

Parent Relationships & Communication

Relación y Comunicación con las Familias

العلاقة والتواصل مع أولياء الأمور

نقاط رئيسية لأولياء الأمور • Puntos clave para las familias • Key points for parents

Parent Meeting Norms

A SHARED COMMITMENT FOR OUR STUDENTS



Students First

Our shared goal is their learning, wellbeing and success.



Listen & Reflect

Take time to process the information.



Respect Confidentiality

No individual students, families or staff in the group.



Keep it Reflective

Jot down any questions, ideas or feedback.

Parent Office Hours will be held the **week of October 21** to drop in and speak with our coordinators.



Enjoy the Break!

Take time to rest, recharge and enjoy the holiday.

We'll reconnect when we return.



Welcome & Why It Matters

Why these policies matter

- Behavior, assessment and communication support every child's learning and wellbeing.
- Clear expectations help children feel safe, respected and ready to learn.
- Shared processes help families understand what to expect from the school.

Por qué importan estas políticas

- Conducta, evaluación y comunicación apoyan el aprendizaje y bienestar de cada alumno.
- Las expectativas claras favorecen la seguridad, el respeto y el aprendizaje.
- Los procedimientos comunes ayudan a las familias a saber qué esperar del centro.

لماذا تهتم هذه السياسات

- تدعم سياسات السلوك والتقييم والتواصل تعلّم كل طفل ورفاهه.
- تساعد التوقعات الواضحة الأطفال على الشعور بالأمان والاحترام والاستعداد للتعلم.
- تساعد الإجراءات المشتركة الأسر على فهم ما يمكن توقعه من المدرسة.



المدرسة الإسبانية في أبوظبي

The Spanish School of Abu Dhabi

Our Commitment to Families

Our commitment to families

- A safe, respectful school where every child belongs and receives support.
- Consistent expectations, fair responses and clear explanations of decisions.
- A partnership in which we listen, share concerns early and agree on next steps.

Nuestro compromiso con las familias

- Un colegio seguro y respetuoso donde cada alumno se sienta parte y reciba apoyo.
- Expectativas coherentes, respuestas justas y decisiones explicadas con claridad.
- Una colaboración basada en la escucha, la comunicación temprana y acuerdos de seguimiento.

التزامنا تجاه الأسر

- مدرسة آمنة يسودها الاحترام، يشعر فيها كل طفل بالانتماء ويحصل على الدعم.
- توقعات ثابتة واستجابات عادلة وتوضيح أسباب القرارات.
- شراكة نستمتع فيها إلى الأسر ونشارك المخاوف مبكرًا ونتفق على الخطوات التالية.



المدرسة الإسبانية في أبوظبي

The Spanish School of Abu Dhabi

How the three policies work together

How the three policies work together

- Behavior, assessment and communication are connected rather than separate systems.
- Behavior creates the conditions for learning; assessment shows progress and support needs; communication keeps families informed and involved.
- Fairness, consistency, confidentiality and appropriate support are common principles across all three policies.

