



## QUALITY ASSURANCE POLICY 2026

Effective From	AY 2026/27
Aligned To	ADEK School Quality Assurance Policy, September 2024, Version 1.1

# QUALITY ASSURANCE

This policy establishes how **Shaikh Khalifa Bin Zayed Bangladesh Islamia School and College** sets, monitors, and evaluates teaching quality, develops and implements an evidence-based School Development Plan (SDP), conducts rigorous self-evaluation, and responds to inspection outcomes, in full alignment with the **ADEK School Quality Assurance Policy** (September 2024, v1.1) and other applicable ADEK frameworks.

## 1. Introduction

Providing effective teaching and learning requires the School to establish clear standards for education quality, and to consistently evaluate and manage teaching delivery against those standards. Ongoing school development planning and school self-evaluation are core components of the School's overall quality assurance system, alongside external inspections conducted by the Department of Education and Knowledge (ADEK).

This policy sets out how the School meets ADEK's requirements for setting, monitoring, and evaluating teaching quality standards; developing and implementing an evidence-based School Development Plan (SDP); practicing rigorous self-evaluation; and using inspection results to drive continuous improvement.

## 2. Purpose

- Set out the standards by which teachers at the School promote and practice effective teaching and learning, leading to improved student outcomes.
- Establish the School's requirement to develop and maintain a School Development Plan (SDP) that makes full use of inspection findings and self-evaluation.
- Describe the rigorous and continuous self-evaluation and documentation the School undertakes to monitor the quality of education, inform the SDP, and provide evidence-based judgments to ADEK inspectors.
- Set out the School's preparation for, and response to, ADEK inspections and other external evaluations, including how recommendations are actioned.

### 3. Scope

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This policy applies to all teaching staff, teaching assistants, inclusion assistants, school leaders, and the Governing Board of Shaikh Khalifa Bin Zayed Bangladesh Islamia School. It applies across all year groups and phases of the School, from Kindergarten to Grade 12, and covers all subjects and curricula offered by the School.

### 4. Definitions

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Term	Definition
<b>Accreditation</b>	A quality assurance process, based on a time-bound cycle of continuous improvement against rigorous standards, in which the School is evaluated and verified by an external body.
<b>ADEK Inspections</b>	Regular inspections conducted by ADEK to assess the quality of education provided by the School against the UAE School Inspection Framework.
<b>Governing Board</b>	The senior governing authority of the School, appointed by the school owners, including qualified representatives and parents, responsible for the overall governance of the School's activities.
<b>Quality Assurance Committee (QAC)</b>	A School-level committee, chaired by the Principal, responsible for coordinating self-evaluation, monitoring teaching quality, and overseeing preparation for external inspections.
<b>School Development Committee (SDC)</b>	The committee responsible for overseeing the creation, implementation, and monitoring of the School Development Plan, incorporating the views of staff, students, and parents.
<b>School Development Plan (SDP)</b>	A strategic, time-bound plan for improvement that details actions, targets, resources, and monitoring arrangements linked to the School's improvement priorities.
<b>School Self-Evaluation (SSE)</b>	The process by which the School formally and continuously reviews its own performance against the UAE School Inspection Framework, the EE Evaluation Standards and Quality Assurance Framework, and the NI Evaluation Framework.
<b>SMART Targets</b>	Targets that are Specific, Measurable, Attainable, Relevant, and Time-bound.
<b>Teaching Quality</b>	The effectiveness of teaching and learning provided by teachers in an engaging environment that fosters students' academic, intellectual, and personal growth.
<b>UAE School Inspection Framework</b>	The unified inspection framework applied by ADEK inspectors to evaluate the quality of education provided by the School.

## 5. Policy

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### 5.1 Teaching Quality

#### 5.1.1 Teaching Quality Statement

The School's teaching quality standards are guided by the School's vision for how teachers uphold teaching quality, aligned with:

1. Ministry of Education (MoE) Standards.
2. The UAE School Inspection Framework.
3. The ADEK Quality Assurance Framework.
4. The National Identity Evaluation Framework.
5. The School's Accreditation/Authorization/Affiliation (AAA) standards, Dhaka Board - Bangladesh National Curriculum authority.

#### 5.1.2 Guiding Principles for Educators

The School requires that all teaching staff:

- Uphold high standards and meet the outcomes of an accurate, well-documented curriculum.
- Embody the core values of education, demonstrate ethical leadership, and abide by the Code of Conduct for Education Professionals in General Education (MoE, 2022), the ADEK School Professional Code of Ethics Policy, and the ADEK School Cultural Consideration Policy.
- Embody and adhere to the standards of the NI Evaluation Framework, promoting UAE national identity among students.
- Continuously develop their competencies in line with the Early Childhood Development (ECD) Competencies (ECA, 2024), where applicable.
- Adhere to the Evaluation Standards and Quality Assurance Framework in Early Years settings.
- Maintain excellent subject knowledge and instructional skills, incorporating technology as a teaching and learning tool.
- Apply effective classroom management approaches that reinforce mutual respect and trust.
- Use reflective practice and creativity to continuously enhance their teaching methods.
- Actively engage all students, including students with additional learning needs, multilingual learners, and gifted and talented students.
- Inspire intellectual curiosity and adapt teaching to diverse learning styles and individual needs.
- Deploy varied resources for investigative and inquiry-based learning, including digital tools.
- Embrace curricular, instructional, and assessment innovation to enrich subject delivery.
- Employ rigorous, varied assessment methods to measure and respond to student progress.

