



**Vernus
International
School**

Emirati Students Policy

AY: 2026 - 2027

Date of Policy	August 2021
Date of last review	August 2026
Date of next review	August 2027
Lead Member of Staff	Head of Wellbeing, Arabic & Islamic Coordinators



Emirati Students Policy (2026-2027)

Purpose

This policy outlines Vernus International School, Dubai Silicon Oasis's commitment to ensuring that Emirati students are fully supported to achieve high academic standards, experience positive wellbeing, and develop a strong sense of Emirati identity. It aligns with UAE national values, Ministry of Education (MOE) requirements, and Knowledge and Human Development Authority (KHDA) expectations.

The policy provides a clear framework for identification, monitoring, and support of Emirati students across all phases, ensuring provision is systematic, consistent, and evidence-based.

Provision for Emirati students reflects this vision by creating an inclusive learning environment where students are supported academically, socially, morally, and emotionally while maintaining pride in their cultural identity.

Alignment with MOE and KHDA Expectations

This policy reflects MOE requirements and KHDA expectations for:

- Student outcomes, including attainment and progress
- Inclusive teaching and learning practices
- Personal, social, moral, and cultural development
- Student wellbeing and inclusion
- Parental engagement and community partnerships

All approaches are evidence-based and supported through documented practices, monitoring processes, and outcomes ready for inspection.

Governance and Leadership:

Accountability

- All members of the Vernus International School learning community are involved in the success of Emirati students:
 - Senior Leadership Team: Work to support the overall academic and holistic development of Emirati students in the school.
 - Emirati Champion & Head of Wellbeing & Inclusion: Responsible in meeting with Emirati students each month to hear their learning interests, successes, and concerns to be incorporated into teaching and learning.
 - Section Head & Assessment Head: Responsible to analyze progress and attainment of Emirati students to see success of learning. Responsible to ensure curriculum has explicit connections to the UAE and the Emirati lifestyle



- Teachers: Responsible for teaching and learning of Emirati students. Work with student and parents to set targets each semester for Emirati students.
- Parents: Work with student and parents to set targets each semester for Emirati students.
- Students: Responsible for academic and holistic learning.
- See Appendices 1.1

Self-Evaluation:

- VIS ensures that all sections of the SEF reflect the growth of Emirati students
- Identify areas of the school where Emirati students are given chances to be innovative global citizens
- Analyze attainment, progress and learning skills of Emirati students
- Focus on section 2.2 (*Work with student and parents to set targets each semester for Emirati students*) to identify and reflect on how the school is raising awareness of Emirati culture and heritage
- Identify links the curriculum is making to connect Emirati culture and UAE society with the greater global community
- Identify efforts of the school to enhance Emirati students getting extra support in English and other aspects of learning

School Improvement Planning:

- A dedicated section of the SIP will focus on the National Agenda for Emirati students - to ensure that Emirati students meet academic targets
- The SIP is reviewed monthly to accurately track progress in the SIP using data and examples of value added.
- SIP targets are created using internal and external assessment data, community feedback and KHDA inspection feedback

Learning and the effectiveness of intervention

Learning Skills:

Vernus International School work to

- Use of Learning Skills Vertical Alignment document to ensure lessons are planned to support progress of Emirati students learning skills
- Support Emirati students are encouraged to be keen learners who know their strengths and areas of improvement in their own learning



- Support Emirati students interact and collaborate in a positive and progressive in a range of learning situations
- Support Emirati students in making connections across areas and subjects of learning and the real world – including the UAE society
- Give students opportunities to be innovative and entrepreneurs including the use of technologies

Data Analysis:

Vernus International School uses data to

- Ensure Emirati students are held to the same academic standards as all other students
- Ensure the large majority of Emirati students attain levels that are above the curriculum standards
- Ensure the large majority of Emirati students attain levels that are above the external assessment standards
- Ensure the large majority of Emirati students demonstrate levels of knowledge, skills and understanding above the curriculum standards
- Ensure that the large majority of Emirati students are consistently making above national and international standards over their school life at VIS
- Ensure that the large majority of Emirati students' assessments are making more than expected progress
- Ensure that the large majority of Emirati students are making more than expected progress in lessons

