



Emirati Student Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:	September 2025	Principal
To be reviewed:	September 2026	

Emirati Students Policy

Rationale and Aims

This policy sets out the school's commitment to ensuring that Emirati students achieve academic excellence, develop a strong national identity, and contribute meaningfully to the future of the United Arab Emirates. It aligns with the E33 strategy, the revised UAE Arabic and Islamic Education curricula, and DSIB inspection expectations.

Through high-quality provision, all Emirati students are supported to achieve at or above benchmark standards, develop confidence and agency in their learning, and demonstrate pride in their culture, language, and faith. This policy underpins a holistic approach to education, ensuring that outcomes are measurable, sustainable, and clearly evident in students' attainment, engagement, and personal development.

At DBSJP, this commitment is reflected in consistently high expectations, evidence-informed teaching, and a relentless focus on impact, ensuring Emirati students make strong or accelerated progress from their starting points and are prepared to contribute confidently to the UAE's future.

Identification, Data and Accountability

Emirati students are systematically identified and individually tracked across all phases via our EduKey online tracking system. Leaders and teachers regularly analyse attainment, progress, attendance, and wellbeing data to identify trends, strengths, and areas requiring targeted support. This rigorous monitoring ensures timely intervention and accountability for outcomes.

Data is triangulated using internal assessments, national benchmarks, attendance, behaviour, and wellbeing indicators. Leaders at all levels are accountable for analysing trends, identifying underperformance, and evaluating the impact of actions taken. Emirati student progress is a standing agenda item in Pupil Progress Meetings (PPMs). Reviews and updates are used to inform their individual EduKey plans across the year.

Leaders at all levels are accountable for the progress of Emirati students and for evaluating the impact of actions taken.

Curriculum Provision

The Arabic curriculum is carefully structured to develop fluency, comprehension, and confident communication. Students are placed on pathways that reflect prior attainment and ongoing assessment. Lessons are sequenced progressively, ensuring challenge and engagement at all phases. The Islamic Education curriculum develops knowledge, understanding, and application across Qur'an, Aqeedah, Fiqh, and Akhlaq. Students reflect on learning and apply values to their daily lives, with assessment evaluating both knowledge acquisition and behavioural application. UAE Social Studies fosters knowledge of history, heritage, governance, and civic responsibility, connecting past achievements to current national priorities and encouraging active citizenship. National identity, cultural values, and UAE context are embedded across all subjects. Learning is sequenced to reinforce understanding, engagement, and progression, ensuring that Emirati students develop both academic competence and a sense of responsibility to their community and nation.

Curriculum planning at DBSJP prioritises coherence, progression, and depth. Key knowledge, vocabulary, and concepts are revisited strategically, enabling Emirati students to transfer learning across subjects and real-life contexts.

Teaching, Learning and Assessment

Teachers maintain exceptionally high expectations for all Emirati students, delivering lessons that are challenging, inclusive, and responsive to individual learning needs. Instruction is carefully planned and sequenced to ensure progression, engagement, and cognitive stretch. Learning experiences actively promote critical thinking, problem-solving, creativity, and collaboration, while fostering independent inquiry and self-directed learning.

Assessment is integrated seamlessly into teaching to inform planning, provide immediate and actionable feedback, and guide targeted support. Formative and summative assessments are carefully analysed, with outcomes used to differentiate instruction, adapt curriculum delivery, and ensure that students consistently make sustained progress. Teachers use assessment evidence to identify misconceptions in real time and adapt instruction within lessons, ensuring learning remains responsive and progress is maximised.

Teaching practice at DBSJP is explicitly informed by educational research, including teacher clarity, effective feedback, metacognitive strategies, and responsive teaching. Learning intentions and success criteria are clear, shared, and revisited, enabling Emirati students to understand what success looks like and how to improve.

Emirati students are encouraged to demonstrate agency, resilience, and metacognitive skills, taking responsibility for their own learning and participating confidently in both individual and collaborative tasks. Lessons are structured to promote higher-order thinking, effective communication, and reflective practice. Opportunities for students to consolidate, apply, and extend their learning are embedded throughout the lesson sequence, enabling them to achieve excellence and reach or exceed expected outcomes.

