCE INDICATOR 5 Protection, Care and Guidance

Grades	KG 1, KG 2 & KG 3
5.1 Health and safety, including arrangements for child protection/ safeguarding	Very Good
5.2 Care and support	Very Good

5.1.1 Care, welfare, and safeguarding of students, including child protection:

Safeguarding and child protection arrangements at Riyadh Schools are comprehensive, clearly communicated and well understood by staff, students and parents. Updated policies outline secure reporting and escalation procedures, and all adults, including service-provider staff, receive regular training. Recruitment processes include police clearance, further strengthening student safety. Site-security routines, supervision, visitor access procedures, and emergency responses are consistently applied, with fire drills conducted twice per semester. Cyber-safety is supported through curriculum content and IT-managed protections. Facilities are clean, accessible and fit for purpose, with ramps, elevators and age-appropriate learning spaces. Risk assessments for trips and events are thorough and monitored transport and dismissal procedures enhance safety. Recent parking upgrades have improved traffic flow, and student surveys confirm that learners feel very safe on campus.

[Safeguarding and Child Protection Policy](#)

- [Evacuation Plan 25-26](#)
- [School Rules, School Values](#)
- [Students Safety is a Priority](#)
- [care, welfare, and safeguarding](#)

5.1.2. Arrangements to ensure health, safety, and security:

Riyadh Schools maintain well-structured systems that prioritize the health, safety and security of all community members. Policies and procedures are clear, regularly reviewed and consistently applied across campuses, with the Facilities Department ensuring prompt response to maintenance and safety issues. Staff receive clear guidance on expectations, reinforced through leadership updates. Strong operational systems protect students throughout the day, including secure transport arrangements, controlled visitor access, monitored supervision and detailed duty schedules. Visitors sign in and wear identification badges, ensuring full traceability. Thorough risk assessments are completed for all trips and events, with follow-up reviews strengthening procedures. Emergency preparedness is strong, supported by twice-per-semester fire drills and routine site checks. Cyber-safety, hygiene routines and structured supervision collectively ensure a safe, well-managed environment for all students and staff.

- [Medical Response Policy](#)
- [Students Safety is a Priority](#)
- [Updated system to inform the nurse about students who needs to be checked](#)
- [Safety and Security](#)
- [Acceptable use of Technology Policy](#)



5.1.3 Quality of maintenance and record keeping:

Riyadh Schools maintain a safe, well-managed environment supported by systematic and accurate documentation. Maintenance logs and inspection reports show that buildings and resources are consistently well maintained across campuses, while fire-drill and evacuation records confirm regular testing of emergency procedures with follow-up actions completed. Incident logs are detailed and include preventative measures. Medical provision is strong, with thorough medical-room records, routine health checks and close collaboration with the Ministry of Health. Medication administration follows secure protocols, and medical information is accurately documented and shared through Classera. Cleaning audits confirm high hygiene standards, and student records are securely managed through protected digital systems. Collectively, these practices ensure reliable, safe and well-governed operations.

- [Medical Response Policy](#)
- [maintenance and record keeping](#)

5.1.4. Suitability of premises and facilities for all students, including those with special educational needs:

Riyadh Schools' premises and facilities are well designed, well maintained and suitable for learners across all age groups. Classrooms, cafeterias and shared spaces are organized to support a wide range of academic, social and physical activities. Accessible routes, including ramps and lifts, ensure safe movement for wheelchair users and students with mobility needs. Classroom settings maximize engagement and independence; with Early Years environments aligned to ETEC expectations. Smartboards and age-appropriate resources are available across phases, and playground and sports facilities undergo regular safety inspections. IT equipment follows a clear replacement cycle, ensuring equitable access. Overall, facilities are fit for purpose, accessible and supportive of high-quality learning for all students.

