



QUALITY ASSURANCE POLICY

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School Policy on Quality Assurance

Introduction

Sunrise English Private School, Abu Dhabi, is committed to delivering high-quality education by establishing clear standards for teaching and learning. To ensure excellence, we continuously evaluate and manage teaching practices in alignment with these standards. Our approach to quality assurance includes ongoing school development planning, rigorous self-evaluation, and external school inspections, all of which contribute to continuous improvement.

School inspections play a vital role in assessing educational quality and providing valuable insights for all stakeholders, including parents. This policy outlines the essential requirements for setting, monitoring, and evaluating teaching standards, implementing evidence-based School Development Plans (SDP), conducting comprehensive self-evaluations, and effectively utilizing inspection results to drive sustained educational excellence.

Purpose

The purpose of this policy is to:

- Establish and uphold rigorous teaching quality standards to enhance student learning outcomes.
- Ensure that the School Development Plan (SDP) incorporates findings from school inspections and self-evaluations.
- Implement continuous self-evaluation practices to assess school performance against the UAE School Inspection Framework, Early Education (EE) Evaluation Standards, Quality Assurance Framework, and National Identity (NI) Framework.
- Adhere to ADEK's requirements for inspections, compliance, and post-inspection improvements.



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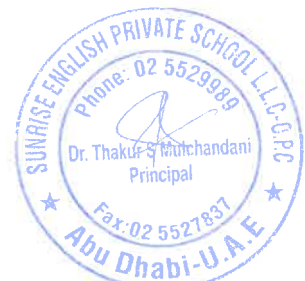
درسة الشروق الانجليزية الخاصة

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Definitions

Accreditation	A quality assurance process, based on a time-bound cycle of continuous improvement against rigorous standards. Schools are evaluated and verified by an external body to determine whether defined standards are met.
ADEK Inspections	Regular inspections conducted by ADEK to assess the quality of education provided by a school against the UAE School Inspection Framework.
Early Childhood Development (ECD) Competencies	The knowledge, skills and behaviors required by professionals and practitioners who work with or on behalf of children aged 0-8 years of age and their families (ECA, 2024).
Follow-Through Visit	A visit conducted by ADEK inspectors, at ADEK's discretion, for the purpose of following up with schools in addressing inspection recommendations.
Governing Board	The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.
Inspection Visits	Inspection visits conducted by ADEK to assess the quality of education provided by schools. These comprise monitoring visits, inspections, follow-through visits, and thematic visits.
Inspector	A qualified education expert, appointed by ADEK to conduct school inspections, who understands the UAE School Inspection Framework, the EE Evaluation Standards and Quality Assurance Framework, the NI Framework or other relevant evaluation frameworks and the context of education in the Emirate, and is conversant with international education standards, best practices, and the curricula of the school being inspected.
Monitoring Visits	Visits conducted by ADEK inspectors to determine a school's readiness for ADEK Inspections.



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مختصة من قبل وزارة التربية والتعليم في الامارات العربية المتحدة
نسو في المجلس المركزي للتعليم الثانوي نيودلهي - الهند - رقم العضوية ٦٦٣٠٠٣٣
عضو في مجلس سي.بي.إس. بالانتماء للمدارس في الخليج

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Performance Management	A periodic and ongoing process of communication between a supervisor and staff to achieve the strategic objectives of the organization.
School Development Plan (SDP)	A strategic plan for improvement, which outlines time-bound targets and goals linked to school improvement priorities. The SDP details actions a school will take to enhance its overall performance, the measures to raise standards and support students' personal development, the resources dedicated to these goals and includes monitoring, evaluation, and accountability for achieving the targets set. The process of creating an SDP involves a collaborative approach which takes account of stakeholder views, alongside outcomes of self-evaluation and external inspections.
School Self-Evaluation (SSE)	The process by which a school formally and continuously reviews its own performance, including against the criteria of the UAE School Inspection Framework, the EE Evaluation Standards and Quality Assurance Framework, the NI Framework, or other relevant evaluation frameworks.
SMART Targets	A description of the kind of targets that schools are required to set within their SDP: <ul style="list-style-type: none"> • Specific: The target is precise. • Measurable: The target is measurable. • Attainable: While challenging, the target can be met within the time and resources available. • Relevant: The target aligns with the needs of students and other stakeholders. • Time-bound: There is a deadline for when the target shall be achieved.
Strategic Priorities	Ranked organizational objectives identified by schools in line with the requirements of this policy. Strategic priorities set the foundation for the SDP, and all planning initiatives and targets are linked to their delivery.
Teaching quality	The effectiveness of both teaching and learning provided by teachers in an engaging learning environment that fosters students' academic, intellectual, and personal growth.
Thematic Visits	Visits conducted at ADEK's discretion to gather data on specific aspects of the education system and inform policymaking. Such visits usually focus on one particular aspect of the school.

