

Cambridge International School, Dubai

Inclusion

Emirati Learners Policy & Procedures

NAME OF POLICY	Emirati Learners Policy & Procedures
APPROVED BY	Principal
LAST DATE OF REVIEW	AUGUST 2024
NEXT DATE OF REVIEW	AUGUST 2026
RELATED POLICIES	

Introduction:

"The wealth of any nation is its intellectuals, and the progress of peoples and nations is judged by the level and extent of education they reach."

His Highness Sheikh Zayed Bin Sultan Al-Nahyan

The United Arab Emirates' leaders have envisioned a future wherein the Emiratis take the lead in building the country, as outlined earlier in the UAE Vision 2021. The future vision "We the UAE 2031" includes increased preparations for the future by improving varied capabilities to enable the Emiratis to achieve their goals. Though provision of first-rate education, the Emirati children are supported to emerge as active and contributing members of society. One of the four Pillars of the UAE vision 2031, namely Forward Society pillar, seeks to develop the well-being of UAE nationals, foster inclusiveness, and uphold cultural heritage. Emirati student well-being is prioritised at CIS as it is an integral part of our contribution to our host country.

At Cambridge International school, Dubai (CIS) leaders provide targeted support to implement the right guidelines to facilitate academic growth and promote the wellbeing for all our Emirati children upholding their national identity and cultural heritage and this works in parallel with all the other noble initiatives in place at CIS.

Cambridge International School, Dubai (CIS) welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment that facilitates the development of all students, enabling them to maximize their potential.

"Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students can learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honour's diversity and respects all individuals. (UAE Inspection framework, 2015)"

According to the KHDA's *"In Search of Good Education"* document, the United Arab Emirates' leaders have envisioned a future where Emiratis take the lead in building the country, as outlined in the UAE Vision 2021 (UAE, 2010) and the Dubai Strategic Plan 2015 (Dubai Government, 2007). This future vision includes aspiring to give Emirati children access to, and provision of, first-rate education so that they can develop into active and contributing members of society (UAE, 2010; Dubai Government, 2007). Improving the qualifications and educational attainment levels of Emiratis will help to produce the human capital needed to lead the economy and support the social stability of the UAE. Government strategies at both federal and emirate levels have also identified the importance of completing schooling, of providing students with resources to fulfil their potential and of integrating students with special educational needs into the mainstream school system (UAE, 2010; Dubai Government, 2007). UAE Vision 2031 emphasises Forward Diplomacy - consolidating the pivotal role and influence of the UAE based on respect for human values and CIS has launched the Leadership GEMSTONES which is well aligned to this vision.

Cambridge International School, Dubai (CIS) believes that every student is unique in his or her own way and is committed to developing our Emirati students by encouraging them to learn, grow, and reach their full potential.

The CIS goal to improve Emirati education will be achieved with purpose and meaning. CIS will institute systemic change to ensure that Emirati students are high achievers, successfully prepared for a competitive global job market. Our vision of a successful student is one who discovers a passion for learning to transform their world, while maintaining the student's unique culture, identity and language. By increasing opportunities for sustaining Emirati culture and heritage, Arabic language and Islamic culture as well as by promoting self-determination and resilience, we aim to improve the academic outcomes and emotional well-being for our Emirati students. CIS is keen to create a culture of success based on accountability and responsibility for learning to ensure the all round personality development of our students.

CIS has appointed an Emirati Co-ordinator to bridge the school and Emirati community, facilitate cultural understanding, amplify parental engagement and co-ordinate support for Emirati learners.

The role of the Inclusion Support Team

The Inclusion Support Team (IST) leads initiatives to meet the needs of pupils within the school. The IST support staff in their identification and monitoring of pupils both academically and pastorally. The IST keeps up to date with information about resources and services, shares this information with colleagues and stakeholders. IST compiles and updates register for SoD, Emirati, ELL as well as for Gifted and Talented /Exceptional Learners. A crucial part of this role is to analyse student progress and work with SLT, Mentors, subject teachers and the parents to adjust provision to meet changing needs.

The Performance of Emirati students PISA

Nationality	Score in Mathematics	Score in Science	Score in Reading
Emirati students in your schools	450	459	553
Expatriates students in your schools	519	516	533
Emirati students in private schools	427	428	414
Expected Emirati Students Target in Private schools for 2025	500	500	500

Governance and Leadership

Governors have a comprehensive knowledge and understanding of the achievements of Emirati students. Principal to account robustly, for raising these standards further. Realistic but challenging targets are set for middle leaders and teachers in relation to the achievements of Emirati students.

