



Al Ain English Speaking School

Parent Handbook – Secondary School

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Message from the Secondary Principal



The Al Ain English Speaking School opened its doors in 1979 and is the oldest British Private school in Al Ain. It has been a privilege to have served the Al Ain English Speaking School since 2002. The school has grown significantly in my time here, and from the accomplishments of our alumni and current students, I can testify that the school lives up to its motto of “Achieving Excellence”.

We offer students a diverse curriculum in the secondary school spanning the sciences, STEM subjects, humanities, creative arts, health sciences, languages, commerce, information technology, English and mathematics. This enables our students to explore their interests and build unique subject selections as they progress through the key stages. We boast the largest sixth form in Al Ain, and our graduates secure places in a range of university programmes worldwide. I am always in awe when I consider that a small school in Al Ain has produced alumni who are powerful leaders in their fields and who boast employment at institutions such as Tesla, Lamborghini Automobili, Stanford University and the Max Planck Institute, to name just a few.

Our board examination results are consistently above UK and international benchmarks, as are our PISA and TIMSS ratings. In recent years, we have also secured four “Highest in the World” awards for the Cambridge and Pearson board examinations.

We recognise that student development goes beyond academic achievement and we offer students a rich extra-curricular programme that includes the prestigious Duke of Edinburgh Award, a range of sporting disciplines, the Formula 1 project for schools and robotics and coding. With our newly developed STEAM centre, students also get the opportunity to work with their hands in our automotive engineering workshop, technology suite and kitchen, and for those who are interested in media and digital design, we have installed a state-of-the-art creative media suite and school radio desk. Our Student Council and Model United Nations allow students to explore their leadership and public speaking skills while affecting change.

Despite our strong academic programme and infrastructure, what defines Al Ain English Speaking School is the relationships established between students and their teachers, as well as the support of the parent community. Alumni who visit the school regularly remark on this. Kindness, honesty and respect are our core values, and I am proud to see these upheld in the

classrooms, the playgrounds, assemblies and beyond the school by our school community. It is an honour to have a hand in shaping future leaders who are empathetic and emotionally intelligent and who will ultimately contribute to the preservation of the human race. I look forward to serving this unique establishment in future years, and I thank you for choosing Al Ain English Speaking School and for entrusting us as partners in the development of your child.

Yours faithfully

Zaheer Abass



The School's Mission and Vision

At Al Ain English Speaking School, our values shape every aspect of school life and guide us in building a respectful, inclusive, and high-achieving community. We believe in: enquiry, perseverance, reflection, respect, integrity and global citizenship.

Our Mission

AAESS is a caring and multicultural community that enables all individuals to realise their potential in a dynamic and innovative learning environment. We value enquiry, perseverance and reflection, treating one another with respect and integrity, while learning together to become responsible and enterprising global citizens.

Our Vision

Our vision is simple yet powerful: **to promote excellence in all areas of school life** — academically, personally, and socially. We aim to create an environment where pupils, staff, and families work together to achieve their very best, developing confident, capable individuals prepared for the future.

The Secondary School Structure and the Curriculum

The secondary school structure aligns with that in the UK, with key stages 3 to 5 spanning years 7 to 13, as below.

Key Stage 3: Years 7 and 8.

Key Stage 4: Years 9 to 11.

Key Stage 5: Years 12 and 13 (also known as the sixth form).

In Years 7 and 8, students study subjects as per the National Curriculum of England and the compulsory Ministry of Education subjects. We also offer students the opportunity to engage in skills-based STEM subjects. The range of subjects offered helps to prepare them for making subject choices in year 8 as they progress to year 9 to start Key Stage 4.

Key Stage 3 Curriculum Structure	
National Curriculum of England subjects	English, Mathematics, Biology, Chemistry, Physics, History, Geography, Art, Music, Spanish, French, ICT and Core Physical Education
The Ministry of Education subjects	Arabic, Islamic (for Muslim students), UAE Social Studies, Moral Education.
STEM Subjects	Introduction to: Media Studies/ Design and Technology/ Food Technology/ Automotive Engineering.

