Sharjah American International School

2025 - 2026

SAIS CURRICULUM POLICY

Abu Dhabi Branch

Last review: October. 2025
Review Period: Biannually

عـــام الأســـــرة ٢٠٢٦
YEAR OF FAMILY 2026

1. INTRODUCTION

1.1 Vision and Mission:

Vision

At Sharjah American International School – Abu Dhabi, we aim to create an inclusive, equitable, and supportive learning environment where every student, regardless of ability, is empowered to:

- Achieve their full potential and contribute meaningfully to society.
- Develop responsibility and self-direction.
- Engage as compassionate members of a global society.
- Lead by example in academics and community service.
- Embrace individuality and cultural diversity.
- Actively seek understanding through both breadth and depth of knowledge.
- Think critically and creatively to overcome challenges.

Mission

Our mission is to foster a culture of inclusion that recognizes and values the diversity of all students. We are committed to:

- Providing individualized support and removing barriers to learning, ensuring that every student has access to high-quality education and opportunities for growth and development.
- Helping students achieve personal goals, develop individual purpose, and become college and career ready.
- Promoting character, critical thinking, communication, collaboration, and creativity in a safe and socially enriching environment.
- Cultivating well-being, leadership, and community service to prepare students for lifelong success.

To meet these aims, our curriculum provides:

- A broad and balanced education across disciplines
- Depth and challenge to support high achievement
- Inclusive pathways tailored to meet diverse needs and abilities
- A variety of elective and enrichment options
- Leadership opportunities in areas such as student council, sustainability, athletics, and career development
- Co-curricular programs that foster global citizenship, innovation, and well-being

1.2 PURPOSE

The curriculum at Sharjah American International School Abu Dhabi is intentionally designed to reflect high expectations, academic challenge, and meaningful opportunities for every learner. We believe that all students deserve a curriculum that is:

- Broad and balanced
- Coherent and relevant
- Differentiated and inclusive
- Developmentally appropriate and progressive

Our academic framework is grounded in the California Common Core State Standards and the Next Generation Science Standards (NGSS), which provide rigorous, internationally benchmarked expectations for student learning. These standards are thoughtfully aligned with local UAE Ministry of Education requirements and ADEK directives to ensure both cultural responsiveness and regulatory compliance.

The curriculum extends beyond academic content. It is a carefully designed set of learning experiences that prepare students for life beyond the classroom. Through extracurricular activities, applied learning, and real-world connections, students develop personal identity, civic responsibility, and global awareness.

In essence, our curriculum supports the holistic development of students. It equips them to thrive academically, socially, and emotionally in a dynamic and interconnected world.

CURRICULUM DESIGN AND DEVELOPMENT

2.1 Alignment with Abu Dhabi Department of Education and Knowledge Guidelines:
By adhering to California Common Core standards, we aim to provide our students with a robust educational foundation that prepares them for success in an ever-evolving world. Our curriculum not only aligns with the California Common Core standards but also incorporates insights from local UAE educational policies, thus reflecting our commitment to meeting the diverse needs of our student body.

2.2 Curriculum Review Cycle:
Sharjah American International School of Abu Dhabi is committed to fostering a culturally responsive and inclusive learning environment. This policy outlines the process for curriculum development, resource selection, and information dissemination, ensuring full alignment with UAE cultural values, natural expectations, and regulatory guidelines.

The Curriculum Review takes place twice a year:

- Fall Review
- Spring Review

The Fall Review serves as an abbreviated check-in to ensure curriculum documentation remains compliant with ADEK regulations and policy updates.

The Spring Review provides a more in-depth analysis of standards alignment, curriculum implementation, and the effectiveness of educational resources. This review informs the acquisition of new instructional materials and ensures that teaching and learning are aligned with student needs, schoolwide goals, and regulatory expectations.

Curriculum documents submitted for review are evaluated by the Quality Assurance team and a designated panel of eight middle and senior leaders. These reviewers assess alignment with academic standards and UAE cultural considerations. Each department receives a Curriculum Vetting Report and accompanying rubric that identifies strengths, areas for growth, and actionable recommendations.

The full Curriculum Review process is detailed below in seven structured steps.

Curriculum Review Process

I. Curriculum Mapping and Resource Selection:

- The Curriculum Coordinator and Head of Departments (HODs) collaborate to design the curriculum for each grade level, ensuring that the selected instructional materials and resources align with the school's mission, values and academic standards.

- Prior to teacher planning meetings, the Curriculum Coordinator and HODs develop a curriculum map or scaffold that outlines the scope and sequence of each subject. These documents are regularly reviewed and refined in collaboration with teaching staff to ensure relevance, coherence, and responsiveness to student needs.

- During collaborative planning meetings with teachers, the rationale behind the selected content, resources, and learning experiences is discussed to ensure alignment with students' academic progression, cultural context, and developmental needs.

