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| Approved by: Principal | Date: 30 January 2026 |

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| Last reviewed on: | Date: 26 January 2026 |

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| Next review due: | Date: 22 June, 2026 |

| # | Description of Changes | Rev. No | Date of Issue |
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| 1 | First Issue | 00 | 21 June 24 |
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**ICS Vision**
The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

**ICS Mission**
Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competencies in our global minded, future leaders.

**Introduction**

International Community School (ICS) is dedicated to delivering an exceptional educational experience that adheres to the highest international standards. As an accredited institution by Cognia and the International Baccalaureate (IB), ICS ensures that all aspects of teaching, learning, and school operations meet rigorous global benchmarks. This Quality Assurance Policy outlines the procedures for setting, monitoring, and evaluating educational standards, guided by the CCSS, NGSS, IBDP, MOE standards, and our accrediting bodies. Our commitment to continuous improvement is reinforced through systematic self-evaluation, strategic development planning, and adherence to the Abu Dhabi Department of Education and Knowledge (ADEK) Quality Assurance Policy.

**Purpose**

The purpose of this policy is to:

- Establish and maintain the highest standards of teaching and learning, aligned with CCSS, NGSS, IBDP, and MOE frameworks, and in accordance with Cognia and IB accreditation standards.
- Require the development and ongoing refinement of a comprehensive School Development Plan (SDP) informed by school self-evaluation, inspection outcomes, and accreditation feedback.
- Ensure a culture of continuous self-evaluation to monitor and enhance the quality of education, providing evidence-based insights for strategic planning and school inspections.
- Outline the procedures for engaging with ADEK inspections and implementing post-inspection actions to drive ongoing improvements in educational quality and operational effectiveness.

**Scope**

This policy applies to all educational and operational activities at ICS, including:

- Curriculum implementation and instructional practices
- School leadership, governance, and management
- Student assessment, outcomes, and personal development
- School self-evaluation, strategic planning, and continuous improvement processes
- Engagement with ADEK inspections, Cognia, and IB accreditation processes

**Definitions**

- **Accreditation**: A formal recognition by Cognia and IB, certifying that ICS meets or exceeds international educational standards. Accreditation involves a continuous improvement cycle that includes external evaluations, self-assessments, and adherence to prescribed benchmarks.
- **School Development Plan (SDP)**: A strategic document that outlines specific, measurable, and time-bound goals aimed at enhancing the quality of education, student outcomes, and overall school performance. The SDP integrates findings from self-evaluations, ADEK inspections, and accreditation reviews.
- **School Self-Evaluation (SSE)**: A systematic process through which ICS continuously reviews its performance against internal standards, ADEK criteria, and the standards set by Cognia and IB.
- **UAE Inspection Framework**: A unified framework used across the UAE to evaluate the quality of education provided by schools, with specific criteria for assessing various curricula, including international programs like the IBDP.

**Policy**

**1. Teaching Quality**

**1.1 Teaching Quality Statement**

ICS is committed to delivering high-quality instruction aligned with CCSS, NGSS, IBDP, and MOE

standards, as well as the criteria set forth by Cognia and IB accreditation. Our teacher standards are guided by:

- **CCSS (Common Core State Standards)**: Ensuring that all students achieve proficiency in key subjects, particularly English Language Arts and Mathematics, with a focus on developing critical thinking, problem-solving, and analytical skills.
- **NGSS (Next Generation Science Standards)**: Providing a comprehensive science education that integrates cross-cutting concepts, scientific practices, and core ideas, preparing students to think and act like scientists and engineers.
- **IBDP (International Baccalaureate Diploma Programme)**: Promoting inquiry-based learning and a global perspective, encouraging students to develop the skills necessary for independent research, critical analysis, and intercultural understanding.
- **MOE (Ministry of Education) Standards**: Complying with UAE national requirements, including the Arabic language, Islamic studies, and UAE social studies, ensuring that students meet educational standards mandated for schools in the UAE.
- **Cognia Standards**: Upholding the standards set by Cognia for continuous improvement in teaching, learning, and leadership, ensuring that our practices reflect the best in global education.

**1.2 Guiding Principles for Teaching Quality**

Educators at ICS are expected to:

- Demonstrate deep expertise in their subject areas and instructional skills, integrating technology and innovative practices aligned with the CCSS, NGSS, IBDP, MOE, Cognia, and IB standards.
- Engage students in an inclusive environment that accommodates diverse learning styles and needs, including multilingual learners, students with additional learning needs, and gifted and talented students.
- Inspire intellectual curiosity and a lifelong love of learning by employing a variety of teaching methods and resources that extend beyond traditional textbooks, including digital tools, project-based learning, and inquiry-based approaches.
- Use rigorous and varied assessment methods to measure student progress, provide feedback, and adjust instruction to meet individual and group needs, in alignment with CCSS, NGSS, IBDP, MOE, Cognia, and IB requirements.

**1.3 Continuous Professional Development (CPD) and Performance Management**

ICS is committed to the ongoing professional development of its educators, ensuring they are equipped to deliver high-quality education aligned with our accreditation standards:

- **CPD Requirements**: Educators are required to complete a minimum of 75 hours of CPD annually, with a focus on subject-specific knowledge, pedagogical skills, and accreditation standards relevant to CCSS, NGSS, IBDP, and MOE curricula.
- **Performance Management**: ICS engages in regular performance management cycles, which include the development of individual CPD plans linked to strategic objectives, feedback from classroom observations, and results from self-evaluations and inspections.
- **Accreditation Training**: Educators participate in training sessions related to Cognia and IB accreditation standards, ensuring they are fully informed and capable of implementing best practices that align with these frameworks.

