

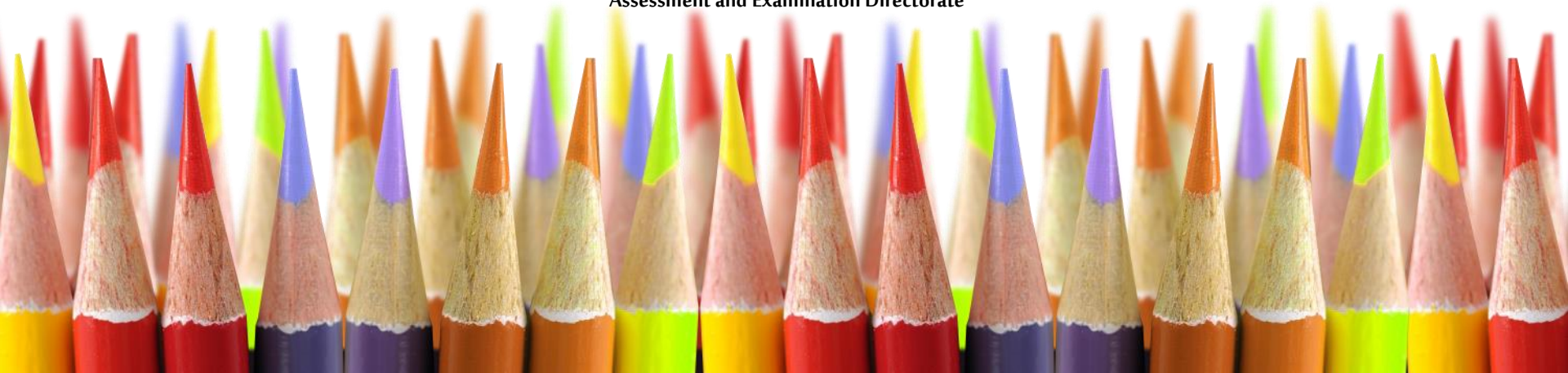


REMEDIAL PROGRAMME

Academic Year 2019/2020

Curriculum and Assessment Sector

Assessment and Examination Directorate





Remedial Programme

General Data



Remedial Programme?

A set of differentiated activities and practices prepared by the teacher to enable the student to gain missing skills, based on the final assessment results. ▶▶

Why Arabic & Maths?

Depend on cumulative skills a student needs to study further educational outcomes. ▶▶

When?

In the 2st and 3rd weeks of September, prior to Diagnostic Test administration. ▶▶

Target?

Students who scored C - D - E - F, and were transferred to Grades 2 - 3 - 4 at the end of the academic year 2018/2019. ▶▶

Assessed?

At the end of the programme, a student is assessed by the teacher with different tools (a test, project, task, practical performance), targeting covered outcomes. ▶▶



01

Step 1: Situation Analysis

Remedial Programme Implementation Steps

- Reading Grade results in coordination between school administration and teachers.
- Identifying students who scored C - D - E - F.
- Analysing each individual student's result to identify strengths and weaknesses.
- Identifying the student's subject outcomes that were not gained by tracking performance in the three terms.
- Classifying missing skills, linking them to their extended core outcomes, and making a remedial plan based on this classification.

The teacher divides students into two groups:

02

Step 2: Students' Classification

- A. Non-proficient students who miss basic skills. Moreover, they cannot learn on their own, and need to be followed and closely supervised by the teacher. This group of students scored (F) in the assessment scale.
- B. Students who are partially non-proficient, and who miss some skills derived from learning outcomes, but they can work on their own. They need follow-up and indirect supervision. This class of students scored (C - D - E) in the assessment scale.





Remedial Programme Implementation Procedures

Before Implementation:

- See the subject skill flow of the current year (to which a student was transferred).
- Classify students into the two groups: (A - B).
- See each student's score to identify the skills he did not gain and the outcomes he did not achieve.
- Develop a plan that includes reviewing and building missing learning skills and outcomes activities so that activities and exercises cover all targeted skills in the programme.
- Collaborate with School Support Teams (Resource Room Assistant or Special Education Teacher) to follow students who miss basic skills.



After Implementation:

- The teacher documents the remedial programme implementation procedures in the student's file.
- The teacher tracks student engagement and performance in new learning skills.
- The teacher continues to implement the remedial programme if he / she is assured that the student is still in need of help and support.

During Implementation:

- Commitment to implement the remedial plan timetable.
- Documentation of student attendance and commitment to implement the plan.
- Cooperation with the support team and parents to follow up the student's implementation of the remedial plan, and to find out the results of the programme implementation.
- Diversification of activities and work sheets, and implementation of assessment procedures according to the student's responses and performance progress in each missing skill,
- It is preferable to measure the application rather than the knowledge level of skill in the assessment process.
- Checking the remedial programme implementation effectiveness and the student's acquisition of targeted skills, rather than the student's implementation of activities and their teacher's assessment.