Leaders at all levels consistently and accurately monitor data and information relating to Emirati students (assessments, lesson observations, work samples etc.) As a result, they develop comprehensive strategies for improvement in provision for this cohort. (E.g. action plan, curriculum plans, student and parent surveys etc.)

The school provides regular, informative feedback to parents through ILP and Profile documents with subject targets and termly updates. It successfully engages parents of Emirati students with the school and in the education of their children through events such as Eid celebration, Family First event, Coffee morning and Principal's Breakfast session with Emirati Parents. Guidance and support for parents of Emirati students are actively promoted including, where appropriate, reading programmes to support the development of literacy, in both Arabic and English.

Learning and Intervention

In lessons, Emirati students are actively involved in their own learning and development. They are very aware of their progress and areas for development. They are successful, confident and responsive learners. Emirati students have high levels of determination and resilience and can talk about examples of where they show this.

The school analyses CAT4 data robustly and as a result establishes very clear individual benchmarks of potential for almost all Emirati students. Analysis is shared with phase/subject leaders and classroom teachers along with clear expectations on the use of this data. The school effectively aligns CAT4 potential to achievement in the National Agenda Parameter

Updates on Academic potential and the CAT4 profile are shared with and is understood by all stakeholder groups. Progress against the targets is effectively tracked by the school. Prompt and data-informed interventions follow, aimed at narrowing any gaps in achievement. Where Emirati student aspiration is not sufficiently high, the school addresses this robustly.

It is a non-negotiable for all Emirati students to be identified as 'Take 3 students' whereby teachers take 3 students for the year whereby they identify their barriers to learning and offer additional support and provision, to enable rapid pupil progress.

Personalisation

Based on ongoing assessment and data analysis, the school implements detailed and appropriate curricular adaptation for the Emirati cohort. The school has an effective strategy for measuring the impact of these adaptations.

Leaders and teachers fully understand CAT4 profiles. They consistently incorporate these into appropriate differentiation for all Emirati students. There are whole-school, cohort and individual targets aimed at narrowing any gaps in attainment and progress for Emirati students, in comparison with other groups of students' Continuous

assessments and follow-up interventions are the basis for an effective cycle of improvement in outcomes for Emirati students.

Data Analysis

Emirati students are an important part of the different groups of learners with a set of holistic data specifically analysed to identify gaps and trends in attainment and progress. There is a bespoke Emirati student tracker in place to strategically focus data analysis which is triangulated with PASS data which monitors students' wellbeing.

Student Leadership

Emirati students are encouraged to take on student leadership roles within the school to further develop their leadership skills, responsibility and status in the school and outside school. As of October 2023, all Emirati students from Y1-Y8 have been enrolled on the Junior Duke Leadership Program fully funded by the school and by default enrolled for free ELL provision. Emirati students are represented in the GEMS Emirati Council and in the Senior Student Leadership Team.

Level of Provision

Emirati learner provisions will not be viewed as an isolated activity. To ensure that the correct level of encouragement all Emirati have an **Individual Learning Plan (APPENDIX 2)** and a clear portfolio (**APPENDIX 1**). The student profile includes details about their areas of strength, talents, achievements, and is placed in a folder of evidence for each Emirati child indicating pattern of progression and the support provision in place at CIS.

All Emirati Students are provided a **Teacher Mentor** to liaise alongside the Learning Manager with a purpose of monitoring the students' social, emotional and academic progress. A Teacher Mentor along with the Emirati Co-ordinator in conjunction with Inclusion department will help guide, track and support Emirati Students. Predominantly the **Head of Year** performs the role of the mentor who is supported by the assigned Emirati staff members and the subject teachers, and these Mentors periodically report to the Emirati Co-ordinator on Emirati student progress and their well-being.

This **ILP (APPENDIX 2)** will be monitored by the **Emirati Coordinator, Learning Manager, Head of Year** in conjunction with Inclusion department and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure that student progress aligns with the CIS Inclusion Policy.

