



**DUBAI
BRITISH
SCHOOL**
JUMEIRAH PARK

Emirati Student Policy

1. Rationale and aims

DBSJP is committed to ensuring that every Emirati student receives a high-quality, ambitious and inclusive education that enables them to achieve strong academic outcomes, develop a secure sense of national identity and contribute meaningfully to the future of the United Arab Emirates.

This policy is aligned with the aims of Dubai's Education 33 (E33) Strategy, including the provision of high-quality education for Emirati students; personalised and equitable learning; student wellbeing; active partnership with parents; the promotion of Arabic language, Emirati culture and values; and the development of future-ready skills. It should be read alongside current KHDA requirements, applicable Ministry of Education requirements, the UAE national curricula for Arabic, Islamic Education and Social Studies, and relevant school policies.

Through high-quality provision, Emirati students will be supported to:

- achieve strong outcomes and make sustained progress from their individual starting points;
- develop fluency and confidence in Arabic, as appropriate to their prescribed pathway;
- deepen their knowledge of Islam, where applicable, and their understanding of Emirati history, heritage, culture and values;
- develop confidence, agency, resilience and a commitment to lifelong learning;
- experience a strong sense of safety, belonging and wellbeing; and
- develop the knowledge, skills, values and aspirations required to access suitable higher-education, vocational and career pathways and contribute to Dubai's future.

The school will evaluate the impact of this policy through measurable evidence of students' attainment, progress, attendance, engagement, wellbeing, personal development and readiness for their next stage of education.

2. Scope

This policy applies to all Emirati students enrolled at DBSJP and to all staff, leaders and governors responsible for their education, wellbeing and development. Provision will reflect students' age, phase, starting points, statutory curriculum pathway and individual needs.

3. Identification, data and accountability

Emirati students will be accurately identified through the school's admissions and management information systems and individually monitored across all phases. Relevant attainment, progress, attendance, behaviour, engagement and wellbeing information will be recorded and reviewed through the school's agreed systems, including EduKey where appropriate.

Leaders and teachers will analyse a proportionate range of evidence, including internal and external assessment information, national or approved benchmarks where applicable, attendance, behaviour, work scrutiny, student voice and wellbeing indicators. Information will be considered in context and will not be used to make assumptions about students on the basis of nationality.

Emirati student outcomes and experiences will be reviewed through Pupil Progress Meetings and relevant leadership and governance processes. Identified barriers, agreed actions, responsible staff, timescales and intended outcomes will be recorded and reviewed. Individual plans will be updated where required.

The school will monitor both academic outcomes and the wider quality of students' educational journeys. This will include participation, belonging, wellbeing, Arabic language development,

leadership and enrichment, transition readiness, parent engagement and access to appropriate academic and career guidance.

The Principal retains overall accountability for implementation. Senior and phase leaders are accountable for the quality and impact of provision in their areas; teachers are responsible for applying the policy consistently; and governors will provide appropriate challenge and oversight.

Personal information will be handled in accordance with applicable UAE data-protection requirements and the school's data-protection and confidentiality procedures.

4. Curriculum provision

The school will implement the current statutory and regulatory requirements for Arabic, Islamic Education and UAE Social Studies, including approved curricula, prescribed pathways, instructional time, assessment and reporting requirements.

The Arabic curriculum will be coherently sequenced to develop listening, speaking, reading and writing, with particular emphasis on meaningful communication, fluency and comprehension. Placement and support will be informed by prescribed eligibility requirements, prior attainment and ongoing assessment.

For Muslim students, Islamic Education will develop secure knowledge, understanding and age-appropriate application across the required domains of the approved curriculum. Assessment will be aligned with the curriculum's stated learning outcomes and will avoid subjective judgement of a student's personal faith or character.

UAE Social Studies will develop knowledge of the UAE's history, geography, heritage, governance, society and civic responsibilities. National identity, Emirati culture and the UAE context will also be represented meaningfully across the wider curriculum, where connections are authentic and educationally relevant.

Arabic will be promoted as a living language and a language of choice, not solely as a discrete subject. Students will have age-appropriate opportunities to use Arabic in authentic school and community contexts, including routines, events, performances, leadership activities and cultural experiences.

Curriculum planning will connect academic learning with future-facing competencies, including communication, critical thinking, creativity, collaboration, digital literacy, ethical use of emerging technologies, entrepreneurship and problem-solving. These competencies will be taught and evaluated through meaningful subject, interdisciplinary and real-world learning.