II. Evaluation of Learning Resources and Platforms:

- The curriculum development team will assess all learning resources and digital platforms to ensure alignment with international educational standards (California CCSS and NGSS) and adherence to UAE cultural values and sensitivities.

- Potential risks or concerns related to content, age appropriateness, or cultural alignment will be identified, documented, and addressed collaboratively within the review team.

- All selected materials will undergo a formal vetting process to confirm compliance with UAE cultural expectations, ADEK guidelines, and the school's internal content review policy.

III. Identification and Removal of Culturally Insensitive Materials:

- Any materials deemed culturally inappropriate or misaligned with UAE values and norms will be promptly removed from the curriculum and, where necessary, reported to the relevant authorities in accordance with regulatory guidelines.

- Removed content will be replaced with culturally appropriate and pedagogically sound alternatives that uphold the values of the UAE and support the school's commitment to respectful, inclusive education.

IV. Teacher Training and Implementation:

- Teachers will receive ongoing professional development focused on culturally responsive pedagogy, with specific guidance on delivering the content that is respectful of and aligned with UAE cultural values.

- Training will emphasize the integration of UAE culture, heritage, and traditions into instructional practices, lesson planning, and classroom discussions to foster student engagement and cultural appreciation.

VI. Ongoing Monitoring and Review:

- Teachers and staff are encouraged to report any concerns related to culturally insensitive or non-compliant materials to the Curriculum Coordinator or designated school leadership. All reports will be handled with discretion and addressed in accordance with school policy and ADEK guidelines.

AP - 0.25 GPA will be awarded (for each AP Exam score 3 or above)

VII. Communication with Parents:

- The school will maintain open and transparent communication with parents regarding its curriculum, cultural responsiveness, and instructional integrity. The Curriculum Policy is publicly available on the school website, while the Parent-Student Handbook outlines key curriculum expectations and practices. For high school students in Grades 9–12, course syllabi are shared each semester to ensure clarity around learning objectives, content, and assessment. Where appropriate, families may be invited to provide feedback on curricular content and instructional resources.

By upholding this policy, Sharjah American International School - Abu Dhabi reinforces its commitment to creating a respectful, inclusive, and culturally responsive educational environment. The school celebrates the cultural diversity of its community while ensuring all students experience a learning journey that honors UAE values and promotes global citizenship.

2.3 Stakeholder Involvement:

Sharjah American International School – Abu Dhabi recognizes the importance of involving key stakeholders: teachers, parents, and students; in the ongoing development, implementation, and evaluation of the curriculum. Their insights ensure that the curriculum remains relevant, inclusive, and responsive to the needs of the school community.

- Teachers play an integral role in curriculum planning and review. They participate in collaborative planning sessions with the Curriculum Coordinator and Heads of Department, contribute to curriculum mapping, and provide feedback on instructional resources. Teachers are also empowered to raise concerns and suggest modifications through the formal reporting mechanism.
- Parents are engaged through structured communication and consultation opportunities. The school shares updates on curriculum goals, cultural integration practices, and instructional materials. When appropriate, parent feedback is solicited, particularly regarding cultural relevance and age-appropriate content.
- Students contribute through classroom discussions, surveys, and informal feedback loops that inform instructional adjustments. Their learning experiences and engagement levels help guide decisions on pedagogical strategies and content delivery.

This collaborative approach ensures that the curriculum reflects the diverse perspectives of the school community while aligning with UAE cultural values and international academic standards.

CURRICULUM IMPLEMENTATION

Effective implementation of the curriculum at Sharjah American International School – Abu Dhabi is guided by the principle of consistency across grade levels, clarity in instructional planning, and alignment with both international and national standards.
To support this, all educators are required to use standardized planning tools that ensure curriculum coherence, transparency, and progression:

3.1 Pacing Guides via Atlas

All teachers across PreK–Grade 12 are expected to utilize the school's digital curriculum mapping platform, Atlas, to develop and maintain pacing guides. These guides:

- Align with the California Common Core State Standards, NGSS, and Ministry of Education requirements
- Provide a week-by-week scope and sequence for instruction
- Support vertical and horizontal alignment across grade levels
- Serve as a living document, updated to reflect changes in instructional timing or content

Pacing guides are reviewed by Heads of Department and the Curriculum Coordinator at the beginning of each term to ensure instructional time and outcomes are on track.

3.2 Course Syllabi (Grades 9–12)

For all high school courses (Grades 9–12), teachers are required to prepare and distribute a course syllabus. The syllabus provides:

- Course overview and learning objectives
- Key topics and units of study
- Assessment types and grading breakdown
- Classroom expectations and policies
- Alignment to ADEK and international standards

Syllabi must be submitted prior to the start of each semester and shared with students and parents to ensure transparency and clarity.