In year 8, students choose subjects to shape their curriculum for Key Stage 4. During Key Stage 4, students study the IGCSE curriculum and take board examinations in year 11. The school invites students and parents to attend an options evening to find out how subject choices lead to university courses and career paths and about the suitability of subjects for individual students. Before choosing their subjects, students receive additional guidance from their subject teachers and career counsellors.

The Key Stage 4 curriculum comprises compulsory IGCSE subjects and optional IGCSE subjects (students choose 6 subjects from what is available) as per the UK curriculum and compulsory Ministry of Education subjects.

Key Stage 4 Curriculum Structure	
Compulsory subjects	English Literature and English Language or English as a Second Language, Mathematics and Core Physical Education.
The Ministry of Education subjects	Arabic ¹ , Islamic (for Muslim students), UAE Social Studies ² , Moral Education.
Optional subjects	Art, Biology, Business Studies, Chemistry, Computer Science, Design and Technology, Food and Nutrition, French, Geography, History, ICT, Media Studies, Music, GCSE Physical Education, Physics, Psychology and Spanish.
STEM subjects	Further skills in Automotive Engineering and Design and Technology (for students who do not study Islamic or Social Studies in Arabic)

1- Arabic for non-Arab passport holders is compulsory in years 9 and 10 but optional in year 11.

2- UAE Social Studies is a subject that students only study in years 9 and 10.

In year 11, students choose subjects they will study for their last two school years. Again, we invite students and parents to attend the Sixth Form Options evening to ensure that the subjects they choose align with university admission requirements and that students meet the IGCSE requirements to study specific subjects. Students study 2,3, or 4 subjects in years 12 and 13, depending on the courses they intend to study at university and the universities they intend to apply to. Students who are holders of Arab countries have to study the Ministry of Education Arabic, and all Muslim students must study Islamic. All students must engage in one lesson per week of Moral Education and two lessons of Core Physical Education.

Key Stage 5 Curriculum Structure	
The Ministry of Education subjects	Arabic (for Arab passport holders), Islamic (for Muslim students), and Moral Education.
Optional subjects	Art, Biology, Business Studies, Chemistry, Computer Science, Economics, English Language, English Literature, Geography, History, ICT, Mathematics, A-Level Physical Education, Physics, Psychology.
Compulsory subjects	Core Physical Education

The School Calendar

The table below captures the term dates and mid-term breaks for the 2024-2025 academic year. The ADEK-approved school calendar (containing public holidays*) may be viewed here: [2025-2026 ADEK Approved Calendar](#).

* Public holiday dates are tentative and are subject to official announcements.

2025-2026 ADEK Approved Calendar	
Term 1 begins	Monday, 25th August 2025
Term 1 mid-term	Monday, 13th October to Friday, 17th October 2025
Term 1 ends	Friday, 5th December 2025
Term 2 starts	Monday, 5th January 2026
Term 2 mid-term	Tuesday, 10th February to Friday, 13th February 2026
Term 2 ends	Friday, 13th March 2026
Term 3 starts	Monday, 30 th March 2026
Term 3 ends	Friday, 3rd July 2026

School Fees

ADEK Approved Fee Structure (in AED): 2025-2026				
Class	Term 1	Term 2	Term 3	Total
Year 7	16,324.00	12,243.00	12,243.00	40,810.00
Year 8	16,324.00	12,243.00	12,243.00	40,810.00
Year 9	16,324.00	12,243.00	12,243.00	40,810.00
Year 10	17,824.00	13,368.00	13,368.00	44,560.00
Year 11	17,824.00	13,368.00	13,368.00	44,560.00
Year 12	19,288.00	14,466.00	14,446.00	48,220.00
Year 13	19,288.00	14,466.00	14,446.00	48,220.00





For parents who require the use of the school bus service, the transport fees are listed in the table below.




Transport Fees For The 2025-2026 Academic Year				
Class	Term 1	Term 2	Term 3	Total
Preschool to Year 13	1 819.20	1 364.40	1 364.40	4 548.00

Key contacts, home-school communication and parent-teacher meetings


The first point of contact regarding any student issues is the form tutor. The form tutor will liaise with relevant staff members. The tables below contain the email addresses of key staff members for this academic year. Parents may also contact our Pastoral Manager or the Pastoral Administrator to set up appointments with staff as required.