Curriculum planning will prioritise coherence, progression and depth. Key knowledge, vocabulary and concepts will be revisited purposefully so that students can retain learning and apply it across subjects and real-life contexts.

5. Teaching, learning and assessment

Teachers will maintain high expectations for every Emirati student and provide teaching that is ambitious, inclusive, culturally responsive and matched to individual starting points and needs. Lessons and learning sequences will provide appropriate challenge, clear explanation, purposeful practice and opportunities for independent and collaborative learning.

Assessment will be used accurately and proportionately to identify what students know, understand and can do; diagnose misconceptions; inform planning; and provide specific, actionable feedback. Formative and summative evidence will be used to adapt teaching and determine whether additional support or challenge is required.

Teaching will draw on secure evidence and effective practice, including teacher clarity, responsive teaching, purposeful questioning, modelling, feedback and metacognitive strategies. Learning intentions and success criteria will be communicated in ways that help students understand the purpose of their learning, recognise quality and identify their next steps.

Personalisation will mean responding to each student's evidence, aspirations and needs rather than lowering expectations or applying a uniform approach to Emirati students as a group. Students will be involved in reviewing their progress, setting appropriate goals and evaluating the support they receive. Technology will be used where it demonstrably improves access, engagement, feedback or learning. Its use must be safe, ethical, age-appropriate and consistent with school policies.

The quality of teaching and assessment will be reviewed through the school's quality-assurance processes. Leaders will use the resulting evidence to identify strengths, address inconsistency and provide focused coaching and professional development.

6. Targeted support and intervention

Barriers to learning, attendance, engagement or wellbeing will be identified promptly and addressed through timely, evidence-informed action. Support will be matched to assessed need, with particular attention to language development, additional learning needs, wellbeing and key transition points.

Where possible, support will be delivered within high-quality classroom provision so that students do not routinely miss essential curriculum content. High-attaining students will receive appropriate depth, complexity and extension, while students requiring additional support will receive carefully planned scaffolding and intervention.

Interventions will have a clear rationale, baseline, intended outcome, review point and exit criteria. Their effectiveness will be evaluated using entry and exit evidence alongside appropriate qualitative information, including work scrutiny, attendance, teacher assessment, student voice and parent feedback. Provision will be adapted or discontinued when evidence shows that it is not having the intended impact.

Where a student faces a significant barrier to accessing or succeeding in high-quality education, leaders will coordinate support with the family and, where appropriate, relevant internal specialists, external agencies and applicable KHDA initiatives or guidance.

7. Leadership, aspiration, enrichment and future pathways

Emirati students will have equitable access to meaningful leadership, service, enrichment, competition and experiential-learning opportunities. Participation will be monitored so that barriers can be identified and addressed, and provision will be evaluated for quality and impact rather than solely by the number of activities offered.

Students will be encouraged to lead, represent their peers and contribute to initiatives connected to UAE heritage, community priorities, sustainability, innovation and civic responsibility.

Age-appropriate academic and career guidance will form part of each student's personalised journey. Students will be supported to understand their strengths and interests, explore local and international higher-education, vocational, entrepreneurship and employment pathways, and make well-informed choices at key transition points. Parents will be included in this process, and guidance will be impartial, current and informed by the evolving needs of the UAE economy.

The school will seek purposeful partnerships with Emirati role models, alumni, universities, employers, government entities and community organisations where these partnerships enhance students'

learning, aspirations, work-related understanding or contribution to society.

8. Wellbeing, pastoral care and safeguarding

Pastoral provision will be inclusive, culturally responsive and consistently applied. All safeguarding practice will comply with applicable UAE law, current KHDA requirements and the school's safeguarding and child-protection policies and procedures.

Students will have access to age-appropriate mentoring, counselling and wellbeing support. Staff will promote emotional literacy, resilience, positive relationships, self-awareness and responsible decision-making. Concerns will be recorded, escalated and responded to through the school's agreed safeguarding and pastoral procedures.

Student wellbeing, safety, belonging and engagement will be treated as essential outcomes in their own right and as important conditions for learning. The school will seek Emirati students' views regularly, respond to emerging patterns and communicate resulting actions through appropriate student, parent and leadership channels.