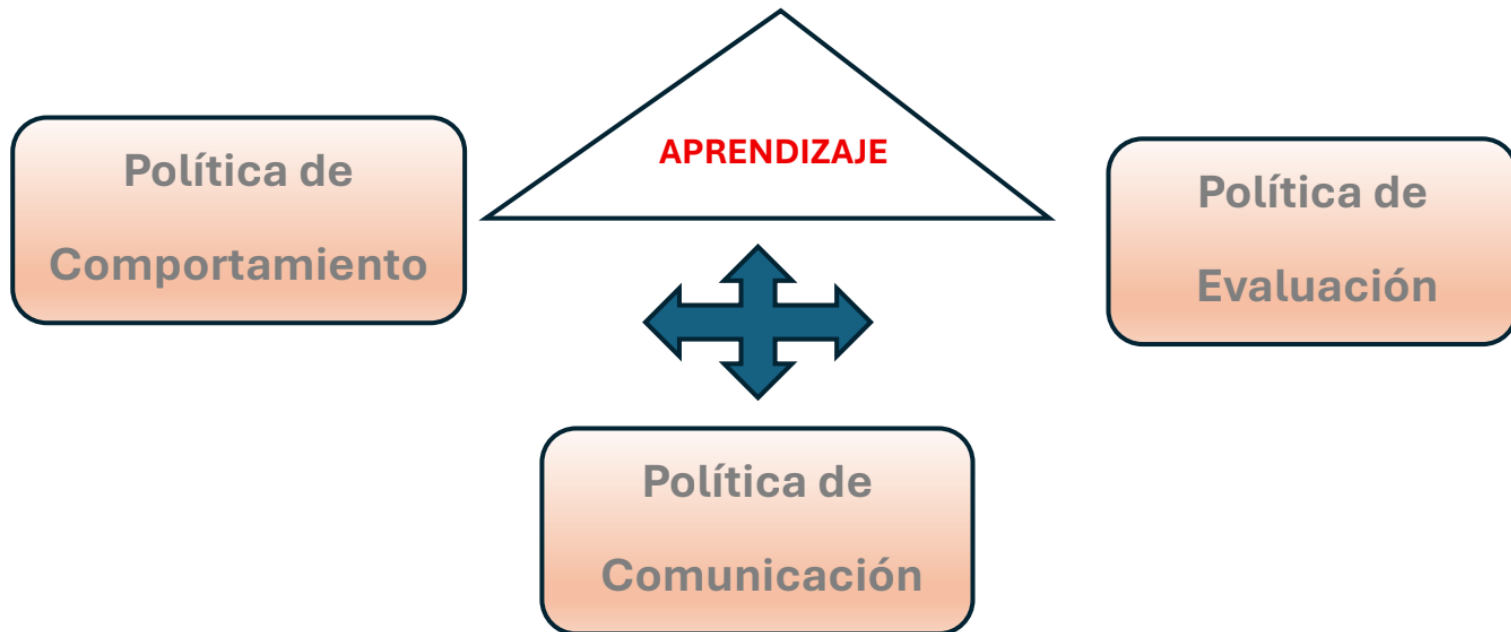
Cómo se conectan las tres políticas

- El comportamiento crea las condiciones para aprender; la evaluación muestra el progreso y las necesidades; la comunicación mantiene a las familias informadas e implicadas.
- La equidad, coherencia, confidencialidad y el apoyo adecuado conectan las tres políticas.

كيف ترتبط السياسات الثلاث

- تتكامل سياسات السلوك والتقييم والتواصل لدعم تعلم الطلبة وتطورهم.
- يعزز السلوك الإيجابي بيئة التعلم، ويساعد التقييم على متابعة التقدم، ويضمن التواصل مشاركة أولياء الأمور.
- تركز السياسات الثلاث على العدالة والاتساق والسرية وتقديم الدعم المناسب لجميع الطلبة.

How the three policies work together



Shared Responsibilities

School responsibilities	Parental responsibilities	Student responsibilities
Providing clear and effective official communication channels.	Use official and approved channels in all forms of communication.	Commitment to communicating respectfully and politely with all members of the school community.
Publishing approved information and announcements in a timely manner.	Regularly follow announcements and updates issued by the school.	Transfer school notes or messages to the parent when needed.
Directing inquiries to the relevant authority and responding to them according to the approved procedures.	Adherence to communication etiquette and mutual respect.	Cooperation with the school and the parent in implementing their support or improvement plans.
Maintaining the confidentiality of personal information and data.	Do not rely on or circulate information not issued by the school's official channels.	Adherence to school rules and policies and positive participation in building a safe and respectful learning environment.

Telegram Parent Groups



Pre-K

Scan to join the Telegram group

[Open group link](#)



KG1

Scan to join the Telegram group

[Open group link](#)



KG2

Scan to join the Telegram group

[Open group link](#)



Grade 1

Scan to join the Telegram group

[Open group link](#)

Telegram Parent Groups



Grade 2

Scan to join the Telegram group

[Open group link](#)



Grade 3

Scan to join the Telegram group

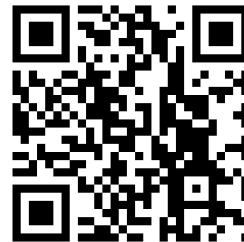
[Open group link](#)



Grade 4

Scan to join the Telegram group

[Open group link](#)



Grade 5

Scan to join the Telegram group

[Open group link](#)

Telegram Parent Groups



Grade 6

Scan to join the Telegram group

[Open group link](#)



Grade 7

Scan to join the Telegram group

[Open group link](#)



Grade 8

Scan to join the Telegram group

[Open group link](#)



Grade 9

Scan to join the Telegram group

[Open group link](#)

Where Should I Look for Information?

Using the right channel helps families find accurate information quickly and keeps communication clear.

Channel	Best used for	What you can find / do there
Telegram	School and grade/class information	Announcements, circulars, events, schedules and general academic/administrative information
Google Classroom	Academic learning	Assignments, learning materials, classwork and student learning resources
Email	Individual questions or follow-up	Academic or administrative enquiries, individual student matters and meeting requests
School Website / Official Notices	School-wide reference information	Published school information, policies, calendars and official notices where available
Reception / School Phone	General enquiries	Initial guidance, reception support and help identifying the correct person or department
Scheduled Meeting	Matters needing discussion	Individual academic, wellbeing or administrative matters that need a fuller conversation

Remember: Telegram is for information and announcements. For an individual student matter, use email or request a meeting.

