

	ABU DHABI GRAMMAR SCHOOL (CANADA)	Date: August 2025
	SCHOOL POLICIES	Issue: 02
	Assessment, Evaluation, and Reporting Policy	Review: August 2026

Assessment, Evaluation, and Reporting Policy

1. Purpose:

The purpose of this policy is to establish a clear, consistent, and equitable framework for assessment, evaluation, and reporting at Abu Dhabi Grammar School (Canada).

In alignment with:

- the ADEK Assessment Policy and School Policy Framework (2025), and
- the Nova Scotia Public School Program (PSP)

Assessment, Evaluation, and Reporting Policy, Assessment practices at AGS are designed to:

- Support student learning, progress, and well-being
- Provide accurate, reliable evidence of achievement
- Inform teaching and school improvement
- Ensure fairness, inclusion, and transparency
- Meet accountability requirements of both jurisdictions

Assessment is an integral part of teaching and learning, not an event.

2.0 Guiding Principles

Assessment at Abu Dhabi Grammar School reflects the shared principles of ADEK and Nova Scotia PSP:

2.1 Student-Centered and Learning-Focused:

- Assessment exists to support and improve learning, not merely to measure it.
- Feedback is timely, constructive, and actionable.

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2.2 Alignment with Curriculum Outcomes:

- All assessments align with:
 - Nova Scotia PSP learning outcomes, and
 - ADEK-approved curriculum and assessment expectations.
- Teachers apply professional judgment when evaluating student learning.

2.3 Fairness, Equity, and Inclusion:

- Assessment practices are equitable and accessible to all students.
- Adaptations are provided in line with inclusion policies.
- Students are assessed on what they know and can do, not on barriers unrelated to learning outcomes.

2.4 Transparency and Consistency

- Students and parents are informed in advance of:
 - Assessment criteria
 - Success indicators
 - Reporting formats

2.5 Balanced and Comprehensive Assessment

- Assessment includes:
 - Assessment for Learning (formative)
 - Assessment of Learning (summative)

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2.6 Evidence-Based Decision Making

- Evaluation is based on multiple sources of evidence, including:
 - Observations
 - Conversations
 - Products
- No single assessment can determine overall achievement.

2.7 Developmentally Appropriate Practice:

- Assessment methods reflect students' age, developmental stage, and learning profile.

3.0 Curriculum Alignment & Assessment Structure

AGS DUAL ALIGNMENT ASSESSMENT FRAME	
NOVA SCOTIA (EECD) CURRICULUM	ADEK MANDATED SUBJECTS
• Core Subject Learning Outcomes • Credit Completion (Grades 10–12) • High School Diploma Requirements	• Arabic Language • UAE Social Studies • Islamic Education

3.1 Primary & Elementary (Grades Primary–6)

- Assessment focuses on foundational literacy, numeracy, inquiry, and personal-social development.
- Evaluation relies on observational records, running records, portfolios, performance tasks, and periodic criterion-referenced quizzes.
- Reporting uses descriptive achievement scales and progress indicators aligned with Nova Scotia outcome expectations.

3.2 Junior High & High School (Grades 7–12)

- Course marks are derived from a combination of formative practice, project-based assessments, labs, presentations, unit exams, and term assessments.
- High school credits (Grades 10–12) follow Nova Scotia high school graduation requirements, tracking credit hours and outcome mastery.

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- Chromebook & Digital Integration: As part of the AGS 1-to-1 Chromebook program, digital submissions, online assessments, and collaborative portfolios must follow approved digital safety and submission guidelines.

3.3 ADEK Mandatory Subjects

- Student progress in Arabic Language, UAE Social Studies, and Islamic Education (for Muslim students) is formally evaluated and reported in accordance with ADEK assessment scales and eSIS portal reporting standards.

4. Types of Assessment:

4.1 Diagnostic Assessment :

- Conducted at the start of the year, term, or unit.
- Identifies students' prior knowledge, strengths, and learning needs.
- Informs planning, differentiation, and early intervention.

4.2 Formative Assessment:

AGS Assessment Policy Draft January 2026 Update (Assessment for and as Learning)

- Ongoing and embedded in daily instruction.
- Examples include:
 - Exit tickets
 - Observations
 - Class discussions
 - Draft work
 - Quizzes and check-ins
- Students are encouraged to:
 - Reflect on learning
 - Set goals
 - Use feedback to improve

4.3 Summative Assessment (Assessment of Learning)

- Conducted at the end of a learning cycle.
- Includes:
 - Tests and examinations
 - Projects

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- Presentations
- Performance-based tasks
- Provides evidence of achievement relative to curriculum outcomes.

4.4 Standardized and External Assessments

In accordance with ADEK and Nova Scotia requirements, students may participate in:

- ADEK-mandated and International assessments, and these are:
 - NWEA MAP Growth
 - PIRLS
 - TIMMS
 - PISA
 - ADEK benchmark or external examinations as IBT (for Arabic Language)
- Nova Scotia provincial assessments, Grades 3, 6, 8 and 10 include:
 - Literacy assessments
 - Mathematics assessments

Standardized assessment data is used for:

- System monitoring
- School improvement planning
- Identifying trends and support needs

****It is not used as the sole determinant of student achievement.***

5. Assessment Tools and Strategies

Teachers use a wide range of tools to gather evidence of learning, including:

- Rubrics and performance standards
- Checklists
- Anecdotal records and observations
- Student portfolios
- Conferences
- Self- and peer-assessment
- Digital assessment platforms, where appropriate

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All tools are selected to ensure validity, reliability, and alignment with learning outcomes.

6. Evaluation and Grading

6.1 Evaluation of Achievement

- Evaluation reflects a student's most consistent and recent evidence of learning.
- Grades represent achievement of curriculum outcomes.

6.2 Grading Systems

- AGS employs :
 - Nova Scotia Reporting Codes Grades 1-12
 - ADEK numerical/percentage grading scales Grades 7-12
- Reporting is consistent and transparent using Nova Scotia and ADEK codes.

6.3 Separation of Achievement and Learning Behaviors

- Academic achievement is reported separately from:
 - Effort
 - Behavior
 - Work habits
- Learning behaviors are reported through the Nova Scotia templates with the Learner Profile.

6.4 Academic Integrity:

- Students are expected to act with honesty and integrity.
- Plagiarism, cheating, or academic misconduct are addressed in accordance with the AGS Code of Conduct, Nova Scotia Assessment Policy and ADEK expectations.

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7. Reporting Reporting practices align with Nova Scotia PSP reporting standards and ADEK reporting requirements.

7.1 Formal Reporting:

Nova Scotia System Powerschool (published at the end of every Term)

ADEK eSIS (published at the End of the Academic Year only and available through TAMM)

Arabic Subjects Report Cards (These are produced internally at the end of every term)

- Report cards are issued according to the school calendar.
- Reports include:
 - Achievement in relation to curriculum outcomes
 - Learning skills and work habits
 - Teacher comments highlighting strengths and next steps

7.2 Parent-Teacher Communication

- Formal Parent-teacher conferences are held at least twice per year.
- Ongoing communication occurs through:
 - Digital platforms
 - Email
 - Phone calls
 - Meetings as needed

8. Assessment Adaptations and Inclusion

In alignment with ADEK Inclusion Policy and Nova Scotia Inclusive Education principles:

Students with identified learning needs receive appropriate:

- Adaptations (e.g., extended time, assistive technology, alternative formats)
- Modifications, where required

Adaptations are documented through the AGS Forms and individual trackers are developed.

