

EMIRATI LEARNERS POLICY 2026-27

**International School of Creative Science
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SECTION 1 INTRODUCTION

The International School of Creative Science (ISCS) is committed to ensuring that Emirati learners thrive academically, socially, emotionally, and culturally. Emirati learners are central to the UAE's future prosperity and leadership, and the school recognises its responsibility to support Emirati students to achieve excellence while preserving their identity, language, heritage, and national values.

ISCS believes that Emirati learners should experience a high-quality, ambitious education which enables them to succeed in a competitive global environment while remaining grounded in their faith, culture, and national identity.

This policy aligns with KHDA expectations, the Dubai Education Strategy 2033 (E33) and UAE national priorities for strengthening outcomes and future readiness for Emirati students, alongside inclusive education principles, in which every learner is supported to achieve their potential.

SECTION 2 PURPOSE OF THIS POLICY

This policy provides a whole-school framework to:

- Ensure Emirati learners achieve strong academic progress and outcomes across all phases.
- Ensure Emirati learners' wellbeing, belonging, and identity are protected and strengthened.
- Ensure barriers to learning are identified early and addressed through structured support.
- Ensure consistent tracking, monitoring, intervention, and accountability for Emirati learners.
- Strengthen partnership with Emirati parents and families.
- Ensure Emirati learners access enrichment, leadership opportunities, and aspiration-building pathways.

SECTION 3 POLICY STATEMENT (ISCS COMMITMENT)

ISCS is committed to:

- Maintaining high expectations for Emirati learners in all subjects.
- Ensuring equity of access to curriculum, intervention, enrichment, and leadership.
- Preserving Emirati identity through culturally respectful practice.
- Supporting bilingual development (Arabic and English) and academic language development.
- Working in partnership with families to promote strong outcomes.
- Ensuring Emirati learners are supported to contribute positively to the UAE and wider society.

SECTION 4 DEFINITIONS

For the purpose of this policy:

- Emirati learners refers to students holding UAE nationality.
- Support refers to any additional provision, intervention, mentoring, pastoral support, academic tracking, or enrichment aimed at improving progress, wellbeing, or engagement.
- Underachievement refers to attainment below age-related or curriculum expectations, or progress below that indicated by CAT4 and prior attainment, in one or more subjects.
- High-attaining learners refers to Emirati learners attaining above curriculum expectations, or whose CAT4 profile indicates high potential.

SECTION 5 KEY PRINCIPLES

ISCS will ensure that Emirati learners are supported through the following principles:

5.1 High expectations and ambition

Emirati learners will be challenged, stretched, and supported to meet or exceed age-related expectations, including high-attaining pathways where appropriate.

5.2 Identity, belonging, and dignity

Emirati learners' culture, heritage, language, and national values will be respected, promoted, and protected across the curriculum and school life.

5.3 Early identification and responsive support

ISCS will use reliable assessment and observation to identify needs early and respond quickly with appropriate support.

5.4 Partnership with families

Parents are recognised as essential partners in learning and will be engaged consistently through communication, consultation, and involvement.

5.5 Data-informed improvement

Progress and attainment will be monitored systematically through assessment data, wellbeing indicators, attendance, and student voice.

SECTION 6 WHOLE-SCHOOL PROVISION FOR EMIRATI LEARNERS

Provision for Emirati learners will not be treated as an isolated initiative. Emirati learners are supported through:

6.1 Quality First Teaching (QFT)

All teachers are expected to provide strong, inclusive classroom practice, including:

- High-quality explanations and modelling
- Appropriate challenge and stretch
- Structured scaffolding and gradual release
- Academic language support (especially for bilingual learners)
- Effective feedback and formative assessment
- Strong relationships and culturally respectful classroom climate

6.2 Tracking and Monitoring

Accurate, timely data is the foundation of effective provision. ISCS tracks Emirati learners as a distinct group so that leaders can see clearly how they are performing compared with their peers, and act quickly where progress slows.

