Curriculum, Teaching and Learning Policy

Ajyal AlMarefaah International School

Quality Office

Contents

Curriculum Composition

Program Learning Outcomes (PLOs)

Policy Title: Program Learning Outcomes (PLOs) Policy	
Effective Date	
Responsible Unit	**Academic Affairs / Quality Assurance Department**
Approval Authority:	**Board Council**
1. Purpose	This policy ensures that all academic programs at Ajyal Al-Ma'refah International School have clearly defined Program Learning Outcomes (PLOs) that guide teaching, assessment, and student development in alignment with international standards and national education frameworks.
2. Scope	This policy applies to all educational stages (Kindergarten, Primary, Middle, and High School) and to all subject areas taught at the school.
3. Definitions	1. **Program Learning Outcomes (PLOs):** Statements that describe what students are expected to know, understand, and be able to do by the end of each school stage or subject area. 2. **Curriculum Framework:** A structured plan that includes subject content, skills development, and learning expectations. 3. **Grade-Level Benchmarks:** Expected knowledge and skills defined for each grade level.
4. Policy Statements	
4.1 Development and Alignment	PLOs must: 1. Reflect the school's vision, mission, and educational values. 2. Align with the national curriculum standards and international education frameworks (e.g., American Common Core, IB Learner Profile). 3. Be age-appropriate and developmentally relevant for each school stage.
4.2 Domains of Learning	PLOs should address the following domains: 1. Knowledge and Understanding 2. Thinking and Problem-Solving Skills 3. Social, Communication, and Collaboration Skills 4. Values, Ethics, and Responsibility 5. Practical and Physical Skills (where applicable)
4.3 Review and Approval	PLOs must be: 1. Developed collaboratively by teachers and academic coordinators. 2. Reviewed and approved annually by the Curriculum and Quality Team. 3. Updated as needed to reflect curriculum reforms or accreditation requirements.

4.4 Communication	PLOs must be: 1. Clearly communicated to teachers, students, and parents. 2. Included in curriculum maps, student handbooks, and course overviews. 3. Reinforced through teaching strategies, classroom displays, and assessments.
4.5 Mapping and Assessment	1. All subject and grade-level plans must map daily and weekly learning objectives to the appropriate PLOs. 2. Assessments (formative and summative) must be designed to evaluate students' progress toward achieving the PLOs. 3. Assessment results should inform instructional planning and student support.
5. Responsibilities	1. Academic Coordinators: Lead the development, monitoring, and improvement of PLOs. 2. Teachers: Align lesson planning, instruction, and assessments with the relevant learning outcomes. 3. Curriculum and Quality Team: Ensure vertical and horizontal alignment across grade levels and subjects.
6. Related Documents	1. Ajyal Al-Ma'refah Curriculum Maps 2. Lesson Planning Guidelines 3. Assessment and Reporting Policy 4. Student Learning and Support Policy

Curriculum Structure: General education, core, major, and elective courses with credit hour distribution.

Policy Title: K–12 Curriculum Structure Policy	
Effective Date	
Responsible Office	**Academic Affairs / Curriculum Development Committee**
Approved By	**School Board Council**
1. Purpose	This policy defines the curriculum structure at Ajyal Al-Ma'refah International School to ensure a balanced, coherent, and progressive learning experience across all K–12 grade levels. It sets expectations for general education, core academic areas, and elective subjects aligned with national and international standards.
2. Scope	This policy applies to all educational stages: 1. **Kindergarten (KG)** 2. **Primary School (Grades 1–5)** 3. **Middle School (Grades 6–8)** 4. **High School (Grades 9–12)**
3. Definitions	1. General Education: Foundational learning in languages, numeracy, personal development, and citizenship. 2. Core Subjects: Compulsory subjects essential to students' academic and cognitive development. 3. Elective Subjects: Optional courses that promote creativity, personal interests, and soft skills. 4. Vertical Alignment: Learning builds progressively from one grade to the next. 5. Horizontal Alignment: Integration and coherence across subjects at each grade level.
4. Policy Statements	
4.1 Curriculum Composition by Stage	1. **Kindergarten:** Focus on holistic development through play-based, thematic learning in literacy, numeracy, motor skills, and social interaction. 2. **Primary School (Grades 1–5):** Emphasis on foundational knowledge and skills in: ▪ Arabic and English Language Arts ▪ Mathematics ▪ Science ▪ Islamic Education ▪ Social Studies ▪ Physical Education

	- Art and Music - Digital Literacy (introduced progressively) 3. **Middle School (Grades 6–8):** Development of subject depth and academic discipline. Subjects include: - Core academic subjects (Math, Science, Languages, Social Studies, Islamic Education) - Introduction of elective options (e.g., coding, drama, journalism, robotics) Career awareness and study skills 4. **High School (Grades 9–12):** Preparation for graduation and post-secondary pathways. Curriculum includes: - Advanced courses in core subjects - Track or stream-based specialization (e.g., Science, Humanities, Business) - Broader elective options - College and career readiness programs
4.2 Curriculum Principles	1. The curriculum must be age-appropriate, inclusive, and culturally responsive. 2. Both academic and personal development domains must be addressed. 3. Learning outcomes must be clearly defined, measurable, and aligned with external standards (e.g., American, IB, or national curriculum). 4. Cross-curricular skills such as communication, collaboration, critical thinking, and digital citizenship must be integrated.
5. **4.3 Progression and Review**	1. The curriculum must be vertically and horizontally aligned to ensure consistency and progression. 2. It will be reviewed annually to ensure relevance, student engagement, and compliance with accreditation and ministry standards.
5. Responsibilities	1. **Curriculum Coordinators:** Design and oversee curriculum maps and subject alignment. 2. **Teachers:** Develop and deliver instructional plans that reflect the curriculum structure. 3. **Academic Leaders:** Monitor implementation and support professional development. 4. **School Quality Team:** Evaluate effectiveness and ensure continuous improvement.
6. Related Documents	1. Curriculum Maps and Scope & Sequence Charts 2. Teaching and Learning Policy 3. Assessment and Reporting Policy 4. Student Support and Differentiation Policy

Course Sequencing and Integration: Logical progression and scaffolding of knowledge and skills.

Policy Title: Course Sequencing and Integration Policy	
Effective Date	
Responsible Office	**Academic Affairs / Curriculum Development Committee**
Approved By	**School Board Council**
1. Purpose	This policy aims to ensure that courses and subject content across all grade levels are organized in a logical, developmentally appropriate sequence. It promotes the scaffolding of knowledge and skills and supports meaningful integration across subjects to enhance student understanding and achievement.
2. Scope	This policy applies to all academic departments and educational stages (Kindergarten through Grade 12) at Ajyal Al-Ma'refah International School.
3. Definitions	1. **Course Sequencing:** The intentional ordering of learning content and objectives to ensure progression in complexity, depth, and skills acquisition across grade levels. 2. **Scaffolding:** Instructional support provided to help students progressively build on prior knowledge and achieve learning outcomes. 3. **Curricular Integration:** Connecting concepts, skills, and themes across different subjects to promote interdisciplinary understanding. 4. **Vertical Alignment:** Coherent learning progression from one grade level to the next within a subject area. 5. **Horizontal Alignment:** Consistency and thematic alignment across subjects within the same grade level.
4. Policy Statements	
4.1 Course Sequencing	1. All subjects must follow a structured **scope and sequence** that reflects a natural progression of content and skill complexity. 2. Curriculum maps must ensure that foundational knowledge in earlier grades supports advanced understanding in later grades. 3. High order thinking skills, such as analysis, evaluation, and synthesis, must be gradually introduced as students' progress through grade levels. 4. Course prerequisites (where applicable, especially in middle and high school) must be clearly stated to ensure readiness for advanced content.
4.2 Curriculum Integration	1. Opportunities for **cross-curricular integration** (e.g., linking math with science or social studies with language arts) must be intentionally planned.

	2. Thematic units or project-based learning experiences may be used to support integration across disciplines.
	3. Collaboration between subject teachers is encouraged to reinforce core concepts and transferable skills.
4.3 Scaffolding of Learning	1. Teachers must provide instructional support that bridges students from current understanding to targeted learning outcomes.
	2. Instructional materials, assignments, and assessments must reflect increasing levels of difficulty and complexity.
	3. Support strategies may include modeling, guided practice, visual aids, and differentiated instruction to meet diverse learning needs.
4.4 Curriculum Review and Alignment	1. Vertical and horizontal alignment reviews must be conducted annually by curriculum coordinators and subject leaders.
	2. Revisions to course sequences or integration strategies must be documented and approved by the Curriculum Development Committee.
	3. Curriculum documentation (scope and sequence, syllabi, unit plans) must reflect alignment with school standards and learning outcomes.
5. Responsibilities	1. **Curriculum Coordinators:** Ensure the development and alignment of course sequences across all grades and subjects.
	2. **Subject Leaders and Teachers:** Implement sequencing and integration plans within their instructional delivery.
	3. **Academic Affairs Office:** Oversee alignment with national and international standards and ensure documentation is updated regularly.
	4. **Professional Learning Teams:** Collaborate to plan integrated projects and interdisciplinary learning units.
6. Related Documents	1. Curriculum Maps 2. Unit and Lesson Plan Templates 3. Teaching and Learning Policy 4. Differentiated Instruction Policy 5. Assessment and Grading Policy

Graduate Attributes: Skills and competencies expected upon graduation (e.g., critical thinking, communication).

Policy Title: Graduate Attributes Policy	
Effective Date	
Responsible Office	Academic Affairs/ Curriculum and Quality Unit
Approved By	School Leadership Council
1. Purpose	This policy defines the core graduate attributes expected of students upon completing their K–12 education at Ajyal Al-Ma'refah International School. These attributes reflect the school's mission, align with international educational standards, and prepare students for lifelong learning, responsible citizenship, and global engagement.
2. Scope	This policy applies to all academic and co-curricular programs from Kindergarten through Grade 12. It informs curriculum planning, teaching strategies, assessment, and student development initiatives.
3. Definitions	1. Graduate Attributes: The broad set of skills, values, and competencies students are expected to demonstrate upon graduation. 2. Holistic Development: A balanced focus on academic, personal, social, emotional, and ethical growth. 3. Global Competence: The ability to interact respectfully and effectively in diverse international settings.
4. Policy Statements	
4.1 Core Graduate Attributes	Graduates of Ajyal Al-Ma'refah International School are expected to demonstrate: 1. Critical Thinking and Problem-Solving Ability to analyze information, evaluate arguments, and develop reasoned solutions to real-world challenges. 2. Effective Communication Clear and confident expression of ideas in oral, written, and digital forms in more than one language. 3. Collaboration and Leadership Ability to work productively in teams, take initiative, and show leadership in group settings. 4. Digital Literacy Competent and ethical use of technology for research, communication, learning, and innovation. 5. Ethical and Global Citizenship Respect for cultural diversity, social justice, environmental responsibility, and active participation in the community.