- [Suitability for all students](#)

5.1.5. Provision for, and promotion of, safe and healthy lifestyles:

Riyadh Schools actively promote safe and healthy lifestyles through a holistic approach that supports students' physical, emotional and social wellbeing. Health education is embedded across the curriculum, with PE, pastoral systems and wellbeing initiatives encouraging responsible lifestyle choices. School meals align with healthy-eating policies and KSA standards, with menus reviewed regularly based on student and parent feedback. Physical education is comprehensive and supported by strong extracurricular participation, enhanced by the introduction of swimming following safety adjustments to the boys' pool. Sun-safety measures, including shaded areas, cooling misters and hydration points, further protect students. Hygiene and safety campaigns reinforce positive habits, while behavior, safeguarding and digital-use policies promote responsible decision-making. Surveys indicate high confidence in the school's wellbeing provision, demonstrating a strong culture of health and safety.

- [Safe and healthy lifestyle](#)
- [IT Usage Policy](#)
- [Authentication page](#)



5.2 Care and support

5.2.1 Staff-student relationships and behavior management:

Almost all students benefit from very positive and purposeful relationships with staff, which contribute significantly to the school's effective behavior management systems. Staff consistently promote positive conduct through clear routines, supportive interactions, and proactive wellbeing practices. As a result, incidents requiring Behavior Plans have noticeably decreased, demonstrating the strength of the school's systems and the trust students place in the adults who support them. This results in a calm, respectful, and well-managed learning environment where students feel safe, valued, and increasingly able to regulate their own behavior with confidence.

- [Staff-student relationships, and behavior management](#)

5.2.2 Promotion and management of attendance and punctuality:

Riyadh Schools maintain rigorous and effective systems for promoting and managing attendance and punctuality. Classera provides accurate daily tracking, with executive-level reports offering three-year trend analysis that enables leaders to identify fluctuations and implement targeted interventions. Unexplained absences trigger immediate parent contact through automated and manual communication, ensuring prompt follow-up. Clear escalation procedures in the attendance policy guide to consistent responses to declining attendance or repeated lateness, with actions documented in absence-tracking logs. Communication with parents reinforces the strong link between attendance and attainment, and parental support is high. While lesson-transition monitoring continues to develop, start-of-day routines ensure punctuality issues are addressed promptly. Overall, systematic monitoring and responsive action contribute positively to students' learning, wellbeing, and achievement.

- [Attendance and punctuality](#)
- [Student Contract](#)
- [attendance and punctuality](#)
- [Students Attendance and Lateness](#)

5.2.3. Identification of students with special educational needs and those who are gifted and/or talented

Riyadh Schools has developing and increasingly systematic processes for identifying students who require additional support or demonstrate giftedness and talent, with Individual Learning Plans enabling early identification of emerging needs and guiding proactive support. Baseline assessments such as iReady and MAP provide reliable starting-point data that highlight potential barriers to learning and indicate when further diagnostic screening may be required. Principals meet with parents when concerns arise and may recommend referral to external specialists. Admissions and transition processes contribute to early recognition through entrance assessments and registration records. Gifted identification is well established through the Mawhiba Program, complemented by school-based data that recognizes advanced learners across subjects and sporting domains. These practices reflect a growing culture of inclusion and excellence.

- [Identification of special education/gifted students](#)



5.2.4. Support for students with special educational needs and those who are gifted and/or talented

The school provides effective support for all KG students with special educational needs as well as those who are gifted and/or talented. Children who show advanced abilities are offered enriched and challenging learning opportunities that extend their skills and promote higher-level thinking. Students who require additional support receive a tailored Individual Learning Plan (ILP) that outlines specific goals and strategies based on their developmental and academic needs. Each ILP is followed by an 8-week targeted support program, after which students are reassessed to measure their progress and determine the next steps for intervention or extension. For students who need more intensive, individualized assistance, the school hires a shadow teacher to provide one-on-one support, ensuring these learners receive the guidance necessary to thrive. This leads to a highly responsive and well-matched system of support that enables most students to make strong personal and academic progress, ensuring that every learner is guided toward achieving their full potential.

- [Support for special education/gifted students](#)

5.2.5. Guidance and support for all students

Riyadh Schools provides a well-structured system of academic, personal, health and career guidance that ensures students have access to trusted adults who respond sensitively and confidentially to their needs. The Vice Principal for Wellbeing serves as a key point of contact, with pastoral records maintained systematically to support timely intervention. Career guidance is strong; high school students receive personalized university and pathway advice, supported by counselors and enriched through career events and community-based work-placement opportunities. The school is developing a formal electronic system for managing parent and student complaints to ensure early identification of trends and appropriate follow-up. Students preparing for transitions or workplace experiences receive targeted mentoring. These coordinated systems help students feel supported, informed, and prepared for future pathways.

