

Emirati Students: Standards and Achievement Policy

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| POLICY FOR | Emirati Students: Standards and Achievement Policy |
| PERSON RESPONSIBLE | ASSISSTANT PRINCIPAL – MOE SUBJECTS |
| REVIEW DATE | January 2026 |
| REVIEWED BY | ASSISSTANT PRINCIPAL – MOE SUBJECTS |
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| APPROVED BY | ELT |
| DATE OF NEXT REVIEW | June 2027 |
| Related Policies | Teaching and Learning policy – Assessment Policy |

Executive Principal / CEO and Brand

Ambassador for GEMS Westminster Schools




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 Year 13 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.



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 Treatment Plan & Enrichment Plan.
- 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 TWS 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 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 Gems / UAE 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.