

RAHAINTERNATIONALSCHOOLKHALIFA CITYCAMPUS

POLICIES

Policy title	Quality Assurance Policy
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Approving Committee	Name	Signature
Principal	Peter Taylor	

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Purpose

At KCC, quality assurance is central to our commitment to 'open doors'. It underpins our mission to cultivate knowledge, courage and connection through providing a world-class education that is inclusive, innovative and grounded in both the IB philosophy and UAE values. This policy outlines the framework for quality assurance and self-evaluation at KCC, setting out how we monitor, evaluate and continuously enhance our teaching, learning, leadership and operational practices, ensuring alignment with ADEK and Taaleem Policies.

KCC believes high-quality teaching and learning takes place when students are equipped to further develop their self-efficacy and are empowered to become agentic learners who are active participants in their own learning journey. High-quality teaching and learning takes place in a safe and engaging environment where a student's prior knowledge is valued and learning through inquiry is fostered so that students are responsive to an ever-changing global context.

This definition aligns with the expectations set out in the UAE School Inspection Framework and the National Identity Framework. Through a culture of reflective practice and evidence-based decision-making, this policy supports the ongoing pursuit of excellence in student outcomes. The quality of teaching is monitored and developed through our robust quality assurance process.

Our quality assurance process aims to:

- Establish and maintain high standards of teaching and learning, aligned with KCC's mission to unlock potential through knowledge, courage, and connection.
- Ensure that student outcomes are continuously improving through systematic self-evaluation and evidence-based planning.
- Align practice with ADEK requirements and IB expectations, including implementation of the Quality Assurance Framework and the IB Programme Standards and Practices.
- Inform the development of the School Development Plan (SDP) and professional growth of all staff.
- Embed accountability, equity, and agency throughout the learning community.

Scope

This policy applies to all KCC staff, including academic and administrative as well as the leadership and governance teams. It encompasses self-evaluation, school development planning, performance appraisal, probation monitoring, disciplinary actions and professional development.

Continuous Improvement Cycle

To ensure the highest standards, KCC operates on a model of continuous reflection and improvement that integrates internal monitoring, external evaluation and evidence-based planning. This ensures a coherent and strategic approach to whole-school development. The School Self-Evaluation (SSE) is conducted on an ongoing basis and aligned with the UAE School Inspection Framework, IB and CIS Accreditation criteria and the National Identity Framework and incorporates feedback from students, staff and parents, ensuring that multiple stakeholder perspectives inform strategic planning and continuous improvement. Findings from the SSE are supported by clear documentation, stakeholder feedback and data analysis, and are used to inform the School Development Plan (SDP).

The SDP serves as the central driver for school improvement and outlines clearly defined strategic priorities based on school self-evaluation, inspection feedback and internal quality assurance. These priorities are supported by strategic actions, indicators and outputs, measurable outcomes, timelines and monitoring mechanisms. The SDP is approved by the Governing Body and a summary version is published on the school website to ensure transparency and accountability.

Progress towards SDP targets is regularly reviewed. In Term 3, the School Development Committee (See Appendix 1) convenes to assess the extent to which goals have been met. Based on these discussions, targets for the upcoming academic year are developed to maintain a focused and strategic direction. The updated plan is submitted to ADEK within the first 30 working days of the new academic year. Following the receipt of the ADEK School Performance Report, the School Development Plan will be reviewed and updated within 30 working days to address identified areas for improvement and align with ADEK's recommendations. The most current version of the SSE is maintained in the SIMS portal and is uploaded after notice for inspection.

Quality Assurance Structures

Quality assurance at KCC is structured as a multi-tiered, integrated process that ensures accountability and continuous improvement across all levels of school operations.

At the national level, quality is assured through compliance with the UAE Schools Inspection Framework and ADEK Irtiqā'a Inspections and Compliance visits, which guides school-wide evaluation against established educational standards. KCC also undergoes external evaluations from international bodies, such as IB Evaluation and CIS Accreditation Visits, which validate the school's alignment to global benchmarks in curriculum delivery, governance and student outcomes.

Governance plays a key role in Quality Assurance. The Governing Body evaluates school performance, reviewing the effectiveness of the quality assurance processes. Taaleem conducts an annual Review, design to identify strengths and priorities for development. These internal reviews inform strategic planning and ensure that all departments are inspection-ready throughout the year. The Governing Body

At the individual level, an Appraisal System is implemented to review the performance of all staff based on measurable objectives aligned with school improvement targets and personal development goals. New staff members also participate in a structured Probation Programme, which ensures a smooth induction, continuous feedback and evidence-based confirmation of suitability.

Crucially, all quality assurance layers are supported by an embedded programme of Professional Development, with every teacher completing a minimum of 75 hours of CPD per year, including ADEK-mandated topics such as safeguarding, UAE National Identity. CPD is strategically aligned to the outcomes of appraisals, probation, internal reviews and inspection feedback.

Governance

- Governing Body: Oversees strategic direction, accountability and educational performance. Meets at three times annually.
- Taaleem Governance: Conducts annual monitoring visits, participate in inspection readiness process
- School Advisory Body (SAB): Includes parents, staff, and community members to ensure stakeholder involvement in school life.

Appraisal

- The Principal is appraised by the Director of Education using inspection frameworks, SEF, 360 feedback and KPIs.
- The Leadership Team is appraised using inspection frameworks, SEF, 360 feedback and KPIs.
- Teachers are appraised using measurable objectives linked to the SDP, learning and teaching and personal development. Lesson visits, data and classroom evidence inform evaluations. The UAE Inspection Framework and the Raha Teaching and Learning Standards are used when completing lesson visits and learning walks.
- Learning Assistants: Evaluated against role-specific standards with optional development goals.
- Admin and Support Staff: Objectives-based appraisal informed by job descriptions.

Probation Monitoring

All new staff undergo a structured probationary process:

- Initial review: Within 4 weeks
- Midpoint review: Around month 3
- Final review: At month 6. Lesson observations, feedback from line managers, and documented meetings guide decisions.

Performance Improvement and Disciplinary Procedures In cases of underperformance:

- Structured plans with SMART goals, regular reviews and documented support are put in place for teachers that are not meeting the required expectations.
- Disciplinary Actions: These are triggered by misconduct and managed through formal investigations and potential sanctions including dismissal.

Professional Development

All teaching staff complete a minimum of 75 hours of Professional Development (PD) per year, including 5 designated development days. PD is linked to SDP goals, National Identity framework, appraisal outcomes, ADEK inspection, IB/CIS Visits and Taaleem Review feedback. PD is monitored for impact and includes an onboarding programme for new staff as well 5 days of training at the start of the school year for all staff. PD records are stored securely in line with ADEK Records Policy.

Review and Evaluation

This policy is reviewed annually by the Principal and Governing Body, with input from Taaleem Central Office, to ensure relevance, impact, and alignment with regulatory expectations and strategic priorities.

Revision Log

Date	Changes	Reviewed By
September 2025	Updated appendix	Hiba Firoze
September 2025	Reviewed and signed by the principal	Peter Taylor

Appendix 1

School Development Committee 2024/25

Principal	Peter Taylor
Vice Principal/ Head of Secondary	Robert Paler
Head of Early Years	Anna Lacey
Head of Primary	Anne Watkins
Director of Arabic Subjects	Dr Mohammed Salameh
Head of Multilingualism	Fatima Miller
Head of Learning, Teaching & Innovation	Saeed Smith
Head of Inclusion	Raquel Pessoa
Deputy Child Protection Coordinator	Michael Brady