- [Support for all students](#)

Strengths: Professional Standard 5

- Robust safeguarding systems and trained staff.
- Strong relationships supporting positive behavior.
- Effective attendance and punctuality monitoring.
- Inclusive SEN and gifted-learner support systems.
- Safe, healthy learning environments.

Performance Standard 5 Areas of Development:

- Ensure all KG students consistently apply positive behavior practices



PS6 Leadership and Management

6.1 The effectiveness of leadership	Very Good
6.2 Self-evaluation and improvement planning	Very Good
6.3 Partnerships with parents and the community	Very Good
6.4 Governance:	Very Good
6.5 Management, staffing, facilities, and resources	Very Good

6.1 The Effectiveness of Leadership:

6.1.1 Vision and Direction

Senior leaders provide clear, strategically aligned direction for Riyadh Schools through a vision and mission centered on developing talented learners and passionate leaders. Aligned with Saudi Vision 2030, this direction is consistently communicated through assemblies, leadership meetings, parental events and structured planning. Principals play a key role in modelling and reinforcing the vision daily; they reference it in walkthroughs, briefings and professional conversations, ensuring that staff understand how their work contributes to whole-school priorities. Their monitoring of implementation and visible leadership in improvement initiatives demonstrate strong ownership of the vision. A culture of continuous improvement is embedded, with data, Key Performance Indicators (KPIs) and stakeholder feedback driving accountability. The vision is clearly understood, lived and increasingly evidenced across the school.

- [School VISION & MISSION](#)
- [KG - School Improvement Plan 25-26](#)
- [Leadership Meeting Minutes](#)
- [KG PDs](#)

6.1.2 Educational Leadership

Riyadh Schools has a systematic and structured approach to self-evaluation, supported by a whole-school framework that includes the SEF, the School Improvement Plan and focused action planning. The SEF process involves leaders, middle leaders, and teachers, ensuring a shared understanding of strengths and priorities. A wide range of evidence assessment data, learning walks, lesson observations, progress reviews and wellbeing indicators is analyzed through dashboards such as PowerBI. Regularly reporting and reviews enable leaders to evaluate progress accurately, and these reports are used to inform MISK on school developments. Stakeholder voice gathered through surveys, focus groups and Parent Advisory Groups adds valuable insight. This collaborative, evidence-informed approach strengthens leaders' ability to identify strengths with precision, address priority areas effectively and maintain a strong, sustained focus on improvement.

- [Overview unit](#)
- [KG Planning](#)
- [KG Lesson observation](#)
- [Students' expectations](#)
- [Professional Coaching Program](#)
- [Leadership Team Job Description VP - HOD](#)

6.1.3 Relationships and Communication

KG is characterized by professional and consistently effective relationships and communication with all teachers and parents. Distributed leadership is implemented through teams that develop the skills of individuals and groups, empowering them to contribute to enhancing the children’s learning experiences and fostering a culture of collective responsibility.

KG also places special emphasis on motivating and celebrating daily achievements of both children and teachers through weekly KG Letters, recognition of teachers’ efforts, and acknowledgment of individual and group successes, ensuring high morale and sustained enthusiasm in the learning environment.

- [Parent Handbook](#)
- [weekly parent overview](#)
- [HOD Meeting](#)
- [PLC Groups.](#)
- [Letters to parents](#)
- [Parent-Teacher Conferences](#)
- [Action Plan- Response to Survey Data 2025-26](#)
- [Teachers Thanks](#)
- [Teacher, Leadership award](#)
- [Sample of communication](#)

6.1.4 Capacity to Innovate and Improve

Leaders at all levels demonstrate a clear and precise understanding of what needs to be done to innovate and improve the school, and they work effectively to anticipate and address potential barriers to sustain improvement. Leaders prioritize self-evaluation to guide the School Development Plan and implement improvements based on feedback and survey results, reflecting a tangible commitment to educational quality.