Who Should I Contact First?

Most questions and concerns are handled through the normal communication route — they are not formal complaints.

Start with the staff member closest to the matter and use the school's official communication channels.

Topic	First point of contact	Official channel
Homework & assignments	Teacher	Email or scheduled meeting
Academic performance, progress and classroom questions and concerns	Teacher	Email or scheduled meeting
Curriculum, assessment & tests	Coordinator / Head of Department	Email or scheduled meeting
Academic support / intervention	Coordinator / Head of Department	Email or scheduled meeting
Inclusion / special cases	Inclusion Teacher/ Head of Inclusion	Email or scheduled meeting
Behavior, Wellbeing and Discipline	Social Worker	Email or scheduled meeting
Attendance, absence & lateness	Social Worker / designated attendance contact	Email or scheduled meeting
School health	School Nurse	Email
Activities, trips & events	Activities Coordinator	Email
Admissions & registration	Admissions & Registration	Email or reception phone

If the matter requires formal review or cannot be resolved through the normal route, the Complaints & Grievances Procedure applies.

Parent Communication, Concerns & Escalation

Job title	Name	Email	Office phone / Ext.
Reception phone	Reception	reception@spanishschool.ae	+971 02 310 1888 / Ext. 888
Reception staff	Hanadi Kafarnawi / Haya Alrashdi	reception@spanishschool.ae	888
National Curriculum Materials Coordinator	Nesma Agami – Head of MOE Department	Head.of.MOE@spanishschool.ae	820
Activities Materials Coordinator	Lilliam Dominguez – Cultural Activities Coordinator	lilliam.dominguez@spanishschool.ae	812 / 813
KG Coordinator	Elena Cuello	Elena.cuello@spanishschool.ae	825
Grades 1-5 Coordinator	Maria Perez	maria.perez@spanishschool.ae	828
Grades 6-9 Coordinator	Carlos Fernandez	carlos.Fernandez@spanishschool.ae	802
Inclusion and Guidance	Veronica Montoro – Head of Inclusion & Guidance	head.of.inclusion@spanishschool.ae	855 / 827 / 835
Social Worker	Ameera Alakberi	ameera.alakberi@spanishschool.ae	805
Social Worker	Alba Godall – Head of Pastoral	alba.godall@spanishschool.ae	805
Student Affairs	Angela Biomorgi	students.affairs@spanishschool.ae	822
Admissions and Registration	Angela Biomorgi	students.affairs@spanishschool.ae	822
Finance Coordinator	Mahmoud Al Shaer – General Accountant	accounting@spanishschool.ae	866
Complaints and grievances	School Administration	complaints@spanishschool.ae	NA

Parent Meetings

Parent meetings

- Meetings should have a clear purpose and be scheduled in advance through the appropriate school channel.
- Discussion should focus on your child; information about other students or families cannot be discussed.
- Agreed actions and follow-up are documented and, when needed, referred to the appropriate school team.
- Formal complaints follow the separate Complaints and Grievances Procedure.

Reuniones con las familias

- Las reuniones deben tener un propósito claro y concertarse con antelación a través del canal escolar correspondiente.
- La conversación debe centrarse en su hijo/a; no se puede compartir información sobre otros alumnos o familias.
- Los acuerdos y el seguimiento se documentan y, cuando sea necesario, se derivan al equipo correspondiente.
- Las quejas formales siguen el procedimiento específico de Quejas y Reclamaciones.

اجتماعات أولياء الأمور

- يجب أن يكون للاجتماع هدف واضح وأن يتم تحديد مواعده مسبقاً عبر قناة التواصل المدرسية المناسبة.
- يجب أن يركز النقاش على ابنكم/ابنتكم، ولا يمكن مناقشة معلومات تخص طلاباً أو أسرًا أخرى.
- يتم توثيق الإجراءات المتفق عليها والمتابعة، وعند الحاجة تُحال المسألة إلى الفريق المدرسي المختص.
- تتبع الشكاوى الرسمية إجراء الشكاوى والتظلمات المنفصل.

Social Media

Social media

- Social media should not replace official channels for individual concerns or complaints.
- Student and family privacy must be protected.

Redes sociales

- Las redes sociales no deben sustituir los canales oficiales para inquietudes o reclamaciones individuales.
- Debe protegerse la privacidad del alumnado y las familias.