- Adaptations do not compromise curriculum integrity or assessment validity.

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9. Roles and Responsibilities:

Teachers	Students:	Parents/ Guardians	School Leadership
Design fair, aligned assessments	Engage actively in assessment processes.	Support learning at home	Ensure policy implementation and compliance
Use professional judgment	Reflect on learning and use feedback.	Monitor progress.	Provide professional development
Provide timely feedback	Demonstrate academic integrity.	Communicate with teachers and school staff.	Monitor assessment consistency and quality
Maintain accurate assessment records			Use assessment data for improvement planning
Communicate progress clearly			

10. Policy Review

- This policy is reviewed annually.
- Updates reflect:
 - Changes to ADEK Assessment Policy
 - Updates to Nova Scotia PSP guidelines
 - Emerging best practices in assessment and evaluation
 - Inspection feedback



Annmarie MacInnes
Principal

18/09/26

Date

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Bibliography & Framework References:

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- **Abu Dhabi Department of Education and Knowledge (ADEK).** (2024). *School Policies: Health, Safety, and Wellbeing Framework*. Abu Dhabi, UAE: ADEK.
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- **Nova Scotia Department of Education and Early Childhood Development (EECD).** (2022). *Social Studies Curriculum Standards & Culturally Responsive Pedagogy Framework (Grades Primary–12)*. Halifax, NS: Government of Nova Scotia.
- **Province of Nova Scotia.** (2018). *Nova Scotia Education Act* (c. 1, Sch. A, s. 1). Halifax, NS: Government of Nova Scotia.
- **UAE Ministry of Education (MoE).** (2021). *National Framework for UAE Social Studies and Moral Education*. Abu Dhabi, UAE: Ministry of Education.

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In alignment with ADEK Student Administrative Affairs Policy, ADEK School Student Behavior Policy (v1.2), and Official ADEK Directives (Ref: ECO/2025/017).

1. Regulatory Context & Overview

Abu Dhabi Grammar School (Canada) enforces ADEK's updated attendance, absence, and punctuality regulations to ensure every student remains safe, avoids educational risk, and upholds high standards of personal responsibility. Regular attendance and punctual arrival are fundamental to learning continuity and character development.

❖ The 10% Chronic Absenteeism Rule & 20-Day Threshold

In alignment with the ADEK Student Administrative Affairs Policy, student absence rates reaching **10% or more of total instructional days** (approximately 18 school days) are formally categorized as **Persistent Absence / Chronic Absenteeism**.

When a student accumulates **20 or more unexcused absence days**, ADEK mandates immediate, documented administrative and welfare interventions by the school.

- ❖ **Kindergarten (KG):** In accordance with ADEK attendance monitoring standards, attendance for KG1 and KG2 students is logged daily in eSIS. While KG students are exempt from formal academic grade-retention rules, an absence rate exceeding **10% (18 school days)** is designated as a **Persistent Absence / Cause for Concern**. This triggers internal administrative tracking, parent outreach, and early intervention support to build consistent attendance habits.
- ❖ Students are not permitted to leave school grounds without official permission from the nurse (as assessed by the nurse) or an authorised administrator. (KG - Grade 12)
- ❖ Students not going on school field trips, they are expected to be present in school. Absent from a field-trip is not an excuse to remain at home. (KG - Grade 12)
- ❖ Students are permitted to travel without official permission from the School Principal.

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2. Categorization of Absences & Documentation Requirements

- *Excused (Authorized) Absences:*
 - Short-Term Illness (1–3 Consecutive Days): Authorized via a daily parent-written sick note submitted upon return. The school may authorize up to a maximum of 12 total annual school days using parent sick notes.
 - Extended Illness (4+ Consecutive Days): Requires an official sick leave certificate from a Department of Health (DoH)-licensed physician starting on the fourth consecutive day (inclusive of weekends).
 - Chronic Medical Conditions: If a student exceeds 12 annual medical absence days due to an ongoing condition, parents must submit medical reports from a DoH-licensed physician or relevant health authority for discretionary review by school leadership.
 - Other Approved Reasons: Death of a first- or second-degree relative; mandatory court or government appointments; official competition/event representation; approved study/exam leave; or government-mandated closures.
- *Unexcused (Unauthorized) Absences:*
Absences marked as unexcused include family vacations taken during term time, keeping a student home without notifying the school, non-emergency personal appointments, and staying home during non-severe weather conditions.

3. Punctuality & School Autonomy

- **School Hours:** Morning registration 7:52AM and classes begin promptly at 8:00 AM.
- **ADEK Compliance:** In accordance with the ADEK Student Behavior Policy and Student Administrative Affairs Policy, unexcused tardiness and lateness are classified as **Level 1 (Minor Offenses)**. Schools are mandated to maintain accurate punctuality logs, establish late-entry pass mechanisms, and implement proactive behavioral interventions.
- **School Autonomy & Discipline:** While ADEK sets the mandatory framework for tracking attendance and classifying minor infractions, AGS retains full autonomy to establish internal procedures for managing morning late arrivals, setting class

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establish internal procedures for managing morning late arrivals, setting class entry cut-offs, issuing late passes, and requiring parent-teacher conferences for persistent tardiness.

- **Monitoring & Interventions:** Chronic lateness will be tracked through eSIS and the school's management system. Repeated Level 1 infractions for unexcused tardiness will trigger structured support, counselor meetings, or escalation under the AGS Student Behavior Framework.
- **School Management:** Abu Dhabi Grammar School exercises its regulatory autonomy to address frequent lateness internally. Repeated tardiness is managed through parent-school conferences, behavioral guidance, and individualized punctuality contracts handled by the Grade Coordinator and Social Care Team.
- **Students' attendance** is entered daily on eSIS Beta and the parents receive notifications once the school saves the attendance for the day. Parents can check the attendance history on Raya Application. Attendance frequencies are also reported on eSIS report cards and Powerschool reports term reports.

4. Anti-Truancy & Behavioral Staging Framework

Truancy—defined as unauthorized departure from classes or school grounds—is addressed strictly through ADEK's staged behavioral intervention procedures:

- **Class Truancy (Level 2 Offense):** Leaving or entering the classroom during instructional time without permission.
 - **First Occurrence:** Written warning and parent/student undertaking.
 - **Second Occurrence:** Up to 2 days of onsite supervised suspension with assigned study work; parent agreement required.
 - **Third Occurrence:** Up to 3 days of onsite supervised suspension; final written warning issued.
- **Campus Truancy (Level 3 Offense):** Leaving school grounds without administrative authorization.
 - **First Occurrence:** Immediate onsite suspension, Behavioral Management Committee review, and mandatory parent summons.

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- **Repeat Occurrences:** Offsite suspension (up to 5 days). Persistent truancy following documented counseling and intervention may result in an application to ADEK for permanent expulsion.

5. Tiered Risk Management & Escalation Table

Absence Threshold	Threshold Formal Classification	Risk Level	Mandatory Administrative & Support Actions
<5% Absence	Standard Attendance	Low	Regular class monitoring and routine academic support
> 5% (9 Days) (Grades 1–12)	Cause for Concern	Moderate / Educational Risk	Formal ESIS alert issued; Educational Risk assessment initiated; parent-school meeting convened to sign an Attendance Improvement Plan.
> 10% (18 Days) (KG & Grades 1–12)	Severe Concern	High Risk / Safeguarding	Direct referral to the Social Worker and Child Protection Lead; potential review under ADEK Neglect and Protection Frameworks.