9. Inclusion and equity

Emirati students will have equitable access to the curriculum, support, leadership, enrichment and wider school life. Provision will be adapted where necessary to remove barriers and secure fair opportunities and outcomes.

Decisions about support will be based on individual evidence and need. Emirati nationality will not, in itself, be treated as an indicator of lower attainment, language need or additional educational need.

The school's approach will combine equity with personalisation: students will receive the specific support, challenge and opportunities required to thrive, while retaining full access to an ambitious curriculum and high expectations.

10. Partnership with parents and the community

The school recognises parents as essential partners in their children's education and wellbeing. Communication will be clear, respectful, timely, accessible and culturally responsive. Parents will receive meaningful information about progress, attendance, curriculum requirements, wellbeing, transitions and available support.

Parents will be offered appropriate opportunities to contribute feedback, attend workshops and engage in dialogue with the school. Concerns will be addressed through the relevant school procedure, including the Complaints Policy where applicable.

In line with E33's emphasis on empowered parents, the school will help Emirati families understand curriculum pathways, assessment information, subject and qualification choices, higher-education and career routes, and ways to support learning at home. Parent feedback and participation will be evaluated for reach and impact, and the school will seek to reduce identified barriers to engagement. Community engagement will reinforce students' understanding of national identity, heritage, social responsibility and their potential contribution to Dubai and the wider UAE.

11. Student voice and agency

Emirati students will have regular, age-appropriate opportunities to express their views about teaching, curriculum, wellbeing, identity, enrichment and future pathways. Leaders will triangulate student voice with other evidence, communicate relevant actions and evaluate whether students

experience meaningful influence rather than consultation alone.

Students will be supported to set goals, reflect on their progress, make informed choices and take increasing responsibility for their learning and contribution to the community.

12. Staff expertise and professional development

Arabic and Islamic Education will be delivered by staff who meet current qualification, appointment and approval requirements. All staff share responsibility for maintaining high expectations, promoting inclusion and belonging, respecting Emirati culture and supporting the aims of this policy.

Professional development will address identified needs in curriculum knowledge, assessment, pedagogy, inclusion, cultural competence, wellbeing and academic and career guidance. Its impact will be evaluated through changes in practice, consistency of implementation and student outcomes and experiences.

Where appropriate, the school will support opportunities for Emirati professionals, educators, trainees and role models to contribute to students' learning and aspirations, in line with applicable recruitment, safeguarding and regulatory requirements.

13. Monitoring, evaluation and success measures

Senior leaders will evaluate implementation at agreed points during the academic year. Evidence will include, as appropriate:

- attainment and progress in the school's curriculum and in Arabic, Islamic Education and UAE Social Studies;
- attendance, punctuality, behaviour, engagement and wellbeing;
- quality of teaching, curriculum implementation and students' work;
- participation and impact in leadership, service and enrichment;
- student and parent voice, including evidence of actions taken;
- intervention entry, review and exit information;
- transition, subject-choice, destination and pathway information; and
- the impact of staff development and external partnerships.

Annual priorities and measurable success criteria will be set from the school's current evidence rather than relying on generic targets. Outcomes will be reviewed by senior leaders and governors, with actions incorporated into school improvement planning. Where appropriate and lawful, data will be disaggregated by phase, gender, curriculum pathway and identified need to reveal variation and ensure that aggregate figures do not conceal underperformance or unequal access.

Findings will inform resourcing, professional development, curriculum planning, intervention and engagement with students and parents.

14. Related policies and guidance

This policy should be read alongside the current versions of the school's:

- Teaching and Learning Policy;
- Assessment and Reporting Policy;
- Inclusion Policy;
- Safeguarding and Child Protection Policy;
- Attendance Policy;

- Behaviour Policy;
- Wellbeing Policy;
- Careers Education, Information, Advice and Guidance Policy;
- Parent and Community Engagement Policy;
- Complaints Policy;
- Data Protection Policy; and
- policies and procedures governing Arabic, Islamic Education and UAE Social Studies.

It should also be implemented with reference to current KHDA and Ministry of Education requirements and guidance. If a conflict arises, applicable law or regulatory requirements take precedence.

15. Policy review

This policy will be reviewed annually, or earlier if legislation, regulation, KHDA or Ministry requirements, E33 implementation priorities, or the needs of the school community change. The review will consider evidence of implementation and impact, not compliance statements alone.