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UAE School Inspection Framework	The unified school inspection framework for the UAE, which sets out common criteria that inspectors apply to evaluate the quality of education provided by a school, as per Law No. 9 of 2018 Establishing the Department of Education and Knowledge and Federal Decree-Law No. (18) of 2020 on Private Education and its amendments.
Early Education (EE) Evaluation Standards and Quality Assurance Framework	The unified school evaluation and inspection framework for ECE settings in Abu Dhabi, which sets out common criteria that inspectors apply to when evaluating the quality of education and care provided by a setting.
National Identity (NI) Evaluation Framework	The unified school evaluation and inspection framework on UAE national identity in Abu Dhabi, which sets out common criteria that inspectors apply when evaluating the quality of provision and outcomes of schools' work towards promoting UAE national identity amongst students.



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Teaching Quality

Teaching Quality Statement

SEPS will commit to upholding the highest standards of teaching and learning. Our staffs @SEPS play a vital role in ensuring that students receive a well-rounded, high-quality education that fosters academic excellence, character development, and lifelong learning. To achieve this, our teaching quality standards incorporate the following guiding principles:

- Staffs will uphold high standards in teaching and learning, ensuring alignment with a well-structured and accurately documented curriculum.
- Teachers will embody the core values of education, demonstrate ethical leadership as per the ADEK School Values and Ethics Policy, and adhere to professional standards, including the MoE Code of Conduct (2022) and ADEK Professional Code of Ethics.
- Staffs will integrate national identity values within their teaching practices, aligning with the NI Evaluation Framework to nurture students' cultural awareness and sense of belonging.
- Teachers will continuously enhance their skills in line with the Early Childhood Development (ECD) Competencies (ECA, 2024) and stay updated with best practices in education.
- Staffs@SEPS will ensure high-quality early childhood education by adhering to the EE Evaluation Standards and ADEK's Quality Assurance Framework (2024).
- Teachers will be highly qualified, possess strong subject knowledge, and use innovative instructional strategies, including digital tools to enhance learning.
- Staffs will foster mutual respect and trust, implementing effective classroom management techniques to create a positive and inclusive learning atmosphere.
- Teachers will continuously refine their teaching methods through self-reflection and creative approaches to instruction.

Strategies to Ensure High Standard of Teaching at SEPS

1. Lesson Observations by SLT & MLT

- Senior Leadership Team (SLT) and Middle Leadership Team (MLT) regularly conduct structured classroom observations to monitor teaching effectiveness and alignment with curriculum goals.

2. Feedback and Reflective Dialogue

- Post-observation feedback is provided to teachers highlighting strengths and areas for improvement.
- Constructive feedback is framed within a growth mindset to encourage professional reflection.





3. Follow-Up Observations

- Targeted re-observations are conducted to ensure that teachers have acted on feedback and made necessary instructional improvements.

4. Use of Observation Rubrics and Criteria

- Standardized evaluation tools aligned with ADEK frameworks and MoE standards ensure objectivity and consistency in assessing teaching quality.

5. Regular Self-Evaluation by Teachers

- Teachers are encouraged to self-assess their practice using structured reflection tools to promote continuous self-improvement.

6. Continuous Professional Development (CPD)

- A minimum of **75 CPD hours per year** is mandated, aligned with school priorities and personal teacher goals.
- CPD sessions include in-house, ADEK-mandated, curriculum-based, and role-specific training.

7. Dedicated CPD Calendar

- Five full CPD days are integrated into the school year with focused sessions on pedagogy, digital skills, inclusion, and assessment strategies.

8. Performance Management Reviews

- Teaching quality is a core component of staff appraisals. Individual development plans are created based on performance data and classroom observations.

9. Peer Observations and Sharing Best Practices

- Opportunities are created for teachers to observe colleagues, promote collaborative learning, and share innovative strategies.