The Pastoral Team






Head of 6th Form (Years 12 and 13) Miss H Porter hporter@aaess.sch.ae	
Head of 6th Form (Years 12 and 13) Miss C McDonald cmcdonald@aaess.sch.ae	
Head of Key Stage 4 (Years 9,10, and 11) Miss H McHale hmchale@aaess.sch.ae	
Head of Key Stage 3 (Years 7 and 8) Mr H Jones hjones@aaess.sch.ae	




<p>School Counsellor</p> <p>Mrs N Sigamoney</p> <p>nsigamoney@aaess.sch.ae</p>	
<p>Pastoral Manager/Exams Officer</p> <p>Mr K Fernando</p> <p>kkushan@aaess.sch.ae</p>	
<p>Pastoral Administrator</p> <p>Ms S Al Nuaimi</p> <p>salnuaimi@aaess.sch.ae</p>	

School Careers Counsellor






<p>Careers Counsellor</p> <p>Mr R Siddiquee</p> <p>rsiddique@aaess.sch.ae</p>	
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Heads of Department

<p>Acting Head of English and Modern Foreign Languages</p> <p>Mr M Vilsoni</p> <p>mvilsoni@aaess.sch.ae</p>	
<p>Head of Mathematics</p> <p>Mr R Bavister</p> <p>rbavister@aaess.sch.ae</p>	
<p>Head of Science</p> <p>Ms T Jones</p> <p>tjones@aaess.sch.ae</p>	
<p>Director of STEM</p> <p>Mr C Young</p> <p>cyoung@aaess.sch.ae</p>	
<p>Head of Humanities</p> <p>Mr J Franks</p> <p>jfranks@aaess.sch.ae</p>	

<p>Head of Business, ICT, Com Sc and Economics</p> <p>Mr M Walker</p> <p>mwalker@aaess.sch.ae</p>	
<p>Head of Creative Arts</p> <p>Mr T Karp</p> <p>tkarp@aaess.sch.ae</p>	
<p>Acting Director of Sport</p> <p>Mr A Wright</p> <p>awright@aaess.sch.ae</p>	

Senior Leadership Team

<p>Secondary Principal</p> <p>Mr Z Abass</p> <p>zabass@aaess.sch.ae</p>	
<p>Secondary Deputy Principal</p> <p>Mr L Cole</p> <p>lcole@aaess.sch.ae</p>	
<p>Deputy Principal</p> <p>Mr A Wright</p> <p>awright@aaess.sch.ae</p>	
<p>Assistant Principal</p> <p>Mr H Sfenjeh</p> <p>hsfenjeh@aaess.sch.ae</p>	
<p>Deputy Principal/ Head of Inclusion</p> <p>Mr P Vreugdenburg</p> <p>pvreugdenburg@aaess.sch.ae</p>	

We host parent-teacher meetings (live meetings at school) where parents can meet the subject teachers to discuss their child's progress and attainment. Appointment booking sheets are shared in advance with students and parents to book appointments with subject teachers. A secondary announcements newsletter is sent twice a month to students, parents and teachers to share news about upcoming events and meetings.

The School Day

Students must be in their tutor rooms by 7:30 am every day. We suggest that they arrive at school by 7:10 am. This will give them time to visit their lockers and get organised for the day. Arriving early also avoids traffic congestion.

School timings: Monday to Thursday

07:00 - 07:15 - students enter the school grounds and proceed to the canteen/ shaded area
07:15 - 07:25 - students enter the building to access lockers or head to their tutor bases
07:30 - 07:40 - Registration in Form classes (National Anthem signals the start).
07:40 - 08:20 - Lesson 1
08:20 - 09:00 - Lesson 2
09:00 - 09:40 - Lesson 3
09:40 - 10:20 - Lesson 4
10:20 - 10:40 - First break.
10:40 - 11:20 - Lesson 5
11:20 - 12:00 - Lesson 6
12:00 - 12:40 - Lesson 7
12:40 - 13:10 - Lunch break.
13:10 - 13:50 - Lesson 8
13:50 - 14:30 - Lesson 9
14:30 - 15:20 - ECA programme to the end of the day.