Leaders implement innovative strategies such as project-based learning and digital assessment tools while fostering collaboration between teams within the school and across other schools. They reallocate resources and streamline planning processes as needed to ensure optimal outcomes. Leadership practices include retreats where leaders present data, discuss ideas and suggestions, and provide feedback to their teams, supporting a culture of continuous improvement and innovation throughout the school.

- [KG - School Improvement Plan 25-26](#)
- [MAP Data Analysis](#)
- [Trimester 1 PD 2525-2026](#)
- [KG Trimester 1 Teacher observation schedule](#)
- [Self-Evaluations and Smart Goal classroom projects](#)
- [Leadership retreat](#)
- [Samples of teacher’s performance](#)
- [Teacher's smart Goals](#)



6.1.5 Impact on and Accountability for School Performance and Standards

Leaders have demonstrated significant innovation and success in developing the school, with collective accountability among individuals and teams ensuring consistently high performance. Compliance with statutory and regulatory requirements is embedded in daily school practices, with a focus on safety and child development. Innovative educational initiatives, such as the action research project on Project-Based Learning, have had a positive impact on students' social and emotional learning and language development. The school also provides opportunities for teacher leadership and personalized professional development, ensuring that staff are supported and empowered to contribute to overall school improvement. Through these sustained efforts, there has been noticeable improvement in students' academic achievement, as reflected in student progress data. Staff are held accountable through regular evaluations to maintain high performance and ensure continuous improvement.

- [External Inspection Reports](#)
- [Leader Retreat-DG"](#)
- [Coaching Plan- KG Semester 1](#)
- [Teacher performance plan](#)
- [Academic progress - Google Slides](#)
- [KPIs Principals](#)

6.2 Self-Evaluation and Improvement Planning

6.2.1 Processes for School Self-Evaluation

Riyadh Schools has a systematic and structured approach to self-evaluation, supported by a whole-school framework that includes the SEF, the School Improvement Plan and focused action planning. The SEF process involves leaders, middle leaders, and teachers, ensuring a shared understanding of strengths and priorities. A wide range of evidence assessment data, learning walks, lesson observations, progress reviews and wellbeing indicators is analyzed through dashboards such as PowerBI. Regular reporting and reviews enable leaders to evaluate progress accurately, and these reports are used to inform MISK on school developments. Stakeholder voices gathered through surveys, focus groups and Parent Advisory Groups add valuable insight. This collaborative, evidence-informed approach strengthens leaders' ability to identify strengths with precision, address priority areas effectively and maintain a strong, sustained focus on improvement.

- [Data Analysis2025-2026](#)
- [External Inspection Reports](#)
- [Etio Visit Action Plan](#)
- [Tribal - Observation Tool Data - Power BI](#)
- [Action Plan- Response to Survey Data 2025.pdf](#)
- [Trimester 1 PD 2525-2026](#)
- [Leadership Meeting](#)
- [Groups & Intervention based on the data](#)
- [Teacher's smart Goals](#)
- [Communication to staff about SEF from beginning year](#)



6.2.2 Monitoring and Evaluation of Teaching and Learning in Relation to Students' Achievement

Monitoring and evaluation of teaching and learning are systematic, rigorous and highly effective across Riyadh Schools. Leaders use the unified Evalu8 platform, planned observations and frequent learning walks to analyze the quality of teaching and the progress of different student groups. Evidence from assessments, progress reviews, work scrutiny and planning audits is triangulated to secure accurate judgements and ensure alignment with curriculum expectations. SMART goals recorded each semester in Evalu8 strengthen teacher accountability and reflective practice, with progress reviewed through observations and professional dialogue. Observation outcomes are moderated and analyzed through Power BI dashboards, enabling system-wide review and targeted professional learning. Follow-up monitoring confirms measurable improvement in classroom practice and sustained gains in students' achievement.

The KG team follows a targeted professional development plan aligned to their needs and whole-school priorities. Teachers set individual goals and review them each semester by presenting evidence of progress and impact on practice. This approach moves performance management beyond compliance, empowering teachers to take ownership of their growth and strengthening their understanding of how professional development enhances teaching and learning.