Teachers employ a wide repertoire of highly effective strategies, including interactive questioning, scaffolded challenges, personalised support, and technology-enhanced learning, to ensure lessons are engaging and accessible to all. Classroom environments are stimulating, supportive, and conducive to learning, where students are encouraged to challenge themselves and each other in a respectful and constructive manner.

Monitoring of teaching quality is rigorous, with leaders providing ongoing coaching, peer observations, and professional development tailored to enhance pedagogical impact. This ensures consistency of outstanding teaching across all phases and subjects. The combination of high-quality instruction, effective assessment practices, and responsive support enables Emirati students to make accelerated progress, achieve excellence in academic outcomes, and develop lifelong learning skills.

Targeted Support and Intervention

Barriers to learning are addressed promptly through structured, evidence-based interventions. Support is tailored to individual needs, with particular attention to language acquisition and key transition points. Interventions are carefully monitored for impact, with progress data reviewed regularly and adjustments made to ensure accelerated improvement. Targeted support is integrated within the curriculum and classroom activities where possible, enabling students to consolidate learning without missing critical content. Staff collaborate closely to personalise learning pathways, providing challenge for high achievers while scaffolding for those requiring additional support. This ensures all Emirati students make sustained and measurable progress and are able to achieve excellence. Entry and exit data, alongside qualitative evidence such as work scrutiny and student voice, are used to evaluate the effectiveness of interventions and inform next steps.

Leadership, Aspiration and Enrichment

Emirati students are provided with structured leadership opportunities, enrichment activities, and experiential learning that promote ambition, confidence, and civic responsibility. Students take on meaningful roles within the school, represent their peers, and engage in initiatives that link learning to UAE contexts, heritage, and future career pathways. Leaders oversee the quality, impact, and progression of enrichment provision, monitoring engagement and ensuring equitable access for all students. Professional development and coaching support staff in creating aspirational learning experiences. This integrated approach cultivates students' personal growth, resilience, and readiness to contribute positively to society.

Wellbeing Pastoral Care and Safeguarding

Pastoral systems are inclusive, culturally responsive, and consistently applied. Safeguarding complies fully with KHDA standards. Mentoring, counselling, and wellbeing initiatives develop students' emotional literacy, resilience, and interpersonal skills. Students are confident, safe, and supported, with personal development pathways that promote responsibility, self-awareness, and community engagement. Monitoring systems track wellbeing and behaviour trends, allowing leaders to intervene proactively and ensure all students thrive personally and socially. Wellbeing provision is closely linked to learning, recognising that emotional security, belonging, and positive relationships are essential for sustained academic success.

Inclusion and Equity

Emirati students are provided with equitable access to all aspects of school life, with provision adapted where necessary to ensure fair outcomes and high achievement for all. Provision is differentiated to promote independence, resilience, and high achievement. Participation is maximised, and outcomes reflect each student's potential, ensuring no learner is left behind.

Partnership with Parents and the Community

The school maintains strong, respectful partnerships with parents, recognising their central role in supporting learning and wellbeing. Communication is clear, consistent, and culturally sensitive. Engagement with community initiatives reinforces students' understanding of civic responsibility, national identity, and heritage. Parents are viewed as partners in learning, with opportunities to contribute feedback, attend workshops, and engage in dialogue about curriculum, progress, and wellbeing.

Staff Expertise and Professional Development

Arabic and Islamic Education are delivered by highly qualified staff with deep subject knowledge. Continuous professional development enhances teaching quality, curriculum expertise, assessment practices, and cultural understanding. Staff are supported through coaching, observation, and collaborative planning, ensuring consistently high-quality provision and measurable impact on student outcomes. The impact of professional development is evaluated through improvements in teaching practice, student outcomes, and consistency across classrooms.

Monitoring, Evaluation and Review

Implementation is overseen by senior leadership, with regular evaluation of provision, student outcomes, and learning experiences. Evidence from attainment and progress data, lesson observation, work scrutiny, and student and parent voice informs strategic decision-making and continuous improvement.

Policy Review

This policy is reviewed annually to ensure compliance with KHDA and Ministry requirements, continued alignment with national priorities, and sustained excellence in outcomes for Emirati students.