6. Academic Continuity & Parent Duties

- **Catch-Up Work Requirement:** Absences—whether excused or unexcused—do not exempt students from completing required coursework, assignments, or assessments.
- **Parent Communications:** Parents must notify the school administration by 8:00 AM on the morning of an absence and submit valid documentation within 48 hours of the student's return to prevent the absence from being recorded as unauthorized.


 Annmarie MacInnes
 Principal

30 Sept 2026
 Date

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References & Regulatory Framework

- **ADEK Policy Document:** *Tidy Your Space: A Values-Based Daily Routine*. Abu Dhabi Department of Education and Knowledge (ADEK), Abu Dhabi, UAE.
- **ADEK Regulatory Framework:** *National Identity Policy & Evaluation Framework (Culture, Ethics, Values, and Citizenship)*. Abu Dhabi Department of Education and Knowledge (ADEK), Abu Dhabi, UAE.
- **Ministerial Decisions:** UAE Ministry of Education Resolution No. 206/2020 and Resolution No. 851/2018 (*Student Behavioral Management Framework*).

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المملكة العربية السعودية
الوزارة العامة للتعليم
والمعرفة
MINISTRY OF EDUCATION
AND KNOWLEDGE

“Why Every Day at School Counts”

Attendance Rules & What Parents Need to Know.

Student Administrative Affairs Policy in full effect this AY 2026/26

01 The 5% & 10% Absenteeism Rule
Applies on combined excused & unexcused absences

▶ **Kindergarten**
If a student misses more than 10% (18 days), it is flagged

▶ **Grades 1-12**
If a student misses more than 5% (9 days), it is a concern

02 Excused Absences

- ✓ Illness
- ✓ Emergency medical appointments
- ✓ Family Loss (1st or 2nd degree relative)
- ✓ Official duties
- ✓ Competitions/events
- ✓ Government public holidays
- ✓ Study/exam leave (with ADEK approval)
- ✓ Government-mandated closures

Unexcused Absences

- ✗ Family vacations during school days
- ✗ Staying home without notifying the school
- ✗ Non-emergency medical appointments
- ✗ Non-severe weather conditions

Lateness Adds Up
Schools will identify frequent lateness and take appropriate action at their discretion

03 Medical Absences

Up to 3 consecutive days (and a maximum of 12 days annually)

Starting 4th sick day

Chronic Illness Absences
If a student exceeds 12 missed school days, parents must submit DOH medical reports

▶ Parent-written sick notes

▶ DOH sick leave certificate

04 No Skipping Schoolwork
Even excused absences mean your child must catch up on all missed work/tests.

05 Parent Responsibility
You must notify the school of any absence and provide documents to avoid having it marked as unexcused (unauthorized).

Attendance is the foundation of your child's future success. Being on time and present builds responsibility, protects learning and ensures your child thrives.

“Why Every Day at School Counts”

Attendance Rules & What Parents Need to Know.

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The 5% & 10% Absenteeism Rule

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Starting **4th sick day**



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	Cultural Consideration Policy	Review: September 2027

1.0 Policy Overview & Purpose

Abu Dhabi Grammar School (Canada), AGS operates as a Canadian educational institution situated on the sovereign soil of the United Arab Emirates. Our position as an international school delivering a Nova Scotia curriculum carries a profound responsibility to honor, respect, and uphold the cultural, religious, and national heritage of our host nation.

In alignment with the regulatory directives of the **Abu Dhabi Department of Education and Knowledge (ADEK)** and the inclusive educational principles of the **Nova Scotia Department of Education and Early Childhood Development (EECD)**, this policy establishes the standards required to maintain total alignment with UAE cultural values while preserving our Canadian educational identity.

2.0 Core Objectives

- **Host Nation Reverence:** Cultivate active, non-negotiable respect for Islamic values, Arabic heritage, UAE national symbols, and the leadership of the United Arab Emirates.
- **Harmonious Integration:** Bridge Nova Scotia's progressive, student-centered curriculum with local societal norms and cultural expectations.
- **Cultural Safety & Etiquette:** Ensure all staff, students, and community members act in accordance with local laws, religious customs, and cultural sensitivities at all times.

3.0 Policy Implementation Framework

AGS CULTURAL CONSIDERATION MATRIX	
Pillar 1: UAE Host Nation Respect	Pillar 2: Inclusive Canadian Pedagogy
• Islamic Values & Observances	• Culturally Responsive Teaching
• National Symbols & Dress Codes	• Equity, Anti-Racism & Diversity

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• ADEK Ministry Subjects	• Mutual Respect Across Cultures
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This framework balances local regulatory requirements with Canadian curriculum standards:

- *Pillar 1: UAE Host Nation Respect*
 - Islamic Values & Observances: Adapting schedules during Ramadan and providing dedicated prayer spaces.
 - National Symbols & Dress Codes: Honoring UAE symbols and maintaining modest dress guidelines across campus.
 - ADEK Ministry Subjects: Prioritizing progress in Arabic Language, UAE Social Studies, and Islamic Education.
- *Pillar 2: Inclusive Canadian Pedagogy*
 - Culturally Responsive Teaching: Using instructional methods that reflect and value our diverse student body.
 - Equity, Anti-Racism & Diversity: Promoting fairness and preventing discrimination in alignment with Nova Scotia frameworks.
 - Mutual Respect Across Cultures: Fostering a welcoming community where global backgrounds are celebrated.

4.0 Pillar 1: Alignment with UAE Culture & Host Nation Values (ADEK)

AGS strictly aligns its daily operations with the cultural expectations of the United Arab Emirates:

4.1 Observance of Religious & Cultural Events

Holy Month of Ramadan: School hours, daily timetables, and physical exertion levels (including PE and sports activities) are adjusted in accordance with ADEK directives during Ramadan. Dedicated quiet areas are provided for fasting students and staff.

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- **Islamic Holidays & Commemorations:** Official Islamic holidays (e.g., Eid Al Fitr, Eid Al Adha, Islamic New Year, Prophet's Birthday) and UAE national events (National Day, Flag Day) are observed and honored across all grade levels.
- **Prayer Facilities:** AGS provides clean, dedicated, and well-maintained prayer rooms on campus for male and female students and staff.

4.2 Decorum, Uniform & Personal Appearance

- **Dress Code:** All students and staff are expected to adhere to modest attire standards that respect local cultural norms. School uniforms (including PE gear) are designed to satisfy cultural appropriateness.
- **Personal Appearance:**
 - ❖ Makeup must be understated, natural, and minimal. Excessive, high-contrast, or dramatic makeup is not permitted on school grounds.
 - ❖ **Tattoos & Body Art:** All visible tattoos must be completely covered while on school premises, during official school activities, or when representing AGS in the community.
 - ❖ **Piercings & Jewelry:** Nose rings, nose studs, and facial piercings are strictly prohibited on school grounds and must be removed during school hours. Standard earlobe piercings are acceptable; however, excessive body piercings must be removed or replaced with clear, flat plastic retainers during school hours.
- **Behavioral Expectations:** Public displays of affection, offensive language, or gestures that contradict UAE societal norms are strictly prohibited on school grounds and during official events in accordance with the Student Behavior Policy.

