

UAE National Agenda and E33 Policy

Academic year 2026–27

Our commitment

Arab Unity School (AUS) is committed to an ambitious education that reflects the UAE National Agenda and Dubai's Education 33 (E33) strategy. We take responsibility for strengthening students' attainment, literacy and future readiness, while developing their understanding of UAE identity and their contribution to a sustainable world. These priorities should be seen and felt in classrooms, corridors and displays, and heard in the language students use, the questions they ask and the responsibilities they take. Our success is shown through students' knowledge, progress and application of learning.

What the policy aims to do

The policy applies across all phases, with provision suited to students' ages and needs. It aims to raise achievement through effective teaching and assessment, empower Emirati learners, build a sustained culture of reading in English and Arabic, and develop independent, responsible learners who can apply their knowledge in unfamiliar situations. Additional needs, language barriers or low prior attainment must never lead to lower expectations or a narrower curriculum.

Curriculum, teaching and planning

Our curriculum develops the knowledge, reasoning and application required by national and international benchmarks, with purposeful opportunities for enquiry, problem solving, collaboration and digital literacy. Teachers plan meaningful links to E33 priorities, UAE contexts and the United Nations Sustainable Development Goals where these deepen learning, and students should be able to explain these connections. Teachers use Class Context Sheets, which bring together assessment information, reading needs, strengths and agreed support, to plan questioning, text choice, intervention and challenge. The AUS Great Teaching Model gives consistent practice across the school, built on retrieval, clear learning intentions, explicit teaching, modelling, guided and independent practice, and checking for understanding.

Language, reading and literacy

All teachers share responsibility for literacy. The specialist vocabulary of each subject is identified in planning and explicitly taught, and students are expected to use it accurately in speaking, reading and writing. Protected reading time runs across all year groups through independent, shared or supported reading, supported by programmes such as DEAR, IQRA and guided reading. English and Arabic teams promote bilingual literacy, including classical and modern Arabic texts. The school promotes the national reading ambitions, interpreted sensibly for students' ages, needs and text complexity:

National reading ambition	What we aim for at AUS
Regular reading for 80% of students	Protected reading time in every year group, so reading becomes a daily habit.
Voluntary reading averaging 20 books a year per student	Library access, classroom reading areas and approved digital resources, with reading judged on enjoyment and understanding, not book totals alone.
Regular parent reading among 50% of Emirati families	Reading guidance, workshops and community reading challenges for families.

Empowering Emirati students

Emirati students' attainment and progress are reviewed every term across core subjects, using school evidence and relevant external benchmarks, and support is targeted at the specific learning need. Each Emirati learner has a named

mentor and clear targets, reviewed with the student and family, to promote aspiration, academic confidence, higher-order thinking and readiness for future pathways. UAE heritage, Islamic values and strong Arabic communication are promoted through the curriculum and school life, and Emirati students have meaningful opportunities for leadership, representation and community activity.

Assessment and reading support

The frameworks behind the TIMSS, PIRLS and PISA international studies inform our curriculum review and assessment, with an emphasis on reasoning, comprehension and application. Diagnostic tasks and proportionate mock assessments identify gaps without narrowing the curriculum, and participation follows current KHDA requirements. The New Group Reading Test (NGRT) is used at baseline, mid-year and end-of-year points for eligible students, alongside CAT4, GL Progress Tests, internal assessment and Arabic reading evidence, to give a rounded view of each student's needs and progress. Reading support is tiered: effective teaching for all, targeted small-group help for identified gaps, and intensive individual specialist support where needed. Each intervention states the skill, intended outcome, responsible adult and review date, normally within six to eight weeks.

The learning environment

Classrooms and shared spaces reinforce UAE identity, reading, sustainability and student leadership. Displays are accurate, current and connected to learning, showing students' thinking, vocabulary and achievements. Students are encouraged to explain their work, discuss UAE and global issues and take responsibility for their environment, building sustainability through informed choices and purposeful action.

Roles, monitoring and review

The Principal and Executive Leadership Group oversee the policy, supported by the Vice Principal and a designated National Agenda Lead. Heads of School, subject leaders and teachers make sure it is reflected in curriculum, teaching and assessment, and the Emirati Students' Coordinator and mentors oversee individual progress and family engagement. Governors hold leaders to account for outcomes. The school checks that expectations are consistently experienced by students through lesson observations, learning walks, book scrutiny, planning reviews, assessment analysis and student voice, and uses its findings to shape professional development and improvement priorities. The policy is reviewed annually, or sooner if national priorities or KHDA guidance change.