- [Observation Tool Data - Power BI](#)
- [Teachers' Classification](#)
- [KG Trimester 1Teacher observation schedule](#)
- [Professional Development](#)
- [Evaluate](#)

6.2.3 The Processes and Impact of School Improvement Planning

School improvement planning at Riyadh Schools is systematic, evidence informed and closely aligned with the outcomes of rigorous self-evaluation. The School Improvement Plan sets clear, measurable and time-bound targets that are reviewed through mid-year and end-of-year evaluations, ensuring progress remains on track and strategies are adapted to maximize impact. Improvement priorities draw on internal and external data, including international benchmarks, leading to measurable gains in attainment and clearer identification of areas for development. Departmental action plans mirror whole-school priorities and incorporate follow-up actions from system-level surveys and reports, strengthening alignment across campuses. A distributed-leadership model engages staff, parents and students in shaping and reviewing priorities. Planning conversations increasingly focus on impact, reflecting a maturing, strategic improvement culture that raises standards for all students.

- [KG - School Improvement Plan 25-26](#)
- [KG Survey Results](#)
- [KG Internal & External Data Analyses](#)
- [External Inspection Reports](#)



6.2.4 Improvement Over Time

Significant progress has been achieved in implementing the recommendations of the previous inspection report, with ongoing efforts to ensure sustained and continuous improvement across all core areas of the school. Most members of the leadership team have led multiple projects aimed at developing various aspects of the school, such as the Guided Reading Program and enhancing the learning environment, reflecting a high level of initiative and commitment to improving the educational experience for all students. Tangible progress has been made in addressing the recommendations of the previous report, including strengthening cross-curricular links to support science lessons, employing higher-order thinking skills, providing resources, implementing the Guided Reading Program at the KG3 level, and enriching and developing the art room to enhance creative expression. MAP assessment results show consistent growth across all core subjects over the past three years, reflecting the sustainability of improvements and the effectiveness of the school's leadership projects.

- [Guided reading program](#)
- [MAP Data Analysis](#)
- [Art class](#)
- [External Inspection Reports](#)
- [Leadership Meeting](#)

6.3 Partnerships with Parents and the Community

6.3.1 Parental Involvement

Parental involvement at Riyadh Schools is strong, purposeful, and well-structured across all campuses. Parents are highly supportive of the school and engage actively in workshops, celebration Parents Teacher Conferences, governance roles and learning-focused events. Participation logs for parents' evenings, graduations, Top Ten awards and Parent Council meetings show consistently high engagement, supported by the Public Relations team who ensure clear communication and timely invitations. Parent-teacher Conferences attendance is monitored closely, with follow-up processes that ensure all families discuss their children's progress. Surveys, including those linked to Cognia accreditation, provide reliable feedback that informs school priorities. Parents contribute meaningfully through advisory committees and are active partners in learning through ILP discussions, MAP Family Reports, and Classera communication. System wide, parental involvement is valued, embedded, and contributes positively to student learning and school improvement.

The school has successfully engaged parents as partners in their children's learning and school life, with their opinions fully considered when setting school improvement priorities. Parents are involved through Parent-Teacher Conferences, Read Aloud Day, the school Exhibition, and Career Day, as well as through Parental Advisory Group sessions with the principal to promote collaboration and transparency. A dedicated parent folder for the 2025-2026 academic year has also been created, containing guidelines and important information for easy reference.

Assessments indicate that over 90% of parents feel welcomed in the warm and inclusive KG environment, reflecting outstanding quality in parent engagement. Parental involvement in school events, supported by an open-door policy, contributes to a positive school culture, enhances students' sense of belonging, and ensures parents are actively engaged in their children's education.

- [Parent Handbook](#)
- [Parental Involvement](#)
- [Parent-Teacher Conferences](#)
- [KG Survey Results](#)
- [Parent Meeting](#)
- [ILP Parent Meeting](#)
- [Parents involvement](#)

6.3.2 Communication

Communication with parents across Riyadh Schools is consistent, timely, and intentional through a range of effective platforms. Classera is the primary portal, providing regular updates on learning, attendance, assignments, and school announcements. System-level newsletters shared in multiple languages ensure all families access key messages, including major achievements and celebrations. Communication is reinforced through emails, phone calls, meetings, events and parental workshops, giving families multiple touchpoints for engagement. The Parent Services team manages inquiries, resolves concerns and oversees the complaints procedure, with resolution logs ensuring accountability. Parents share feedback through surveys and informal channels, and leaders are using this input more effectively to refine processes. MAP information supports clearer communication about student progress and helps families understand targets. Overall, communication systems are accessible, transparent, and supportive.