School timings: Friday

07:00 - 07:15 - students enter the school grounds and proceed to the canteen/ shaded area

07:15 - 07:25 - students enter the building to access lockers or head to their tutor bases

07:30 - 07:40 - Registration in Form classes (National Anthem signals the start).

07:40 - 08:20 - Lesson 1

08:20 - 09:00 - Lesson 2

09:00 - 09:40 - Lesson 3

09:40 - 10:20 - Lesson 4

10:20 - 10:50 - Break.

10:50 - 12:00 - Lesson 5 -Assembly/ Tutor Time/ House activities.

Ramadan Timings

During the Holy month of Ramadan, the school day is usually shortened to a 5-hour day. We notify parents of the adjusted timings once we get the notification from ADEK regarding the official school timings.

Extra-curricular activities

The extra-curricular activities (ECAs) program is designed to offer enriching opportunities for students to develop skills that go beyond their curriculum requirements. These are optional and inclusive of school fees. Students who use the school bus are required to arrange their own transportation after the ECAs have finished.

The ECAs run from 2:40 - 3:20, Monday to Thursday. A sign-up sheet with all of the necessary information is shared with students and parents during the first week of the school year and then at the end of the term for the following term.

Student Uniform

AAESS believes that a clearly stated and sensibly implemented uniform policy is important. There is no question that school uniforms can instil a feeling of school spirit, a sense of pride and social acceptance. It also prevents excesses in fashion trends and eliminates competition among students, often based on parents' ability to provide suitable clothes. The school will

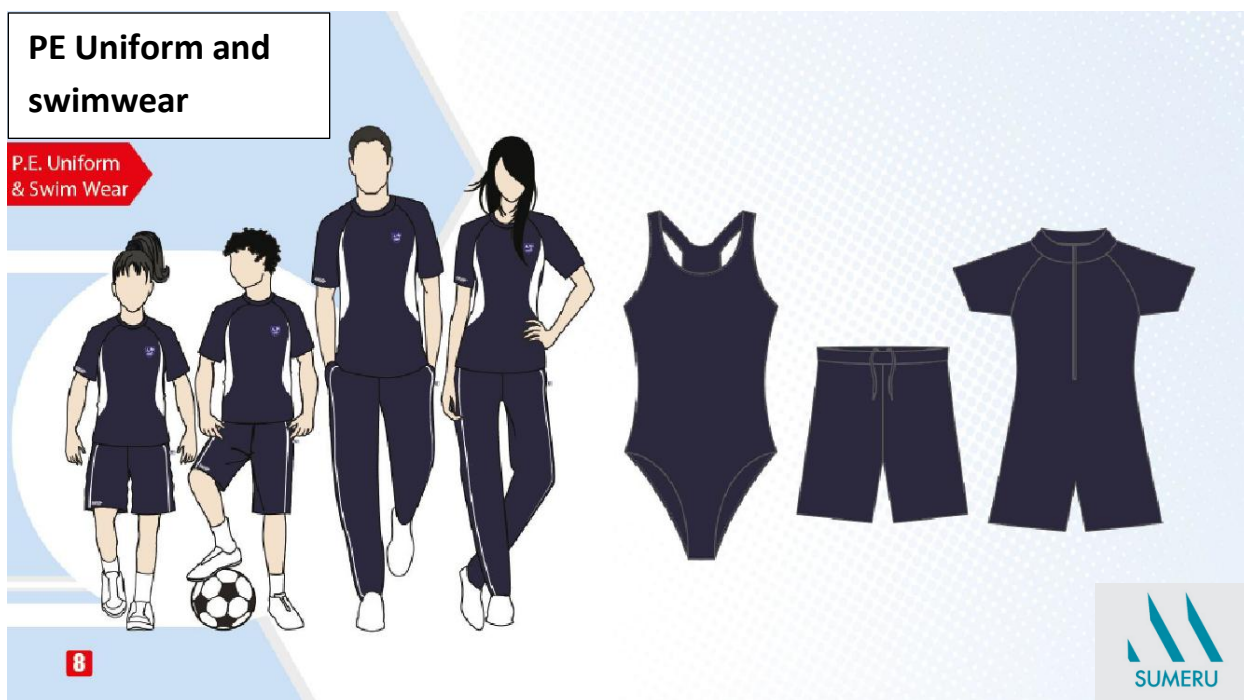
continue to strictly implement the proper wearing of uniforms as it represents the values and environment we endeavour to create.