ISCS will monitor Emirati learners using:

- Attainment and progress data in core and non-core subjects
- GL Assessment data (Progress Test Series analysed against CAT4 indicators, and NGRT reading)
- Arabic Benchmark Test (ABT) outcomes
- National Agenda and international benchmark outcomes (PISA, TIMSS, PIRLS) where applicable
- Internal assessment outcomes
- Attendance and punctuality patterns

- Behaviour and pastoral indicators
- Student voice and wellbeing surveys, including the Dubai Student Wellbeing Census

Data for Emirati learners will be analysed separately at each assessment point and compared with non-Emirati peers, so that any gaps are identified and acted on promptly.

6.3 Mentoring and Pastoral Support

Emirati learners achieve best when they feel known, valued and safe. Strong relationships with trusted adults help learners to stay engaged, raise concerns early and take ownership of their own progress.

Where appropriate, Emirati learners will be supported through:

- Head of Year mentoring
- Teacher mentoring
- Inclusion and wellbeing team support
- Counsellor support (if required)
- Target-setting meetings (student + parent + school)

6.4 Arabic, Islamic Education and National Identity

Arabic language, Islamic values and a secure sense of national identity are central to the education of Emirati learners. ISCS treats these areas as core to learners' achievement and personal development, not as additional subjects.

Emirati learners study Arabic as native speakers (Arabic A) and Islamic Education in line with UAE Ministry of Education requirements. ISCS will:

- Track Emirati learners' attainment and progress in Arabic and Islamic Education with the same rigour as English, mathematics and science
- Provide targeted Arabic reading and writing support where learners are working below expectations
- Deliver Moral, Social and Cultural Studies in line with Ministry of Education requirements
- Promote Emirati heritage, values and national identity through the curriculum, assemblies and national occasions, including UAE National Day, Flag Day and Commemoration Day
- Give Emirati learners leading roles in national identity and heritage events

6.5 High-Attaining and More Able Emirati Learners

Emirati learners identified as high-attaining (see Section 4) will:

- Be identified on the school's tracking systems and monitored termly
- Receive planned challenge in lessons and access to extension and accelerated pathways where appropriate
- Be encouraged to take part in competitions, olympiads and external enrichment
- Have their progress reviewed to ensure they reach the highest grades, not only expected standards

SECTION 7 TARGETED SUPPORT AND INTERVENTION

Where a concern is identified, ISCS follows a clear cycle: the need is identified through data or pastoral information, a plan is agreed with the learner and family, support is put in place, and its impact is reviewed and adjusted. Support is matched to the individual learner and is intended to close gaps quickly, not to lower expectations.

Where data or pastoral indicators show underachievement or risk, ISCS will provide targeted support including:

- Small-group interventions (literacy, numeracy, language development)
- Subject-specific support
- Revision and exam preparation sessions
- Learning support plans where SEND overlaps

- Attendance support plans where required
- Behaviour and engagement support plans
- Structured parent meetings and agreed actions

Intervention will be reviewed termly, and adjusted based on impact.

SECTION 8 ENRICHMENT, LEADERSHIP AND ASPIRATION

ISCS wants every Emirati learner to leave the school with the confidence, skills and ambition to lead and to contribute to the UAE's future. Opportunities beyond the classroom are planned so that Emirati learners take part fully and are well represented in leadership roles.

ISCS will ensure Emirati learners access opportunities that build aspiration, confidence, and future readiness, including:

- Leadership roles (student councils, ambassadors, prefects, committees)
- Participation in school events and competitions
- Trips, cultural events, and UAE heritage-linked enrichment
- Career guidance and aspiration building (secondary)
- Post-16 guidance on UAE and international university pathways and scholarships (Sixth Form)
- Links with UAE initiatives where possible

SECTION 9 PARENTAL ENGAGEMENT

ISCS recognises that Emirati parents and guardians are critical partners in success. Effective partnership means regular, two-way communication, families being involved in decisions about their child's learning, and parents feeling welcome and listened to in the life of the school.