Teachers and Mentors will:

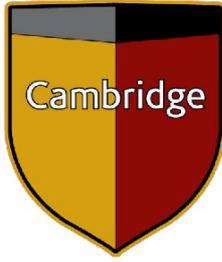
Teachers will use a range of strategies designed to meet the needs of Emirati students including.

- Learning Managers and the Emirati Co-ordinator draw parents' and children's attention to relevant and stimulating extra-curricular events within reach of Dubai which can inspire, enthuse or motivate specific children, based on our unique knowledge and understanding of their interests and talents.
- Organising attendance at workshops or events led by the Local Authority specifically for Emirati students.
- Provide the needed support with the support provision for Emirati students on MBR scholarship program by providing the needed information to the Emirati coordinator as required by the MBR Team and KHDA
- Prepare Emirati students for higher education, careers, and national service, aligned with UAE Vision 2031 and Centennial 2071 by providing them with the informed decision-making opportunities through careers and HE portals in school and update them with the required information on admission tests and language schedules as and when updated by the MOE.
- Tracking and monitoring the academic performance of the MBR students as a team using a tailored approach to suit their individual needs to retain their MBR scholarship by meeting expectations and encourage and support them to exceed the expectations.
- Inspire and encourage the Emirati students to participate in the Genome test programs scheduled by the UAE government.
- With the support of Inclusion team, plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning with the use of higher order thinking and questioning skills.
- Give Emirati students opportunities for leadership within the student SLT, Emirati Cultural Council, GEMS Emirati Education Council as well as encourage them to represent the school in Innovation clubs, MUN, cultural and community projects.
- Encourage, Emirati students to be resilient by using opportunities to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and strengthen their skill set to deal with failure appropriately. These students' well-being is safeguarded and supported through CIS safeguarding and inclusion policies. Their academic needs are addressed through early interventions and

recommended for Free Tests provided by external institutions as recommended by the SENCO for personalised support where required.

- Promote Leadership GEMS Stone Provision for Value education to facilitate the inculcation of values such as open mindedness and reflections, compassion and kindness and well linked to Holy Quranic and Hadith references. The British values as well as UAE values are reinforced in subject lessons and curriculum for life sessions. Emirati culture and heritage is emphasized through field trips, museum visits and sites of historic importance. Student led initiatives are encouraged and supported wherein Emirati children are encouraged to promote Emirati culture and values in their year groups through posters, poems, art- work, video clips and write ups.
- Conduct Head of Year led monthly meetings and make use of Termly parent consultation meetings to review and report to Emirati parents on pupil progress against termly targets. Emirati parents are provided with a set of suggestions, strategies and next steps for Targeted interventions and enrichment and if required are further supported through Tamayyoz Support & Enrichment Club.
- Provide support to Emirati students through Pastoral provision for goal setting, reflection sessions using a progress tracker document and digital platforms such as Unifrog & Up strive .
- Acknowledge and reward Emirati Student achievement through awards, certificates and digital portfolios.
- Strengthen our partnership with Emirati families by appointing dedicated Emirati teacher assistants responsible for maintaining regular communication with Emirati parents. Their role includes making follow-up calls to monitor satisfaction, gather feedback to incorporate parents' suggestions into school improvement planning.
- Reinforce trust by enhancing parental involvement to promote voices of our Emirati families being well heard and acted upon through a culturally aligned bilingual approach.

Over the recent years, CIS has supported and encouraged considerable progress in the enrolment of Emirati students has transformed to be a truly inclusive school. This major shift in practice for the school needs to be further strengthened in the most effective way to ensure a truly successful learning experience for our students. The CIS Emirati Parent Association is formed to nurture the Emirati provision further. Additionally, few of the selected Emirati parents are appointed as members of the Local Advisory board, consulted and involved in Emirati Provision to join in with the school team to plan and implement varied celebrations and events of national importance such as UAE Flag Day and UAE National Day, Emirati Women's day, Hag Al Laila celebrations, Emirati Children's Day, Heritage Week, and Ramadan etc.