#### 5.1.3 Early Years Staffing Ratios

From KG to the end of Grade 2, each class/teacher is supported by a Teaching Assistant or Inclusion Assistant, maintaining a minimum student-adult ratio of **12.5:1 for KG** and **15:1 for lower Cycle 1 classes**, in line with the ADEK School Staff Eligibility Policy and the ADEK School Employment Policy. The School shall meet this requirement in full by the start of Academic Year 2026/27 (Fall term).

#### 5.1.4 Continuous Professional Development (CPD) and Performance Management

- All teachers complete a minimum of 75 hours of planned CPD per year, at no cost to staff, with minimum interruption to classroom instruction.

- The Quality Assurance Committee (QAC) monitors compliance with compulsory CPD hours as part of educator performance management.
- The School develops, implements, and annually reviews a CPD plan aligned with the SDP, performance management feedback, staff CPD requests, and ADEK requirements.
- CPD includes training on ECD Competencies (ECA, 2024) and UAE National Identity, where relevant.
- The CPD plan includes: a list of mandatory and suggested topics; a School CPD calendar and development days; details of in-house/third-party providers; and strategies to share and safeguard best practice.
- Teaching staff are provided at least 5 development days in the School calendar, counted towards compulsory CPD hours.
- Teaching staff may develop individual CPD plans alongside their performance and development objectives each performance management cycle.
- ECD Competencies and the promotion of UAE national identity are set as key metrics for staff performance assessment.
- The School maintains an internal framework to evaluate CPD quality and effectiveness, and stores CPD records as per the ADEK School Records Policy.

### **5.1.5 Internal Monitoring of Teaching Quality**

The School monitors and improves teaching quality through internal mechanisms including lesson observations, learning walks, book/work scrutiny, and analysis of assessment data, ensuring that learning provides:

- Equitable educational and developmental opportunities for all students.
- Documented high standards of learning and achievement.
- Development of diverse skills alongside academic curriculum content.
- Preparation of students for success in the workplace and society.
- A sense of shared responsibility for learning and a positive school ethos.
- High expectations for behaviour, self-discipline, and motivation.
- A strong commitment among students to learn and develop as effective, responsible citizens.

## **5.2 School Quality**

### **5.2.1 Continuous Improvement Cycle**

The School operates internal quality assurance mechanisms — self-evaluation, external evaluation, and school development planning — as a continuous cycle: Self-Evaluation → Monitoring → External Evaluation → Evaluation/Review → Feedback → Planning → Implementation, and back to Self-Evaluation, consistent with ADEK's Continuous Improvement Cycle.

### **5.2.2 School Development Planning (SDP)**

- The School develops and updates an SDP annually, led by the School Development Committee (SDC), which incorporates the views of staff, students, and parents.
- The SDP is reviewed and submitted to ADEK (Education Improvement) within 30 working days of the start of the academic year.
- Progress against SDP targets is monitored and reviewed on an ongoing basis, with the SDP updated accordingly.
- An updated SDP is submitted to ADEK within 30 working days of receipt of the School Performance Report.
- The Governing Board reviews, updates, and formally approves the SDP prior to submission to ADEK.

- The SDP is submitted as part of the School's applications for temporary and general licences and licence renewal.
- A summary version of the SDP is published on the School's website and shared with parents; translated copies (English or Arabic) and the full report are made available to parents on request.

At minimum, the SDP includes:

1. A limited number of clearly defined strategic priorities, informed by SSE findings, ADEK inspection outcomes, leadership quality, teaching and learning quality, student performance and progress, wellbeing, the UAE national agenda, and progress on prior SDP priorities.
2. SMART targets linked to these priorities, including targets for student achievement.
3. Implementation actions and success criteria to measure impact.
4. Defined timelines, milestones, responsibilities, and budget requirements.
5. Measures and a schedule for monitoring and reviewing progress.
6. CPD activities supporting the achievement of targets.

The School's SDP template is aligned with the requirements of the ADEK School Development Planning Policy Guide and the sample ADEK SDP Template.

### **5.2.3 School Self-Evaluation (SSE)**

- The School conducts continuous self-evaluation, led by school leadership, and maintains an up-to-date SSE on the SIMS Portal, submitted to ADEK on request.
- The SSE is updated to reflect progress made, targets achieved, and new evidence (e.g. external assessment results).
- Priorities identified through the SSE are incorporated into the SDP.
- The SSE evaluates School performance against the UAE School Inspection Framework, the EE Evaluation Standards and Quality Assurance Framework, and the NI Framework, and reviews progress against SDP targets and prior inspection recommendations.
- The SSE is based on accurate, reliable, and valid evidence, supported by clear documentation and assessment data analysis.
- The views of students, parents, teachers, and staff are considered as part of the evaluation process.
- The SSE is updated on the SIMS Portal upon notification of an inspection or evaluation.

