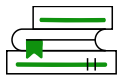


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**GEMS CAMBRIDGE INTERNATIONAL
SCHOOL**

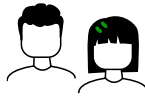
NATIONAL IDENTITY MARK
School Evaluation Report

School Information



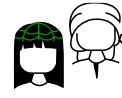
Curriculum

British



Total no.
of students

3674



% of Emirati
Students

22%

National Identity Mark Overall Rating

GOOD



Rating per Domain:

1. Culture

GOOD



2. Values

GOOD



3. Citizenship

ACCEPTABLE



Congratulations on receiving a rating of **Good** on the National Identity Mark.

Here are some recommendations for continued improvement:

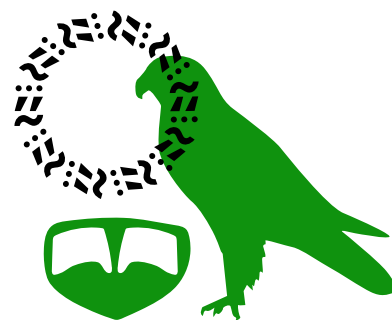
- * Provide additional opportunities for students to enhance their Arabic language proficiency and promote its use across the school.
- * Broaden students' access to a wide range of learning opportunities by establishing meaningful partnerships with local organizations and offering abundant resources to foster a deep sense of belonging.
- * Enhance students' commitment towards conservation and sustainability by providing them with opportunities to actively engage in practices and projects that promote their sense of responsibility, as well as community and environmental stewardship.



DOMAIN 1: CULTURE

Overall Evaluation

GOOD



Elements:

1.1 Arabic Language

ACCEPTABLE



1.2 History

GOOD



1.3 Heritage

GOOD



Following a visit to the school, lesson observations, and interactions with educators and students, the school received an overall evaluation of **Good in Culture** based on the following key findings:

1. The majority of students possess adequate communication skills in Arabic.
2. While the school curriculum, provisions, and practices to promote the Arabic language are evolving, they are not yet modified enough to incorporate additional opportunities for students to enhance their language proficiency and develop a deeper appreciation for its cultural importance.
3. Students demonstrate varying levels of understanding when it comes to the UAE national symbols, including the national anthem and the significance of the colors represented in the UAE flag.
4. Students demonstrate a solid understanding of the prominent founders who played fundamental roles in the union of the Emirates.
5. While the curriculum already integrates cultural traditions and heritage, the emphasis on history, as well as links between its background and the UAE's current identity requires further depth and consistency.
6. The school collaborates with local cultural institutions to provide students with enriched learning experiences; however, this collaboration can be further diversified.

Noteworthy:

- * Students are offered various opportunities to participate in national celebrations.
- * The school values strong family bonds depicted in the UAE culture and invites grandmothers to read stories to students.

DOMAIN 2: VALUES

Overall Evaluation



Elements:

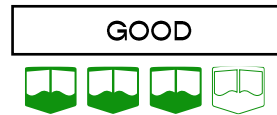
2.1 Respect



2.2 Compassion



2.3 Global Understanding

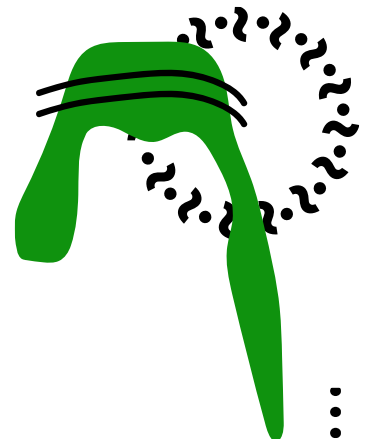


The school received an overall evaluation of **Good in Values** based on the following key findings:

1. Teachers serve as role models for respect, and their positive behavior is reflected in students who consistently demonstrate respect towards their peers and teachers.
2. Students taking the lead in developing their own initiatives to promote the UAE values is not yet a consistent feature across the school.
3. Students demonstrate compassion through their engagement in various school initiatives, including charitable opportunities within the wider community. However, the opportunities provided by the school require further expansion to include students across all years.
4. The curriculum already integrates some elements related to global understanding across years and subjects and it is evolving to ensure consistency and enable students to recognize and appreciate the UAE's local and global efforts and contributions.
5. Students' understanding of current global concerns is variable across different years due to inconsistent opportunities that allow them to delve deeper to research global issues and comprehend their effects on the local and international community.

Noteworthy:

- * The school has effectively fostered a culture of mutual respect among students, parents, and staff, resulting in a positive and harmonious atmosphere within the school community.
- * The school's provision of Model United Nations (MUN) enables students to actively engage in exploring and representing the UAE's position on global issues.



DOMAIN 3: CITIZENSHIP

Overall Evaluation

ACCEPTABLE



Elements:

3.1 Belonging

ACCEPTABLE



3.2 Volunteering

GOOD



3.3 Conservation

ACCEPTABLE



The school received an overall evaluation of **Acceptable in Citizenship** based on the following key findings:

1. The school involves students in projects and celebrations that allow them to demonstrate their connection to the UAE. But the curriculum, provisions, and practices are inconsistent when it comes to developing their strong sense of belonging towards the UAE and establishing a clear understanding of their role as active citizens.
2. The school's engagement with external Emirati personalities that serve as inspiring role models for students is not sufficiently developed.
3. While students actively engage in various volunteering opportunities, these are not expanded and diversified enough to include more students across all years.
4. Conservation and sustainability principles are somewhat integrated in the curriculum and offer occasional references to Sheikh Zayed's legacy of environmental stewardship.
5. Opportunities for students to engage in hands-on conservation activities and projects with local organizations need further expansion.
6. Students' ability and tendency to create innovative solutions to social and environmental issues is not sufficiently developed across all year levels.
7. Students' understanding of preservation and sustainability and how these principals align with the UAE national priorities is variable.

Noteworthy:

- * The school collaborates with local organizations like the Bridges of Giving and Nummu Academy to provide students with volunteering experiences.