- [Semesterly Magazine](#)
- [Social Media Protocols](#)
- [Parent Communication Policy](#)
- [Parent Handbook](#)
- [Parents' Orientation Meeting](#)
- [parent ILP meeting](#)
- [ILP example](#)
- [Book Looks](#)
- [Parent communication](#)
- [Parents Satisfaction Survey](#)

6.3.3 Reporting

Riyadh Schools keeps parents well informed through a clear and consistent reporting cycle. Regular progress and final-semester reports are issued via Classera, outlining achievement in each subject in line with the school's assessment policy, while final grades are uploaded to the Ministry of Education's Noor system to meet national requirements. Parent-teacher evenings, held both in person and online, provide structured opportunities to review attainment, clarify targets and agree next steps, with attendance monitored to ensure equitable access. Report cards include attendance and absence data, conduct marks, punctuality records, GPAs, and each student's grade relative to the class average, supported by clear grade-scale indicators. These arrangements ensure parents receive reliable, comprehensive information that strengthens engagement and supports improved learning outcomes.

- [ILP example](#)
- [ILP& Behavior meeting](#)
- [Reports Sample](#)

6.3.4 Community, National, and Relevant International Partnerships

Riyadh Schools maintains strong and mutually beneficial partnerships with a wide range of community organizations, businesses, cultural institutions and external agencies. These long-standing relationships enrich students' learning and contribute significantly to their personal, academic and career development. Partnership agreements and records demonstrate the depth, continuity and impact of these collaborations, many of which provide direct access to professional expertise and authentic real-world learning. The Public Relations team coordinates partnerships and documents joint initiatives, which are reviewed at executive level and through MISK Board reports to ensure alignment with system priorities. Guest speaker logs, community contributors and external-provider engagements illustrate the school's commitment to bringing industry insight into classrooms. Work-experience placements, field trips and external learning programs further broaden students' horizons and reinforce the school's role as an active, respected member of the community.

- [Partnerships](#)
- [KG Partnership](#)



6.5 Management, Staffing, Facilities, and Resources

6.5.1 Management of the Day-to-Day Life of the School

The day-to-day management of Riyadh Schools is smooth, efficient and well organized across all campuses. Timetables are purposeful and maximize learning time, and are shared through Classera to keep parents, staff and students consistently informed. Lessons and activities run effectively, supported by structured duty rosters and supervision plans that ensure student safety and orderly movement during transitions and breaks. Floor monitors provide reliable oversight and minimize lost learning time. Established routines are well understood, contributing to a calm and focused environment. Incident-handling procedures are clear and consistently applied, with logs demonstrating timely communication and follow-up. Overall, operational systems are coordinated, responsive and supportive of a structured, student-centered daily experience.

- [Attendance Policy](#)
- [KG Class Timetables](#)
- [Attendance Tracking & Procedure](#)

6.5.2 Sufficiency, Deployment, and Development of Suitably Qualified Staff to Optimize Student Achievements

Riyadh Schools maintains a well-qualified, stable and effectively deployed workforce that supports high-quality teaching and learning across all campuses. Staffing levels are sufficient, and annual workforce planning aligns teacher allocation with enrollment trends, subject expertise, homeroom structures and class-size expectations. HR records confirm that staff hold appropriate qualifications and that specialist roles are deployed to meet academic and well-being needs. Induction for new staff is structured and supported by clear professional expectations set out in key policies, ensuring consistent standards across the organization. Professional development is integral to improvement planning, with ongoing training aligned to system priorities, School Improvement Plan goals and performance-management outcomes. Participation is recorded, and appraisal processes identify development needs. Overall, staffing is well organized, sufficient and focused on improving student outcomes.