3.3 Curriculum Monitoring

The Curriculum Coordinator, along with Heads of Department, will regularly monitor curriculum delivery through classroom observations, pacing guide audits, and review of instructional materials to ensure alignment and consistency across the school.

CREDIT SYSTEM AND ENRICHMENT

Sharjah American International School – Abu Dhabi designs its curriculum based on a blend of internationally recognized standards, including the California State Standards, Ministry of Education (MOE) Learning Outcomes, and Next Generation Science Standards (NGSS). These frameworks guide the scope, rigor, and progression of student learning across all grade levels. A detailed breakdown of the school's credit system follows, outlining how student achievement is measured and recorded. This system ensures that academic attainment is accurately calculated and reflects both coursework completion and mastery of grade-level standards.

4.1 Curriculum Standards

State Standards:

- The California Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are. A starting point for transforming the way students learn through problem-solving in relevant real-world experiences. The standards are designed to help reflect the knowledge and skills that our students need for success in future college and career endeavors. SAIS-AUH focuses on fostering critical thinking by assisting students in developing complex problem-solving skills. California Common Core Standards are used for English, Math, Social Studies, Physical Education, and Visual and Performing Arts. The Next Generation Science Standards are used in science education.

Ministry of Education Standards:

- The school follows the Ministry of Education (MOE) Curriculum for Arabic, Islamic, and UAE Social Studies. The MOE curriculum, except UAE Social Studies, is taught in Arabic. Islamic studies are mandatory for all Muslim students. Alternative classes are offered for non-Arab students and non-Muslim students.

2. Graduation Requirements:

Credit Requirements for American Curriculum Schools

SAIS – Abu Dhabi will ensure that students in Grades 9-12 accrue a minimum of 6.0-7.0 credits every yar to maintain steady progress toward graduation. This will matriculate to a minimum of 24-28 credits in total across the 4 years of high school. The minimum credit requirements are outlined in Table 4.1 – Credit Requirements for American Curriculum Schools.

Table 4.1 – Credit Requirements for American Curriculum Schools*		
Subject	**Minimum Credits**	**Additional MoE Subject Credits**
English	4.0	
Science	4.0	
Mathematics	4.0	
World Language (Including Arabic Language)	2.0	2.0 for Arabic Language - Arabs
Social Studies (Including 0.5 UAE Social Studies)	2.0	
Islamic Education	-	2.0 for Muslims
Physical and Health Education	2.0	
Visual and Performing Arts	0.5	
Core Related Electives	2.0	
Core/Non-Core Related Electives	3.5	
Total Required Credits	24	28

**This table is specific for students graduating in 2029 and beyond*

3. Core Subject Matriculation

To ensure academic consistency and college readiness, SAIS – Abu Dhabi requires students in Grades 9–12 to follow a structured core subject progression in English, Math, and Science. Students must enroll in grade-appropriate core courses each academic year, with successful completion required to advance to the next level. This structured sequence supports skill development, content mastery, and alignment with Common Core and NGSS standards. Core subject pathways are outlined in Table 4.2 – Core Subject Matriculation for Grades 9–12 and include foundational through advanced-level coursework, including options for Advanced Placement courses and elective extensions where applicable.

Table 4.2 Core Subject Matriculation for Grades 9-12

Grade Level	English	Math	Science
9	English 9	Integrated Math 1	Biology
10	English 10	Integrated Math 2	Chemistry
11	English 11/AP Literature	Integrated Math 3	Physics
12	English 12/ AP Language	Pre-Calculus/Calculus/AP Calculus/Statistics	Environmental Science/AP Biology/AP Chemistry/AP Physics

4.4 Core and Non-Core Elective Course

SAIS – Abu Dhabi offers a comprehensive selection of core and non-core elective courses to support academic growth, skill development, and student interests across Grades 9–12. Core subjects, including English, Math, Science, and Social Studies, are required annually and aligned with ADEK, Common Core, and NGSS standards to ensure college and career readiness. In addition to these foundational areas, students have access to a diverse range of non-core electives such as Business, ICT, Visual Arts, Physical Education, and Moral Education. These elective courses allow students to explore personal interests, build portfolios, and gain exposure to interdisciplinary learning experiences. Elective offerings may vary by year based on student demand and staffing.

4.5 Credit Hours and Instructional Time

Sharjah American International School – Abu Dhabi follows ADEK's guidelines for instructional time required to award academic credit. Instructional time refers to teacher-led, curriculum-aligned instruction delivered in person or through approved digital learning platforms.

- Full Credit (1.0): 120 to 180 clock hours across the ADEK-approved academic year
- Half Credit (0.5): 60 to 90 clock hours across a semester or academic year

These timeframes apply to all credit-bearing courses and are used to verify compliance during internal reviews and external inspections. Instructional hours are monitored by the Curriculum and Assessment Coordinators in collaboration with Heads of Department and Senior Leadership.