4.3 Instructional Materials & Media Review

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- **Content Screening:** Textbooks, media, library resources, online content, and guest presentations are carefully reviewed to ensure they contain no material offensive to Islam, UAE leadership, or local cultural values.
- **Digital Ethics:** Capturing, publishing, or sharing photographs or videos of peers, families, or staff without explicit written permission is prohibited under school digital policies and UAE privacy laws.

5.0 Pillar 2: Nova Scotia Culturally Responsive Education

In alignment with Nova Scotia's educational framework, AGS leverages diversity as a core learning strength:

- **Culturally Responsive Pedagogy:** Faculty utilize instructional methods and learning resources that reflect the varied backgrounds, languages, and identities of our student body.
- **Multicultural Recognition:** School assemblies, global awareness projects, and international days celebrate the heritage, history, and arts of the diverse nationalities represented at AGS.
- **Zero Tolerance for Discrimination:** Racially, religiously, or culturally offensive remarks, stereotyping, or intimidation will trigger immediate intervention under the AGS Student Code of Conduct and eSIS Incident Management procedures.

6.0 Monitoring, Review & Governance

This policy is reviewed annually by the AGS School Leadership Team, National Identity Committee, and the Arabic Department to ensure continuous alignment with ADEK policy directives and Nova Scotia curriculum revision.

Annmarie MacInnes

Date

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Principal

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	Digital and AI Policy <i>(Previously Digital Policy)</i>	Review: August 2027

1.0 Policy Overview

Abu Dhabi Grammar School (Canada) (AGS) is committed to providing a secure, high-quality, and ethical **digital environment** for all students, educators, and staff. Operating in full compliance with the **Abu Dhabi Department of Education and Knowledge (ADEK)** policy frameworks and the Nova Scotia Education Act, this policy establishes standards for **digital safety**, **cyber-safety**, network access, personal device management, and the integration of **Artificial Intelligence (AI)** tools within teaching and learning.

2.0 Purpose & Key Objectives

The primary objectives of this policy are to:

- a. **Foster Responsible Digital Citizenship:** Cultivate ethical digital behavior, awareness of **cyber-safety**, respect for data privacy, and alignment with UAE cultural values.
- b. **Integrate AI Responsibly:** Establish clear parameters for **Artificial Intelligence (AI)** use in education that preserve **academic integrity**, prevent plagiarism, and enhance learning outcomes.
- c. **Safeguard the School Community:** Protect students from **online risks**, **harmful content**, and **cyberbullying**.
- d. **Regulate Network & Hardware Ecosystems:** Maintain clear protocols for **school-managed platforms**, school-owned infrastructure, the 1-to-1 Chromebook program, and **personal mobile devices**.

3.0 Scope

This policy applies to all students, faculty, administrative staff, parents, and visitors who access **school-managed platforms**, school network infrastructure, or school-issued technology, or who bring **personal mobile devices** onto school premises or during school-sponsored activities.

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4.0 One-to-One Chromebook Program (Grades 7–12)

4.1 Device Requirements & Central Administration

- **Mandatory Hardware Standard:** Students in Grades 7–12 are required to purchase an AGS school-issued Chromebook equipped with a touchscreen, stylus, and webcam.
- **Centralized Configuration:** Devices are registered under the AGS domain and maintained via central **device management** by the AGS IT Department. This ensures full adherence to **ADEK safeguarding and cybersecurity mandates**.
- **Direct-Purchase Model:** This program follows a direct-purchase structure. Upon formal departure or graduation, the device is un-enrolled from school administration for personal use.

4.2 Maintenance, Financial Liability & Usage Expectations:

- **Warranty & Servicing:** New devices include a one-year manufacturer warranty. The AGS IT Department provides on-site support and repairs whenever feasible.
- **Financial Responsibility:** Students and parents assume full financial responsibility for repair or replacement costs resulting from negligence, loss, or intentional damage.
- **Daily Readiness:** Students must bring their fully charged Chromebook to school daily to participate in **digital learning** activities.

5.0 Policy on Personal Mobile Devices & Wearables:

5.1 Restrictions & Confiscation Protocols:

- **Prohibition Hours:** The use of **personal mobile devices** (smartphones, smartwatches, and recording hardware) is strictly prohibited during school hours (07:40–15:20), extending from bus arrival to departure.
- **Communication Channels:** All parent-student communication during the school day must pass through official school administrative assistants or the school nurse.
- **Graduated Disciplinary Matrix:**
 - **First Offense:** The device is confiscated, logged in the administrative office, and held for **1 school day** (e.g., confiscated Friday, returned Monday). The device is released

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only to a parent/guardian, accompanied by a Level 1 code of conduct notification.

- **Second Offense:** Confiscated and held for **3 school days** (including weekends). Released only to a parent/guardian, with a Level 1 code of conduct entry.
- **Third Offense:** Issued a Level 2 code of conduct violation. Confiscated and held for **1 calendar week** prior to parent retrieval.
- **Persistent Violations:** Mandatory administrative meeting with parents. Remediation may include confiscation for up to 1 month, mandatory daily turn-in of the device to the office, or out-of-school suspension (minimum 2 days).
- **Defying School Authority:** Refusal to surrender a device upon request constitutes direct defiance of authority under the Student Behavior Policy and triggers immediate disciplinary escalation.

5.2 Exemptions & Liability:

- **Co-Curricular / After-School Use:** Mobile phones may be used exclusively after official school hours to coordinate transportation following co-curricular events.
- **Medical Approvals:** Devices used for medical monitoring (e.g., continuous glucose meters) require prior authorization from the School Nurse and Administration.
- **Liability Disclaimer:** AGS assumes no liability for loss, theft, or damage to personal electronic devices brought onto school premises. Confiscated items held in good faith carry administrative immunity from loss or damage claims.

6.0 ADEK AI Literacy Curriculum – Mandate & Program Expectations

1.Mandatory Implementation & Scope:

- **ADEK Curriculum Mandate:** In direct compliance with the Abu Dhabi Department of Education and Knowledge (ADEK) mandate, AGS is implementing a compulsory AI Literacy Curriculum for all students from Kindergarten through Grade 12, effective September 21, 2026.
 - **Core Educational Requirement:** Enrollment and full participation in the AI

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Literacy Curriculum form an essential, mandatory part of the student's educational program.

2. Grade-Level Learning Progression:

- **Early Years & Primary (KG-Lower Grades):** Learning activities focus primarily on age-appropriate, play-based, and screen-free instructional methods designed to build foundational logical reasoning and algorithmic thinking.
- **Middle & High School (Upper Grades):** Instruction progresses to practical classroom applications, guided design/use of AI tools, systems, and solutions, combined with assigned coursework to be completed at home.

3. Student & Parental Obligations:

- **Curriculum Completion:** Students are required to actively participate in and complete all coursework, practical projects, and assessments mandated by the ADEK AI Literacy Curriculum.
- **Parental Support:** Parents/Guardians are obligated to support their child's completion of all required home-based AI Literacy assignments and learning activities.
- **Institutional Guidance:** AGS will provide ongoing academic oversight, ensuring all AI Literacy instruction strictly promotes safe, responsible, ethical, and age-appropriate technology usage in full alignment with ADEK regulatory standards.
-

7.0 Responsible Artificial Intelligence (AI) Framework:

In alignment with ADEK's **Digital & AI Policy** directives, AGS embeds **Artificial Intelligence (AI)** into the educational framework while upholding standards for **academic integrity, data privacy**, and human-centered learning.