وسائل التواصل الاجتماعي

- لا ينبغي أن تحل وسائل التواصل الاجتماعي محل القنوات الرسمية للمخاوف أو الشكاوى الفردية.
- يجب حماية خصوصية الطلبة والأسر.

Privacy and Confidentiality

Privacy and confidentiality

- Personal and student information is handled confidentially and shared only for appropriate purposes.
- Parents should avoid sharing confidential information about other students or families.

Privacidad y confidencialidad

- La información personal y del alumnado se gestiona de forma confidencial.
- Las familias deben evitar compartir información confidencial sobre otros alumnos o familias.

الخصوصية والسرية

- تُعامل المعلومات الشخصية ومعلومات الطلبة بسرية ولا تُشارك إلا لأغراض مناسبة.
- يجب على أولياء الأمور تجنب مشاركة معلومات سرية عن طلبة أو أسر أخرى.

How to Escalate a Concern

A guide for parents

1

Communicate



Contact the person concerned directly (e.g. teacher, subject teacher or support staff).

2

Seek a solution



Discuss the concern and work together to find a solution, always keeping the best interests of the student first.

3

Submit a complaint (if needed)



If the matter cannot be resolved through direct communication, you may submit a complaint to the school's dedicated complaints email.



Always students first

Our shared goal is to find fair and constructive solutions that support the wellbeing and learning of every student.

Complaint Process

1 Submit the complaint

Use the school's official complaints channel and provide the required information and any supporting evidence.

2 Receipt & registration

Within 1 working day
The school registers the complaint, checks the basic information and confirms receipt.

3 Initial review

Within 1 working day
The school determines the nature of the complaint, its jurisdiction and who is responsible for handling it.

4 Referral & review

Within 2 working days
The complaint is referred to the appropriate person/department. Information and documents are reviewed and relevant parties may be heard.

5 Decision & notification

Within 7 working days of receipt
The school completes its review, makes a decision and communicates the outcome through official channels.

6 Closure

The outcome is documented, the complaint is closed and records are retained according to school procedures.

Appeal

A written grievance may be submitted within 5 working days of receiving the outcome. The school will normally review the grievance and communicate its decision within 7 working days of receiving it.

Complaint and Grievance Form

Applicant data					
Request type	☐ complaint ☐ Appeal against the decision	Applicant's name		Applicant's relationship to the student	
Phone number		Email			
Student data					
Student's name			the line		
Complaint or grievance data					
The concerned party/person (if any)					
Subject of complaint or grievance					
Details of the complaint or grievance					
Required processing					
Supporting documents					
Applicant's declaration					
I acknowledge that the information contained in this form is correct to the best of my knowledge, and I agree to the use of the information and documents submitted for the purpose of studying and processing the complaint or grievance in accordance with the policies and procedures adopted at the school.					
Name		the signature		Date	
For official use					
Reference number		Date of receipt		recipient	
Referred to authority		Date of referral		Order status	☐ Under review ☐ Under processing ☐ closed



Parents' Council | Consejo de Familias | مجلس أولياء الأمور

The Parents' Council can:

- Support constructive partnership between families and the school.
- Raise general themes, ideas and suggestions affecting the wider school community.
- Support school community initiatives and appropriate parent engagement.
- Provide a parent perspective within its defined consultative role.

The Parents' Council does not:

- Handle or investigate individual complaints.
- Discuss individual students, families or staff members.
- Intervene in staffing, evaluation, duties, schedules or operational decisions.
- Replace official school communication or complaints procedures.

El Consejo de Familias puede:

- Apoyar una colaboración constructiva entre las familias y el centro.
- Plantear temas generales, ideas y sugerencias que afecten a la comunidad escolar.
- Apoyar iniciativas de la comunidad escolar y la participación de las familias.
- Aportar la perspectiva de las familias dentro de su función consultiva.

El Consejo de Familias no puede:

- Gestionar ni investigar quejas individuales.
- Tratar casos de alumnos, familias o miembros del personal concretos.
- Intervenir en personal, evaluación, funciones, horarios o decisiones operativas.
- Sustituir los canales oficiales de comunicación o el procedimiento de quejas.

يمكن لمجلس أولياء الأمور:

- دعم الشراكة البناءة بين الأسر والمدرسة.
- طرح موضوعات عامة وأفكار ومقترحات تخص المجتمع المدرسي.
- دعم مبادرات المجتمع المدرسي والمشاركة المناسبة لأولياء الأمور.
- تقديم وجهة نظر أولياء الأمور ضمن دوره الاستشاري المحدد.