	6. Lifelong Learning A growth mindset with motivation to pursue continuous personal and academic development. 7. Self-Management and Responsibility Time management, goal setting, resilience, and accountability for learning and behavior. 8. Creativity and Innovation Original thinking, imagination, and the ability to create new ideas or improve existing ones.
4.2 Integration into School Programs	1. Graduate attributes must be embedded in curriculum design, teaching strategies, co-curricular activities, and student support services. 2. Subject and grade-level outcomes must be aligned with at least one or more graduate attributes. 3. School-wide programs (e.g., leadership camps, community service, exhibitions) must promote these competencies.
4.3 Assessment and Reporting	1. Student development in graduate attributes should be monitored and reflected in formative and summative assessments. 2. Reports and portfolios should highlight student progress in both academic and personal competencies. 3. Teachers may use rubrics or learner profiles to document growth in key attributes over time.
5. Responsibilities	1. **Academic Coordinators**: Ensure curriculum alignment with graduate attributes across all stages. 2. **Teachers:** Integrate graduate attributes into daily instruction and assess relevant skills. 3. **Student Support Team**: Reinforce attributes through advisory programs, counseling, and enrichment activities. 4. **Leadership Team:** Monitor implementation and promote a school culture that supports the graduate profile.
6. Related Documents	1. School Vision and Mission Statement 2. Curriculum Maps and Unit Plans 3. Teaching and Learning Policy 4. Assessment and Reporting Policy 5. Student Support and Well-being Policy

Alignment with External Standards: Accreditation bodies, national development goals (e.g., Vision 2030), labor market needs.

Policy Title: Alignment with External Standards Policy	
Effective Date	
Responsible Office	Academic Affairs / Quality Assurance and Accreditation Unit
Approved By	School Leadership Council
1. Purpose	This policy ensures that the school's curriculum, teaching practices, and student outcomes are consistently aligned with recognized external standards, including national and international accreditation bodies, national development strategies (e.g., Vision 2030), Ministry of Education (MoE) regulations, and evolving labor market needs.
2. Scope	This policy applies to all academic and administrative departments involved in curriculum development, teaching and learning, quality assurance, and strategic planning at Ajyal Al-Ma'refah International School.
3. Definitions	1. External Standards: Requirements or benchmarks set by recognized agencies or frameworks, such as the MoE, Cognia, NCAAA, NQF, and Vision 2030. 2. National Qualification Framework (NQF): A structured system that classifies academic learning outcomes by levels of complexity and application. 3. Vision 2030: The national strategic framework aimed at transforming the education sector to support a knowledge-based economy. 4. Accreditation Bodies: Independent or government-authorized organizations that evaluate and recognize educational quality and institutional effectiveness.
4. Policy Statements	

4.1 Curriculum and Program Alignment	1. All curriculum content, teaching methodologies, and learning outcomes must be:
	   a. Aligned with MoE curriculum standards and applicable licensing requirements.
	   b. Mapped to the NQF, ensuring progression and appropriate cognitive levels.
	   c. Consistent with the expectations of Cognia or other accreditation frameworks.
	   d. Informed by Vision 2030 priorities, such as innovation, digital transformation, and global competitiveness.

4.2 Strategic and Operational Integration	1. School development plans and improvement initiatives must reflect alignment with national goals and accreditation criteria.
	2. Policies, procedures, and evaluation mechanisms must be designed to meet or exceed external regulatory and quality benchmarks.
4.3 Labor Market Relevance	1. The school shall monitor labor market trends and emerging industries to ensure students are prepared with 21st-century skills, such as: a. Critical thinking and problem-solving b. STEM competencies c. Digital fluency and entrepreneurship d. Global citizenship and bilingual communication
	2. Career guidance programs, partnerships, and experiential learning opportunities must be aligned with real-world applications and future career pathways.
4.4 Continuous Review and Compliance	1. Alignment must be regularly reviewed through internal audits, curriculum evaluations, and strategic planning processes.
	2. The school will remain compliant with changes or updates in accreditation criteria and government education regulations.
	3. External benchmarks will be used to inform school KPIs, curriculum improvement, and teacher development programs.
5. Responsibilities	1. Quality Assurance and Accreditation Unit: Monitor alignment with external frameworks and prepare for accreditation reviews.
	2. Academic Affairs: Ensure curriculum documentation and instructional design reflect external standards.
	3. School Leadership: Integrate external benchmarks into strategic planning, budgeting, and staffing.
	4. Teachers and Coordinators: Implement aligned teaching practices and ensure outcome-based instruction.
6. Related Documents	1. School Strategic Plan 2. Curriculum and Assessment Policy 3. Vision 2030 Education Goals 4. Cognia Accreditation Standards 5. National Qualification Framework (NQF) 6. MoE Curriculum Guidelines and Regulations

Teaching Philosophy and Approach

At Ajyal Al-Ma'refah International School, the teaching philosophy is rooted in a learner-centered approach that values inquiry, creativity, and real-world application. We believe that every student is unique, and effective teaching must be inclusive, engaging, and adaptable to diverse learning needs. Our approach emphasizes active learning, where students are encouraged to think critically, collaborate with peers, and take ownership of their learning journey. Teachers serve as facilitators who guide exploration, foster curiosity, and integrate technology to enhance learning experiences. Aligned with international standards and 21st-century competencies, our teaching promotes the development of knowledge, skills, and values that prepare students for lifelong success and responsible global citizenship.

Learner-Centered Approach: Active learning, student engagement, differentiated instruction.

Policy Title: Learner-Centered Approach Policy	
Effective Date	
Responsible Office	Academic Affairs / Teaching and Learning Unit
Approved By	School Board Council
1. Purpose	This policy establishes the school's commitment to a learner-centered approach that prioritizes student engagement, active participation, and individualized instruction. It aims to create inclusive, stimulating learning environments where all students are supported and challenged according to their needs and abilities.
2. Scope	This policy applies to all teachers, instructional staff, and academic coordinators across all grade levels (KG–Grade 12) and subject areas at Ajyal Al-Ma'refah International School.
3. Definitions	1. Learner-Centered Approach: A teaching philosophy that places students at the center of the learning process, emphasizing active participation, autonomy, and personal relevance. 2. Active Learning: Instructional strategies that involve students in doing things and thinking about what they are doing (e.g., discussions, problem-solving, group projects). 3. Student Engagement: The level of interest, motivation, and attention that students show in the learning process. 4. Differentiated Instruction: The practice of tailoring teaching methods, materials, and assessments to accommodate students' varied learning styles, readiness levels, and interests.
4. Policy Statements	

4.1 Active Learning Strategies	1. Teachers must use a variety of instructional strategies that promote active student involvement, such as:
	    a. Collaborative group work
	    b. Project-based learning
	    c. Simulations and role-play
	    d. Case studies and real-world problem solving

	2. Lessons should be designed to move beyond passive listening and encourage interaction, inquiry, and reflection.

4.2 Student Engagement	Learning activities must be purposeful, age-appropriate, and designed to capture students' interest and connect to their lived experiences.
	Teachers are expected to:
	    a. Provide opportunities for student voice and choice.
	    b. Encourage goal setting and self-assessment.
	    c. Use formative feedback to guide student progress.

4.3 Differentiated Instruction	1. Teachers must differentiate their instruction to meet the diverse needs of learners, including those with special education needs, gifted students, and English language learners.
	2. Differentiation may include:
	    a. Varying content complexity
	    b. Offering multiple product/output options
	    c. Modifying instructional pace or grouping
	3. All differentiation strategies should be documented in lesson planning.

4.4 Learning Environment	1. Classrooms should foster a safe, respectful, and inclusive atmosphere where mistakes are seen as learning opportunities. 2. Student diversity—cultural, linguistic, academic—must be acknowledged and celebrated as part of the learning experience.
4.5 Monitoring and Professional Growth	1. The school will monitor the implementation of learner-centered practices through classroom observations, lesson reviews, and student feedback. 2. Teachers will receive regular professional development in areas such as active learning, engagement techniques, and differentiated instruction.
5. Responsibilities	1. Teachers: Plan and implement learner-centered instruction and reflect on student needs. 2. Academic Coordinators: Support curriculum design and model effective learner-centered strategies. 3. Teaching and Learning Unit: Provide ongoing training and assess instructional effectiveness. 4. School Leadership: Promote a school-wide culture that supports innovation and student-centered learning.
6. Related Policies and Documents	1. Teaching and Learning Policy 2. Differentiated Instruction Policy 3. Assessment and Feedback Policy 4. Inclusive Education Policy 5. Classroom Observation Guidelines

Constructivist Pedagogy: Building knowledge through experience and reflection.

Policy Title: Constructivist Pedagogy Policy	
Effective Date	Responsible Office
	Academic Affairs / Teaching and Learning Unit
Approved By	School Board Council
1. Purpose	This policy aims to embed constructivist pedagogy into the school's teaching and learning framework, ensuring that students actively build their understanding through experience, inquiry, and reflection. It supports deeper learning, critical thinking, and meaningful engagement across all grade levels.
2. Scope	This policy applies to all teachers, academic coordinators, and instructional staff at Ajyal Al-Ma'refah International School, across all grade levels (Kindergarten–Grade 12) and subjects.
3. Definitions	1. Constructivist Pedagogy: A teaching approach based on the belief that learners construct their own understanding and knowledge through experiences, interactions, and reflection. 2. Experiential Learning: Learning through hands-on experiences such as experiments, simulations, projects, and fieldwork. 3. Reflective Practice: Encouraging students to think about what they learn, how they learn, and how it applies to the real world. 4. Scaffolding: Providing structured support to help students gradually gain independence in learning.
4. Policy Statements	

4.1 Principles of Constructivist Teaching	1. Teaching should be student-centered, valuing learners' prior knowledge and encouraging exploration and inquiry.
	
	2. Students must be provided with opportunities to:
	
	    a. Ask questions and investigate answers
	
	    b. Engage in hands-on, real-world learning experiences
	
	    c. Collaborate with peers to solve problems and construct meaning
	
	    d. Reflect regularly on their learning process and outcomes

4.2 Instructional Design	1. Lessons should be designed around big ideas and essential questions, encouraging curiosity and deeper understanding.
	2. Learning must involve:
	    a. Active participation rather than passive reception
	    b. Use of open-ended questions, discussions, and problem-solving tasks
	    c. Integration of authentic learning scenarios, case studies, and simulations

4.3 Role of the Teacher	1. Teachers act as facilitators and guides, not merely transmitters of information.
	2. They are responsible for:
	    a. Creating learning environments rich in exploration and inquiry
	    b. Encouraging student autonomy and voice
	    c. Providing scaffolding where needed, and gradually reducing support as students develop confidence

4.4 Assessment and Reflection	1. Assessment strategies must include:
	    a. Formative assessment (e.g., learning journals, portfolios, peer feedback)
	    b. Summative tasks that require analysis, synthesis, and real-world application
	2. Students should be routinely guided to reflect on:
	    a. What they learned
	    b. How they learned it
	    c. How it connects to other knowledge or life contexts

5. Responsibilities	1. Teachers: Design and facilitate constructivist learning experiences; promote inquiry and reflection. 2. Academic Coordinators: Support teachers in applying constructivist methods; provide resources and model practices. 3. Teaching and Learning Unit: Offer training, monitor implementation, and promote best practices in constructivist teaching. 4. School Leadership: Endorse a culture of innovation and reflective teaching practices.
6. Related Policies and Documents	1. Teaching and Learning Policy 2. Student Assessment and Feedback Policy 3. Learner-Centered Approach Policy 4. Project-Based and Experiential Learning Guidelines

Inclusive Education: Addressing diverse learning needs, backgrounds, and languages.