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RESPONSIBLE AI USE MATRIX		
GREEN LIGHT	Brainstorming, Tutoring, Coding	PERMITTED USE
AMBER LIGHT	Editing, Structuring, Research	MANDATORY DISCLOSURE
RED LIGHT	Uncited Generation, Plagiarism	ACADEMIC DISHONESTY

7.1 Core Ethical Principles:

- **Human-Centered Learning:** AI applications serve as complementary educational tools. AI cannot replace critical thinking, original reasoning, or individual effort.
- **Academic Integrity:** Submitting AI-generated content without explicit authorization, proper attribution, or detailed disclosure is classified as **academic dishonesty** and **plagiarism**.
- **Data Protection & Confidentiality:** Inputting personally identifiable information (PII), confidential student records, internal assessment data, or unconsented imagery into external or unapproved AI platforms is strictly prohibited.

7.2 Student Guidelines for AI Usage:

- **Permitted Use (Green Light):** Utilizing AI systems for initial idea generation, concept explanations, coding troubleshooting, or guided study review under explicit educator direction.
- **Conditional Use (Amber Light):** Using AI for structural feedback or editing assistance, provided the student includes an **AI Transparency Statement** detailing the tools used, prompts issued, and direct modifications made.
- **Prohibited Use (Red Light):** Generating complete essays, solving assessment tasks via unauthorized AI browser extensions, submitting synthetic media as original work, or relying on unverified AI outputs without fact-checking.

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7.3 Educator & Administrative Standards:

- **Authentication of Work:** Faculty reserve the right to require oral defenses, process logs, or handwritten drafting if submitted work demonstrates patterns consistent with unauthorized AI generation.
- **Data Compliance:** Staff must not feed student assessment data, private correspondence, or sensitive institutional information into third-party, non-enterprise AI models.

8.0 Digital Citizenship, Cyber-Safety & Acceptable Use

8.1 Online Conduct & Community Standards

- **Zero Tolerance for Cyberbullying:** Intimidation, harassment, identity theft, defamation, or derogatory online commentary targeting students or staff is strictly forbidden and subject to severe behavioral penalties.
- **Media Authorization:** Capturing, uploading, or sharing photos, videos, or audio recordings of staff or peers without explicit written consent is strictly prohibited.

8.2 Personal Data Protection Rules

- Users must never share personal identifying information (full legal names, home addresses, phone numbers, or passwords) across online channels or unverified platforms.
- Users must not download unauthorized files, executable scripts, software, or third-party extensions onto school systems.
- Any encounter with inappropriate communications, security breaches, or suspicious contact must be reported immediately to a teacher or administrator.

8.3 Unacceptable Sites and Digital Content

- Users must not intentionally access, store, display, or distribute content that:
- Facilitates illegal activity, violence, or dangerous conduct.
- Violates UAE cultural norms, religious values, or political sensitivities.
- Is defamatory, obscene, harassing, discriminatory, or sexually explicit.
- Infringes upon intellectual property, copyright standards, or licensing terms.

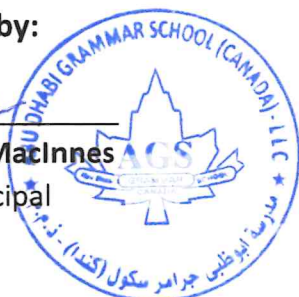
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9.0 Governance, Student Leadership & Policy Review

- **Digital Ambassadors:** Student leadership teams are designated as **Digital Ambassadors** to lead peer-to-peer digital safety campaigns, deliver assembly presentations on **cyber-safety**, and model positive digital citizenship.
- **System Monitoring:** AGS reserves the right to monitor domain-wide network traffic, internet access, and school-issued Google accounts to maintain data security and safeguarding standards.
- **Annual Review:** This policy is subject to annual review by the AGS Leadership Team to maintain full alignment with **ADEK policy updates**, emerging AI technologies, and organizational needs.

Approved by:


Annmarie MacInnes
 School Principal



Next Review Date: 1st September, 2027

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1. Policy Purpose & Strategic Vision

Abu Dhabi Grammar School (Canada) recognizes that a student's educational success is a shared responsibility between the school and the home. In full compliance with **ADEK Policy 28**, this policy establishes a structured framework to foster transparent, respectful, and proactive collaboration between parents and AGS.

The objective is to cultivate an inclusive school culture that honors UAE cultural values, promotes high academic standards, and supports the holistic wellbeing of every child.

2. Core Principles of Partnership

- **Mutual Respect & Professionalism:** All interactions between parents and school personnel must adhere to standards of courtesy, dignity, and constructive discourse.
- **Open & Timely Communication:** AGS commits to providing transparent updates regarding student progress, school operations, and regulatory directives.
- **Shared Accountability:** Parents and educators share equal responsibility in upholding student attendance, behavior standards, academic integrity, and digital safety.
- **Cultural Responsiveness:** All parent engagement initiatives respect UAE culture, national identity, and local community values.

3. Communication Channels & Protocols

To ensure clear, accessible, and organized communication, AGS utilizes designated official channels:

- **Primary Digital Platforms:** Official school communication portals, enterprise email, and mobile apps serve as the primary channels for administrative announcements, academic reports, and daily updates.
- **Parent-Teacher Conferences (PTCs):** Scheduled termly meetings allow formal discussion of student progress, Individual Education Plans (IEPs), and target setting.
- **Urgent & Medical Communications:** Time-sensitive matters during school hours (07:40–15:20) must be routed through the Main Administrative Office or the School Nurse.

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- **Response Window Standard:** Faculty and staff aim to respond to non-urgent parent inquiries within **24 to 48 business hours**. Direct messaging during instructional hours is restricted to protect classroom teaching time.

4. Parent Code of Conduct & Rights

A. Rights of Parents/Guardians

1. To receive regular, transparent information regarding their child's academic performance, social development, health, and wellbeing.
2. To be informed promptly of any academic, behavioral, or attendance concerns.
3. To participate in school-sanctioned advisory bodies, workshops, and community events.
4. To submit formal queries or grievances through the official AGS Conflict Resolution Framework.

B. Mandatory Parent Code of Conduct

Schools shall work in partnership with parents to support their child's learning. In encouraging parents to model appropriate behavior, parents/guardians are required to agree to the following code of conduct at a minimum:

1. **Vision & Mission:** Respect the vision, mission, and value statements of the school and its learning environment.
2. **Community Respect:** Treat members of the entire school community—including students, staff (security guards, maintenance/cleaners, administration, and teachers), and other parents—in a professional and respectful manner, maintaining relationships in the best interest of students.
3. **Shared Responsibility:** Acknowledge that the education and wellbeing of each child whilst in school is a joint responsibility based on a positive school-to-home relationship, committing to parent responsibilities (e.g., ensuring children engage in home learning, get adequate sleep, consume healthy foods in moderate amounts, and engage in physical activity).
4. **Behavioral Modeling:** Set a good example with regard to speech and behavior, demonstrating a willingness to resolve concerns in a professional manner whether verbal or written (e.g., refraining from raising one's tone of voice, using offensive language, or utilizing social status to belittle or threaten others).

