

NATIONAL IDENTITY MARK
School Evaluation Report

Vision Private School

NATIONAL IDENTITY MARK EVALUATION

9123 : Vision Private School

School information



National Identity Mark Overall Rating



Rating per Domain:

1. Culture



2. Values



3. Citizenship



Top recommendations for improvement:

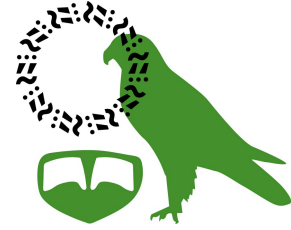
- * Ensure a comprehensive modification of the school's curriculum to incorporate elements related to the UAE History, Compassion, Global understanding, and Volunteering across all subjects and grades, establishing clear and meaningful links.
- * Ensure all students, especially in cycle 3 boys' section, participate in singing the UAE national anthem.
- * Offer opportunities for students to enhance their cross-cultural and global understanding, expanding their awareness of global challenges and their local and global impacts.
- * Provide opportunities and establish partnerships with external organizations to engage students in history-focused experiences, and compassionate initiatives, and to develop their cross-cultural and global understanding.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement



Elements :

1.1 Arabic language



1.2 History



1.3 Heritage



1. The curriculum is modified to incorporate elements related to the Arabic language and UAE heritage and there are some attempts to incorporate elements related to UAE history across grades and subjects.
2. All Arabic medium subject teachers consistently use standard Arabic language during lessons and when interacting with students.
3. The school often provides students with meaningful opportunities including extracurricular activities aimed at practicing the Arabic language. As a result, students communicate fluently and effectively in Arabic across a wide range of contexts.
4. School leaders collaborate with a range of external organizations and relevant community members to enhance and expand students' Arabic language skills.
5. The school occasionally provides students with opportunities to develop their understanding of the UAE's history through lessons and national celebrations.
6. Students across all cycles demonstrate comprehensive knowledge and understanding of key aspects of the UAE's history, including the UAE's founders, and historical eras.
7. The school occasionally provides students with opportunities to develop their understanding of the significant figures who shaped the UAE's identity through national celebrations, assemblies, and Social Studies lessons.
8. The school often provides students with meaningful opportunities to develop their understanding of the symbolism behind the UAE national anthem lyrics and the UAE flag's colors. Students across all cycles demonstrate a comprehensive understanding of the symbolism behind the colors of the UAE flag and basic understanding of the meaning and significance of the UAE national anthem.
9. School leaders collaborate with some external organizations to provide students with heritage-focused experiences.
10. The school's collaborations with external organizations to provide students with UAE history-focused experiences are limited.
11. There is a range of accessible learning resources designed to educate students about UAE history and heritage, including heritage rooms and corners around the school.
12. The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the UAE's heritage and traditions, through competitions, activities, and projects leading to students across most cycles demonstrating solid knowledge and understanding of cultural practices, symbols, and celebrations.

13. The school environment is intentionally designed and organized to showcase aspects of UAE culture and heritage through various displays and heritage spaces throughout the school.
14. Students demonstrate their cultural understanding and represent UAE heritage through a variety of visual and performing arts.
15. The school's celebrations of the UAE national and cultural events are authentic and meaningful. Students and different school community members actively participate in planning them.

Noteworthy:

- * The school has the "Vision Reads" program qualifying students to participate in internal competitions held to enhance Arabic proficiency, such as poetry recitation competitions and reading competitions.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement

ACCEPTABLE 

Elements :

2.1 Respect

GOOD 

2.2 Compassion

ACCEPTABLE 

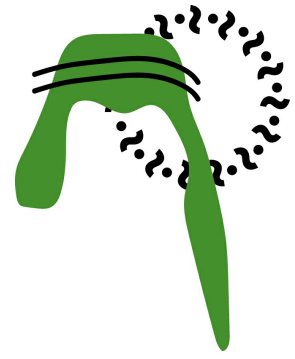
2.3 Global Understanding

ACCEPTABLE 

1. The curriculum is modified to incorporate elements related to the UAE value of respect. Additionally, there are some attempts to integrate elements related to the value of compassion. However, the curriculum modifications lack clarity and structure in incorporating elements related to integrating global understanding and the UAE's role in this field.
2. Students across most cycles communicate with an appropriate voice and tone with their peers and members of staff.
3. All staff and students demonstrate respect for the UAE flag.
4. Most students across cycles actively participate in singing the UAE national anthem, however, this is inconsistent among the cycle 3 boys' section.
5. The school often provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's use of respect in their interactions.
6. Students participate in some internal compassionate initiatives organized by the school, such as gestures of appreciation for school workers and Breast Cancer Awareness Day sessions.
7. School leaders have limited collaborations with external organizations and relevant community members to engage students in compassionate activities and initiatives.
8. The school often provides students with meaningful opportunities to develop their understanding of the compassionate practices of both the current leadership and the late Sheikh Zayed. As a result, students demonstrate a solid knowledge of the UAE leaders' compassionate practices.
9. The school occasionally provides students with opportunities to develop their cross-cultural and global understanding through lesson integration, events, and assemblies.
10. School leaders have no collaborations yet with external organizations to develop students' knowledge and understanding of the UAE's global engagement and the impact of UAE-based organizations.
11. Students demonstrate a basic understanding of UAE-based organizations and their contributions to global humanitarian causes.
12. Students across most cycles demonstrate solid knowledge and understanding of UAE leaders' global initiatives and contributions.

Noteworthy:

- * Vision Boards for Exemplary Behavior: To celebrate and encourage positive behavior, the school administration has implemented vision boards throughout the campus. These boards are dedicated to recognizing and celebrating students who consistently exhibit good behavior, demonstrating the values of respect and compassion, serving as an inspiration to all.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 3 CITIZENSHIP

Overall Judgement

GOOD



Elements :

3.1 Belonging

GOOD



3.2 Volunteering

ACCEPTABLE



3.3 Conservation

GOOD



1. The school's curriculum modification includes meaningful integrations of elements that foster students' sense of belonging to the UAE and conservation and includes some attempts to incorporate volunteering and the UAE's role in this field.
2. The school often provides students with meaningful opportunities to develop their understanding of their responsibilities as active citizens. Students actively plan and participate in a range of projects that showcase their roles and responsibilities towards the UAE and community by taking on leadership roles and participating in teams and student councils.
3. The school leaders collaborate with a range of external organizations and Emirati personalities to enhance students' knowledge of the achievements and contributions of the UAE, both locally and globally.
4. Students demonstrate a basic awareness of Emirati personalities across various fields.
5. The school environment has some displays that highlight and celebrate the achievements of the UAE and Emirati personalities.
6. The school often provides students with opportunities and learning experiences that foster their understanding of the significance of volunteering.
7. Students demonstrate limited knowledge and understanding of the importance of volunteering and the impact of UAE organizations in the field of charitable works.
8. School leaders' collaborations with external organizations to provide students with volunteering opportunities are inconsistent in terms of coverage across cycles.
9. The school occasionally provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work and conservation efforts, both locally and globally, through morning assemblies, lessons, and displays.
10. Students demonstrate solid knowledge and understanding of the UAE leaders' conservation efforts, including efforts in preserving species.
11. The school consistently provides students with meaningful opportunities internally and externally to develop their understanding of conservation and sustainable practices through initiatives such as the Environmental Club, and the implementation of a hydroponic system in the school.

Noteworthy:

* The school promotes students' engagement in leadership roles in the school community by forming different teams to perform various roles within the school.