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai



Emirati Learner Portfolio

Name:	
School:	Cambridge International School Dubai
Grade:	

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Individual Learning Plan	
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	ILP Student Profile
Assessments	
	Cat 4 Assessment
	Progress Test English
	Progress Test Maths
	Progress Test Science
School Reports	
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	Term 2 Report
	Term 3 Report

Emirati Learners Portfolio



PHOTOGRAPH	Student:		DOB:	
	Class:	Gender:	ILP Start Date:	
	Learning Manager:		Mentor/HOY:	EID

CAT 4			
Verbal	Non-Verbal	Mathematical	Spatial

Progress Tests					
Maths		English		Science	
Stanine	SAS	Stanine	SAS	Stanine	SAS

SUBJECT	CAT 4 MOST LIKELY	CAT 4 IF CHALLENGED	BASELINE	TERM 1	TERM 2	TERM 3	VALUE ADDED

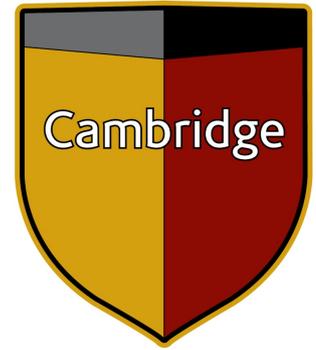
End Term 1 Update:	End Term 2 Update:	End Term 3 Update:
Strengths/Social:		General Comments/Challenges:
Extracurricular Activities:	Intervention Strategies:	
Coordinator:	Mentor/HOY:	Parent:



Individual Learning Plan Emirati

PHOTOGRAPH	Student:			DOB:		
	Class:		Gender:		ILP Term:	
	Learning Manager:			Mentor:		EID
CAT 4						
Verbal		Non-Verbal		Mathematical		Spatial
Successful Strategies [based on CAT 4] <ul style="list-style-type: none"> Use of revision modules and formats Use of hint sheets glossary and pictorial charts 				Successful Strategies [based on CAT 4] <ul style="list-style-type: none"> To work in a team to develop a project and demonstrate set skills and team spirit To provide graphs and problem solving through scaffolding 		
Progress Tests						
Maths		English			Science	
Stanine	SAS	Stanine	SAS	Stanine	SAS	
Successful Strategies <ul style="list-style-type: none"> Allow me extra time Provide me with simplified resources Supporting with key formats for better learning 				How can you help me: <ul style="list-style-type: none"> Providing Individual guidance and next steps Buddy/team to support Journaling routines and reflections 		
General Comments/Challenges: <ul style="list-style-type: none"> Specific learning skills, hobbies, interests, barriers or needs 				Behavioural Target: <ul style="list-style-type: none"> With a set of guidelines such as attendance, being assertive and co-operative while working in a team Respectful and empathetic interactions with Peers and Teachers. 		
Academic Target 1: Mathematics T1 – T2 – T3 –		Academic Target 2: English T1 – T2 – T3 –		Academic Target 3: Science T1 – T2 – T3 –		Academic Target 4: Arabic T1 – T2 – T3 –
Co-ordinator:	Arabic:	English:	Maths:	Science:	Parent:	

GEMS Emirati Policy



This policy has been approved for operation within:	ALL GEMS Schools		
Status	Required		
Owner	GEMS Education		
Date effective from	February 2 nd 2026	Date of next review	August 2026
Review period	Yearly	Version	1.0

1. Introduction

The policy reflects GEMS's commitment to developing knowledgeable, confident, and responsible learners by ensuring that Emirati students thrive academically, culturally, and socially, achieve high academic standards, maintain strong wellbeing and a secure cultural identity, and develop effective leadership capacity. The policy is informed by the GEMS Heritage Heroes Framework, through its three pillars; Qudrati (academic strength), Qiyami (identity, values, and wellbeing), and Qudwati (leadership and role modelling), which guide the holistic development of Emirati students within an international school context.

In line with GEMS's commitment to bilingual excellence and national identity, the policy is further strengthened through the Center of Excellence for the Arabic Language and Culture, which ensures high-quality Arabic language provision, culturally responsive teaching, and continuous improvement in Arabic learning outcomes. Through this integrated approach, Emirati students are supported to have access to all types of curriculum (American, UK, and IB) according to the UAE's national priorities.

This policy applies to all Emirati students from Early Years to Grade 12 and guides school leaders, teachers, students, parents, and partners in promoting equity, excellence, identity, and leadership development, ensuring consistent, purposeful, and impactful practice across the school community and beyond.

2. Roles and Responsibilities

School Leadership

- Ensure policy implementation and alignment with GEMS excellence vision.
- Monitor academic, cultural, and leadership outcomes for Emirati Students.
- Allocate resources, staffing, and professional development.