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5. **Social Media & Cultural Conduct:** Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the ADEK School Cultural Consideration Policy and UAE legislation.
6. **Dispute Resolution:** Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes.
7. **Behavior Correction:** Correct their child's behavior (or those in their care) where it could lead to conflict, unsafe conduct, or limit the ability of other children to learn.
8. **Policy & UAE Cultural Compliance:** Commit to and be respectful of the school's general policies. Whilst on school premises, behave and dress in a manner that is respectful of UAE national identity, cultural values, and current legislation.
9. **Attendance & Punctuality:** Strive to achieve and maintain excellent daily attendance and punctuality for their child, including not taking holidays outside of official school breaks, following up on academic performance, and being respectful of arrival and pick-up timings.
10. **Academic Honesty:** Respect the school's policy on academic honesty and integrity (i.e., monitoring their child's schoolwork for plagiarism, refraining from providing unnecessary assistance) to ensure work accurately reflects the child's ability. This includes refraining from providing false information to the school (e.g., submitting fraudulent documents or making false excuses for absences).
11. **Communication & Meetings:** Respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit their child's growth and steady progress.
12. **Support for Learning Needs:** Cooperate with the school's recommendations for additional learning support in instances where the school deems learning support is necessary for their child's educational progress and development.
13. **Enforcement & Consequences:** Should the above minimum requirements be disrespected or ignored, at the discretion of the school, parents may be asked to leave the school premises and/or be denied campus access.

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5. Parental Obligations in Key Operational Areas

Operational Domain	Parent Responsibility & Compliance Mandate
Attendance & Punctuality	Ensure students arrive prior to 07:40 daily; notify administration by 08:00 AM in case of absence; avoid planning non-approved family travel during term time.
Academic & AI Literacy	Support completion of home learning; adhere to the mandatory ADEK K-12 AI Literacy Curriculum ; monitor ethical devices and AI usage.
Inclusion & Health	Disclose all learning, behavioral, or medical needs upon enrollment; cooperate with the Inclusion Department regarding IEPs/ISPs and external therapy recommendations.
Financial Commitments	Fulfill tuition and fee payments according to the ADEK-approved schedule to avoid administrative sanctions permitted under ADEK regulations.

6. Parent Engagement Opportunities & Community Integration

AGS actively involves parents in the life of the school through structured avenues:

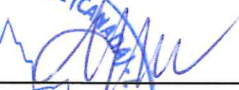
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- **AGS Parent Advisory Council:** A representative parent body that collaborates with school leadership on community initiatives, school events, and operational feedback.
- **Parent Education Workshops:** Regularly held sessions covering topics such as e-Safety, AI literacy, supporting learning at home, and student wellbeing.
- **Volunteering & Events:** Opportunities to support school sports, cultural celebrations, career fairs, and field trips under staff supervision.

7. Policy Governance & Compliance

- **Enforcement:** Failure to adhere to the Parent Code of Conduct or ADEK Parent-School Agreement standards may result in restricted campus access, escalation to administrative meetings, or notification to ADEK authorities in line with regulatory frameworks.
- **Annual Review:** This policy is reviewed annually by the AGS Leadership Team and approved in alignment with updated ADEK policy directives and institutional needs.





 Annmarie MacInnes

 Principal

18/09/26

 Date

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Regulatory & Statutory References (ADEK & UAE Federal Legislation)

- **Abu Dhabi Department of Education and Knowledge.** (2021). *Policy and guidance manual for private schools in Abu Dhabi* (Policy 3: School relations with the community; Policy 28: Parent engagement and relations; Policy 30: Student conduct and behavior management; Policy 35: Student protection and safeguarding). ADEK.
- **Abu Dhabi Department of Education and Knowledge.** (2024). *Parent-school agreement framework and guidance manual*. ADEK.
- **Abu Dhabi Department of Education and Knowledge.** (2024). *ADEK school cultural consideration policy*. ADEK.
- **Abu Dhabi Department of Education and Knowledge.** (2025). *ADEK digital strategy, e-safety framework, and K-12 AI literacy curriculum directives*. ADEK.
- **United Arab Emirates Ministry of Justice.** (2016). *Federal Law No. 3 of 2016 concerning child rights law ("Wadeema Law")*. UAE Cabinet.
- **United Arab Emirates Ministry of Justice.** (2021). *Federal Decree-Law No. 34 of 2021 on combatting rumors and cybercrimes*. UAE Cabinet.

Institutional References (Abu Dhabi Grammar School - Canada)

- **Abu Dhabi Grammar School (Canada).** (2026). *AGS digital citizenship, acceptable use, and 1-to-1 Chromebook policy*. IT & Educational Leadership Department.
- **Abu Dhabi Grammar School (Canada).** (2026). *AGS inclusion, people of determination, and specialist support policy*. Inclusion & Student Support Department.
- **Abu Dhabi Grammar School (Canada).** (2026). *AGS parent engagement and partnership policy*. Educational Administration.
- **Abu Dhabi Grammar School (Canada).** (2026). *AGS parent-school agreement and student handbook*. Educational Administration.
- **Abu Dhabi Grammar School (Canada).** (2026). *AGS responsible artificial intelligence (AI) and academic integrity framework*. Educational Technology Committee.

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	ABU DHABI GRAMMAR SCHOOL (CANADA)	Date: August 2026
	SCHOOL POLICIES	Issue: 01
	Physical Activity Policy	Review: August 2027

1.0 Introduction

Abu Dhabi Grammar School (AGS) recognizes that Physical Education (PE) and school sports are essential components of a well-rounded education. In alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) Physical Education and School Sports Policy and Health, Safety, and Wellbeing Framework, this policy establishes a structured, inclusive, and comprehensive approach to physical education. AGS is committed to fostering physical literacy, promoting lifelong healthy habits, and supporting the holistic physical, mental, social, and emotional development of all students.

Key Indicators:

- Policy alignment with ADEK frameworks evident in strategic planning documents.
- Stakeholder communication reflects a commitment to holistic development.
- School-wide ethos emphasizing inclusion, activity, and well-being.

2.0 Policy Objectives

- Provide a structured, age-appropriate PE curriculum for all students aligned with a physical literacy framework.
- Ensure all students participate in a minimum of 30 minutes of moderate to vigorous physical activity (MVPA) each school day.
- Develop students' physical competence, confidence, knowledge, and motivation for lifelong participation in physical activity.
- Offer inclusive opportunities for both competitive and non-competitive sports participation.
- Ensure the safety, well-being, and dignity of all students during physical activity.
- Instill values of teamwork, sportsmanship, and personal growth through sport.

Key Indicators:

- Lesson plans reflecting daily activity time and learning objectives.
- Participation logs tracking student engagement and program adherence.
- Observations and surveys showing progress in student confidence and motivation.

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3.0 Physical Literacy Framework

AGS adopts the physical literacy framework mandated by ADEK, which emphasizes four core domains:

1. **Competence:** Developing fundamental motor skills and movement patterns.
2. **Confidence:** Building self-assurance through progressive skill development.
3. **Knowledge and Understanding:** Teaching the health and well-being benefits of physical activity.
4. **Motivation:** Encouraging lifelong engagement through positive and enjoyable physical experiences.

Physical literacy is embedded across all PE and extracurricular sports programs and assessed using developmentally appropriate tools.

Key Indicators:

- Student reflections showing increased awareness of health and activity benefits.
- Rubric-based assessments aligned with physical literacy domains.
- Teachers provide consistent feedback on competence and motivation.