CREDIT RECOVERY

5.1 Credit Recovery Purpose

Credit recovery at SAIS–Abu Dhabi is designed to support students in maintaining continuous academic progress toward graduation while upholding the integrity and rigor of the American curriculum. This program provides structured opportunities for students who have not successfully completed a course to demonstrate mastery of essential standards through alternative instructional methods. Credit recovery is not a replacement for original instruction but a targeted intervention to bridge learning gaps, promote accountability, and ensure that students meet the academic expectations required for a high school diploma. The process is guided by equity, academic integrity, and the belief that all students should be given a second opportunity to succeed when appropriate support structures are in place.

5.2 Eligibility Criteria

Students may be eligible for credit recovery if they meet the following conditions:

- Final Grade Requirement: Students who earn a grade below 60% in any course at the end of Semester 1 are eligible for credit recovery. This process provides students with the opportunity to demonstrate improved mastery while the academic year is ongoing.
    - Students who fail the course due to their final exam mark will be allowed to retake the final exam. If the reassessments result in a passing grade, the student will be exempt from being enrolled into the credit recovery program.

- Course Progress: Credit recovery is designed for students who have actively participated in class but are at risk of failing the course by the end of the school year. Eligibility will be determined following a Semester 1 performance review, based on academic progress, effort, and assessment data. Students identified as failing (below 60%) will begin the credit recovery process during Semester 2 to prevent full course failure.

- Grade Level: Credit recovery applies to students in Grades 9–12, where course credit directly impacts graduation eligibility.

- Course Type: All courses, including both core subjects and electives, are eligible for credit recovery, as each contributes to the total number of credits required for high school graduation.

- Maximum Credit Recovery Limit: Students may recover a maximum of 3 courses per academic year.
    - Two (2) core courses
    - One elective course per academic year.

Exceptions require written approval from the principal.

- Administrative Approval: All credit recovery placements must receive approval from the Principal or Academic Head, following consultation with the counselor, subject teacher, and Head of Department.

- Failure to Complete: Students who do not successfully complete the assigned credit recovery plan will repeat the full course the following academic year, as credit cannot be awarded without demonstrated mastery of required standards.

5.3 Types of Credit Recovery

Credit recovery is available for both elective and non-elective (core) courses, with structured expectations tailored to the credit value and academic importance of each course type.

Elective Course Recovery (0.5 Credit Courses)

Elective courses are defined as any course that earns 0.5 credit per academic year.

- Students may recover elective credits through an alternative assessment or assignment designed by the course teacher.
- The recovery process will take place during regular school hours, independent study time, or through teacher-monitored submissions.
- Elective recovery does not require mandatory after-school attendance unless deemed necessary by the supervising teacher.

Non-Elective Course Recovery (1.0 Credit Courses)

Non-elective courses are any full-credit (1.0) core academic courses that are required for graduation. Recovery for these courses involves a more structured and intensive approach.

- Students must attend mandatory after-school sessions every Wednesday and Thursday from 2:50 PM to 4:00 PM during the entirety of the 3rd quarter (Weeks 20–30).
- These sessions will focus on priority standards from the first semester, ensuring students address the learning gaps that put them at risk.
- Students may opt out of further sessions after the 5th week only if they maintain a grade of B or higher in both the credit recovery assignment and the original course.

Project-Based Recovery Model

- All non-elective credit recovery students will complete a project-based assignment aligned to the core standards missed in Semester 1.
- This project will follow a teacher-defined timeline, including periodic progress checkpoints and feedback sessions.
- The final project must be:
    - Graded at an A level or higher
    - Presented to the student's current class or teacher panel by the end of conclusion of Q3

Failure to meet the expectations of this structured recovery model will result in failure of the course and the requirement to repeat the course in full during the following academic year.

5.4 Maximum Credit Earned Via Recovery

Students may recover a maximum of two (2) core course credits and one (1) elective credit per academic year through the credit recovery process. This limit ensures students are given a structured opportunity to stay on track for graduation without compromising academic rigor.

Grade Awarding and Transcript Impact

Credit recovery is designed to ensure that students have genuinely mastered the essential concepts of the course. As such:

- The maximum grade a student may earn for Semester 1 recovery is 80%, provided that all required assignments or projects are completed at an A-level standard (90% or above).
- The final Semester 1 grade recorded in the transcript will reflect the student's demonstrated mastery, capped at 80% even if performance exceeds that level.
- The Semester 2 grade will be calculated independently, based on the student's performance in the live course during the regular school year.
- The final course average will be the combined average of the Semester 1 (recovered) and Semester 2 grades.
- This policy ensures that recovered credits do not disproportionately inflate GPA while still supporting student progress.