10. Inclusive Teaching Strategies

- Teachers use differentiated instruction and inclusive strategies to address the needs of students with SEND, G&T, and EAL backgrounds.

11. Integration of Digital Tools and Inquiry-Based Learning

- Staffs@SEPS enhance engagement through technology and foster student curiosity through investigative learning approaches.

12. High Expectations and Values-Based Education

- Teachers set clear academic and behavioral expectations while modeling national identity values and ethical leadership.

13. Monitoring Student Progress and Feedback

- Formative and summative assessments are used rigorously to adapt instruction and improve learning outcomes.





14. Supportive Classroom Environment

- Effective classroom management promotes a positive, respectful, and focused learning atmosphere.

15. Governance Oversight on Teaching Quality

- The Governing Board and School Development Committee regularly review teaching quality indicators via the School Development Plan (SDP).

Enhanced Ratios for Early Years Teaching: Each early year's class up to Grade 2 is supported by a Teaching Assistant or Inclusion Assistant to provide individualized attention and support. A minimum student-adult ratio of 12.5:1 is maintained for KG classes and 15:1 for lower Cycle 1 classes to promote effective learning and engagement, in accordance with the School Staff Eligibility Policy and the School Employment Policy.

Teacher Continuous Professional Development (CPD) and Performance

Management: The school will provide CPD and performance management opportunities for all teachers, based on the school's teaching quality standards as per the School Employment Policy. The school ensures that teachers complete a minimum of 75 hours of CPD per year at no cost to them. The school will monitor compliance with the compulsory CPD hours as part of educator performance management and develop, implement, and annually review a CPD plan for teachers as part of its SDP.

Alignment of CPD Opportunities:

- CPD opportunities will be strategically aligned with internal and external recommendations from the SDP.
- Performance management feedback will guide overall staff development needs.
- Specific CPD requests from individual staff members will be considered.
- ADEK policies and other regulatory requirements will be adhered to.

Key Focus Areas of CPD Training:

- Training to reinforce knowledge and best practices in early year's education (ECA, 2024).
- Training that strengthens staffs@SEPS understanding and integration of UAE cultural values and heritage into teaching practices.
- Types of CPD will be decided as per the requirement of teachers.

The CPD plan at SEPS will include:

- A structured list of CPD topics covering both subject-specific and pedagogy-related training.





2. An annual CPD calendar with dedicated CPD days and scheduled training sessions.
3. Training delivery details conducted by in-house experts or third-party providers.
4. Best practices and knowledge-sharing strategies to safeguard insights gained from CPD programs.
5. A structured feedback for CPD'S

Types of CPD Incorporated:

- **New Staff Induction:** Comprehensive onboarding covering academic, legal, social, and school policies.
- **Training for Acting Roles:** Professional development for staff taking on leadership or specialized roles.
- **ADEK-Mandated Training:** Compliance with ADEK's mandatory training programs on empowered portal.
- **Additional School-Specific Training:** CPD initiatives at the school's discretion to enhance teaching effectiveness.
- **CBSE-Required Capacity Building Programmes (CBP):** Participation in the mandatory 50 hours of CBSE CPD.
- **Departmental Professional Development Sessions: Weekly or monthly PDs** conducted within departments.

Focus areas include:

- Subject-specific strategies
- Moderation of assessments
- Use of data for instruction improvement
- **External Resource Person Workshops:** Specialized training delivered by **certified external trainers** or agencies. Topics include:
 - New-age teaching tools
 - Differentiated instruction
 - Emotional intelligence and wellbeing
 - STEM integration, AI, or robotics

The school will:

- Provide at least five development days in the school calendar, counting towards compulsory CPD hours.
- Encourage teaching staff to develop individual CPD plans aligned with their performance objectives.
- Facilitate discussions on CPD progress and learning outcomes to support ongoing professional growth.





Internal Monitoring: The school will develop and implement internal mechanisms to monitor and improve teaching quality by ensuring that learning occurs through:

1. Equitable educational and developmental opportunities fostering an inclusive learning environment.
2. High standards of learning and achievement, enabling every student to reach their full potential.
3. Development of diverse skills beyond academics.
4. Preparation of students for future success with 21st-century skills.
5. A culture of shared responsibility encouraging collaboration among educators, students, and parents.
6. High expectations for student behavior, self-discipline, and motivation.
7. A strong commitment to student learning and effective citizenship development.
8. School Quality Assurance

The school will develop and implement internal quality assurance mechanisms that include:

- Strategic school development planning using data-driven insights.
- Comprehensive school self-evaluation.
- External evaluations and inspections to ensure alignment with regulatory requirements and best practices.

