

GEMS Parental Engagement Policy

This policy has been approved for operation within:	ALL GEMS Schools		
Status	Required		
Owner	GEMS Education		
Date effective from	August 2026	Date of next review	August 2027
Review period	Yearly	Version	1.0

1. Introduction

The GEMS Parental Engagement Policy establishes clear and consistent strategies to foster collaboration, active participation, and meaningful parental involvement in their child's education. By promoting transparency, proactive communication, and flexible engagement opportunities, this policy strengthens the school-parent partnership and supports student success both academically and socially.

GEMS Education is committed to creating an inclusive, informed, and collaborative school community where parents are empowered as key partners in their child's learning journey.

2. Roles and Responsibilities

School principals/CEOs are responsible for monitoring the effectiveness of all parental engagement across the school ensuring it aligns with the GEMS Educational Model and is cohesive, meaningful and timely.

All staff are responsible for ensuring ongoing dialogue and engaging parents through structured communication channels, ensuring timely updates on student progress and school initiatives.

All staff are responsible to respond to parent inquiries in a timely manner in line with this policy.

Parents are responsible for checking school communication platforms regularly and must actively engage with school communications, ensuring they are informed about academic and extracurricular updates.

3. Scheduled Parental Engagement Activities

Parental engagement activities provide parents with valuable insights into school life, opportunities to contribute to student learning, and platforms to celebrate student achievements.

Parental engagement days – At least once annually, allowing parents to observe classroom activities.

Interactive parent workshops – Termly sessions and sharing of useful resources on child development, supporting reading skills, curriculum insights, home learning strategies etc. Additionally, dedicated transition workshops should be held for parents/carers of students moving from one key stage to another, ensuring they understand the academic expectations, developmental changes, and support strategies to facilitate a smooth and successful transition for their child.

Showcase of student learning: At least bi-annually, providing opportunities for showcasing and celebrating student learning (student performances, art exhibitions etc).

Parental participation in learning initiatives – Schools must provide structured opportunities for parents to participate in learning initiatives (guest speaking, volunteering etc).

4. Proactive & Positive Communication

Proactive and positive communication fosters trust, collaboration, and student success by ensuring parents feel informed, valued, and actively involved in their child's education.

Beyond bad news—Schools must ensure communication goes beyond concerns or issues.

Teachers should regularly share positive updates about students' progress, efforts, and achievements.

Those updates should be personalized and should be communicated *at least bi-annually*.

Focus on student effort – Effort, process and strategy should be celebrated to develop a growth mindset among students and create a culture of perseverance and shared responsibility among families

Proactive outreach – Schools should actively communicate with parents when significant changes in a student’s behaviour, performance, or engagement arise, fostering early intervention and collaborative support
This must be communicated in a *time-sensitive manner*

Student handbooks—Each GEMS school must provide a comprehensive student handbook outlining expectations, support structures, and key policies to ensure a seamless school-home partnership
Schools must ensure that parents receive an updated digital or printed version annually

New joiners’ toolkit: To facilitate a smooth transition for new students and families, schools must provide a structured New Joiners’ Toolkit, ensuring they are fully informed and integrated into the school community
The toolkit must include: A welcome guide with key school policies, communication channels, essential contacts and academic expectations

5. Report Cards & Parent Meetings

Report cards must be sent home *at least three times a year* and should include personalized comments outlining progress, achievements, attendance, attitude to learning and next steps

A minimum of three **parent-teacher conferences** or meetings should be scheduled annually
School leadership should provide guidance to teachers to ensure that discussions commence with positive highlights and are focused on student progress, effort, and areas for growth
Conferences should be solutions-oriented, providing actionable strategies for parents to support their child’s learning at home

- For students with **individual learning plans (IEPs)**, meetings should occur every half-term
- Parents should be offered the option of **in-person or virtual meetings**, with **afternoon hours available** for working parents
- Teachers must **document parental feedback**, ensuring concerns and suggestions are addressed and documented for easy access for future reference
- Schools must maintain an **online parent portal for real-time access** to student grades, attendance, and announcements and must ensure timely updates on those portals

6. Making the Curriculum Transparent

Curriculum guides—Schools should provide clear curriculum guides outlining topics/units covered each term
Curriculum guides should be shared via newsletters, the school portal, and/or curriculum information sessions

Assessment timeline—Schools are required to provide parents with termly assessment calendars outlining key assessments, formats, and criteria to help students and parents prepare effectively

Home learning clarity—Parents should have access to online platforms detailing assignments, deadlines, and expectations

Student learning updates—Teachers can use platforms such as Phoenix classroom for posting announcements and reminders and celebrating student learning

Besides whole class announcements, parents and guardians should be given access to their own child’s posts only
The school leadership is responsible for overseeing the effective deployment of these platforms, ensuring they serve as an engaging, informative, and interactive tool that strengthens the home-school connection

7. WhatsApp Groups & Digital Platform

Official school WhatsApp groups should be used for quick updates, reminders, and emergency notifications. These one-way communication groups must be monitored to ensure timely updates and prevent misinformation.