Policy Title: Inclusive Education Policy	
Effective Date	
Responsible Office	Academic Affairs / Student Support Services
Approved By	School Board Council
1. Purpose	This policy affirms the school's commitment to inclusive education by ensuring that all students—regardless of learning needs, cultural backgrounds, or language abilities—have equitable access to quality learning opportunities in a safe, respectful, and supportive environment.
2. Scope	This policy applies to all students, faculty, support staff, and academic programs from Kindergarten to Grade 12 at Ajyal Al-Ma'refah International School.
3. Definitions	1. Inclusive Education: An approach that recognizes and responds to the diverse needs of all learners by increasing participation, reducing exclusion, and offering flexible learning options. 2. Diverse Learners: Students with different learning profiles, including those with special educational needs, gifted learners, English language learners (ELLs), and students from varied cultural and socio-economic backgrounds. 3. Equity: Providing appropriate support and resources based on individual student needs to achieve comparable educational outcomes. 4. Differentiation: Tailoring teaching strategies, assessments, and content delivery to meet varied student needs.
4. Policy Statements	
4.1 Commitment to Diversity and Inclusion	1. The school promotes a culture of inclusion that celebrates diversity and ensures that every student feels valued, respected, and supported. 2. Discrimination or exclusion based on ability, language, gender, culture, or background is strictly prohibited.
4.2 Curriculum and Instruction	1. Teaching and learning practices must reflect differentiation, cultural responsiveness, and universal design for learning (UDL). 2. Instructional materials should reflect diverse perspectives and be accessible to all learners.

4.3 Language Support	1. English Language Learners (ELLs) and non-native speakers will receive structured language support through:
	    a. Pull-out or push-in programs
	    b. Modified instructional resources
	    c. Multilingual communication strategies

4.4 Support for Special Educational Needs (SEN)	1. Students with learning difficulties, disabilities, or other identified needs will receive individualized support through:
	    a. Learning Support Plans (LSPs)
	    b. Classroom accommodations and modifications
	    c. Collaboration with specialists (e.g., speech therapists, special educators)

4.5 Enrichment for Gifted and Talented Students	1. The school provides enrichment activities, advanced assignments, and acceleration opportunities to challenge high-achieving students and support their full potential.
4.6 Family and Community Engagement	1. The school encourages active engagement of families from diverse backgrounds in decision-making and communication related to student learning. 2. Translation or interpretation services will be provided as needed to ensure equitable access to information.
4.7 Staff Development	1. All staff will receive ongoing training on inclusive practices, cultural sensitivity, differentiated instruction, and student support strategies.
4.8 Monitoring and Review	1. The effectiveness of inclusive practices will be reviewed regularly through internal audits, classroom observations, and student progress data. 2. Adjustments will be made based on student feedback, teacher input, and evolving best practices.
5. Responsibilities	1. Teachers: Implement inclusive teaching practices and differentiate instruction. 2. Student Support Team: Provide specialized support, assess needs, and develop individual learning plans. 3. Academic Coordinators: Ensure curriculum accessibility and monitor inclusion strategies. 4. School Leadership: Promote an inclusive school culture and ensure resources are allocated equitably.
6. Related Documents	1. Differentiated Instruction Policy 2. Language Inclusion and ELL Support Policy 3. Safe and Supportive Learning Environment Policy 4. Assessment and Reporting Policy 5. Family and Community Engagement Policy

Use of Technology: Integration of digital tools, LMS, simulations, and blended learning.

Policy Title: Use of Technology in Teaching and Learning Policy	
Effective Date	
Responsible Office	Academic Affairs / Educational Technology Unit
Approved By	School Board Council
1. Purpose	This policy outlines the school's commitment to the effective integration of technology in teaching and learning to support 21st-century education. It ensures that digital tools, platforms, and resources are used to enhance instruction, student engagement, and academic outcomes while promoting digital citizenship and responsible use.
2. Scope	This policy applies to all staff and students from Kindergarten through Grade 12 at Ajyal Al-Ma'refah International School, across all subject areas and school divisions.
3. Definitions	1. Educational Technology: The use of digital tools, platforms, and resources to support, enhance, and transform teaching and learning. 2. Learning Management System (LMS): A digital platform (e.g., Google Classroom, Schoology) used to deliver instructional content, track progress, and manage assignments. 3. Blended Learning: A combination of traditional face-to-face instruction with online or digital learning activities. 4. Simulations: Digital or virtual tools that replicate real-world scenarios for experiential learning (e.g., science labs, business games, coding environments). 5. Digital Citizenship: Responsible, ethical, and safe behavior when using digital tools and online platforms.
4. Policy Statements	

4.1 Integration of Technology in Instruction	1. Technology must be intentionally integrated into daily instruction to enhance concept understanding, critical thinking, collaboration, and creativity.
	 2. Teachers are expected to:
	   a. Use interactive tools (e.g., videos, quizzes, virtual whiteboards) to support student engagement.
	   b. Incorporate simulations and virtual labs where appropriate to provide real-world experiences.
	   c. Design blended learning environments to allow for flexibility, self-paced learning, and personalized instruction.

4.2 Learning Management Systems (LMS)	1. All teachers must utilize the school's approved LMS for:
	   a. Posting assignments, materials, and announcements
	   b. Facilitating student submissions and feedback

	c. Tracking progress and communicating with students and parents 2. Students must be trained in LMS use and are expected to engage responsibly with posted materials and deadlines.
4.3 Access and Equity	1. The school ensures equitable access to digital tools and platforms for all students, including those with special learning needs. 2. Where possible, students without home internet access will be supported with alternative learning resources or on-campus access.

4.4 Digital Safety and Responsibility	1. All users must follow the Digital Citizenship and Acceptable Use Policy to ensure:
	    a. Safe internet practices
	    b. Respectful online communication
	    c. Protection of personal and institutional data
	2. Cyberbullying, plagiarism, and misuse of technology will be subject to disciplinary measures.

4.5 Professional Development	1. Teachers and staff will receive regular training and support in:
	    a. Effective use of educational technology
	    b. LMS functionality and best practices
	    c. Innovative digital pedagogy and tools

4.6 Monitoring and Evaluation	1. Technology integration will be monitored through lesson observations, LMS usage reports, and student/teacher feedback. 2. The school will evaluate the impact of digital tools on student learning outcomes and adjust strategies accordingly.
5. Responsibilities	1. Teachers: Integrate technology into instruction and model responsible use. 2. Students: Use digital tools ethically, safely, and actively for learning. 3. Academic Coordinators: Support teachers in planning and reviewing tech-enabled instruction. 4. IT and EdTech Support Team: Provide technical assistance, platform management, and training. 5. School Leadership: Ensure infrastructure, resource allocation, and alignment with school vision.
6. Related Documents	1. Digital Citizenship and Acceptable Use Policy 2. Blended Learning Guidelines 3. Teaching and Learning Policy 4. Cyber Safety and Security Policy 5. Parent Technology Support Guide

Teaching Strategies and Methods

At Ajyal Al-Ma'refah International School, teaching strategies and methods are designed to foster active, inclusive, and student-centered learning. Teachers apply a variety of instructional approaches to accommodate different learning styles, encourage engagement, and support skill development. Strategies include project-based learning, inquiry-based instruction, cooperative learning, and real-world problem solving, all aimed at promoting critical thinking and deeper understanding. Technology integration, hands-on activities, and differentiated instruction are embedded into daily lessons to ensure relevance and accessibility. These methods are aligned with best practices in 21st-century education, preparing students to become independent, reflective, and capable learners.

Active Learning Techniques: Problem-based learning, case studies, flipped classrooms.

Policy Title: Active Learning Techniques Policy	
Effective Date	
Responsible Office	Academic Affairs / Teaching and Learning Unit
Approved By	School Board Council
1. Purpose	This policy promotes the consistent use of active learning techniques across all subjects and grade levels to enhance student engagement, critical thinking, collaboration, and real-world problem-solving. It aligns with the school's commitment to student-centered education and 21st-century learning skills.
2. Scope	This policy applies to all teachers and instructional staff at Ajyal Al-Ma'refah International School, covering Kindergarten through Grade 12 in both core and elective subject areas.
3. Definitions	1. Active Learning: An instructional approach that involves students in the learning process through activities that promote analysis, synthesis, and evaluation of content. 2. Problem-Based Learning (PBL): A student-centered pedagogy in which learners explore complex, real-world problems to acquire new knowledge. 3. Case Studies: Instructional scenarios based on real or simulated events that require students to analyze, make decisions, and justify their reasoning. 4. Flipped Classroom: A model where instructional content is delivered outside of the classroom (e.g., through videos), and class time is used for discussion, application, and collaborative work.

4. Policy Statements	

4.1 Integration of Active Learning	1. Teachers are required to integrate active learning strategies regularly into lesson plans across all subjects and stages.
	2. These strategies must encourage:
	    a. Student participation and discussion
	    b. Critical thinking and reflection
	    c. Collaboration and peer interaction
	3. Real-world application of knowledge

4.2 Implementation of Core Techniques	1. Problem-Based Learning (PBL):
	    a. PBL must be used to encourage exploration and solution-building.
	    b. Problems should be age-appropriate, curriculum-aligned, and relevant to students' experiences.
	2. Case Studies:
	    a. Especially in middle and high school, teachers must use case-based activities to develop students' analytical and decision-making skills.
	    b. Students should be encouraged to present, debate, and evaluate multiple perspectives.
	3. Flipped Classrooms:
	    a. Teachers may use pre-recorded videos, readings, or other digital content for home study.
	    b. Classroom time should focus on interactive tasks, peer learning, and teacher facilitation.

4.3 Curriculum and Planning	1. All unit plans and lesson plans must indicate the active learning strategies being applied. 2. Teachers should scaffold these strategies to gradually increase student independence and responsibility.
4.4 Student Support	1. Teachers must provide clear instructions, scaffolding, and feedback to support student success in active learning tasks. 2. Differentiation should be applied to ensure all students can participate meaningfully, including those with additional needs or language barriers.
4.5 Professional Development	1. Ongoing training will be provided to equip staff with tools and best practices for designing and delivering active learning experiences. 2. Teachers will be encouraged to share successful techniques and innovations within their departments and in professional learning communities.