- [23-24 Staff Development](#)
- [24-25 Staff Development](#)
- [25-26 Staff Development](#)
- [KG PD](#)
- [HR - Induction Program.pptx](#)
- [QIWA Platform\(GOV website \) Dec 2025.png](#)
- [Recruitment Policy 39.pdf](#)
- [2025_2026 Induction Week.pdf](#)
- [RS - NDA.pdf](#)

6.5.3 Appropriateness of the Premises and Learning Environment to Promote Student Achievements

The premises and learning environments across Riyadh Schools are safe, well maintained and thoughtfully designed to support high-quality teaching, learning and student wellbeing. Facilities inspection reports and maintenance logs confirm that buildings, fixtures and equipment are regularly reviewed, ensuring classrooms, specialist spaces and shared areas remain in excellent condition. Specialist facilities, including science labs, libraries, swimming areas and sports complexes, are well equipped and aligned with curricular and extracurricular needs. Outdoor and recreational spaces promote social development and offer structured sports opportunities. The quality of facilities has been recognized externally, including selection by FIFA for school facilities as team training grounds ahead of 2034 FIFA World Cup. Accessibility audits confirm inclusive pathways for all users. Overall, the school provides a secure, stimulating and inclusive environment where students thrive.

- [KG Premises and Learning Environment](#)
- [Maintenance reports](#)
- [Safety inspection documentation](#)



6.5.4 The Relevance and Range of Resources for Effective Teaching and Learning

Riyadh Schools provides a wide range of high-quality, age-appropriate and well-maintained resources that enhance teaching and learning across all campuses. Classrooms are equipped with digital technologies, including interactive whiteboards and student devices, enabling teachers to deliver purposeful and engaging instruction. Curriculum-aligned materials such as iReady, StudySync, Twig Science, Discovery Science, Kendall Hunt and Raz Plus support differentiation and ensure consistency in program delivery. Digital learning platforms, including Learning.com, IRead Arabic, Raz Plus, iReady and Classera, are monitored at system level to ensure equitable access and effective use. Specialist spaces such as laboratories, PE facilities and libraries are well equipped to meet subject needs. Evidence from observations shows teachers use resources effectively to promote engagement, collaboration, and independent learning. Overarchingly, strategic investment ensures students learn in a stimulating, well-resourced environment.

Performance Standards 6 Strengths:

- Clear strategic vision aligned with Vision 2030.
- Rigorous self-evaluation and improvement planning.
- Strong parent and stakeholder partnerships.
- Effective governance and accountability.
- Efficient operations and high-quality resources.

Areas of Development:

- Increase meaningful parental engagement in learning.

- [Resources to support student](#)



Overall Judgements

Standard	SEF 2025-26
KG	Overall
The overall performance judgement of our school is:	Very Good

The overall performance comments

Overall Judgement is Very Good

Key Strengths of the School

- Achieved significant and sustained progress in academic attainment levels for most students over the past three years, supported by positive results in both internal and external assessments.
- Unified leadership vision and deep understanding of the goals to be achieved.
- Students show high engagement, responsibility, and confidence.
- Strong parents engagement in KG.
- Students show pride in their national identity and Islamic values.

Key Areas for Improvement

- Continue to strengthen students' role in leading their own learning by expanding opportunities for independent learning, collaborative learning, and projects that develop critical thinking and problem-solving skills.
- Continue to ensure clear consistency in learning outcomes and teaching strategies across different grades and classrooms, thereby enhancing the quality of education and providing a balanced learning experience for all students.
- Continue to enhance the quality of classroom dialogue and discussion to develop students' thinking skill (High Order Thinking).
- Continue raising the expectations of students.



Leadership Team Members

Position	Name	Signature	Date
Senior Leadership Team			
Principal	Nessren Alsanie		August 2025
Vice Principal (Academic)	Reema Altaweel		August 2025
Vice Principal (Academic)	Imen Guiga		August 2025
Vice Principal (Wellbeing)	Deema Al Zamil		August 2025
Advisor	Naomi Gordon		August 2025
Middle Management Team			
Head of Department (English)	Ghadeer Al Doyhi		August 2025
Head of Department (Science & Math)	Hanan Malki		August 2025
Head of Department (KG 1 all subjects)	Latifa Al Sayyari		August 2025
Head of Department (Arabic)	Reham Al Otaibi		August 2025