Eligibility for 80% Transcript Grade

To earn the maximum of 80% on their transcript for the recovered semester, students must:

- Attend and actively participate in all recovery sessions.
- Complete all recovery assignments or the project-based task with A-level quality.
- Demonstrate understanding of all priority standards assessed.
- Receive final approval from the course teacher and academic leadership.

The table below outlines the recovery performance thresholds and the corresponding final grade that may be awarded upon successful completion of the program.

Note: Students who score below 75% in the credit recovery program will not receive credit, and the original failing grade will remain on record.

Table 1.3 Credit Recovery Performance and Reward

Recovery Performance	Final Recovery Grade Awarded
90% or higher	80% Maximum
80% - 89%	70%
75% - 79%	65%

Transcript Impact

- The recovery grade replaces only the Semester 1 grade.
- Semester 2 performance is recorded independently.
- The final course average will be the average of both semesters, improving a student's chance to pass the course overall.

5.5 Communication and Approvals

Effective communication is essential to ensure students and families are fully aware of academic standing and credit recovery expectations. The following protocols are established to provide timely interventions, maintain transparency, and support student success.

5.5.1 Tiered Academic Alerts

A. Notice of Potential Course Failure (60%–69%)

Students who have a cumulative grade between 60% and 69% at the end of Semester 1 will receive a Notice of Concern from their subject teacher. This serves as an early warning indicator that the student is at risk of failing the course if academic performance does not improve in the second semester.

- Minimum Requirement: These students must receive no lower than a 75% in Semester 2 in order to pass the course.
- Notification: Teachers must send a written notification (email or letter) to the student, parents/guardians, grade-level supervisor, and the academic counselor within one week of Semester 1 report card release.
- Follow-up: Teachers should provide learning targets, missing assignments, and upcoming assessment opportunities to help students recover academic standing before recovery is mandated.

B. At-Risk of Failing (Below 60%)

Students with a grade below 60% at the end of Semester 1 are considered at risk of course failure and must be enrolled in Credit Recovery for that subject.

- These students are flagged by the academic counselor, who will request the Semester 1 failure list from teachers within 5 working days of report card finalization.
- If multiple courses are failed, core subject areas (English, Math, Science, and Social Studies) will be prioritized for recovery.
- Families will receive an official At-Risk Notification outlining the consequences of inaction and the mandatory enrollment in the recovery program.

5.5.2 Teacher Communication Requirements

Subject teachers are responsible for:

- Communicating student progress and concerns to parents/guardians at key reporting checkpoints (mid-semester, end of Semester 1).
- Submit the Potential Failure list and At-Risk list to the academic counselor within 5 days of grade finalization.
- Collaborating with the recovery teacher or instructional lead to align learning targets and ensure accurate transfer of course data.
- Providing all relevant documentation to support the recovery plan, including formative assessments, priority standards, and performance data.

5.5.3 Counselor & Supervisor Responsibilities

- The counselor will collect and verify the names of students eligible for credit recovery after Semester 1.
- The Grade-Level Supervisor or Academic Coordinator will review and prioritize student cases based on severity and course load.
- Counselors will coordinate communication with families and schedule mandatory Recovery Orientation meetings for both students and parents.

5.5.4 Approval of Credit Recovery Plans

All recovery plans must be approved by the following:

- Subject Teacher (in collaboration with the recovery instructor)
- Grade-Level Supervisor
- Curriculum Coordinator or Academic Head
- Student and Parent/Guardian

A signed Credit Recovery Agreement will be required before recovery begins. This agreement outlines:

- Learning outcomes and project expectations
- Timeline for completion and attendance
- Grade impact and recovery thresholds
- Behavior and attendance requirements
- Conditions for withdrawal or non-compliance

Failure to sign the agreement may result in the student being unable to participate, which may lead to mandatory grade repetition.

5.6 Failures Post Credit Recovery Attempt

Students who do not successfully complete their assigned credit recovery program, defined as failing to meet the minimum passing threshold of 60, will not earn credit for the course and will be required to retake the full course during the next academic year.

1. Academic Schedule Impact

The repeated course will be added to the student's academic schedule for the following school year. This may result in:

- Limited access to elective courses
- Conflicts with upper-level or required subject areas
- Potential delays in graduation timelines (for high school students)
- Adjustments to the student's pathway or progression plan

2. ADEK Compliance and ESIS Documentation

- The course failure and subsequent re-enrollment will be formally recorded in ESIS, the official ADEK academic tracking system.
- In accordance with ADEK regulations, all course attempts and completions must be documented accurately for transcript and audit purposes.

3. Parental Notification and Consent

- A formal letter will be sent to parents notifying them of the failed credit recovery attempt.
- Parents must sign a consent form acknowledging that the student will retake the course the following year and understand the resulting changes to their schedule.