4.6 Evaluation and Monitoring	1. Implementation of active learning techniques will be monitored through:
	    a. Classroom observations
	    b. Lesson plan reviews

	c. Student feedback and performance data
	2. Adjustments will be made based on effectiveness and alignment with learning objectives.
5. Responsibilities	1. Teachers: Design and facilitate active learning activities and adapt them based on student needs.
	2. Academic Coordinators: Provide guidance and support for planning and integrating active learning techniques.
	3. Teaching and Learning Unit: Organize professional development and evaluate impact.
	4. School Leadership: Promote a culture of innovation and engagement in teaching practices.
6. Related Documents	1. Teaching and Learning Policy
	2. Learner-Centered Approach Policy
	3. Assessment and Feedback Policy
	4. Digital Learning and Flipped Classroom Guidelines
	5. Instructional Planning Templates

Collaborative Learning: Group work, peer instruction.

Policy Title: Collaborative Learning Policy	
Effective Date	
Responsible Office	Academic Affairs / Teaching and Learning Unit
Approved By	School Board Council
1. Purpose	This policy promotes the effective and consistent implementation of collaborative learning across all grade levels and subjects. It aims to foster essential 21st-century skills including communication, teamwork, leadership, and shared responsibility through structured group activities and peer-supported learning.
2. Scope	This policy applies to all teaching staff, subject coordinators, and instructional support teams from Kindergarten through Grade 12 at Ajyal Al-Ma'refah International School.
3. Definitions	1. Collaborative Learning: An instructional method in which students work together in pairs or small groups to achieve common learning goals. 2. Group Work: Structured learning tasks performed by small teams of students where each member contributes to a shared outcome. 3. Peer Instruction: A teaching method where students explain concepts to one another to reinforce understanding and develop communication skills.
4. Policy Statements	

4.1 Integration of Collaborative Learning	1. Collaborative learning must be regularly included in lesson planning across all grade levels and subject areas.
	 2. Activities should encourage:
	   a. Interaction and shared responsibility
	   b. Problem-solving and critical thinking
	   c. Communication and respectful dialogue
	   d. Appreciation of diverse perspectives and skills

4.2 Planning and Structure	1. Group work should be intentional and goal-oriented, with clearly defined roles, timelines, and expectations.
	 2. Teachers must:
	   a. Design tasks that require collaboration and cannot be completed individually.
	   b. Rotate roles to ensure equal participation (e.g., facilitator, recorder, presenter).
	   c. Set clear behavioral and academic expectations for group interaction.

4.3 Peer Instruction Practices	1. Peer instruction may be used to:
	   a. Reinforce new content through student explanation
	   b. Encourage deeper comprehension and reflection

	c. Build students' confidence and leadership 2. Teachers should model peer teaching strategies and monitor effectiveness.
4.4 Inclusivity and Equity	1. Collaborative activities must be accessible to all students, including those with learning needs or language challenges. 2. Teachers must monitor group dynamics to ensure that all voices are heard and that tasks are equitably shared.
4.5 Assessment and Feedback	1. Both individual and group performance should be assessed using rubrics that consider contribution, communication, collaboration, and reflection. 2. Peer evaluation and self-assessment tools may be used to support accountability and personal growth.

4.6 Professional Development	1. Teachers will receive training in:
	    a. Designing and managing group activities
	    b. Conflict resolution within student teams
	    c. Assessment of collaborative and peer-learning tasks

5. Responsibilities	1. Teachers: Plan and facilitate collaborative tasks, monitor group progress, and guide positive interaction. 2. Academic Coordinators: Support the alignment of collaborative learning across grade levels and subjects. 3. Teaching and Learning Unit: Provide training, resources, and evaluate the effectiveness of collaborative practices. 4. School Leadership: Encourage a school culture that values teamwork, student voice, and peer learning.
6. Related Documents	1. Teaching and Learning Policy 2. Assessment and Feedback Policy 3. Inclusive Education Policy 4. Group Work Rubrics and Peer Evaluation Templates 5. Classroom Management Guidelines

Experiential Learning: Labs, fieldwork, clinical/practical placements.

Policy Title: Experiential Learning Policy	
Effective Date	
Responsible Office	Academic Affairs / Teaching and Learning Unit
Approved By	School Leadership Council
1. Purpose	This policy establishes a structured approach to implementing experiential learning opportunities at Ajyal Al-Ma'refah International School. It aims to connect classroom theory with real-world practice through hands-on activities such as laboratories, fieldwork, and practical placements that support skill development, critical thinking, and lifelong learning.
2. Scope	This policy applies to all grade levels and subject areas that incorporate hands-on learning experiences, including but not limited to science, technology, health, environmental studies, and career education. It is applicable to teachers, students, and external partners engaged in facilitating experiential learning.
3. Definitions	1. Experiential Learning: A process through which students learn by actively engaging in real-life tasks, observation, reflection, and application of knowledge. 2. Laboratory Work: Controlled, hands-on investigations conducted in a lab setting to explore scientific principles. 3. Fieldwork: Supervised, curriculum-related learning conducted outside the classroom (e.g., nature studies, museum visits, environmental observations). 4. Practical/Clinical Placements: Supervised, structured experiences where students apply skills in real or simulated professional settings (typically for senior students or special projects).
4. Policy Statements	

4.1 Curriculum Integration	1. Experiential learning must be embedded into curriculum planning where relevant, especially in:
	    a. Science (lab experiments, STEM activities)
	    b. Environmental and social studies (field trips, research)
	    c. Career education (job shadowing, internships, entrepreneurship projects)
	2. Activities must align with learning outcomes and contribute meaningfully to student achievement and engagement.

4.2 Learning Design	1. Activities must be structured to include: a. Preparation: Orientation, safety briefings, and learning objectives

	b. Engagement: Active participation and data collection or task execution c. Reflection: Student analysis, reporting, discussion, and feedback d. Application: Connecting experiences to theoretical knowledge and real-world relevance
4.3 Safety and Risk Management	1. All experiential learning activities must follow the school's health, safety, and risk management procedures. 2. Consent forms must be obtained from parents/guardians for external activities. 3. Supervision ratios and staff responsibilities must be clearly defined and followed.
4.4 Partnerships and Resources	1. The school may collaborate with external institutions, businesses, and community organizations to facilitate authentic learning experiences. 2. Teachers must ensure appropriate materials, equipment, and transportation are arranged for off-site or practical activities.

4.5 Assessment and Reflection	1. Students must be given opportunities to reflect on their learning through:
	
	    a. Journals, logs, or reports
	
	    b. Presentations or peer discussions
	
	    c. Performance assessments tied to activity objectives
	
	2. Reflection and analysis are essential for linking experience to conceptual understanding.

4.6 Equity and Access	1. Experiential learning must be inclusive and accessible to all students, including those with special needs or financial constraints. 2. The school will provide reasonable accommodations and support as required.
5. Responsibilities	1. Teachers: Plan and supervise experiential learning activities, ensure alignment with outcomes, and evaluate student participation and reflection. 2. Academic Coordinators: Review plans for experiential components and support resource acquisition. 3. Student Support Services: Ensure accessibility and risk management compliance. 4. School Leadership: Approve high-risk or off-campus experiences and promote external partnerships.
6. Related Documents	1. Curriculum and Assessment Policy 2. Risk Management and Field Trip Guidelines 3. Student Safety and Supervision Policy 4. Reflective Learning Templates 5. Consent and Participation Forms

Assessment and Evaluation

At Ajyal Al-Ma'refah International School, assessment and evaluation are integral components of the teaching and learning process, aimed at supporting student growth, informing instruction, and ensuring academic excellence. The school adopts a balanced approach that includes both formative assessments (such as quizzes, observations, and peer feedback) to guide ongoing learning, and summative assessments (such as exams, projects, and presentations) to evaluate achievement of learning outcomes. Assessments are designed to be fair, transparent, and aligned with curriculum standards and learning objectives. Teachers use a variety of methods to accommodate diverse learning styles and ensure that students are given meaningful opportunities to demonstrate their understanding, skills, and progress.

Assessment Types: Formative (quizzes, discussions) and summative (exams, projects).

Policy Title: Assessment Types Policy: Formative and Summative	
Effective Date	
Responsible Office	Academic Affairs / Assessment and Reporting Committee
Approved By	School Board Council
1. Purpose	This policy defines the types of assessments used at Ajyal Al-Ma'refah International School to ensure that student learning is continuously monitored and evaluated using appropriate, balanced, and purposeful strategies. It promotes the effective use of both formative and summative assessments to enhance teaching, improve learning outcomes, and provide meaningful feedback to students and stakeholders.
2. Scope	This policy applies to all academic subjects and grade levels (KG–Grade 12), and to all teachers, curriculum coordinators, and academic leadership.
3. Definitions	1. Formative Assessment: Ongoing assessments used during the learning process to provide feedback, adjust instruction, and support student progress (e.g., quizzes, observations, discussions, exit tickets).

	2. Summative Assessment: Final assessments used at the end of a learning unit or term to evaluate student achievement of specific learning outcomes (e.g., exams, final projects, presentations).
	3. Diagnostic Assessment (optional reference): Pre-assessments used to identify student readiness or learning gaps before instruction begins.
4. Policy Statements	

4.1 Use of Formative Assessment	1. Teachers must use formative assessments regularly to:
	    a. Monitor student understanding and misconceptions
	    b. Inform and adjust instructional strategies
	    c. Provide immediate, constructive feedback
	2. Examples include:
	    a. Class discussions and questioning
	    b. Exit slips
	    c. Peer and self-assessments
	    d. Low-stakes quizzes or practice tasks
	3. Formative assessments are not always graded, but must be documented and used to support learning.

4.2 Use of Summative Assessment	1. Teachers must use summative assessments to evaluate student performance against learning objectives at the end of units, terms, or academic years.
	2. Examples include:
	    a. Unit or term exams
	    b. Research projects and portfolios
	    c. Presentations or performances
	    d. Lab reports or written essays
	3. Summative assessments must be aligned with curriculum standards and appropriately weighted in the overall grading structure.

4.3 Balance and Planning	1. Assessment plans must include a balanced mix of formative and summative assessments to provide a complete picture of student learning. 2. Teachers must plan assessments in advance, communicate criteria to students, and ensure clarity and transparency in evaluation.
4.4 Fairness and Differentiation	1. Assessments must be accessible, age-appropriate, and differentiated to accommodate diverse learners. 2. Modifications or accommodations must be provided to support students with special needs or language barriers.
4.5 Feedback and Improvement	1. Teachers must provide timely, actionable feedback on both formative and summative tasks to help students improve. 2. Students must be given opportunities to reflect on their performance and apply feedback to future learning tasks.