Improvement Planning:

- All Emirati students will have an *Enriching Emirati's Education Action Plan* (when appropriate) to set learning goals each term or unit
- Growth plans will focus on both academic and holistic goals
- Growth plans will be created using internal and external data
- Growth plans will be created with the collaboration of Emirati students, parents and the teacher
- Growth plans will be reflected on at the end of each term and unit in organized meetings involving Emirati students, parents and the teacher to identify success in targets



Personalization

Curricular and pedagogical adaptation linked to MAPS & NGRT

- UAE Social Studies is integrated throughout the entire school with special focus from Grade 1 to Grade 6 to meet ministry regulations.
- Moral Education is taught across all phases to support the holistic development of all students
- All Emirati students target grades are generated using CAT4 data
- Lessons are planned to use learning targets identified by MAPS & NGRT to support students independent learning
- Curriculum adaptation is done for Emirati students who are needing extra support around their individual learning journey and targets

Personal, Social, Moral and Cultural Development

- Emirati students are supported to develop pride in their heritage and a strong sense of belonging. Learning experiences reflect UAE values, including respect, responsibility, tolerance, and citizenship.
- Students develop positive relationships, confidence, and social skills, with opportunities for student voice and participation in school life.
- The school fosters ethical decision-making, empathy, and positive behaviour, helping students understand right and wrong and act responsibly.
- Provision for personal, social, moral, and cultural development is coordinated across the school, ensuring consistent and effective implementation.

Student Wellbeing and Inclusion

- Students are supported to feel safe, valued, and supported through pastoral systems, positive relationships, and proactive monitoring.
- Inclusive practices ensure students have full access to learning and school life, with additional support provided as needed.
- Wellbeing and inclusion are monitored through:
 - Pastoral reviews
 - Behaviour tracking
 - Student feedback
 - Staff observations

Parental Engagement and Community Partnerships

- The school promotes strong partnerships with families, using clear and accessible communication, inclusive events, and opportunities for parental involvement.
- The school collaborates with community organisations and cultural institutions to enhance students' understanding of Emirati heritage.



- Engagement is monitored through:
 - Parent participation records
 - Feedback from families
 - Event documentation
 - Evidence of impact on students

Monitoring and Review

This policy will be periodically reviewed by the school leadership team and teaching staff to assess its effectiveness and relevance. Feedback from Emirati students, parents, and staff will be considered during these reviews to make necessary adjustments and improvements.



Appendices 1.1:

Role	Description	Staff Member
Senior Leadership Team	Work to support the overall academic and holistic development of Emirati students in the school.	Jacqueline Smith (Principal) Fariha Rasheed (Head of Inclusion & Wellbeing) Manal Ali (Arabic Coordinator) Sial Khan (Islamic Coordinator) Layal Ayoubi (Assessment Coordinator) Tina Harness (Section Head)
Emirati Champion	Responsible in meeting with Emirati students each month to hear their learning interests, successes, and concerns to be incorporated into teaching and learning.	Manal Ali & Sial Bibi (Arabic & Islamic Coordinator) Fariha Rasheed (Head of Inclusion & Wellbeing)
Vertical Alignment Leader/ Subject Coordinator	Responsible to analyze progress and attainment of Emirati students to see success of learning. Responsible to ensure curriculum has explicit connections to the UAE and the Emirati lifestyle	<i>Available on Demand</i>
Students Leadership Coordinator	Responsible to support Emirati students in knowing further educational opportunities and understanding standards needed	Fariha Rasheed (Head of Inclusion & Wellbeing)
Teachers	Responsible for teaching and learning of Emirati students. Work with student and parents to set targets each semester for Emirati students.	<i>Available on Demand</i>
Parents	Work with student and parents to set targets each semester for Emirati students.	<i>Available on Demand</i>
Students	Responsible for academic and holistic learning.	<i>Available on Demand</i>