### **5.2.4 Inspections and External Evaluations**

- The School engages fully in all ADEK-commissioned inspections, providing inspectors with access to facilities, resources, staff, students, and parents, in line with the ADEK School Compliance Policy.
- The School may apply to ADEK to undergo joint inspections where seeking curriculum-linked accreditation, subject to ADEK's discretion.

The School is subject to the following inspection types, on a typical two-year inspection cycle:

- Monitoring Visits — to assess readiness for ADEK inspections (new schools in their second year of operation, or established schools at ADEK's discretion).
- ADEK Inspections — from the School's third year of operation and every two years thereafter.
- Thematic Visits — at ADEK's discretion.
- Follow-Through Visits — at ADEK's discretion, to follow up on inspection recommendations.

Following an inspection, the School:

6. Receives detailed oral feedback on all performance standards.
7. Receives a draft inspection report to check for factual inaccuracies.

8. Receives a finalized School Performance Report specifying its inspection rating and recommendations, and has 10 working days to appeal the result.
9. Publishes its inspection rating on the School website and makes it available to parents.

### 5.2.5 Post-Inspection Actions

- The School updates its SDP in line with inspection recommendations.
- The Governing Board acts on any ADEK instruction regarding leadership changes in cases of significant concern related to educational quality, health, safety, or student protection.
- The School owner(s) act on any ADEK instruction regarding changes to the Governing Board in equivalent circumstances.

### 5.2.6 Grievances and Appeals

The School may raise grievances to the Lead Inspector during an inspection regarding inspector conduct, integrity, impartiality, adequacy of evidence, or non-compliance with the ADEK Irtiq'a Inspection Methodology or UAE School Inspection Framework. The School may appeal to ADEK in cases of unsatisfactory grievance resolution or disagreement with inspection ratings, following the procedure set out in the ADEK Irtiq'a Inspection Methodology.

## 3 External Quality Assurance

- The School seeks Accreditation/Authorization/Affiliation appropriate to its curriculum and learning framework, as per the ADEK School Curriculum Policy — currently Dhaka Board affiliation with the Bangladesh Ministry of Education .
- The School may pursue additional accreditations or certifications (e.g. non-mandated AAAs, ISO Accreditation) at its discretion, to strengthen organisational practice and improve student outcomes.

## 5.4 Roles and Responsibilities

Role	Quality Assurance Responsibilities
<b>Governing Board</b>	<ul style="list-style-type: none"> <li>• Reviews, updates, and formally approves the SDP prior to ADEK submission.</li> <li>• Oversees the School's overall compliance with this policy and ADEK requirements.</li> <li>• Acts on ADEK instructions regarding leadership or governance changes where required.</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Chairs the Quality Assurance Committee (QAC) and holds overall accountability for teaching quality and inspection readiness.</li> <li>• Leads the School Self-Evaluation (SSE) process.</li> <li>• Ensures the SDP is submitted to ADEK within required timelines.</li> </ul>
<b>Quality Assurance Committee (QAC)</b>	<ul style="list-style-type: none"> <li>• Coordinates internal monitoring of teaching quality, including lesson observations and learning walks.</li> <li>• Maintains and updates the SSE on the SIMS Portal.</li> <li>• Prepares evidence for ADEK inspections and follow-through visits.</li> </ul>
<b>School Development Committee (SDC)</b>	<ul style="list-style-type: none"> <li>• Oversees the creation, implementation, and monitoring of the SDP.</li> <li>• Incorporates stakeholder views (staff, students, parents) into the SDP.</li> <li>• Reports progress on SDP targets to the Governing Board.</li> </ul>
<b>Heads of Section / Subject Coordinators</b>	<ul style="list-style-type: none"> <li>• Support CPD planning and delivery within their section or subject.</li> <li>• Monitor teaching quality and assessment practice within their area.</li> <li>• Feed section/subject-level evidence into the SSE and SDP.</li> </ul>

Role	Quality Assurance Responsibilities
Teaching Staff	<ul style="list-style-type: none"> <li>• Uphold the teaching quality standards set out in Section 5.1.</li> <li>• Complete a minimum of 75 hours of CPD per year.</li> <li>• Engage in performance management and individual CPD planning.</li> </ul>

## 6. Monitoring and Review of this Policy

This policy is reviewed annually by the Quality Assurance Committee, or earlier where required by changes to ADEK's School Quality Assurance Policy or related frameworks. Amendments are approved by the Governing Board prior to implementation.

## 7. Compliance

This policy is effective from the start of Academic Year 2026. The School is expected to be fully compliant with this policy, and with the ADEK School Quality Assurance Policy on which it is based, from that date.

Failure to comply with this policy may be subject to legal accountability and penalties in accordance with ADEK's regulations, policies, and requirements, notwithstanding any penalties imposed under Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments, or any other relevant law.

Reviewed Date: 5th Jan 2027



Principal