School Development Planning (SDP):

- The school will develop and update an SDP for continuous improvement.
- The SDP will align with school self-evaluation (SSE) findings, ADEK inspection results, and national priorities.
- The Governing Board will oversee and approve the SDP before submission to ADEK.

School Self-Evaluation (SSE)

The school will conduct self-evaluations and update the template available on the SIMS Portal in accordance with this policy. The school leadership is responsible for leading and completing the process of self-evaluation.

1. **Continuous Evaluation:** Schools will ensure the SSE is a continuous exercise by incorporating information on progress made, targets achieved, and new sources of evidence (e.g., receipt of external assessment results). Schools will ensure that relevant documentation is updated in line with this.
2. **SDP Integration:** Schools will identify priorities from the SSE for incorporation into the SDP.





3. **Parameters for SSE:** Schools will include the following in the SSE:

- An evaluation of their performance against the criteria of the UAE School Inspection Framework, EE Evaluation Standards and Quality Assurance Framework, and NI Framework.
- An evaluation of progress made against targets set in the SDP and recommendations specified in the School Performance Report, School Inspection Report, and other regulatory evaluations.

4. Schools will ensure that the SSE is based on accurate, reliable, and valid evidence that is supported by clear documentation, including the analysis of assessment data.

5. **Stakeholder Opinions:** Schools will consider the views of key stakeholders including students, parents, teachers, and staff as part of their evaluation process.

6. **Submission:** Schools will maintain an up-to-date version internally of the SSE on the SIMS portal and submit it to ADEK upon request.

- Schools will update their SSE on the SIMS Portal upon being notified of an inspection and/or evaluation.

School Inspections

Schools will undergo inspections as determined by ADEK, conducted by ADEK-appointed inspectors in line with the UAE School Inspection Framework, EE Evaluation Standards and Quality Assurance Framework, and NI Evaluation Framework. These inspections evaluate the quality of education and determine areas for improvement.

1. Schools will engage fully in inspections commissioned by ADEK.
 - Schools will provide inspectors access to school facilities and resources and facilitate their interaction with staff, students, and parents.
2. Schools seeking curriculum-based accreditation may apply for joint inspections, conducted by ADEK and the accrediting body, subject to ADEK's discretion.
3. Types of Inspections:
 - Monitoring Visits: New schools in their second year and established schools requiring additional support shall undergo monitoring visits.
 - ADEK Inspections: Conducted every two years after the third year of operation.
 - Thematic Visits: Conducted at ADEK's discretion.
 - Follow-Through Visits: Conducted to follow up on inspection recommendations.





4. Feedback and School Performance Report:

- Schools will receive detailed oral feedback after an inspection.
- Schools will review a draft inspection report to check for factual inaccuracies.
- Schools will receive a finalized School Performance Report with their inspection rating and recommendations for improvement.
- Schools will publish their inspection rating on their website for parent access.

5. Post-Inspection Actions and Implementation of Recommendations:

- Schools will update their SDP in line with inspection recommendations.
- ADEK reserves the right to instruct leadership and Governing Board changes in cases of significant concerns regarding educational quality or student safety.

6. Grievances and Appeals:

- Schools may raise grievances during inspections if they have concerns regarding inspector conduct, fairness, or compliance.
- Schools may appeal their inspection ratings if they disagree with the assessment.
- Grievances and appeals must follow ADEK's inspection methodology procedures.

External Quality Assurance

1. Accreditation/Authorization/Affiliation (AAA): Schools will seek AAA based on their curriculum type per the ADEK School Curriculum Policy.
2. Other Accreditations/Certifications: Schools are encouraged to obtain additional certifications from CBSE to enhance student learning outcomes and organizational practices.

Compliance & Legal Accountability

- This policy will be effective from the Academic Year 2025/26 and will be fully implemented before the start of the school year.
- Failure to comply with this policy shall be subject to legal accountability and penalties in accordance with ADEK regulations.



Dr. Thakur Mulchandani

School Director/Principal