لا يختص مجلس أولياء الأمور بـ:

- تلقي أو التحقيق في الشكاوى الفردية.
- مناقشة حالات تخص طلاباً أو أسراً أو موظفين بعينهم.
- التدخل في شؤون التوظيف أو التقييم أو المهام أو الجداول أو القرارات التشغيلية.
- استبدال قنوات التواصل الرسمية أو إجراءات الشكاوى في المدرسة.

Individual concern about your child? → Use the appropriate school communication route.
Una inquietud individual sobre su hijo/a? → Utilice la vía de comunicación escolar correspondiente.
هل لديكم قلق فردي بشأن ابنكم/ابنتكم؟ ← استخدموا قناة التواصل المدرسية المناسبة.

Student Behavior Management

Gestión del Comportamiento del Alumnado

إدارة سلوك الطلبة

Key points for parents • Puntos clave para las familias • نقاط رئيسية لأولياء الأمور

Our Approach to Behavior

Our approach to behavior

- SSAD teaches, models and reinforces positive behavior in a safe, respectful environment.
- Behavior support is a shared responsibility between students, staff and families.

Nuestro enfoque del comportamiento

- SSAD enseña, modela y refuerza el comportamiento positivo en un entorno seguro y respetuoso.
- El apoyo al comportamiento es una responsabilidad compartida entre alumnos, personal y familias.

نهجنا في إدارة السلوك

- تعلّم المدرسة السلوك الإيجابي وتقدمه كنموذج وتعزّزه ضمن بيئة آمنة ومحترمة.
- دعم السلوك مسؤولية مشتركة بين الطلبة والموظفين والأسر.

Positive Behavior is Reinforced

1 Demonstrate expectations

Students show the schoolwide behavior expectations.

2 Record in Class Charts

Staff record positive behavior consistently.

3 Award points

Students receive 1, 2 or 3 positive points.

4 Recognize & monitor

Points support recognition and help identify patterns.

Class Charts is used internally by staff to record positive behavior. Points are recognition for positive choices and are not removed as punishment.

El personal utiliza Class Charts internamente para registrar las conductas positivas. Los puntos reconocen las buenas decisiones y no se retiran como castigo.

يستخدم الموظفون Class Charts داخليًا لتسجيل السلوك الإيجابي. تُمنح النقاط تقديرًا للسلوك الإيجابي ولا يتم سحبها كعقوبة.

Recognition is linked to the schoolwide expectations • 1 point • 2 points • 3 points

Choose Positive. Make a Difference.

OUR EXPECTATIONS • OUR SCHOOL • OUR COMMUNITY

Respect
 Responsibility
 Kindness
 Safety

LEVEL	EXPECTED POSITIVE BEHAVIOUR	POSITIVE IMPACT
LEVEL 1  Be Ready to Learn	• Be on time for school and lessons. • Bring the books and resources you need. • Follow classroom and school rules. • Listen to instructions and stay focused. • Complete your work and meet deadlines. • Use digital devices appropriately.	 • More learning time. • Fewer interruptions. • A calmer classroom environment. • Stronger independence and learning habits.
LEVEL 2  Learn with Respect	• Follow instructions from staff. • Stay where you are expected to be. • Solve disagreements with words. • Respect people and property. • Speak respectfully and use appropriate language.	 • Everyone feels safer and respected. • Fewer conflicts and misunderstandings. • Smoother transitions between activities. • Stronger trust between students and teachers.
LEVEL 3  Take Responsibility	• Treat everyone with dignity and kindness. • Do not bully, harass or intimidate others. • Be honest and take responsibility for your actions. • Respect privacy and personal boundaries. • Stay on school premises unless authorised. • Care for school property and other people's belongings.	 • A safer and more inclusive school. • Stronger friendships and community. • Greater trust and respect. • A positive school reputation. • Opportunities to demonstrate leadership and make a difference.
LEVEL 4  Keep Everyone Safe	• Keep yourself and others safe. • Respect boundaries and personal space. • Never use dangerous objects or substances. • Never steal or be involved in illegal activities. • Use technology responsibly. • Report serious concerns to a trusted adult.	 • A safer school community. • Greater trust and peace of mind. • Serious concerns are addressed quickly. • Positive role models and a strong sense of belonging. • Responsible citizenship and leadership.
WHEN WE MAKE POSITIVE CHOICES...		
 We learn more	 We feel safer	 We build stronger relationships
 We create a calmer classroom	 We help everyone succeed	

STUDENT CODE OF CONDUCT

GRADES 5 - 9



Be Ready to Learn



Learn with Respect



Take Responsibility



Contribute & Collaborate



Keep Everyone Safe

MISCONDUCT

LEVEL
1

- Repeated lateness to school or lessons.
- Not prepared (missing books/resources).
- Not following classroom or school rules.
- Inappropriate sounds or distracting others.
- Eating or sleeping during lessons without permission.
- Incomplete work or not completing homework.
- Misuse of digital devices.