Teachers

- Use data to inform instruction and interventions.
- Support bilingual development and academic confidence.
- Model Islamic values, respect, and professionalism.

Students

- Take ownership of learning, behaviour, and leadership.
- Participate actively in academic, cultural, and leadership opportunities.
- Demonstrate respect, integrity, and responsibility.

Parents and Guardians

- Engage actively in learning and school initiatives.
- Support routines, values, and academic expectations at home.
- Participate in workshops, conferences, and school events.

3. Guiding Principles

- Equity with High Expectations: Emirati students are challenged and supported to meet international standards.
- Identity & Belonging: Emirati culture, Arabic language, and Islamic values are visible, respected, and embedded.
- Student Agency: Students set goals, reflect, and lead their learning journey.
- Global & National Balance: International-mindedness alongside national pride.
- Wellbeing First: Academic success is balanced with emotional, social, and spiritual wellbeing.
- Partnership: Strong collaboration between school, home, and community.

4. Policy Objectives

- Ensure Emirati students achieve at or above international benchmarks.
- Close achievement gaps while extending excellence.
- Strengthen cultural identity, belonging, and wellbeing.
- Develop leadership, voice, and civic responsibility.
- Prepare Emirati students for higher education, careers, and national service.

5. Framework

Academic Strength (Qudrati):

Commitments

- Deliver high-quality instruction aligned with TLAG, and RLAG.
- Ensure strong performance in English, Arabic, Math, Science, and interdisciplinary learning.

Key Provisions

- Data-informed support using external, internal assessments, and classroom evidence.
- Targeted interventions and enrichment through Tamayyoz Support & Enrichment Clubs.
- Early literacy and bilingual development in Arabic and English.
- Student goal-setting, reflection, and progress tracking through My Vision (Rouati).
- Differentiation, inclusion, IEPs, and support services aligned with AKIS inclusion policy.

6. QIYAMI – Identity, Values & Wellbeing

Commitments

- Preserve and celebrate Emirati heritage, Arabic language, and Islamic values within an international school setting.
- Promote wellbeing, respect, and belonging for Emirati students.

Key Provisions

- Monthly Islamic Values themes integrated into assemblies, advisory, and classrooms.
- Leadership Gemstones linked to Qur'anic and Hadith references.
- Celebration of UAE national events: National Day, Flag Day, Emirati Children's Day, Heritage Week, and Ramadan.
- Culturally responsive teaching practices across all subjects.
- Student well-being monitored through attendance, engagement, and counselling support.
- Parent partnership through Values-at-Home guidance and workshops.

7. QUDWATI – Leadership & Empowerment

Commitments

- Develop confident Emirati leaders who embody national values and global competence.
- Ensure Emirati students have strong voice and representation in school life.

Key Provisions

- Establish and sustain an Emirati Cultural Club (ECC).
- Representation in the GEMS Emirati Students Council.
- Leadership pathways through student councils, service learning, MUN, innovation challenges, and community projects.
- Alignment with IB Learner Profile attributes: principled, caring, communicator, open-minded, and » reflective.
- Recognition through leadership awards, certificates, and digital portfolios.

Teaching & Learning Expectations

- Teachers will implement to ensure consistent pedagogy.
- Lessons will connect learning to real-world, UAE, and global contexts.
- Arabic and Islamic Studies are valued as core identity subjects.
- High academic expectations are maintained alongside personalized support.

Monitoring, Assessment & Reporting

- Academic progress reviewed termly using internal and external data.
- Attendance, behaviour, wellbeing, and engagement monitored monthly.
- Student-led conferences supported through My Vision (Rouati).
- Annual Emirati Students Impact Review led by school leadership.
- Preparing Emirati students for higher education, careers, and national service, aligned with UAE Vision 2031 and Centennial 2071.

Safeguarding, Inclusion & Wellbeing

- Emirati students are supported through AKIS safeguarding and inclusion policies.
- Early identification of academic or wellbeing needs.
- Collaboration with counsellors, SEN teams, and parents.

Recognition & Celebration

- Academic achievement, effort, growth, leadership, and values are celebrated.
- Recognition through assemblies, awards, competitions, and digital portfolios.

Review & Accountability

- This policy is reviewed annually.
- School leadership ensures consistent implementation and measurable impact.