

School Vision

Become an institution of innovative education for a society of knowledge and global pioneering.

School Mission

To equip its graduates with 21st century skills and a high awareness of themselves, their community and the world. It works to ensure they have the ability to make the right decisions, are actively responsible and have essential world-class skills that allow them to pursue their academic and professional goals.



مدرسة رويال الامريكية
ROYAL AMERICAN SCHOOL

Educational Risk Policy

2025-2026

This policy will form part of all new staff induction

And appear on the school website

Review date August 2025

This policy has been read and adopted by the Royal American School Board of Governors and Principal:

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Royal American School Policy on Differentiation, Accommodation, and Educational Risk Practices

1. Introduction

Royal American School (RAS) is committed to ensuring that teaching, learning, and assessment practices are equitable, inclusive, and responsive to the needs of all students. In alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) Educational Risk Policy (Version 1.1, September 2024), this policy outlines how differentiation, accommodations, and tiered supports are embedded in all RAS classrooms to ensure that every learner can access, engage, and demonstrate their knowledge and skills effectively. The policy also derives from the RAS Assessment Policy and upholds ADEK's expectations for early identification, intervention, and monitoring of students at educational risk.

2. Purpose

The purpose of this policy is to establish a structured and transparent approach to differentiation and accommodation practices across RAS. This ensures that all learners, regardless of their abilities or challenges, are provided with meaningful opportunities to succeed academically and personally. The policy seeks to:

- Support inclusive practices and equitable access to learning and assessment.
- Implement differentiated strategies to address diverse learning profiles and readiness levels.
- Identify and support students at educational risk through a Tiered Model of Support.
- Ensure alignment with ADEK's regulatory framework and RAS's commitment to quality education.

3. Definitions and Framework

In line with ADEK's Educational Risk Policy, the following key concepts underpin the implementation of this policy:

- **Adaptive Teaching:** Adjusting teaching strategies, resources, and levels of differentiation to meet all learners' needs.
- **Additional Learning Needs:** Students requiring modifications or accommodations due to barriers such as language, disability, or giftedness.
- **Personalized Learning:** Tailoring education and interventions to student interests, strengths, and needs to promote achievement and engagement.
- **Educational Risk:** When a student's likelihood of promotion, graduation, or continuity in education is reduced due to academic, social, or behavioral factors.
- **Tiered Model of Support:** A structured approach to address different levels of student need (Universal, Targeted, Intensive).

4. Tiered Model of Support

RAS adopts a three-tiered model to support diverse learners, as mandated by ADEK:

- **Tier 1 (Universal):** Evidence-based teaching practices provided to all students within the general classroom setting. This includes adaptive teaching, positive relationships, and inclusive assessments. Teachers continuously monitor student progress.

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- Tier 2 (Targeted): Small-group or specialized interventions for students who demonstrate difficulty achieving grade-level expectations. Teachers provide additional support and monitor progress closely.
- Tier 3 (Intensive): Highly individualized and specialized interventions developed collaboratively with inclusion specialists, counselors, or external agencies. These interventions are based on documented learning plans (DLPs) and may include specialized accommodations or external referrals.

5. Specific Accommodations for Diverse Learners

Accommodations ensure equitable access to learning for students with Individualized Education Plans (IEPs), English language learners, gifted students, and others with specific learning needs. Examples include:

- Adjusted Test Formats – Simplified language, larger fonts, or alternative question types.
- Extended Time – Allowing additional time for completion of tasks or assessments.
- Assistive Technology – Use of tools such as text-to-speech or speech-to-text devices.
- Verbal Instructions – Oral explanations and clarifications to support comprehension.
- Alternative Testing Environments – Quiet or specialized spaces for focused assessment performance.

6. Differentiated Assessment Techniques

Differentiation is integral to teaching and assessment at RAS. Teachers use a variety of assessment formats and instructional strategies to address the range of abilities, interests, and learning preferences within their classrooms. Key differentiation practices include:

- Tiered Assignments – Tasks at varying levels of complexity while meeting core objectives.
- Modified Content – Adjusting difficulty or scaffolding for learners who need support.
- Alternative Assessments – Projects, portfolios, presentations, and creative tasks.
- Performance-Based Assessments – Hands-on and real-world applications of learning.
- Flexible Groupings – Collaborative activities promoting peer learning and support.

7. Individualized Support and Progress Monitoring

RAS provides individualized learning support through ongoing monitoring and adaptive teaching. Teachers, inclusion specialists, and parents work collaboratively to identify needs and implement personalized interventions.

- Ongoing Feedback – Regular formative feedback supports growth and motivation.
- Personalized Learning Targets – Goals set based on assessment data and student reflection.
- Documented Learning Plans (DLPs) – Comprehensive records of strategies, goals, and accommodations for students requiring intensive support.

8. Student Self-Assessment and Reflection

RAS encourages self-assessment and reflection as vital components of student learning. Students take ownership of their learning progress through structured reflection activities such as journals, rubrics, and goal-setting. These opportunities promote self-awareness, metacognition, and a lifelong growth mindset.

9. Promoting Growth Mindset and Wellbeing

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RAS fosters a school culture that celebrates effort, resilience, and progress. Reflection activities help students recognize challenges as opportunities to learn and develop confidence in their abilities.

- Strengths and Challenges Analysis – Students evaluate areas for development.
- Reflective Prompts – Guiding questions that deepen understanding of performance.
- Next Steps for Improvement – Specific, actionable steps following assessments.

10. Monitoring and Evaluation of Policy Implementation

RAS continuously evaluates the effectiveness of differentiation and accommodation practices through classroom observations, data analysis, and student feedback. Progress monitoring ensures that interventions are effective, inclusive, and responsive to student needs. Parent communication remains ongoing and transparent, ensuring home-school collaboration.

11. Policy Review and Compliance

This policy will be reviewed annually in line with ADEK's Educational Risk Policy to ensure continued compliance and relevance. Failure to comply with this policy may result in ADEK intervention, as outlined in Federal Decree Law No. (31) of 2021. RAS leadership ensures that all staff are trained and accountable for applying this policy consistently.

12. References

- ADEK Educational Risk Policy (Version 1.1, September 2024)
- RAS Assessment Policy
- ADEK Inclusion and Wellbeing Policies
- Federal Decree Law No. (31) of 2021 – Crimes and Penalties