4.0 Curriculum and Delivery

- PE is timetabled as a core subject across all grade levels and delivered by qualified, ADEK-licensed PE instructors.
- The curriculum incorporates games, individual sports, swimming, dance, fitness, and outdoor activities.
- Daily physical activity opportunities are integrated throughout the school day, including active breaks and classroom-based movement.
- Learning outcomes align with ADEK standards and Nova Scotia curriculum outcomes, assessed periodically.

5.0 Inclusiveness, Cultural Sensitivity & Adaptations

- **Gender and Cultural Sensitivity:** AGS provides gender-sensitive, culturally appropriate PE settings and uniform options.

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- **Alternative Participation:** Students unable to participate in a specific activity will be offered alternative non-punitive learning options.
- **Adapted Physical Education (APE):** Individualized adaptations and modified programs are provided for Students of Determination and students with temporary or chronic medical conditions.

6.0 Extracurricular Sports Program

AGS offers a robust extracurricular sports program that:

- Encourages broad participation and retention through positive recreational and competitive opportunities.
- Involves collaboration with the Sports Council and parent representatives.
- Operates under mandatory risk assessments, parental consent protocols, and qualified supervision for off-site events.

7.0 Cross-Curricular Integration & Staff Development

Developing physical literacy is a whole-school responsibility. AGS provides ongoing professional development for non-PE staff to:

- Integrate active learning strategies and movement breaks into non-PE classrooms.
- Promote a shared language around confidence, competence, and health.
- Support inclusive participation and culturally sensitive approaches across school events.

Training is delivered via annual workshops, interdisciplinary planning, and joint projects with the PE department.

8.0 Health, Safety & Safeguarding Protocols

- **Safety Compliance:** All PE activities comply with ADEK, OSH, and school health guidelines.
- **Incident & Injury Reporting:**
 1. Any injury or incident is recorded in the Medical Clinic Daily Log / Accident Report Book.
 2. The School Nurse completes a formal Child Accident Report.

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3. If further medical attention is required, parents are contacted immediately.
 4. OSH and School Administration complete an incident investigation and Root Cause Report (including an action plan and recommendations).
- **Child Safeguarding:** Child protection guidelines are strictly enforced across all sports and PE settings.

9.0 Student Conduct, Spectator Ethics & Uniform Standards

9.1 Behavioral Standards

All students and spectators are expected to:

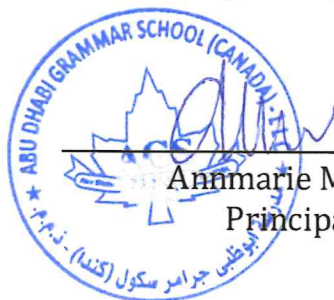
- Respect rules, officials, and opponents, demonstrating sportsmanship and fair play.
- Represent AGS positively on and off the field.
- Refrain from bringing prohibited items (e.g., jewelry, chewing gum) to PE sessions.

9.2 Dress Code & Uniform Mandates

- **Boys:** AGS PE shirt, PE pants, running shoes.
- **Girls:** AGS PE shirt, knee-length PE shorts (not tight fit), running shoes.
- **Boys Swimming:** Swim shorts, goggles, swim cap.
- **Girls Swimming:** One-piece or two-piece swim top and shorts (black, with shirt if required), goggles, swim cap.
- **Assemblies & PE Events:** Official AGS Team shirts.
- **Competitive Teams:** Official AGS ROYALS Uniform.

10.0 Monitoring, Evaluation & Governance

The school reviews PE and sports programs annually incorporating student, parent, and teacher feedback. Internal audits and ADEK compliance visits maintain evidence of curriculum delivery, activity tracking, and student physical literacy progress.



Annmarie MacInnes
Principal

Sept 18/2026
Date

	ABU DHABI GRAMMAR SCHOOL (CANADA)	Date: September 2026
	SCHOOL POLICIES	Issue: 01
	Tidy Your Space Initiative	Review: August 2027

Policy Overview

In alignment with the official Department of Education and Knowledge (ADEK) framework and the **ADEK National Identity Policy**, Abu Dhabi Grammar School (Canada) implements the values-based daily routine "**Tidy Your Space**". Designed to fully integrate ADEK's National Identity framework into daily school life, this initiative naturally weaves civic responsibility, ethics, and cultural pride into daily operations. By taking collective ownership of their environment, students embody the core national values of **Integrity, Humility, Discipline, and Respect** as living habits of active citizenship.

1. Cohesive Framework: Ethics, Values & Active Citizenship

- **Civic Responsibility & Belonging:** Students demonstrate active citizenship by maintaining shared spaces, learning that caring for their school directly reflects respect and pride for the UAE as our shared home.
- **Ethical Action & Integrity:** Cleanliness and environmental care are framed as personal moral choices. Students practice integrity by upholding these standards independently, doing the right thing for their community even when unobserved.
- **Humility & Mutual Respect:** Taking care of one's surroundings builds character and self-respect. Teaching staff participate alongside students, reinforcing the principle that no task is beneath anyone and that every contribution serves the collective good.
- **Discipline & Accountability:** Daily routines cultivate self-regulation and personal duty, helping students develop consistency and pride in fulfilling their roles without requiring external reminders.

2. Routine & Execution

- **Daily Timing:** Students and teaching staff engage in a short (2–4 minute) routine at the end of the school day, alongside brief 1-minute tidy-ups after lessons as needed.
- **Shared Spaces:** The habit extends to common areas, including the cafeteria, play areas, library, and hallways.

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- **Participation:** All students participate according to their age and ability, including Students of Determination with tailored support. Teaching staff model participation alongside students.
- **Distinction from Cleaning Staff:** Student participation supports personal and shared spaces; it **does not replace** school cleaning staff, who remain responsible for deep, technical, and hazardous cleaning.

3. Age-Appropriate Student Responsibilities

- **Kindergarten (KG):** Tidying individual tables, putting away toys/materials, and disposing of personal litter.
- **Cycle 1 (Grades 1–5 / Years 2–6):** Wiping classroom boards under supervision, organizing class libraries, tidying personal areas, and managing classroom recycling.
- **Cycles 2 & 3 (Grades 6–12 / Years 7–13):** Completing the full classroom routine and rotating roles as "Classroom Captain" to model civic leadership and national identity values.

4. Health, Safety & Positive Reinforcement

- **Safety Protocols:** Activities use child-safe materials or water only. Students **never** handle chemical agents, disinfectants, broken glass, or hazardous materials.
- **Positive Reinforcement:** Participation is encouraged through value-in-action recognition, class milestones, and assembly highlights celebrating stories of civic contribution.
- **Non-Disciplinary Policy:** Tidy Your Space is strictly a positive character-building habit. Non-participation is addressed through values conversations, peer pairing, and encouragement—it is **never used as a punishment or disciplinary measure**.

5. Parent & Guardian Role

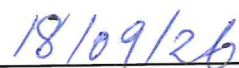
- **Home Alignment:** Parents are requested to reinforce these integrated values at home by encouraging children to maintain their personal spaces, reinforcing how daily habits build strong character, ethical responsibility, and civic pride.

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Integrating the "Tidy Your Space" routine reinforces our commitment to raising responsible, civic-minded students. Simple daily habits build lasting personal responsibility, ethical awareness, and respect for our shared environment in the UAE. Together, we maintain a safe, clean school where students take pride in their spaces and lead by positive example.