5. Responsibilities	1. Teachers: Design and implement appropriate assessment strategies, ensure alignment with learning outcomes, and provide feedback.
	2. Academic Coordinators: Review assessment plans and ensure consistency and quality across grade levels.
	3. Assessment Committee: Monitor assessment practices and support professional development in assessment literacy.
	4. Students: Engage with assessments responsibly and reflect on feedback to guide improvement.
6. Related Documents	1. Assessment and Grading Policy
	2. Feedback and Reporting Guidelines
	3. Curriculum Mapping and Learning Outcomes Framework
	4. Inclusive Education and Differentiation Policy

Assessment Alignment: Mapping assessments to intended learning outcomes.

Policy Title: Assessment Alignment Policy: Mapping Assessments to Intended Learning Outcomes	
Effective Date	
Responsible Office	Academic Affairs / Assessment and Curriculum Committee
Approved By	School Board Council
1. Purpose	This policy ensures that all student assessments at Ajyal Al-Ma'refah International School are explicitly aligned with clearly defined Intended Learning Outcomes (ILOs) at the course, grade, and program levels. It supports effective planning, instructional coherence, and accurate measurement of student achievement.
2. Scope	This policy applies to all academic departments and grade levels (Kindergarten–Grade 12), covering all types of assessments developed and administered by faculty.
3. Definitions	1. Intended Learning Outcomes (ILOs): Clear statements of what students should know, understand, and be able to do after a lesson, unit, or program of study. 2. Assessment Alignment: The degree to which an assessment task accurately measures the intended knowledge, skills, or competencies outlined in the learning outcomes. 3. Curriculum Mapping: The process of documenting the alignment between learning outcomes, instructional content, teaching strategies, and assessments.
4. Policy Statements	

4.1 Alignment Requirement	1. All assessments (formative and summative) must be explicitly mapped to one or more Intended Learning Outcomes at the course or subject level.
	2. Teachers must ensure that:
	   a. The assessment measures the depth and cognitive level of the outcome (e.g., recall, application, analysis).
	   b. The method of assessment (e.g., essay, quiz, project) is appropriate to the nature of the outcome.

4.2 Curriculum and Assessment Planning	1. Lesson plans, unit plans, and assessment tasks must be developed using a backward design approach:
	   a. Start with the desired learning outcome
	   b. Design assessments that measure that outcome
	   c. Plan instruction accordingly
	2. Assessment maps or blueprints must be created and reviewed for major units or terms.

4.3 Review and Quality Assurance	1. Academic coordinators must regularly review assessment items for alignment and clarity.

	2. Misaligned assessments (e.g., tasks that measure unrelated or unintended skills) must be revised. 3. Sample student work and performance data may be used to verify whether the assessment measures the intended outcomes effectively.
4.4 Differentiation and Fairness	1. Aligned assessments must be designed to be inclusive and accessible, offering varied ways for students to demonstrate mastery of the learning outcomes. 2. Rubrics and scoring guides must clearly reflect the expectations related to each outcome.
4.5 Documentation and Reporting	1. Teachers must maintain documentation showing the alignment of each assessment with the targeted ILOs (e.g., in lesson plans, unit outlines, or LMS entries). 2. Reporting of student achievement should reflect performance against specific learning outcomes, not just task completion.
5. Responsibilities	1. Teachers: Design, implement, and document assessments aligned with ILOs. 2. Academic Coordinators: Review and approve alignment maps, support backward design, and conduct regular audits. 3. Assessment and Curriculum Committee: Provide guidance, training, and monitor school-wide alignment practices. 4. Students: Understand the learning goals and demonstrate their knowledge and skills accordingly.
6. Related Documents	1. Teaching and Learning Policy 2. Assessment and Grading Policy 3. Learning Outcomes Framework 4. Curriculum Mapping Guidelines 5. Rubric and Feedback Templates

Feedback Mechanisms: Timely, constructive feedback to improve learning.

Policy Title: Feedback Mechanisms Policy: Timely and Constructive Feedback to Improve Learning	
Effective Date	
Responsible Office	Academic Affairs / Assessment and Reporting Committee
Approved By	School Board Council
1. Purpose	This policy establishes a consistent framework for providing students with timely, meaningful, and constructive feedback that supports learning, informs progress, and fosters self-reflection and academic improvement.
2. Scope	This policy applies to all teachers and instructional staff across all subjects and grade levels (KG–Grade 12) at Ajyal Al-Ma'refah International School.
3. Definitions	1. Feedback: Information provided to students about their performance relative to learning goals and success criteria, with the intention of guiding improvement. 2. Timely Feedback: Feedback given within a reasonable time frame, while the learning task is still relevant and actionable for the student. 3. Constructive Feedback: Feedback that highlights strengths, identifies areas for improvement, and provides clear guidance on how to improve.
4. Policy Statements	

4.1 Purpose of Feedback	1. Feedback must be used to:
	    a. Reinforce student learning and celebrate progress
	    b. Identify misconceptions or gaps in understanding
	    c. Guide next steps for improvement
	    d. Encourage a growth mindset and learner independence

4.2 Feedback Standards	1. All feedback provided to students must be:
	    a. Timely: Given within an appropriate period following the task (ideally within one week)
	    b. Specific and Clear: Related to the learning outcome or assessment criteria
	    c. Balanced: Include both positive reinforcement and suggestions for improvement
	    d. Actionable: Offer guidance students can apply to future work

4.3 Methods of Feedback	1. Teachers may provide feedback using various formats, including:
	    a. Written comments on assignments and assessments
	    b. Verbal feedback during class activities or conferences
	    c. Digital comments via the school's LMS or learning platforms
	    d. Peer feedback, guided and structured by the teacher
	 2. Feedback must be recorded or documented, especially for major assessments.

4.4 Student Engagement with Feedback	1. Teachers should promote student reflection and response to feedback by:

	a. Allowing time for revision and resubmission when appropriate
	b. Using learning journals, feedback logs, or student-teacher conferences
	c. Encouraging students to set learning goals based on feedback
4.5 Feedback for Parents and Guardians	1. Feedback should also be communicated to parents regularly through:
	a. Formal reporting cycles
	b. Parent-teacher meetings
	c. Digital platforms (e.g., LMS notifications, school apps)
4.6 Professional Expectations	1. Teachers must embed feedback strategies into their regular instructional planning.
	2. Training and collaboration will be provided to support teachers in effective feedback practices.
5. Responsibilities	1. Teachers: Deliver timely, clear, and constructive feedback and encourage students to act on it.
	2. Students: Engage with feedback and apply it to improve learning outcomes.
	3. Academic Coordinators: Monitor the quality and consistency of feedback across grade levels.
	4. School Leadership and Assessment Committee: Provide guidance, tools, and professional development on feedback practices.
6. Related Documents	1. Assessment and Grading Policy
	2. Teaching and Learning Policy
	3. Student Reflection and Goal-Setting Templates
	4. LMS Feedback Guidelines
	5. Parent Communication Protocols

Academic Integrity: Policies to prevent cheating and plagiarism.

Policy Title: Academic Integrity Policy: Preventing Cheating and Plagiarism	
Effective Date	
Responsible Office	Academic Affairs / Student Affairs
Approved By	School Board Council
1. Purpose	This policy aims to uphold a culture of honesty, responsibility, and fairness in all academic work. It outlines the expectations for ethical student behavior and the procedures to prevent and respond to instances of cheating, plagiarism, and other violations of academic integrity.
2. Scope	This policy applies to all students (Kindergarten to Grade 12), teachers, and academic staff at Ajyal Al-Ma'refah International School, across all subjects and learning environments including digital platforms.
3. Definitions	1. Academic Integrity: The commitment to act honestly and ethically in all academic activities. 2. Cheating: Using unauthorized materials, information, or assistance in any academic work (e.g., copying during tests, using phones, sharing answers). 3. Plagiarism: Presenting someone else's work, ideas, or words as one's own without proper acknowledgment or citation. 4. Collusion: Unauthorized collaboration on assignments meant to be completed individually. 5. Fabrication: Falsifying data, results, or citations.
4. Policy Statements	
4.1 School Expectations	1. Students must complete all academic work with honesty and originality. 2. Teachers must educate students on what constitutes academic misconduct and how to avoid it, especially in research-based and digital tasks. 3. The school promotes academic honesty as a core value and integrates it into classroom practices, assessment rubrics, and school culture.

4.2 Preventive Measures	1. Teachers must:
	   a. Clearly state expectations and permitted resources for each assignment or test.
	   b. Use plagiarism detection tools where applicable (e.g., Turnitin or manual reviews).
	   c. Rotate test questions, monitor assessments actively, and structure tasks to discourage misconduct.
	 2. Students will receive instruction on:
	   a. Proper citation and referencing techniques
	   b. Responsible use of digital resources

	c. Independent learning and time management

4.3 Detection and Reporting	1. If academic misconduct is suspected, the teacher must:
	     a. Document the incident with evidence
	     b. Notify the student and provide an opportunity for clarification
	     c. Report the case to the Academic Coordinator and Student Affairs

4.4 Consequences of Academic Misconduct	1. Consequences will be age-appropriate, consistent, and educational, and may include:
	     a. Verbal or written warning
	     b. Deduction of marks or requirement to redo the assignment
	     c. Parent notification
	     d. Behavior reflection tasks or academic integrity workshops
	     e. Repeated offenses may result in suspension from certain academic privileges

4.5 Appeals	1. Students and parents have the right to appeal a decision by submitting a written request to the school leadership within a specified period (e.g., 5 school days).
5. Responsibilities	1. Students: Complete all work independently unless otherwise instructed and adhere to academic honesty guidelines. 2. Teachers: Design fair assessments, educate students about integrity, and monitor compliance. 3. Academic Coordinators and Student Affairs: Enforce the policy, manage reported cases, and ensure fair consequences. 4. Parents: Reinforce the importance of academic integrity at home and support school decisions.
6. Related Documents	1. Assessment and Grading Policy 2. Student Code of Conduct 3. Research and Citation Guidelines 4. Digital Learning and Technology Use Policy 5. Student Reflection and Behavior Form

Faculty Responsibilities and Development

At Ajyal Al-Ma'refah International School, faculty members play a vital role in delivering high-quality education and fostering a positive, student-centered learning environment. Their core responsibilities include planning and delivering instruction aligned with curriculum standards, assessing student progress using varied and fair methods, maintaining professional communication with students and parents, and upholding the school's values of inclusivity, respect, and academic integrity. In addition to their teaching duties, faculty are expected to engage in continuous professional development to enhance their pedagogical skills, stay current with educational best practices, and integrate new technologies into their instruction. The school supports faculty growth through regular training sessions, peer collaboration, classroom observations, and external workshops, ensuring that every teacher remains equipped to meet the evolving needs of students and the broader educational landscape.

Faculty Competencies: Expectations for teaching, assessment, and student engagement.