LEVEL
2

- Leaving or entering a classroom without permission.
- Missing mandatory school activities.
- Fighting, inciting quarrels, threatening or intimidating peers.
- Minor damage to school property.
- Mobile phone without permission.
- Verbal abuse or insulting a member of the school community.
- Refusing reasonable safety instructions.

LEVEL
3

- Bullying, intimidation, harassment or abuse.
- Defamation on social media.
- Fabrication, falsification or impersonation.
- Academic dishonesty (cheating/plagiarism).
- Leaving school premises without permission.
- Serious property vandalism.
- Misuse of fire alarm or fire extinguishers.
- Assault without injury.
- Recording or distributing photos/videos without consent.

LEVEL
4

- Weapons or objects used as weapons.
- Sexual assault or sexual harassment.
- Assault causing injury.
- Theft.
- Unlawful content or media.
- Setting fire.
- Alcohol, narcotics, drugs or psychotropic substances.
- Illegal IT activity.
- Persistent bullying, harassment or abuse.
- Other serious ADEK misconduct.

EXPECTED BEHAVIOUR

- Be on time for school and lessons.
- Bring the books and resources you need.
- Follow classroom and school rules.
- Listen to instructions and stay focused.
- Complete your work and meet deadlines.
- Use digital devices appropriately.

- Follow instructions from all staff.
- Stay where you are expected to be.
- Solve disagreements with words.
- Respect people and property.
- Speak respectfully and use appropriate language.
- Follow safety instructions.

- Treat everyone with dignity and kindness.
- Do not bully, harass or intimidate others.
- Be honest and take responsibility for your actions.
- Respect privacy and personal boundaries.
- Stay on school premises unless authorised.
- Care for school property and other people's belongings.

- Keep yourself and others safe.
- Respect boundaries and personal space.
- Never use dangerous objects or substances.
- Never steal or be involved in illegal activities.
- Use technology responsibly.
- Report serious concerns to a trusted adult.

RESPONSE

- 1 Verbal warning + discuss expected change.
- 2 Written warning to parent.
- 3 Written warning + parent meeting + agreed home-school strategy.
- >3 Written warning + parent & Behavioral Management Committee agree strategies.

- 1 Written warning + student undertaking + parent agreement.
- 2 Second written warning + Committee strategies + parent undertaking.
- 3 Onsite suspension up to 2 days + supervised study + parent notification.
- >3 Onsite suspension up to 3 days + final written warning + Committee action; continued repetition may lead to an application to ADEK for expulsion.

- 1 Immediate onsite suspension + Committee review + parent summoned.
- 2 Immediate offsite suspension pending investigation (max. 5 days) + Committee review/final actions + final written warning.
- 3 Immediate offsite suspension pending investigation (max. 5 days) + Committee review; actions may include expulsion.

- 1 Immediate offsite suspension pending investigation + parent notification + Committee review/corrective plan.
- 2 Immediate offsite suspension pending investigation (max. 5 days) + Committee review; actions may include expulsion.
- 3 Continued repetition: school may apply to ADEK for expulsion after required prior steps/support.



IMPORTANT: The response depends on the level and occurrence of the misconduct. Serious misconduct may require immediate action. Students will have an opportunity to explain, and appropriate support may be provided alongside disciplinary procedures.



MAKE THE RIGHT CHOICE

THINK ABOUT THE IMPACT OF YOUR WORDS AND ACTIONS • ASK AN ADULT FOR HELP

Additional Supports

Targeted Goals

Include specific positive behavior targets and regulation tools tailored to individual student needs.

Family Partnership

Hold collaborative family meetings to review regulation strategies and ensure consistent home-school implementation.

Code of Conduct

Apply school-wide behavioral policies and consequences when agreed support strategies are not followed.

Objetivos del Plan Ed. Individualizado

Incluir objetivos específicos de conducta positiva y herramientas de regulación adaptadas a las necesidades individuales del estudiante.

Colaboración con la familia

Realizar reuniones colaborativas con la familia para revisar las estrategias de regulación y garantizar su aplicación coherente entre el hogar y la escuela.

Código de Conducta

Aplicar la política de conducta y las consecuencias del colegio cuando no se sigan las estrategias de apoyo acordadas.