The school will:

- Provide regular communication on progress and wellbeing
- Ensure parents are invited to consultation meetings
- Hold targeted Emirati parent forums where needed
- Encourage participation in school decision-making and activities
- Share enrichment and external opportunities relevant to Emirati learners
- Provide key communications in both Arabic and English

SECTION 10 ROLES AND RESPONSIBILITIES

Responsibility for Emirati learners is shared across the school, with clear lines of accountability from the classroom to the Governing Board. Teachers and pastoral leaders act day to day, the Senior Leadership Team coordinates provision and reports on it, and the Emirati Learners Lead holds the school to account on behalf of governors.

10.1 Principal

The Principal will:

- Ensure this policy is implemented consistently across the school
- Ensure Emirati learner outcomes are a strategic priority
- Hold leaders accountable for monitoring and intervention

10.2 Senior Leadership Team (SLT)

SLT will:

- Review Emirati learners' progress and wellbeing at least termly
- Ensure interventions are implemented and evaluated
- Ensure staff understand expectations and responsibilities
- Coordinate day-to-day provision for Emirati learners and maintain the Emirati learners register and profiles
- Report termly to the Emirati Learners Lead on Emirati learners' progress, attendance and wellbeing

10.3 Emirati Learners Lead: Mr Hesham Abdeen, Chair of Governors

The Emirati Learners Lead will:

- Provide strategic oversight of provision and outcomes for Emirati learners on behalf of the Governing Board
- Receive and challenge termly reports from SLT on Emirati learners' progress, attendance and wellbeing
- Ensure the Emirati learners register and profiles are maintained and up to date
- Ensure targeted support is coordinated and its impact evaluated
- Ensure staff receive guidance and support on effective strategies
- Champion engagement with Emirati parents and families
- Report to the Governing Board on the impact of this policy

10.4 Heads of Phase / Heads of Year

Heads of Phase / Year will:

- Monitor progress and engagement of Emirati learners
- Lead mentoring and pastoral support where required
- Ensure follow-up on attendance, wellbeing, and interventions

10.5 Teachers

All teachers will:

- Maintain high expectations for Emirati learners
- Use assessment to identify underachievement early
- Implement classroom strategies and agreed interventions
- Communicate with parents where appropriate
- Contribute to Emirati learner profiles where required

10.6 Parents

Parents are encouraged to:

- Support attendance and punctuality
- Engage with school communication and meetings
- Support learning at home
- Encourage participation in enrichment and leadership opportunities.

SECTION 11 MONITORING, EVALUATION AND REVIEW

ISCS will evaluate the impact of this policy through:

- Termly progress and attainment review

- Attendance monitoring
- Wellbeing and engagement indicators
- Student voice and parent feedback
- Review of intervention impact and provision quality
- A termly report to the Governing Board

11.1 Success Criteria

The success criteria below link this policy directly to the school's self-evaluation and improvement planning, so that its impact can be measured, not assumed. Specific annual targets for Emirati learners are set in the school's SEF-SIP. The policy will be judged effective when:

- Any attainment gap between Emirati and non-Emirati students is closed or narrows year on year in English, mathematics and science
- Emirati students' progress in GL Progress Tests is in line with or above their CAT4 indicators
- Emirati students' attainment and progress in Arabic and Islamic Education improve year on year, including in the Arabic Benchmark Test
- Emirati students' attendance is at or above the whole-school target
- The proportion of Emirati students attaining above curriculum expectations increases
- Emirati students and parents report positive wellbeing, belonging and engagement in surveys and student voice

This policy will be reviewed annually, or earlier if KHDA guidance changes.

SECTION 12 CONFIDENTIALITY AND DATA PROTECTION

All student information, including Emirati learner profiles and support plans, will be handled confidentially and in accordance with school data protection procedures and UAE Federal Decree-Law No. 45 of 2021 on the Protection of Personal Data.

SECTION 13 RELATED POLICIES AND DOCUMENTS

This policy should be read alongside:

- Inclusion Policy
- SEND Policy
- Arabic Language Policy
- Assessment Policy
- Behaviour Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Moral, Social and Cultural Studies and National Identity provision
- School Self-Evaluation and Improvement Plan (SEF-SIP)

SECTION 14 CONCLUSION

ISCS is committed to ensuring Emirati learners flourish as confident, capable, and values-driven young people who are academically successful and prepared to contribute meaningfully to the UAE and the wider world.



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