### 1.4 Internal Monitoring

ICS has established robust internal mechanisms to monitor and enhance teaching quality, ensuring:

- Consistent and effective implementation of CCSS, NGSS, IBDP, and MOE standards across all grade levels and subjects, as well as adherence to Cognia and IB accreditation criteria.
- Equitable access to high-quality education for all students, promoting academic excellence, personal growth, and social responsibility.
- Continuous improvement in teaching practices, informed by student performance data, classroom observations, stakeholder feedback, and accreditation reviews.

## 2. School Quality Assurance

### 2.1 Continuous Improvement Cycle

ICS follows a continuous improvement cycle that integrates:

- **Self-Evaluation**: Ongoing self-evaluation against the UAE Inspection Framework, Cognia, and IB standards, ensuring that all aspects of the school's operations meet or exceed these benchmarks.
- **Development Planning**: Regular updates to the School Development Plan (SDP) based on findings from self-evaluation, ADEK inspections, and feedback from Cognia and IB accreditation processes.
- **Stakeholder Engagement**: Active engagement with students, parents, staff, and external partners to gather feedback and inform school improvement initiatives.

### 2.2 School Development Planning (SDP)

The SDP at ICS serves as a comprehensive roadmap for strategic planning and school improvement. It includes:

- **Strategic Priorities**: Clearly defined strategic priorities identified through self-evaluation, ADEK inspection findings, and accreditation feedback, focusing on improving student outcomes and aligning with CCSS, NGSS, IBDP, and MOE standards.
- **SMART Targets**: Specific, measurable, attainable, relevant, and time-bound targets aimed at enhancing teaching quality, student performance, leadership effectiveness, and overall school operations.
- **Implementation Plan**: A detailed plan that includes timelines, responsibilities, and resources for achieving the targets set in the SDP. This plan is monitored and reviewed regularly to ensure progress and make necessary adjustments.
- **Accreditation Goals**: Specific goals related to maintaining and enhancing Cognia and IB accreditation, including meeting accreditation requirements and preparing for periodic reviews.

### 2.3 School Self-Evaluation (SSE)

ICS conducts rigorous and continuous self-evaluation to assess its performance, including:

- **Evaluation Criteria**: A comprehensive review of the school’s performance against the CCSS, NGSS, IBDP, MOE, Cognia, and IB standards, as well as the UAE Inspection Framework.

- **Stakeholder Involvement**: Inclusion of feedback from students, parents, educators, and external stakeholders in the self-evaluation process to ensure a well-rounded perspective on the school's strengths and areas for improvement.
- **Documentation**: Maintenance of accurate and up-to-date self-evaluation documentation that reflects progress, challenges, and plans for further development. This documentation is regularly reviewed and used to inform the SDP.

**2.4 Inspections and Accreditation Reviews**
ICS is fully committed to engaging with ADEK inspections and accreditation reviews from Cognia and IB, ensuring that all standards are met or exceeded:

- **Inspection Preparation**: ICS prepares thoroughly for ADEK inspections by updating the SSE and SDP, ensuring all documentation is current and reflective of the school's practices and progress.
- **Accreditation Reviews**: ICS actively participates in Cognia and IB accreditation reviews, adhering to the standards and guidelines provided by these bodies to maintain our accredited status.
- **Post-Inspection Actions**: Following inspections and accreditation reviews, ICS revises the SDP to incorporate recommendations and feedback, ensuring that all areas for improvement are addressed promptly and effectively.

**3. External Quality Assurance**

**3.1 Cognia and IB Accreditation**
As an accredited institution by Cognia and IB, ICS adheres to the highest standards of educational quality. The school is committed to:

- **Ongoing Compliance**: Ensuring continuous compliance with Cognia and IB standards, including regular self-assessments and preparation for accreditation renewals.
- **Accreditation Goals**: Setting specific goals related to the enhancement and maintenance of Cognia and IB accreditation, integrating these goals into the SDP.
- **External Reviews**: Engaging in periodic external reviews by Cognia and IB, using their feedback to drive continuous improvement in teaching, learning, and school management.

**3.2 Additional Accreditations and Certifications**
ICS is encouraged to pursue additional accreditations and certifications, such as ISO accreditation, to further enhance the quality of its organizational practices and educational outcomes.

**4. Compliance**

**4.1 Effective Date**
This policy is effective from the start of the Academic Year 2024/25 (Fall term).

**4.2 Compliance Deadline**
ICS is expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term). Non-compliance may result in legal accountability and penalties in accordance with ADEK regulations, Cognia and IB requirements, and UAE law.

**Linked Policies**

This Quality Assurance Policy is interconnected with the following ICS and ADEK policies:

- Curriculum Implementation Policy
- Teaching and Learning Policy
- School Development Plan Policy
- Self-Evaluation Policy
- Inspection Guidelines
- Compliance Policy
- Cognia Accreditation Standards
- IB World School Standards and Practices

**References**


- ADEK Guidelines for School Development Planning
- ADEK Inspection Guidelines
- Cognia Accreditation Standards
- IB World School Standards and Practices
- Federal Decree Law No. (18) of 2020 on Private Education
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law
- Law No. 9 of 2018 Establishing the Department of Education and Knowledge


**Conclusion**

ICS is committed to upholding the highest standards of educational quality through rigorous quality assurance processes, continuous self-evaluation, and adherence to both national and international accreditation standards. This policy ensures that ICS remains at the forefront of educational excellence, providing students with the skills, knowledge, and values needed for success in a globalized world.