4. Academic Monitoring and Support

Students who do not pass credit recovery will be added to the Academic Support Watchlist and will receive additional intervention, including:

- Learning strategy coaching
- Ongoing progress monitoring
- A revised academic support plan tailored to their learning needs

TEACHING AND LEARNING STRATEGIES

6.1 Differentiated Instruction

At SAIS Abu Dhabi, differentiated instruction is a core component of our teaching and learning philosophy. The school leadership team, in partnership with all teachers, is committed to ensuring that every student receives an equitable and inclusive learning experience. This is achieved through intentional planning, targeted support, and a learner-centered approach that honors individual needs and strengths.

SAIS ensures that all students:

- Receive instruction designed to support academic success through scaffolding, differentiation, and a variety of evidence-based teaching strategies tailored to meet diverse learning needs, including students with special educational needs (SEN).

- Engage with tools, texts, and resources that reflect diverse cultural, social, and linguistic backgrounds, avoiding bias or stereotyping.

- Participate in a shared curriculum experience that honors differences in learning styles, cognitive processing, and readiness levels, while ensuring full access to learning opportunities alongside their peers.

- Are provided with clear, measurable, and challenging learning objectives that are ambitious yet attainable, supporting both academic growth and confidence.

- Have their learning progress regularly assessed, with data used to inform the next stage of instruction, intervention, or enrichment, ensuring instruction remains responsive and targeted.

This approach ensures all students, regardless of their educational or medical profile, are actively engaged and able to thrive within the general education setting.

6.2 Technology Integration:

At Sharjah American International School, we recognize the transformative power of technology in shaping dynamic, student-centered learning. In alignment with ADEK guidelines, we are committed to integrating technology purposefully and responsibly to enrich instruction and prepare students for success in a digital world.

Our approach to technology integration includes:

- **Alignment with ADEK Standards**

All technology use aligns with ADEK's digital learning framework to support curriculum goals and promote high-impact teaching practices.

- **Access to Digital Tools**

Students and educators are provided with curated digital platforms and resources that enhance instruction, support differentiation, and foster engagement.

- **Digital Literacy Development**

Students are taught to use technology ethically and effectively developing critical digital literacy skills for learning, communication, and collaboration.

- **Curriculum-Wide Integration**

Technology is embedded across subjects and grade levels through multimedia tools, research projects, and collaborative platforms to support deeper learning.

- **Ongoing Professional Development**

Teachers engage in targeted training and collaborative learning to strengthen their instructional use of technology.

- **Monitoring and Evaluation**

Integration efforts are regularly reviewed through feedback, student performance data, and digital literacy benchmarks to ensure impact and continuous improvement.

Through this policy, SAIS reaffirms its commitment to leveraging technology as a powerful instructional tool that supports innovation, equity, and global readiness.

6.3 Assessment Methods:

At Sharjah American International School, our assessment practices align with ADEK guidelines to support student learning, inform instruction, and ensure accountability. We prioritize fairness, validity, and reliability across all assessment types, fostering a culture of growth and continuous improvement.

6.3.1 Formative Assessment

- **Ongoing Checks for Understanding**

Teachers use quizzes, exit tickets, discussions, and observations to monitor progress and adjust instruction in real time.

- **Peer & Self-Assessment**

Students reflect on their performance and provide feedback to peers, developing metacognition and ownership of learning.

6.3.2 Summative Assessment

- **End-of-Unit Assessments**

Includes written exams, projects, and presentations that assess mastery of learning outcomes.

- **Standardized Testing**

Administered in line with ADEK's requirements, including NWEA MAP, PISA, TIMSS, and PIRLS.

- **Advanced Placement (AP)**

Eligible students complete AP® exams in May; qualifying scores may earn college credit.

6.3.3 Authentic Assessment

- **Performance-Based Tasks**

Students demonstrate applied learning through research, case studies, simulations, and portfolios.

- **Project-Based Learning**

Interdisciplinary projects promote critical thinking, collaboration, and real-world problem solving.

6.3.4 Assessment for Learning

- **Timely Feedback**

Teachers provide actionable, constructive feedback to guide student improvement and goal setting.

- **Differentiated Assessments**

Assessment formats and expectations are adapted to meet diverse learner needs and ensure equitable access.

6.3.5 Data Analysis & Reporting

- **Data-Informed Instruction**

School leaders and educators analyze assessment data to inform teaching strategies and school-wide planning.

- **Transparent Communication**

Progress reports include narrative feedback, performance indicators, and support recommendations, keeping students and parents informed.

PROFESSIONAL DEVELOPMENT

7.1 Continuous Training:

Sharjah American International School is committed to the ongoing professional growth of all educators. Teachers receive structured opportunities for both internal and external training throughout the academic year, focused on key instructional areas such as:

- Curriculum development and alignment
- Classroom management and engagement strategies
- Inclusive practices and differentiation for diverse learners
- Culturally responsive teaching
- Sustainability and global citizenship education
- Integrating physical literacy across subjects

In addition to the comprehensive onboarding sessions at the start and end of the academic year, teachers participate in weekly CPD, with one dedicated hour each week allocated for internal workshops, external training, or collaborative planning.