All students deserve the right to an education without additional pressure from peers or other external elements. The school believes that with a strict uniform policy, all students are on a level playing field, which allows them to focus on their education and reach their fullest potential.

Students are permitted to wear their PE kit to school on the days that they have PE lessons. For ECAs and school fixtures, the students will be able to change at the end of the school day.

Below are images of the uniforms for the different year groups at AAESS.





Our uniform supplier is Sumeru Uniforms. They are located in the Al Ain Mall. Uniforms may also be ordered online using the following link: <https://shopatsumeru.com/>

The following expectations apply to all students at AAESS.

- Above-the-knee skirts are inappropriate and not permitted at any time in school.
- Boots, construction boots, hiking boots, desert boots, high heels, high tops, flip-flops, jellies, clogs, sandals, and platform shoes of any kind are not permitted. Black school shoes or black trainers should be worn. Shoelaces must be properly tied.
- Low-cut slacks and shirts cut high at the waist and low at the neckline or tightly form-fitting are not permitted.
- Wide headbands and bandannas are not permitted.
- Hair should be neat and of a natural colour. Extreme haircuts and hairstyles are not permitted. Facial hair for older boys is allowed but needs to be groomed and culturally appropriate.
- Visible tattoos, face paintings and markings on arms and legs are not permitted and need to be covered.
- Nails whose length interferes with the use of a PC keyboard or equipment in a practical subject, and/or adds risk to participation in Physical Education classes are not permitted.
- No ripped, frayed, torn, cut, or dirty clothing, including such uniform items as shirts, sweaters, skirts, or sweatshirts.
- Make-up (foundation or eye makeup) including nail varnish is not permitted.
- Throughout the school day, all children (boys and girls) with long hair should have it tied back for reasons of health, safety, and hygiene. Long hair is hair of a length that naturally falls and touches your shoulder (shoulder-length hair).
- Hoodies and other non-uniform items are not permitted.
- Jewellery is restricted to a single pair of stud earrings and a single bracelet. Hoop rings, nose rings and multiple studs are not permitted.

Dealing with uniform transgressions

Students who repeatedly fail to abide by the school's uniform policy will face sanctions as per the Positive Pupil Behaviour Policy.

Behaviour and Rewards

The school believes that good behaviour and discipline are essential to successful learning and teaching. It aims to encourage respect for others; offer appropriate rewards and sanctions; enter meaningful partnerships with parents and external agencies; and address the issues of truancy, racism, bullying, harassment and equality of opportunity for all.

The ethos and aims of the school are captured under the motto, “Achieving Excellence” and include the following key principles:

- We are a caring and multicultural community.
- We enable all individuals to realise their potential in a dynamic and innovative learning environment.
- We observe and respect local values, traditions, religion and culture.
- We value enquiry, perseverance, and reflection.
- We treat one another with kindness, respect and integrity while learning together.
- We enable individuals to become responsible and enterprising global citizens.

House Points

The House Point System is a means by which teachers can recognise and reward a wide range of student behaviour (e.g., good class work and homework, helpfulness in specific tasks, good behaviour etc.) The concept of a reward system that uses points is framed around not simply positive recognition for acceptable behaviour and giving immediate feedback to the student, but also centres on improving self-esteem; motivation and engagement; contribution to the group; reinforcement of boundaries to target student and others within the teaching environment; positive recognition; choice and responsibility based on positive rather than negative behaviour.

The AAESS House System places students into the following Houses: Cousteau, Stinnes Thesiger and Armstrong

When a House Point is awarded, it must be entered in SIMS, along with the reason for awarding the point. House point stickers are available for departments. These are to be used in student books to acknowledge a good piece of work. Only one house point will be awarded at a time.