أهداف محددة لبرنامج التعليم الفردي

تضمن أهداف محددة للسلوك الإيجابي وأدوات تنظيمية مصممة خصيصاً لتلبية الاحتياجات الفردية للطلاب

الشراكة مع الأسرة

عقد اجتماعات تعاونية مع الأسرة لمراجعة استراتيجيات التنظيم وضمان تطبيقها بشكل متسق بين المنزل والمدرسة

ميثاق السلوك / لائحة السلوك المدرسي

تطبيق سياسات السلوك والجزاءات المعتمدة في المدرسة عندما لا يتم الالتزام باستراتيجيات الدعم المتفق عليها

How parents can support

How parents can support

- Review the five expectations with your child and work with the school when follow-up is required.
- Use the official communication process for questions or concerns.

Cómo pueden apoyar las familias

- Revise las cinco expectativas con su hijo/a y colabore con el centro cuando se requiera seguimiento.
- Utilice el proceso oficial de comunicación para preguntas o inquietudes.

كيف يمكن لأولياء الأمور تقديم الدعم

- راجعوا التوقعات الخمسة مع أبنائكم وتعاونوا مع المدرسة عند الحاجة إلى المتابعة.
- استخدموا قنوات التواصل الرسمية عند وجود أسئلة أو مخاوف.

Assessment Policy

Política de Evaluación

سياسة التقييم

Key points for parents • Puntos clave para las familias • نقاط رئيسية لأولياء الأمور

Assessment Cycle

From information to support and growth



1

Assess



Students complete assessments (e.g. MAP, ABT, DIBELS, internal assessments).

2

Analyse



We review the results to understand strengths and areas for development.

3

Plan and Teach



We use the information to plan instruction, interventions and challenge.

4

Check Progress



We monitor progress through ongoing assessments and classroom work.

We repeat the cycle

to ensure continuous progress and support for every student.





Assessment at SSAD

INFORM • SUPPORT • CELEBRATE • MOVE LEARNING FORWARD



How students are assessed

كيف يتم تقييم الطلبة | Cómo se evalúa a los alumnos



Ongoing assessment

Teachers use formative and summative assessment throughout the year.

Los docentes utilizan evaluación formativa y sumativa durante todo el año.

يستخدم المعلمون التقييم التكويني والختامي على مدار العام.



Wide range of evidence

Evidence may include classwork, observation, projects, tasks, tests and approved standardized assessments.

Las evidencias pueden incluir trabajo de clase, observación, proyectos, tareas, pruebas y evaluaciones estandarizadas aprobadas.

قد تشمل الأدلة العمل الصفّي والملاحظة والمشروعات والمهام والاختبارات والتقييمات المعيارية المعتمدة.

The assessment cycle

دورة التقييم | El ciclo de evaluación

1



Plan

Teachers plan outcomes and success criteria.

Los docentes planifican resultados y criterios de éxito.

يخطط المعلمون لنتائج التعلم ومعايير النجاح.

2



Gather evidence

Teachers collect a range of evidence.

Los docentes recopilan evidencias.

يجمع المعلمون الأدلة.

3



Give feedback

Teachers provide feedback and adjust teaching.

Los docentes ofrecen retroalimentación y ajustan la enseñanza.

يقدم المعلمون التغذية الراجعة ويعدلون التدريس.

4



Use information

Assessment information is used to plan the next stage of learning.

La información de evaluación se utiliza para planificar la siguiente etapa del aprendizaje. تُستخدم معلومات التقييم للتخطيط للمرحلة التالية من التعلم.

Grading and reporting

الدرجات والتقارير | Calificación e informes

A+

Grades

Grades reflect the approved curriculum and evidence collected during the assessment period.

Las calificaciones reflejan el currículo aprobado y las evidencias recopiladas durante el período de evaluación.

تعكس الدرجات المنهج المعتمد والأدلة التي جمعت خلال فترة التقييم.



Reporting to families

Families receive assessment information through approved school reporting and communication.

Las familias reciben información mediante informes y canales de comunicación aprobados por el centro.

تتلقى الأسر معلومات التقييم من خلال التقارير وقتوات التواصل المعتمدة في المدرسة.



Assessment helps us understand, support and celebrate every student's learning.

La evaluación nos ayuda a comprender, apoyar y celebrar el aprendizaje de cada alumno.