Policy Title: Faculty Competencies Policy: Expectations for Teaching, Assessment, and Student Engagement	
Effective Date	
Responsible Office	Academic Affairs / Human Resources Department
Approved By	School Board Council
1. Purpose	This policy defines the core competencies expected of all teaching staff at Ajyal Al-Ma'refah International School to ensure high-quality, consistent, and student-centered educational delivery. It provides a framework for teacher accountability, professional growth, and instructional excellence.
2. Scope	This policy applies to all academic staff (teachers, instructional coaches, specialists) across all grade levels and subject areas, including part-time and full-time faculty.
3. Definitions	1. Faculty Competencies: The essential knowledge, skills, and attitudes required for effective teaching, assessment, classroom management, and student support. 2. Instructional Competency: The ability to plan and deliver engaging, standards-based lessons that address diverse learner needs. 3. Assessment Competency: The ability to design, implement, and interpret a variety of assessment methods to monitor and improve student learning. 4. Engagement Competency: The ability to foster a positive, inclusive, and motivating learning environment that promotes student participation and well-being.
4. Policy Statements	

4.1 Teaching and Instructional Competencies	Faculty must: 1. Demonstrate deep content knowledge and use developmentally appropriate teaching strategies. 2. Align lesson plans with school curriculum standards and learning outcomes. 3. Differentiate instruction to meet the needs of diverse learners, including ELL and SEN students. 4. Integrate active learning, educational technology, and student-centered methodologies into instruction.
4.2 Assessment Competencies	Faculty are expected to: 1. Design valid, varied, and purposeful assessments aligned with learning outcomes. 2. Apply both formative and summative assessment strategies to monitor student progress. 3. Provide timely, constructive feedback to support student improvement. 4. Record, analyze, and report assessment data accurately and ethically.
4.3 Student Engagement and Classroom Management	Faculty must: 1. Create a safe, respectful, and inclusive learning environment. 2. Use positive behavior management strategies and uphold classroom expectations. 3. Build positive relationships with students and foster a culture of respect, responsibility, and collaboration. 4. Communicate regularly with students and parents to support learning and well-being.
4.4 Professionalism and Continuous Development	Faculty are expected to: 1. Engage in ongoing professional development and reflective practice. 2. Collaborate with colleagues in lesson planning, co-teaching, and curriculum review. 3. Participate in school events, committees, and improvement initiatives. 4. Adhere to the school's code of conduct, policies, and ethical standards.
5. Responsibilities	1. Teachers: Uphold all competencies in their daily practice and pursue continuous improvement. 2. Academic Coordinators: Support and evaluate faculty competencies through observations and mentoring. 3. School Leadership and HR: Provide professional development opportunities and monitor performance expectations.

	4. Professional Learning Communities (PLCs): Encourage collaboration and shared growth among faculty.
6. Related Documents	1. Teaching and Learning Policy 2. Professional Development Policy 3. Staff Code of Conduct 4. Assessment and Grading Policy 5. Classroom Observation and Evaluation Framework

Professional Development: Ongoing training in pedagogy, technology, and assessment.

Policy Title: Professional Development Policy: Ongoing Training in Pedagogy, Technology, and Assessment	
Effective Date	
Responsible Office	Academic Affairs / Human Resources / Professional Development Unit
Approved By	School Board Council
1. Purpose	This policy outlines the school's commitment to supporting faculty and staff through ongoing, high-quality professional development (PD) focused on pedagogy, technology integration, and assessment practices. It ensures that teachers remain current with educational advancements and are well-equipped to meet the evolving needs of students.
2. Scope	This policy applies to all teaching and instructional support staff at Ajyal Al-Ma'refah International School across all grade levels (Kindergarten to Grade 12) and subject areas.
3. Definitions	1. Professional Development (PD): Structured learning activities that enhance educators' knowledge, instructional practices, and professional competencies. 2. Pedagogy: The method and practice of teaching, including instructional strategies, classroom management, and student engagement. 3. Assessment Literacy: The ability to design, interpret, and apply various assessment tools and data effectively to improve student learning. 4. Educational Technology Training: Training in the use of digital platforms, tools, and resources to enhance teaching and learning.
4. Policy Statements	
4.1 Commitment to Continuous Learning	1. School promotes a culture of continuous improvement through regular and relevant PD opportunities. 2. All faculty are expected to participate in PD programs aligned with the school's strategic goals and student learning priorities.
4.2 Key Focus Areas	PD must address, but is not limited to: 1. Effective Pedagogy: Differentiated instruction, learner-centered approaches, inclusive practices, classroom management. 2. Assessment and Feedback: Designing formative and summative assessments, interpreting data, and providing constructive feedback. 3. Technology Integration: Use of Learning Management Systems (LMS), digital tools, blended learning, and emerging edtech trends.

4.3 Modes of Delivery	PD activities may include: 1. In-school workshops and training sessions 2. Peer observation and coaching 3. External courses, webinars, or conferences 4. Professional Learning Communities (PLCs) 5. Self-paced modules and certifications

4.4 Planning and Evaluation	1. An annual PD plan will be developed based on:
	   a. Faculty needs assessment
	   b. Curriculum goals and school improvement priorities
	   c. Accreditation or regulatory requirements
	2. All PD programs must be evaluated for relevance, impact, and teacher satisfaction.

4.5 Documentation and Reflection	1. Teachers must maintain a PD portfolio documenting attendance, certificates, and reflections. 2. Supervisors will review participation and encourage the application of new practices in the classroom.
5. Responsibilities	1. Teachers: Actively participate in PD, apply new skills in the classroom, and reflect on their growth. 2. Academic Coordinators and Leaders: Identify training needs, support implementation, and model best practices. 3. Professional Development Unit: Organize, monitor, and evaluate all PD initiatives and maintain records. 4. School Leadership: Allocate resources, time, and support to ensure meaningful PD opportunities.
6. Related Documents	1. Faculty Competency Framework 2. Performance Appraisal Policy 3. Teaching and Learning Policy 4. Technology Integration Guidelines 5. PD Planning and Evaluation Forms

Peer Review and Reflection: Evaluation and enhancement of teaching quality.

Policy Title: Peer Review and Reflection Policy: Evaluation and Enhancement of Teaching Quality	
Effective Date	
Responsible Office	Academic Affairs / Professional Development Unit
Approved By	School Board Council
1. Purpose	This policy aims to improve teaching effectiveness and professional growth through structured peer review and reflective practice. It supports a collaborative culture where teachers learn from one another, enhance instructional strategies, and critically reflect on their own teaching to ensure continuous improvement.
2. Scope	This policy applies to all teaching staff across all grades and subject areas (KG–Grade 12) at Ajyal Al-Ma'refah International School.
3. Definitions	1. Peer Review: A professional process where teachers observe each other's classes and provide constructive, non-evaluative feedback to improve instructional practice. 2. Reflective Practice: The process by which teachers critically examine their own teaching to identify strengths, challenges, and opportunities for growth. 3. Collaborative Feedback: Mutually respectful, structured dialogue aimed at improving teaching quality and student learning outcomes.
4. Policy Statements	

4.1 Purpose of Peer Review and Reflection	1. Peer review and reflection aim to:
	    a. Foster a culture of professional learning and mutual respect
	    b. Improve classroom instruction and student engagement
	    c. Encourage innovation and the sharing of best practices
	    d. Build teacher confidence and self-awareness

4.2 Peer Review Structure	1. Peer observations are non-judgmental and used for developmental purposes—not for formal evaluation.
	 2. Each teacher will participate in at least one peer review cycle per term, which includes:
	    a. Pre-observation meeting (objective setting)
	    b. Classroom observation (by a peer or coordinator)
	    c. Post-observation discussion and written feedback

4.3 Reflective Practice	1. Teachers are expected to engage in regular reflection by:
	    a. Maintaining a teaching journal or digital reflection log
	    b. Participating in self-assessments and goal-setting sessions

	c. Reflecting on lesson effectiveness, student feedback, and assessment data

4.4 Tools and Documentation	1. The school will provide standardized tools such as:
	   a. Peer observation checklists
	   b. Reflection templates
	   c. Feedback forms to ensure consistency and focus on instructional quality

4.5 Integration with Professional Development	1. Insights from peer review and reflection will inform individual professional development plans. 2. Common themes and needs identified will guide school-wide training and support.
4.6 Confidentiality and Professionalism	1. All peer review feedback and reflections are confidential and meant solely for developmental purposes. 2. Teachers must participate with professionalism, openness, and a willingness to learn and support colleagues.
5. Responsibilities	1. Teachers: Engage in peer review cycles, maintain reflective records, and apply feedback. 2. Academic Coordinators: Facilitate peer review processes and support reflective practice. 3. Professional Development Unit: Provide training, tools, and track implementation. 4. School Leadership: Promote a culture of collaborative growth and continuous improvement.
6. Related Documents	1. Professional Development Policy 2. Faculty Competency Framework 3. Classroom Observation Guidelines 4. Teaching and Learning Policy 5. Reflection and Goal-Setting Templates

Quality Assurance and Monitoring

Quality assurance and monitoring in academics at Ajyal Al-Ma'refah International School are essential processes that ensure the delivery of high-standard education aligned with institutional goals, accreditation requirements, and student needs. These processes involve the systematic evaluation of curriculum effectiveness, teaching practices, student performance, and assessment integrity. Through internal audits, lesson observations, data analysis, and stakeholder feedback, the school continuously reviews and enhances academic practices. Monitoring tools and performance indicators are used to track progress and identify areas for improvement, ensuring that all educational activities contribute to consistent learning outcomes and sustain academic excellence.

Curriculum Review Cycles: Periodic evaluation for relevance and effectiveness.