Annmarie MacInnes
Principal



Date

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	Tidy Your Space Initiative	Review: August 2027

References & Regulatory Framework

- **ADEK Policy Document:** *Tidy Your Space: A Values-Based Daily Routine*. Abu Dhabi Department of Education and Knowledge (ADEK), Abu Dhabi, UAE.
- **ADEK Regulatory Framework:** *National Identity Policy & Evaluation Framework (Culture, Ethics, Values, and Citizenship)*. Abu Dhabi Department of Education and Knowledge (ADEK), Abu Dhabi, UAE.
- **Ministerial Decisions:** UAE Ministry of Education Resolution No. 206/2020 and Resolution No. 851/2018 (*Student Behavioral Management Framework*).



Abu Dhabi Grammar School (Canada)

Tidy Your Space

A Values-Based Daily Routine for KG–12 | Aligned with ADEK's Tidy Your Space Initiative and National Identity Policy

Effective Date: September 2026 Review Date: February 2027 Policy Owner: AGS Admin

1. Policy Statement and Purpose

This policy establishes “Tidy Your Space” as a mandatory, values-based daily routine across all year groups, from Kindergarten (KG) to Grade 12. Students and staff share responsibility for caring for their personal and shared learning spaces through short, consistent, age-appropriate actions.

The routine builds character and reinforces the UAE National Education Charter values, with particular emphasis on Integrity, Humility, Discipline and Respect. It strengthens ownership, belonging and shared responsibility across the school community, in line with ADEK's National Identity Policy.

Tidy Your Space is never used as a punishment, is never operated as a competition that ranks or shames students or classes, and does not replace the school's cleaning staff, who remain responsible for deep, technical and hazardous cleaning.

2. Scope and Values Framework

This policy applies to all students (KG through Grade 12), all teachers, and all support staff, across all classrooms and shared spaces (cafeteria, play areas, hallways, lockers and the library).

2.1 Core Values in Focus

- Integrity – performing one's part even when not directly observed.
- Humility – taking part in any task without treating it as beneath them.
- Discipline – following the routine consistently, without reminders.
- Respect – treating school property and shared spaces with care.

Schools should also reinforce the remaining values of the UAE National Education Charter, including Accountability and Community Solidarity, and should name the value being practiced during or after the routine.

3. Roles and Responsibilities

Role	Responsibility
School Leadership	Launch and communicate the policy to parents before implementation; issue the Parent Communication letter (Appendix A); protect the daily time allocated; set school-wide expectations and recognition.



Role	Responsibility
Teachers	Explain the purpose in age-appropriate terms before launch; model participation alongside students; maintain the rotation roster; adapt delivery by cycle; name the value practiced; support non-participating students per Section 8.
Support Staff	Join in and model participation; supervise cafeteria and shared-area tidy-ups; assist KG students with dry, simple tasks.
Students	Care for their own space first, then contribute to shared spaces; perform the task assigned under the rotation for their cycle; take turns as Classroom Captain where applicable.
Cleaning Staff	Continue to perform all deep, technical and hazardous cleaning; the routine does not replace this role.

4. Daily Procedure by Grade Band

The routine is protected time and must not be omitted for timetable pressure. You could use a bell or timer to signal the beginning and end of Tidy Your Space time.

Grade Band	Duration	When	Student Tasks
KG	2–4 min	End of school day	Tidy own table, put away toys and materials, pick up own litter (dry, simple activities with adult assistance).
Cycle 1 (Grades 1–5)	2–4 min	End of school day	Wipe boards under teacher supervision, organize class library and shelves, tidy own area, manage classroom recycling.
Cycles 2 & 3 (Grades 6–12)	2–4 min	End of school day	Complete the full classroom routine; take turns serving as Classroom Captain to lead and model the habit for peers.
All Grades	~1 min	After a lesson, at teacher discretion	Return own materials and clear surrounding litter (based on teacher observation; not required after every lesson).
All Grades	Ongoing	During breaks	Place trash in bins and tidy after themselves in the cafeteria and play areas, with staff supervision.

4.1 Shared Spaces

The same routine, rotation, and principles extend to shared spaces where they exist, including the cafeteria and play areas after use, hallways, lockers, and the library at breaks.



5. Implementation Timeline

Phase	Actions
Week 1 – Launch	Leadership issues the Parent Communication letter (Appendix A). Teachers introduce the routine to students in age-appropriate terms and explain the values basis.
Week 2 – Modelling	Staff model the routine daily alongside students. KG/Cycle 1 use song, role-play and “Helper” roles; cycles 2&3 can appoint captains.
Week 3 – Recognition Launch	Class streaks and value-in-action recognition begin (Section 6). Leadership reviews early implementation with teaching staff. Can be verbal, certificates, phone call home.
Ongoing – Term Review	Leadership reviews behavioral observations (Section 7) each term and adjusts support for classes or students who need it.

6. Health and Safety

- KG tasks are limited to dry, simple activities, with adult assistance.
- Students wash their hands after the end-of-day routine; an alternative task is provided for any student with a relevant allergy or sensitivity.
- Students never handle chemical cleaning agents, broken glass, sharp objects, bodily fluids or hazardous waste.
- Student cleaning uses only school-approved, child-safe cloths or wipes and water; disinfectants and hazards are handled only by adults or cleaning staff.

7. Positive Reinforcement and Recognition

Participation is encouraged through positive reinforcement only. Recognition celebrates effort, consistency and improvement rather than a single winner:

- Class streaks that count consecutive days the routine is performed smoothly, measured against the class's own record.
- Value-in-action recognition for a student who helped a peer, took initiative, or improved.
- Classroom Captain endorsements or portfolio notes for consistent contribution.
- Whole-school recognition at assemblies that celebrates stories rather than rankings.

Schools must not use cleaning as a punishment, publicly rank or single out any class or student as least clean, assign tasks that cannot be completed within the time allocated, or run any competitive recognition that designates losing classes or students.

8. Supporting Non-Participation

Where a student does not take part, staff respond with encouragement and personal support, never penalty:

- Model the task alongside the student and invite them to join in.
- Offer a choice of task, or a role the student can own.
- Pair the student with the Classroom Captain or a peer who models the routine.
- Speak with the student privately, name the value at stake, and ask what would help them take part.
- Recognize any step toward participation immediately, however small.
- Give a persistently reluctant student a position of responsibility, such as Classroom Captain or “Helper.”



If these steps do not resolve non-participation, teachers escalate to the classroom teacher or social worker for a values conversation, and then engage parents as partners using the Appendix A message. Where a student is absent, their roster task is reassigned for the day. Where a parent objects, leadership reaffirms the values basis of the habit using the same message.

9. Adaptive Participation

All students take part in a manner appropriate to their age and ability, regardless of the presence of cleaning staff — participation is about belonging and contribution, not identical tasks. Students of Determination are assigned a role they can own, with support as needed, and are never excluded from the habit.

10. Evidence, Review and Appendix

Leadership and teachers observe student behavior each term against the core values in Section 2.1, plus Accountability (completing a roster role on time, without reminders) and Community Solidarity (contributing without needing credit and helping a peer). This policy is reviewed annually, or sooner if implementation evidence indicates a need.

Appendix A – Parent Communication: schools adapt and issue ADEK's Tidy Your Space parent letter before implementation begins, explaining the routine's link to values, that staff take part alongside students, and that it does not replace cleaning staff.

Implementation September 2026

Approved by:


Annmarie MacInnes
School Principal