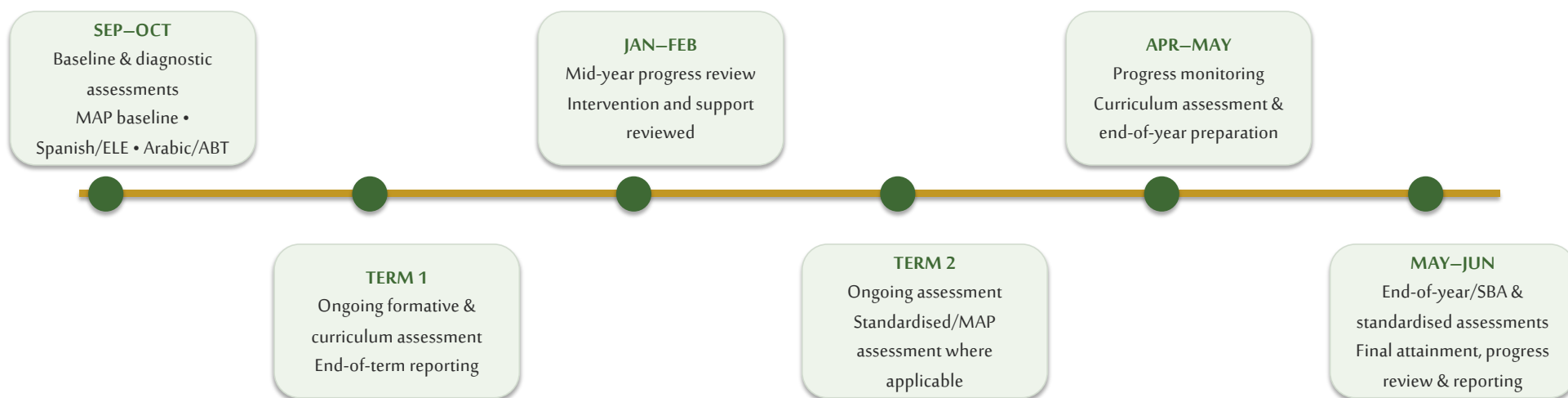
يساعد التقييم على فهم ودعم والاختفاء بتعلم كل طالب.



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

Assessment Calendar 2026–27

Key assessment points across the school year



Assessment is continuous throughout the year.

Formal assessment windows are combined with classroom evidence, teacher assessment and students' day-to-day work to build a complete picture of attainment and progress.

Equity and fairness

Equity and fairness

- Assessment decisions should be fair, consistent and based on appropriate evidence.
- Individual needs are considered through approved support processes.

Equidad y justicia

- Las decisiones deben ser justas, coherentes y basadas en evidencias adecuadas.
- Las necesidades individuales se consideran mediante procesos de apoyo aprobados.

الإنصاف والعدالة

- يجب أن تكون قرارات التقييم عادلة ومتسقة ومستندة إلى أدلة مناسبة.
- تُراعى الاحتياجات الفردية من خلال إجراءات الدعم المعتمدة.

Communication with parents

Communication with parents

- Families receive assessment information through approved channels, reports and conferences.
- Assessment information is confidential and should be discussed through official channels.

Comunicación con las familias

- Las familias reciben información mediante canales aprobados, informes y reuniones.
- La información de evaluación es confidencial y debe tratarse por canales oficiales.

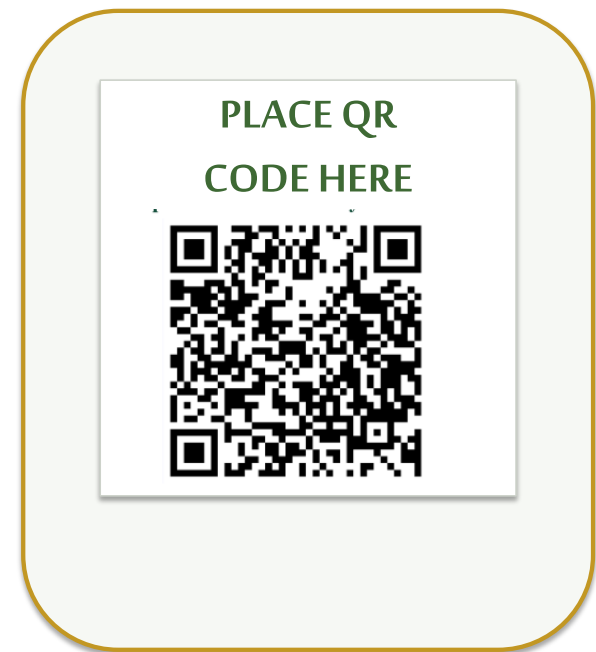
التواصل مع أولياء الأمور

- تتلقى الأسر معلومات التقييم عبر القنوات المعتمدة والتقارير والاجتماعات.
- معلومات التقييم سرية ويجب مناقشتها عبر القنوات الرسمية.

Parent Undertaking

Thank you for partnering with us.

- Please scan the QR code to complete the Parent Agreement.
- Confirm that you have received and understood the key information shared today.
- Acknowledge our shared commitment to respectful communication, student wellbeing, attendance, behaviour and learning.
- Submit one response per family.



Working together for every student's learning, wellbeing and success.