This consistent investment in educator development ensures high-quality instruction and supports the school's commitment to continuous improvement and educational excellence.

LANGUAGE OF INSTRUCTION

Language Policy:

At Sharjah American International School – Abu Dhabi, language is central to students' academic success, cultural identity, and global readiness. Our policy promotes multilingualism, cultural awareness, and equitable support for all learners. English is the language of instruction, with Arabic and French offered to support additional language acquisition.

I. English as the Primary Language

- English is the medium of instruction and assessment across all subjects and grade levels.
- Teachers are proficient in English and use best practices to support language development.
- Emphasis is placed on building students' academic and communicative English for success in a globalized world.

II. Arabic Language Instruction

- Arabic is taught to both native and non-native speakers, aligned with UAE Ministry of Education standards.
- Instruction focuses on reading, writing, speaking, and listening skills.
- Classes promote appreciation for Arabic language, culture, and heritage.

III. French as a Third Language

- French is offered as an additional language to enrich students' global competencies.
- Students build foundational to advanced proficiency in reading, writing, listening, and speaking.
- Learning French enhances cognitive flexibility, intercultural understanding, and language diversity.

IV. Support for Language Learners

- Differentiated instruction and scaffolding support students at varying levels of English, Arabic, and French proficiency.
- A specialized English as an Additional Language (EAL) program is in place:
  - Grades 1–5: Pull-out sessions 3x/week with trained EAL teachers.
  - Grades 6–9: Daily support sessions led by a specialist EAL teacher.
- EAL sessions target language acquisition, integration, and academic growth, with regular assessment to ensure student progress.

V. Celebrating Linguistic Diversity

- The school embraces multilingualism as a strength and fosters a culturally responsive environment.
- Language and cultural celebrations, cross-cultural activities, and curriculum-integrated experiences promote respect and empathy across cultures.

VI. Assessment & Monitoring

- Language proficiency in English, Arabic, and French is assessed regularly.
- Assessment data informs planning, intervention, and student support to ensure ongoing language development and academic achievement.

INCLUSIVITY AND DIVERSITY

Inclusive Education:

At Sharjah American International School – Abu Dhabi, we are committed to creating an inclusive learning environment where every student has equitable access to high-quality education, regardless of ability, background, or need. Our leadership team and teaching staff work collaboratively to ensure that all students are supported to thrive academically, socially, and emotionally.

To achieve this, we ensure that all students:

- Are taught in ways that promote success, using scaffolding, differentiated instruction, and personalized strategies tailored to their individual learning profiles and special educational needs.

- Engage with resources and materials that reflect diverse social and cultural backgrounds, ensuring representation and avoiding stereotypes.

- Participate in a shared curriculum experience, with adjustments made to support various learning styles, cognitive abilities, and developmental needs—ensuring full participation alongside their peers.

- Receive clear, challenging, and achievable learning targets designed to support progress, build confidence, and foster academic growth.

- Benefit from continuous assessment, with data used to inform future instruction, adapt goals, and provide timely interventions based on performance and learning outcomes.

PARENTAL AND COMMUNITY INVOLVEMENT

At Sharjah American International School Abu Dhabi, we recognize that parents are essential partners in the educational journey. We are committed to fostering strong, collaborative relationships that support student growth, academic achievement, and holistic well-being.

Our parental communication policy is grounded in the belief that meaningful engagement between families and the school enhances the learning environment and leads to better outcomes for all students.
To uphold this commitment, we strive to:

- Maintain Open Communication

Provide consistent and transparent updates about school policies, student progress, and school-wide initiatives. Multiple avenues, such as newsletters, school portals, parent-teacher conferences, and digital platforms, are used to support regular dialogue.

- Encourage Active Participation

Involve parents through structured opportunities such as parent councils, advisory groups, surveys, and workshops. Their participation in decision-making supports school improvement and ensures that policies reflect community needs.

- Respect and Value Parental Insight

Acknowledge the diverse backgrounds and experiences that parents bring. We actively seek their input regarding their children's needs and integrate their perspectives into planning and review processes.

- Promote Collaborative Partnerships

Build strong partnerships between families, educators, and school leadership to ensure a unified approach to student development and success.

- Provide Accessible Information and Support

Ensure that all families have equitable access to key information, translated materials where needed, and user-friendly systems to support their involvement and understanding of school initiatives.

By embedding these principles into our curriculum policy, SAIS Abu Dhabi reaffirms its commitment to family-school partnerships that enhance the relevance, effectiveness, and impact of student learning.