Policy Title: Curriculum Review Cycles Policy: Periodic Evaluation for Relevance and Effectiveness	
Effective Date	
Responsible Office	Academic Affairs / Curriculum and Quality Unit
Approved By	School Leadership Council
1. Purpose	This policy outlines the structured process for the periodic review of the school curriculum to ensure it remains relevant, effective, and aligned with national and international standards, institutional goals, and evolving student needs. The review cycle supports academic excellence, curriculum coherence, and continuous improvement.
2. Scope	This policy applies to all academic departments and subject areas across all grade levels (Kindergarten to Grade 12) at Ajyal Al-Ma'refah International School.
3. Definitions	1. Curriculum Review: A systematic process of evaluating curriculum content, structure, instructional strategies, learning outcomes, and assessment methods to ensure alignment and effectiveness. 2. Review Cycle: A defined period after which each subject area or grade-level curriculum is formally evaluated (e.g., every 3–5 years or as needed). 3. Curriculum Mapping: The documentation of alignment between learning outcomes, teaching content, and assessment tools across grade levels.
4. Policy Statements	
4.1 Review Frequency	1. The school shall implement a 3–5-year review cycle for each subject area, with priority reviews conducted in response to: a. Changes in national/international curriculum standards

	b. Accreditation requirements c. Technological or educational advancements d. Identified gaps in student learning data
4.2 Review Criteria	Each review will evaluate the curriculum for: 1. Alignment with learning outcomes and graduate attributes 2. Vertical and horizontal coherence across grades and subjects 3. Inclusivity, cultural responsiveness, and differentiation 4. Integration of 21st-century skills and technology 5. Effectiveness of teaching resources and assessment strategies 6. Student performance data and stakeholder feedback
4.3 Review Process	The curriculum review process will include: 1. Stage 1: Internal review by subject teachers and academic coordinators 2. Stage 2: Feedback collection from students, parents, and staff 3. Stage 3: Analysis of performance data and benchmarking 4. Stage 4: Revision recommendations developed by the Curriculum Committee 5. Stage 5: Approval by the School Leadership Council and implementation planning
4.4 Documentation and Reporting	1. All reviews must be documented using the school's Curriculum Review Report Template. 2. Updated curriculum maps, course outlines, and learning materials must be archived and shared with relevant staff. 3. Summary reports will be presented to leadership and used to inform school improvement planning.
4.5 Professional Development	1. Teachers involved in revised curriculum implementation will receive targeted training to ensure consistent and effective delivery.
5. Responsibilities	1. Teachers: Provide input, implement changes, and adapt instructional plans as required. 2. Academic Coordinators: Lead the review process, facilitate collaboration, and ensure alignment. 3. Curriculum and Quality Unit: Oversee the full cycle, ensure consistency, and manage documentation. 4. School Leadership: Approve revisions and allocate resources for implementation.
6. Related Documents	1. Curriculum Mapping Guidelines 2. Teaching and Learning Policy 3. Assessment and Feedback Policy 4. Curriculum Review Report Template 5. Stakeholder Feedback Tools

Student Feedback: Surveys and focus groups on teaching and course quality.

Policy Title: Student Feedback Policy: Surveys and Focus Groups on Teaching and Course Quality	
Effective Date	
Responsible Office	Academic Affairs / Curriculum and Quality Unit
Approved By	School Board Council
1. Purpose	This policy outlines the school's commitment to gathering and using student feedback as a key element in evaluating and enhancing the quality of teaching, learning experiences, and curriculum effectiveness. It ensures that students have a structured voice in their education and that their perspectives inform continuous improvement.
2. Scope	This policy applies to students in Upper Primary, Middle, and High School divisions, and to all academic departments and staff involved in course delivery and instructional improvement.
3. Definitions	1. Student Feedback: Input from students regarding their learning experiences, teaching quality, classroom environment, and overall satisfaction with a course or subject. 2. Surveys: Structured questionnaires administered to collect quantifiable data on students' perceptions. 3. Focus Groups: Guided group discussions with selected students to gain deeper, qualitative insights into specific issues related to teaching and learning. 4. Confidentiality: Ensuring student feedback is collected and reported anonymously to promote honesty and protect identity.
4. Policy Statements	

4.1 Feedback Tools and Timing	1. Student feedback must be collected regularly through:
	  a. Surveys: Conducted at least once per term for core and elective subjects.
	  b. Focus Groups: Organized annually or as needed to explore specific themes or concerns.

4.2 Survey Content	1. Surveys must cover areas such as:
	  a. Clarity of instruction and communication
	  b. Classroom engagement and participation
	  c. Use of resources and technology
	  d. Fairness of assessments and feedback
	  e. Classroom environment and student support

4.3 Focus Groups	1. Focus groups will include a diverse representation of students and be facilitated by trained staff.

	2. Topics may include course relevance, project work, student well-being, or suggestions for improvement.
4.4 Confidentiality and Student Safety	1. All responses will be anonymous and treated with confidentiality. 2. Students will be informed that their honest feedback will not affect their grades or teacher relationships.

4.5 Use of Feedback	1. Collected data will be:
	   a. Analyzed by the Curriculum and Quality Unit
	   b. Shared with relevant teachers and academic leaders in summary form
	   c. Used to guide professional development, curriculum adjustments, and school improvement initiatives

4.6 Communication of Results	1. Key findings and resulting actions must be shared back with students in an age-appropriate manner to promote transparency and trust.
5. Responsibilities	1. Teachers: Encourage student participation and reflect on feedback to improve practices. 2. Curriculum and Quality Unit: Design tools, manage data collection, analyze results, and follow up on actions. 3. Academic Coordinators: Support interpretation of feedback and guide instructional response. 4. Students: Participate honestly and constructively in feedback activities.
6. Related Documents	1. Teaching and Learning Policy 2. Assessment and Feedback Policy 3. Curriculum Review and Evaluation Framework 4. Student Voice and Engagement Guidelines 5. Sample Survey and Focus Group Protocols

Performance Indicators: Monitoring student success, course completion, and learning outcomes.

Policy Title: Performance Indicators Policy: Monitoring Student Success, Course Completion, and Learning Outcomes	
Effective Date	
Responsible Office	Academic Affairs / Curriculum and Quality Unit
Approved By	School Board Council
1. Purpose	This policy establishes a framework for identifying, collecting, and using academic performance indicators to monitor student achievement, course completion, and the attainment of learning outcomes. It ensures that data is used systematically to drive instructional improvement, curriculum development, and school-wide accountability.
2. Scope	This policy applies to all grade levels (Kindergarten to Grade 12), subject areas, and academic departments at Ajyal Al-Ma'refah International School.
3. Definitions	1. Performance Indicators: Measurable values used to evaluate the effectiveness of academic programs and student progress. 2. Student Success: Progress and achievement of students as measured by grades, growth, engagement, and graduation readiness. 3. Course Completion Rate: The percentage of students who successfully complete a course or grade level within a given time period. 4. Learning Outcomes: Specific knowledge, skills, and competencies that students are expected to achieve by the end of a course or academic stage.
4. Policy Statements	
4.1 Key Performance Indicators (KPIs)	The school will regularly monitor and evaluate the following indicators: 1. Academic Achievement Rates: Grade averages, GPA distributions, and benchmark assessment results. 2. Course and Grade-Level Completion Rates: Percentage of students who complete courses or are promoted successfully. 3. Learning Outcome Mastery: Percentage of students meeting or exceeding expected learning outcomes. 4. Assessment Performance: Analysis of summative and formative assessment data. 5. Student Growth Metrics: Individual academic progress over time. 6. Standardized Test Performance: Scores on national and international assessments (where applicable). 7. Student Engagement Data: Attendance, participation, behavior, and involvement in academic activities.

4.2 Data Collection and Analysis	1. Performance data will be collected quarterly and annually through:
	    a. Gradebooks and report cards
	    b. Assessment results and rubrics

	c. Student portfolios and learning logs
	d. Surveys, observation reports, and digital platform analytics
	2. Data will be disaggregated by grade, subject, gender, and learner category (e.g., SEN, ELL) to identify trends and gaps.

4.3 Use of Performance Data	1. Performance indicators will inform:
	    a. Instructional planning and differentiation
	    b. Curriculum review and program improvement
	    c. Intervention and enrichment programs
	    d. Professional development priorities
	    e. Strategic and accreditation reporting

4.4 Quality Assurance and Reporting	1. The Curriculum and Quality Unit will prepare periodic performance reports for school leadership. 2. Academic coordinators and teachers will review data in PLCs to plan targeted actions. 3. Key findings and improvement actions will be communicated to stakeholders, including students and parents, when appropriate.
5. Responsibilities	1. Teachers: Maintain accurate records and use performance data to guide instruction and student support. 2. Academic Coordinators: Monitor performance trends, support instructional responses, and lead data reviews. 3. Curriculum and Quality Unit: Collect, analyze, and report on performance indicators and support school improvement planning. 4. School Leadership: Use performance data to inform strategic decisions and ensure accountability.
6. Related Documents	1. Teaching and Learning Policy 2. Assessment and Grading Policy 3. Curriculum Review Policy 4. Student Support and Intervention Policy 5. Annual School Performance Report Template

Accreditation Compliance: Alignment with institutional and national quality standards.

Policy Title: Accreditation Compliance Policy: Alignment with Institutional and National Quality Standards	
Effective Date	
Responsible Office	School Leadership / Academic Affairs / Quality Assurance Unit
Approved By	School Board / School Board Council
1. Purpose	This policy establishes the commitment of Ajyal Al-Ma'refah International School to achieving and maintaining compliance with accreditation requirements and educational quality standards as set by national and international bodies. It ensures all academic and administrative practices are aligned with recognized benchmarks, contributing to institutional excellence and continuous improvement.
2. Scope	This policy applies to all academic departments, administrative units, staff members, and stakeholders involved in educational delivery, assessment, governance, and quality assurance across all grade levels (KG to Grade 12).
3. Definitions	1. Accreditation Compliance: The process of meeting or exceeding criteria established by official accrediting bodies. 2. Quality Standards: Benchmarks set by national (e.g., Ministry of Education, Vision 2030, NCAAA) and international (e.g., Cognia) organizations to ensure the quality of educational programs and institutional performance. 3. Self-Study: A comprehensive internal review documenting the school's performance against established accreditation standards.
4. Policy Statements	
4.1 Commitment to Accreditation	1. The school shall remain in full compliance with all applicable national education regulations and accreditation requirements. 2. Accreditation from recognized agencies such as the Saudi Ministry of Education, Vision 2030 strategic goals, NCAAA, and Cognia is considered a core institutional priority.

4.2 Quality Standards Alignment	1. All policies, procedures, curriculum, assessments, and student support systems will be reviewed and updated regularly to align with:
	   a. National Quality Frameworks (e.g., NQF, Vision 2030 Pillars)
	   b. International accreditation standards (e.g., Cognia's Key Characteristics)
	   c. Internal strategic goals and school vision/mission

4.3 Documentation and Evidence Management	1. The school will maintain comprehensive documentation to demonstrate alignment with each standard, including:
	   a. Strategic and operational plans
	   b. Curriculum maps and assessment data
	   c. Professional development records

	d. Student performance metrics and satisfaction surveys
	e. Governance and policy manuals

4.4 Monitoring and Review	1. An Accreditation Committee will oversee:
	  a. Periodic self-evaluation and gap analysis
	  b. Progress tracking for compliance and action plans
	  c. Preparation of reports, portfolios, and submissions for accreditation visits
	2. Internal audits and mock reviews will be conducted annually to ensure readiness.