8. Parental Feedback and Continuous Improvement

GEMS schools must establish structured feedback mechanisms to ensure ongoing parental engagement and school improvement.

Schools must actively seek input from parents beyond addressing concerns by implementing formal and informal feedback opportunities. **Mandatory feedback channels:** Schools must maintain multiple channels for parental input, including an online feedback form, suggestion box, and direct email contact for parental concerns and ideas.

Scheduled parent consultation sessions: Schools are required to organize casual engagement opportunities, such as coffee mornings, open forums, and community discussions to create a safe and valued space for parental input.

Focus groups for continuous improvement: Schools must host periodic focus groups with a diverse representation of parents to discuss engagement strategies, identify improvement areas, and align school-parent collaboration efforts with best practices.

All parental feedback must be systematically recorded, reviewed, and acted upon, with summarized findings shared with the parent community, ensuring transparency and continuous improvement in parental engagement strategies.

9. Professional Development for Staff

Staff must receive ongoing training on effective communication, cultural sensitivity, and technology use.

Professional development must include constructive parental engagement strategies and training on handling sensitive conversations.

10. Confidentiality

All communication must adhere to data protection regulations and maintain the confidentiality of student and parent information.

Staff must exercise discretion in all communications, ensuring privacy is upheld.



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

COMMUNITY AND PARENTAL ENGAGEMENT POLICY

NAME OF POLICY	Community and Parental Engagement Policy
APPROVED BY	Mr. Stephen Brecken
LAST REVIEW DATE	August 2026
NEXT REVIEW DATE	August 2027
RELATED POLICIES	Parent Complaint Policy & Procedure Communication Policy Curriculum Policy CIS Home Learning Policy

1. Introduction:

Cambridge International School, Dubai, is committed to a partnership model where the school, parents, and the community collaborate to maximise and support student academic and social and emotional outcomes. This policy outlines how we engage parents and crucially how we measure the impact of that engagement through specific evidence-based KPIs.

2. Family First:

GEMS Education recognises the important role played by parents in the support and development of their child. The Family First initiatives, seeks to promote the importance of strong family roots in the upbringing of well-rounded citizens in society. CIS Dubai seeks to involve parents as partners as much as possible, taking into consideration feedback, to work alongside parents, for the betterment of the students. A number of key Family First events are held at various points around the year and the Family First café, located within the school, is utilised by parents on a daily basis.

3. Leadership and Governance:

To ensure the effective management of parent partnerships, the school has established a dedicated leadership structure:

- **Strategic Lead:** The school has CIPA (Cambridge International Parent Association) who liaise between parents and school in all cases.
- **Local Advisory Board:** A team dedicated to supporting whole school improvement and holding the school to account, to ensure the highest of standards.
- **Family First Lead:** A dedicated Family First Leader coordinates community-focused events and support.
- **Governing Oversight:** Progress on parental engagement is regularly presented to the Local Advisory Board and also reviewed in the school Senior Leadership Meetings.

4. Communication Strategy:

CIS employs a multi-layered approach to ensure parents are well-informed and have a voice

- **Digital Platforms:** We utilize the GEMS Parent Application for bespoke updates and the PULSE to track and monitor all parental engagements.
- **Direct Feedback Channels:** Parents have constant access to NPS and the 'Reach the Founder' tool via the parent app to provide live feedback to school leadership. School Leadership will look into the matter and contact the parent directly.
- **Weekly Publications:** All parents receive weekly newsletters with key dates and information about what their child has been learning in school that week and which objectives will be focused upon, the following week
- **Half-termly Communications:** All parents receive 'Topic Webs' half-termly which informs parents of what their child is learning in school that half-term, linked to the National Curriculum objectives
- **Parent Teacher Meetings:** These take place each term, including on a weekend to support working parents
- **Parent Coffee Mornings:** Parents are invited to termly coffee mornings with the Principal and the Senior Leadership Team
- **Regular Publications:** Communication is maintained through weekly newsletters from Head of years, Head of school and Parent relation executive.
- **Parent relation Executive – PRE (Parent relation executive)** has been appointed and has been introduced as the first point of contacts to parents.
- **Language & Accessibility:** Where appropriate, presentations and newsletters are bilingual or translated to support our linguistically diverse community.
- **Home Learning:** The school maintains a proactive and transparent approach to communicating academic expectations and home learning progress to ensure a strong partnership between home and school. Parents are encouraged to maintain an open dialogue with teachers regarding any challenges their children face with home learning, fostering a collaborative environment for student growth. For younger students in the Foundation Stage and Primary phases, the school provides weekly updates to guide