COMPLIANCE AND ACCOUNTABILITY

Monitoring and Evaluation:

The Senior Leadership Team (SLT), including the Principal, Vice Principal, Curriculum Coordinator, Assessment Coordinator, Inclusion Lead, and Heads of Department Assistants, is collectively responsible for ensuring that the curriculum policy is implemented effectively and consistently across the school.

The SLT is accountable for the following:

- Ensuring all required elements of the curriculum, including school-selected subjects, have clearly defined aims and objectives that align with the school's mission and ADEK expectations. These objectives must reflect how the diverse needs of students are addressed.
- Reviewing and validating that the time allocated for instruction across all curriculum areas is sufficient to meet learning goals. Instructional time is reviewed periodically with the Academic Committee and governing board.
- Managing and documenting requests for student withdrawal from specific curriculum subjects, in accordance with local policies and individual student needs.
- Ensuring all school-wide assessment practices comply with statutory requirements and support accurate, meaningful reporting of student achievement and growth.
- Engaging the Academic Committee in decisions related to the scope, balance, and continuous improvement of the curriculum, including subject offerings and learning pathways.
- Advising the Academic Committee on school-wide academic targets, ensuring data-informed decision-making and alignment with strategic priorities.
- Overseeing provisions for students with diverse learning needs, including those identified with special educational needs (ALN), to ensure equitable access to the curriculum and appropriate support mechanisms.

Ongoing curriculum monitoring will involve regular review of teaching practices, student achievement data, program evaluations, and stakeholder feedback to ensure continuous improvement and alignment with ADEK standards.

REVIEW AND REVISION

Sharjah American International School–Abu Dhabi is committed to maintaining a dynamic and responsive curriculum that supports student growth, reflects current best practices, and remains compliant with regulatory expectations.

The curriculum is not subject to annual or biannual full-scale revisions by default. Instead, updates are made in response to:

- Mandates issued by ADEK or other governing authorities are reviewed and implemented within a designated timeframe to ensure compliance.
- Identified gaps or urgent needs surfaced through internal review, school improvement plans, or accreditation processes.

Curriculum review is embedded in an ongoing cycle of reflection and evaluation. This includes:

- Collaborative planning: Teachers engage in regular vertical and horizontal planning to align learning outcomes across grade levels and subject areas.

- Instructional pacing and rigor checks: Learning expectations and pacing are reviewed by academic leaders to ensure they are developmentally appropriate, challenging, and responsive to student needs.

- Content sensitivity and relevance: Resources are periodically evaluated for cultural appropriateness, age suitability, and academic relevance.

- Departmental reviews: Departments conduct scheduled evaluations to assess alignment, identify overlaps or gaps, and ensure progression in skill and content delivery.

This continuous review model ensures that our curriculum remains coherent, relevant, and adaptable, supporting both excellence in teaching and student success.

NATIONAL AGENDA

The UAE National Agenda covers the sectors of education, health, economy, police, housing, infrastructure, and government services. Education is a particularly important focus of the UAE National Agenda, as it includes eight objectives that should lead the UAE to be among the most successful countries in providing world-class education. These objectives target important areas in education related to students, teachers, and school leaders.

- **PISA**: to be among the 20 highest performing countries in PISA
- **TIMSS**: to be among the 15 highest performing countries in TIMSS
- **Completion of High School Education:** to ensure that 98% of Emirati students complete their high school education.
- **Attending pre-primary**: to ensure that 95% of children in the UAE attend pre-primary education
- **High School in Arabic Language:** to ensure that 90% of Grade 9 students develop high skills in the Arabic language in the UAE NAP assessment.
- **Highly qualified teachers:** to ensure that 100% of schools have high-quality teachers
- **Highly effective school leadership:** to ensure that 100% of public schools have highly effective school leadership
- **University foundation program:** to ensure that no students need to join the university foundation program.

By working towards these objectives, school leaders will take actions to make their schools high-performing educational institutions in the UAE, where students achieve similarly to those in the best educational systems in the world.

NATIONAL AGENDA

Sharjah American International School–Abu Dhabi is committed to delivering a high-quality, standards-aligned curriculum that evolves to meet the needs of our learners and community. Guided by the directives of the Abu Dhabi Department of Education and Knowledge (ADEK), we regularly reflect on and refine our curriculum to ensure relevance, rigor, and responsiveness.

We maintain a culture of continuous improvement by:

- Reviewing curricular outcomes through data-informed practices
- Engaging staff in professional learning and collaborative planning
- Gathering input from stakeholders to support inclusive decision-making
- Adapting instruction to meet the diverse needs of all learners
- Ensuring alignment with ADEK standards, frameworks, and expectations

This commitment ensures that all SAIS–AD students receive a globally minded, future-focused education that prepares them for success in the 21st century.