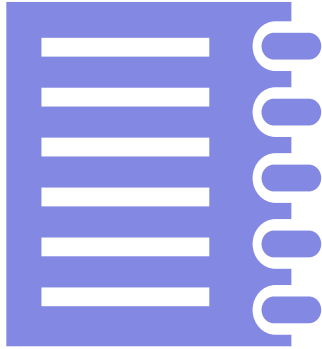
Skill Weakness Treatment Methods

1st. Identifying Reading Skills List:

- Connect the letter shape and sound.
- Make up words from a set of letters
- Remember the letters names and shapes.
- Reverse letters or their order when reading.
- Read simple words wrongly, or delete them while reading.
- Stumble while reading long words.
- Poor understanding during oral or silent reading.
- Slow and struggling oral reading.
- Distinguish between letters that may have simple differences in their shapes such as: (ب) and (ن) especially if a word begins with them.
- Understand what they read even if their apparent reading is intact.
- Quickly identify words and analyse or spell unknown words for pronunciation.
- Know and remember the diacritical marks and how they affect the pronunciation of the verbal sounds represented by the alphabet. The deletion of some letters and the addition of others, the substitution of some letters, or distortion of pronunciation, is a prominent trait that may appear when a number of students read.



Arabic





Skill Weakness Treatment Methods

1st. Defining core outcomes list:

Grade
1

Numbers:

- Write the number symbol up to 10.
- Write the number name up to 10.
- Write the number symbol above 10.
- Count bypass using tens.
- Arrange the numbers using the previous and subsequent numbers 120.

Processes:

- Solve problems by writing number addition statements.
- Add two numbers of a numeral horizontally
- Add three numbers of a numeral horizontally by making tens.
- Solve questions by writing number subtraction statements.
- Solve word questions by subtracting a two-digit number with a one-digit number.

Geometry:

- Specify the number of sides of a 2D shape such as a rectangle.
- Recognize 3D shapes such as a rectangle prism.

Grade
2

Numbers:

- Write the number of additional items than 10.
- Count by bypassing fives.
- Write the number symbol up to 100.
- Specify the spatial value of a three-digit number .
- Compare two-digit numbers using $<$, $>$, $=$.

Processes:

- Solve word questions by combining two two-digit numbers with the readdition of units.
- Subtract two two-digit numbers without vertically readdition.
- Subtract two two-digit numbers with one readdition vertically.

Geometry:

- Specify a two-dimensional shape such as a triangle points number.
- Specify sides in 3D shapes such as a cylinder.

Grade
3

Numbers:

- Write a 3-digit number symbol.
- Write a four-digit number in word format.
- Complete a numeric pattern for four-digit numbers.
- Specify the spatial value of a number in a four-digit number

Processes:

- Subtract two three-digit numbers with two readditions vertically.
- Solve word questions using basic multiplication facts

Geometry:

- Distinguish triangles types using angles.
- Find rectangle area using square units





Skill Weakness Treatment Methods



2nd. Starting the Remedial Programme Implementation:

- ☐ The teacher diagnoses reading and writing levels or maths skills through previously defined lists, and can do so by
 - observation, preferably a careful and organized observation of the student's level , using cards containing the missing skill.
 - administering tests that largely depend on appropriate questions that help the teacher to identify the real level of the student.
 - relying on the previous central exams results.
- ☐ Start direct training on specific basic skills.
- ☐ Simplify tasks to the degree or level that students can respond to comfortably.
- ☐ Move to a more advanced skill.
- ☐ Balance skills training at school and homework.





Skill Weakness Treatment Methods



Arabic Example

If the student finds it difficult to distinguish alphabet shapes, in this case the teacher must teach the student letter shapes more than his interest in teaching him to analyse the word into letters, letter recognition is the direct objective.

Maths Example

In constructing items for students, check that the basic skills are gained and then move to the required skills, for example if you ask a student to:

compare using ($<$, $>$, $=$) in 0.



S/He must have a basic knowledge of ordering numbers and the spatial value. The teacher moves to the examples from the simplest level to the required as when asked to compare first.

Compare using ($<$, $>$, $=$) in 0.



Compare using ($<$, $>$, $=$) in 0.





FAQ about Remedial Programme Implementation

Are students detained from the rest of the students for two weeks to carry out the Remedial Programme?

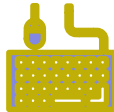
It is not required to detain students, and had better include students with their peers, provided that the remedial plan is implemented through targeted activities during the learning process as well as performance tasks outside school time

Program time may not be sufficient to provide students with missing skills.

The time set at the beginning of the year is the first step of treatment and the programme can continue for a full term or year for some students

Can the Smart Learning Portal be used to construct tasks,, assignments and exercises for students?

Yes, the Smart Learning Portal facilitates communication between the student and the teacher and can guide the parents to follow up.



Is the mark of the Remedial Programme entered in the student grade system?

The Remedial Programme mark is not required to be entered, and the assessment procedures implemented are documented by the teacher in order to track student performance.



Can the teacher include student missing skills groups in one environment to qualify them in a unified remedial programme?

No. Students are classified according to the previously defined groups, and the group is separated according to the missing skill.