parents in creating a positive bonding experience during study time. In the Secondary phase, communication becomes more targeted to support independent learning; parents will be formally notified via email if a student fails to complete home learning for two consecutive weeks.

5. Partnerships with Parents:

- The school makes every effort to involve parents in all aspects of their child's schooling, at every opportunity. Parents are invited to weekly assemblies, theme days, celebrations.
- In addition to this, an annual Parent Skills Audit is sent to all parents to gather information about the skills of the parents and if they can be utilized in school. As a result, many parents support student workshops linked to different topics or assist in numerous enrichment events. Other parents are able to support work placements and internships.
- To ensure the sustainability of our shared learning environment, the school and parents act as joint stewards of educational resources. Parents are expected to support their children in caring for all borrowed school property—including books and specialized equipment—ensuring they are returned in their original condition for the benefit of the entire student community.

6. Community & Industry Integration

CIS recognises that learning extends beyond the classroom. We leverage our community to provide students with real-world context.

- Industry Links & Career Guidance: Guest Speakers, Year 10–13 internships, and Career fairs.
- Local & Global Citizenship: Documentation of Corporate Social Responsibility initiatives, such as Red Crescent drives or local environmental projects.
- Alumni Engagement: CIS Alumni Network involvement in mentoring programs and university transition workshops.

7. Induction and Transition Support

We are committed to providing a high-quality onboarding experience for all families

- The First 100 Days: A strategic framework supports new families through their initial months, including "Stay and Play" sessions and welcome workshops.
- Student Support: New students receive a 'New Student Passport' and are assigned a 'buddy' to aid their transition.
- Mid-Year Joiners: Specialized procedures, including Inclusion department screening and EAL support via FlashAcademy, are in place for students joining during the academic year.

8. Parental Learning and Participation

CIS actively promotes opportunities for parents to develop their own learning and support their children:

- Academic Support: The school offers weekly support sessions for parents in subjects such as Arabic, French, and Islamic studies.
- Workshops: Regular sessions are held on Phonics, Reading, GL Assessments, and Safeguarding to empower parents as co-educators.
- Community Events: We celebrate diversity through initiatives like the Family First, Walk on Wednesday, Coffee Mornings, Family First Carnival, Community Iftar, Principal breakfast and inter-school events like cricket tournaments.

9. Support for Students with Specific Needs

- Parental engagement is critical for students of determination and those with English as an Additional Language (EAL).
- IEP/ILP Collaboration: Signed Individual Education Plans and meetings involving parents and external specialists.
- Inclusion Workshops: Feedback forms from workshops designed to help parents support neurodivergent learners at home.

10. Awards and recognition

CIS has successfully reaccredited Leading Parent Partnership Award (LLPA) in November 2025. The school also

monitors its NPS (Net Promoter Score) on a 6-month basis. This score has increased year on year for the last three years.

11. Volunteering and Safeguarding

Parents are encouraged to contribute their skills to school life under strict safety protocols:

- Skills Audit: An annual audit is conducted to identify parents willing to support school activities.
- Compliance: All parent volunteers must undergo mandatory safeguarding training and provide a police clearance certificate.
- Identification: A strict lanyard system is enforced for all parents and volunteers on school premises.

12. Monitoring and Key Performance Indicators

The school monitors the effectiveness of this policy through the following metrics:

- Net Promoter Score (NPS): Tracking parent satisfaction
- Student Retention: Aiming for high year-on-year retention
- Engagement Feedback: Utilizing "You Said, We Did" reports to demonstrate how parental feedback has led to tangible school improvements.
- Feedback Logger: Actively monitoring and reducing the volume of formal complaints through proactive engagement.

Parent also provide regular feedback through the parent association, parent surveys and other feedback channels which are responded to and acted upon accordingly