4.5 Capacity Building and Awareness	1. Ongoing training and awareness sessions will be conducted for faculty, staff, and leadership to ensure understanding and ownership of accreditation responsibilities. 2. Each department shall designate a quality liaison to coordinate accreditation-related tasks and reporting.
4.6 Continuous Improvement	1. Feedback and recommendations from accrediting bodies will be integrated into the school's continuous improvement cycle, with clearly defined actions, responsibilities, and timelines.
5. Responsibilities	1. School Leadership: Lead strategic alignment and allocate resources for accreditation readiness. 2. Quality Assurance Unit: Coordinate compliance efforts, manage documentation, and lead self-study processes. 3. Department Heads: Ensure implementation of standards within their teams and contribute to evidence collection. 4. Faculty and Staff: Participate in training, provide data, and follow procedures that align with quality standards. 5. Students and Parents: Provide feedback and participate in satisfaction surveys as part of the evaluation process.
6. Related Documents	1. School Strategic Plan 2. Quality Assurance Manual 3. Teaching and Learning Policy 4. Curriculum and Assessment Framework 5. Cognia and NCAAA Standards Reference Guide 6. Self-Study and Accreditation Portfolio Template

Support for Teaching and Learning

At Ajyal Al-Ma'refah International School, comprehensive support for teaching and learning is a cornerstone of our commitment to educational excellence. The school provides teachers with the resources, training, and professional development necessary to deliver engaging, effective instruction aligned with international standards. Classrooms are equipped with modern technologies and diverse instructional materials to enhance learning experiences. Additionally, students benefit from structured academic support services, including differentiated instruction, enrichment programs, and intervention strategies tailored to individual needs. Collaborative planning, regular feedback, and a strong quality assurance framework further ensure that both teaching practices and student outcomes are continuously strengthened.

Learning Resources: Access to libraries, databases, laboratories, and learning technologies.

Policy Title: Learning Resources Policy: Access to Libraries, Databases, Laboratories, and Learning Technologies	
Effective Date	
Responsible Office	Academic Affairs / IT and Library Services
Approved By	School Board Council
1. Purpose	This policy aims to ensure that all students and faculty at Ajyal Al-Ma'refah International School have timely, equitable, and appropriate access to a variety of high-quality learning resources that support the curriculum, enhance teaching and learning, and promote independent inquiry and research skills.
2. Scope	This policy applies to all grade levels (KG–Grade 12), teaching staff, and administrative personnel engaged in academic instruction and support services.
3. Definitions	1. Learning Resources: Educational tools and materials including print and digital content, library collections, laboratory equipment, and technology-based platforms that support teaching and learning. 2. Library Services: Physical and digital access to books, journals, reference materials, and research support. 3. Learning Technologies: Hardware and software such as smart boards, computers, tablets, educational apps, and Learning Management Systems (LMS).

	4. Laboratories: Facilities equipped to support hands-on experiments, particularly in science, computing, and innovation subjects.
4. Policy Statements	
4.1 Access and Availability	1. A well-resourced school library with age-appropriate print and digital materials. 2. Online academic databases, e-books, and multimedia resources. 3. Science and computer laboratories are equipped with up-to-date tools and safety protocols. 4. Classroom-based and personal learning devices, including tablets and laptops were available. 5. A secure and user-friendly Learning Management System (LMS) for digital learning and assignments.

4.2 Resource Development and Maintenance	1. Learning resources shall be:
	   a. Aligned with curriculum goals, student learning needs, and current academic standards.
	   b. Reviewed and updated regularly to ensure accuracy, relevance, and cultural sensitivity.
	   c. Cataloged and organized for easy retrieval by students and staff.

4.3 Support Services	1. The school will provide:
	   a. Library and media staff to assist with resource use and research skills.
	   b. IT support to maintain technology infrastructure and troubleshooting issues.
	   c. Orientation sessions and training for students and teachers on the effective use of resources.

4.4 Responsible Use	1. All users must follow guidelines for:
	   a. Ethical and responsible use of information (e.g., avoiding plagiarism).
	   b. Careful handling of physical and digital resources.
	   c. Following lab safety procedures and acceptable use policies for technology.

4.5 Monitoring and Improvement	1. Students and staff shall have equitable access to:
	2. The Academic Affairs Office and Library/IT Units will:
	   a. Conduct annual reviews of learning resource adequacy and usage.
	   b. Collect feedback from students and staff for resource planning and improvement.
	   c. Ensure resources support inclusive, accessible, and differentiated learning.

5. Responsibilities	1. Library and IT Staff: Maintain systems, guide users, and manage inventory and subscriptions.
	2. Teachers: Integrate resources into teaching plans and guide students in responsible usage.
	3. Students: Use resources respectfully and follow usage policies.
	4. School Leadership: Allocate funding and strategic oversight for resource acquisition and development.
6. Related Documents	1. Teaching and Learning Policy
	2. Academic Integrity Policy
	3. Acceptable Use of Technology Guidelines
	4. Laboratory Safety Manual
	5. Digital Learning and LMS Policy

Academic Advising and Mentorship: Support systems to guide students' academic journey.

Policy Title: Academic Advising and Mentorship Policy: Support Systems to Guide Students' Academic Journey	
Effective Date	
Responsible Office	Academic Affairs / Student Support Services
Approved By	School Board Council
1. Purpose	This policy ensures that every student at Ajyal Al-Ma'refah International School receives structured academic advising and mentorship throughout their school experience. The goal is to provide students with the guidance, encouragement, and planning necessary to achieve academic success, personal growth, and career readiness.
2. Scope	This policy applies to all students from Upper Primary through Grade 12, and to academic advisors, homeroom teachers, counselors, and mentors involved in providing direct student support.
3. Definitions	1. Academic Advising: A structured process in which students receive guidance on course selection, academic progress, learning strategies, and goal setting.
	2. Mentorship: A relationship in which a teacher or staff member provides individualized support to help students develop personally, socially, and academically.
	3. Advisory Program: A formal framework through which mentors and advisors regularly engage with students to support their academic and developmental needs.
4. Policy Statements	
4.1 Advising Structure and Frequency	1. Each student will be assigned as an academic advisor or homeroom teacher responsible for monitoring academic performance and well-being.

	2. Regular advisory meetings will be held at least once per term and more frequently for students needing additional support.

4.2 Roles and Responsibilities	1. Advisors and mentors will:
	   a. Help students set academic and personal goals
	   b. Monitor academic progress and intervene early when concerns arise
	   c. Support students with course planning, study habits, and time management
	   d. Serve as a liaison between students, parents, and teachers
	   e. Provide referrals to counseling or special services if needed

4.3 Mentorship for Personal and Career Development	1. The school will provide age-appropriate mentoring programs, especially in middle and high school, focusing on:
	   a. Self-awareness and confidence building
	   b. Career exploration and university readiness
	   c. Social and emotional learning
	   d. Character development and leadership

4.4 Documentation and Confidentiality	1. All advice and mentoring interactions must be documented using approved templates. 2. Student progress records and sensitive information will be treated with strict confidentiality, in accordance with child safeguarding and data privacy policies.
4.5 Training and Evaluation	1. Advisors and mentors will receive regular training in academic counseling techniques, communication, and student psychology. 2. The effectiveness of the advising and mentorship system will be evaluated annually through surveys and feedback from students, parents, and staff.
5. Responsibilities	1. Advisors/Mentors: Provide consistent, student-centered support and maintain communication logs. 2. Students: Engage actively in advising and mentoring sessions, set goals, and seek guidance. 3. Parents: Collaborate with advisors and attend scheduled meetings to support their child's progress. 4. School Leadership: Oversee program implementation, provide training, and allocate resources.
6. Related Documents	1. Student Support Services Policy 2. Parent-Teacher Communication Policy 3. Homeroom Advisory Program Guidelines 4. Student Development and Career Counseling Plan 5. Confidentiality and Record-Keeping Protocol

Support for Special Needs: Services for students with disabilities or language challenges.

Policy Title: Support for Special Needs Policy: Services for Students with Disabilities or Language Challenges	
Effective Date	
Responsible Office	Student Support Services / Inclusion Department
Approved By	School Board Council
1. Purpose	This policy affirms the commitment of Ajyal Al-Ma'refah International School to provide inclusive educational opportunities for all students, including those with diagnosed disabilities, learning difficulties, and language challenges. The aim is to ensure that every student receives the support necessary to access the curriculum, participate fully in school life, and achieve academic success.
2. Scope	This policy applies to all students with special educational needs (SEN), including but not limited to: 1. Physical, sensory, or cognitive disabilities 2. Learning disorders (e.g., dyslexia, dyscalculia) 3. Speech or language impairments 4. Emotional and behavioral challenges 5. English Language Learners (ELL) or non-native speakers
3. Definitions	1. Special Educational Needs (SEN): Students who require additional support due to learning, behavioral, physical, or language challenges. 2. Individualized Education Plan (IEP): A customized support plan outlining accommodations, modifications, and goals tailored to the student's needs. 3. Differentiation: Adapting teaching methods, resources, and assessments to suit diverse learner needs. 4. ELL Support: Specialized instruction and scaffolding to assist students acquiring English as an additional language.
4. Policy Statements	

4.1 Identification and Referral	1. Early identification of students with special needs will be conducted through:
	   a. Teacher observations, academic assessments, or parent referrals
	   b. Screening tools or external professional evaluations
	2. Referred students will be assessed by the Student Support Services team in collaboration with external specialists when needed.

4.2 Development of Individualized Support Plans	1. Students formally identified with SEN will receive an IEP developed collaboratively by:
	   a. SEN specialists, teachers, school counselors, and parents
	   b. IEPs will include academic goals, accommodations, support strategies, and progress monitoring procedures.

4.3 Instructional Support	1. Teachers will provide differentiated instruction and classroom accommodations (e.g., extended time, alternative assessments, visual aids).
	2. Support may include:
	   a. In-class assistance by a learning support teacher
	   b. Pull-out sessions for intensive interventions
	   c. Modified curriculum materials where appropriate

4.4 Language Support Services	1. ELL students will receive:
	   a. Tiered English language instruction focused on academic and conversational fluency
	   b. Scaffolding in mainstream classrooms
	   c. Ongoing assessment of language development

4.5 Family Engagement and Communication	1. Parents will be actively involved in:
	   a. The referral and assessment process
	   b. IEP planning and review meetings
	   c. Regular updates on student progress and support strategies

4.6 Staff Training and Capacity Building	1. Teachers and staff will receive ongoing training in inclusive education, behavior management, and language acquisition strategies.
4.7 Monitoring and Review	1. All support plans will be reviewed at least once per academic year to evaluate effectiveness and adjust strategies accordingly.
4.8 Confidentiality and Dignity	1. Student information related to special needs will be handled with strict confidentiality and in accordance with child protection and ethical guidelines. 2. The school will foster a culture of respect, acceptance, and dignity for all learners.
5. Responsibilities	1. Student Support Services Team: Lead assessments, develop IEPs, and coordinate support services. 2. Teachers: Implement accommodations and maintain communication with support staff and families. 3. Parents: Partner with the school in support planning and follow-up. 4. School Leadership: Ensure resource allocation, training, and policy compliance.
6. Related Documents	1. Inclusive Education Policy 2. Differentiated Instruction Guidelines 3. IEP Template and Procedures Manual

| | 4. ELL Support Framework |
| | 5. Parent-School Partnership Policy |