House Points in the Secondary School

Students can earn house points in a variety of ways in the Secondary School; these are quantified in the table below.

Name of House Point	Criteria	Value
Subject House Point -	Outstanding commitment to learning. An outstanding piece of work/homework The achievement of a high test result or personal best An outstanding effort with classwork or homework The sustained improvement in the standard of work over several weeks.	10
Representative House Point	Representing the school in a competition or event, e.g. football match, drama production etc.	10
SCF (student competence framework)/BV (British Values) House Point	Demonstrating unprompted acts of <ul style="list-style-type: none"> ● Integrity ● Honesty ● Resilience ● Kindness ● Tolerance ● Care ● Empathy 	20
Act of Brilliance	Achieving something extraordinary, for example, <ul style="list-style-type: none"> ● Gaining 100% attendance in a term ● Completing the Duke of Edinburgh Award ● Performing on stage in an assembly 	25

Accumulated House Point Awards Certificates

Number of house points	Award tier
250	Bronze Award
750	Silver Award
1500	Gold Award

Students' achievements will be celebrated regularly in assemblies and awarded in a variety of ways, ranging from certificates, medals, and trophies.

Student Expectations: Code of Conduct

All pupils should

- Work to the very best of their abilities.
- Maintain a neat, tidy, ordered personal appearance, including well-cut hair of moderate length.
- Contribute positively to a neat, tidy, and peaceful environment.
- Show visitors to their destinations, not just give directions.
- Speak to members of staff with respect and without hands in pockets or leaning.
- Open doors for others and, when appropriate, let others pass through first, and look behind before letting a door swing closed.
- Eat meals in a civilised, quiet, and ordered way, using cutlery in the accepted fashion, and never eat whilst standing up or on the move.

Student Attendance

- Students will arrive at school by 7:30 am at the latest.
- Family holidays or other absences will not be planned or approved during term time.
- Students will attend school all day, every day, except in cases of illness or another legitimate reason.
- Requests for early leave of absence will only be considered for an urgent medical or important family appointment and must be supported with the appropriate documentation.
- It must be endeavoured to avoid, wherever possible, scheduling routine doctor and dentist appointments during school times.
- Parents/Guardians must telephone or e-mail the school before 8:00 a.m. on the day of absence to report the reason if their child is not attending school.

Student Uniform and Equipment

- Students must wear the correct full school uniform each day. Should there be an extreme case where a full uniform cannot be worn, parents must provide written confirmation of this and a time period during which the issue can be rectified.
- Students must arrive at school with the correct stationery, books, and materials for learning. Students may use assigned lockers to store their books and equipment.

Start of lessons

- There is no designated travel time between lessons. It is expected that all pupils should be ready to start lessons promptly and be prepared with all materials for the lesson.
- Lessons should start as soon as possible, and it is the expectation that pupils will move to these lessons quickly and without diversion.

- If the teacher taking the lesson has not arrived within five minutes of the start of it, then it is the responsibility of a member of the class to alert another teacher, even if this means interrupting a class already in progress.

On entering a classroom/laboratory, pupils should:

- Take out from any bags all the books and equipment which might be needed for the lesson. This should include diaries, as homework can be set at any appropriate time during the lesson.
- Store bags in the designated place to remove any trip hazards.
- Open their exercise books ready to begin the lesson

During the lesson, students should expect

A worthwhile lesson in which students make progress in their skills and knowledge. Good lessons have well-defined objectives, and students should know what these are. More importantly, good lessons necessitate an excellent attitude to learning. Amongst other things, an excellent attitude to learning is judged on whether:

- Pupils respond positively and are well-motivated and cooperative.
- Pupils show interest and apply themselves, sustaining concentration and developing the ability to study by themselves.
- Pupils have constructive learning relationships with each other, talking about academic problems with each other and with their teachers. They are tenacious in understanding difficult work.
- Pupils recognise the differences between private and collaborative study, and when and where these are appropriate.
- Pupils show initiative and take responsibility for their progress.
- Pupils demonstrate the highest standards of behaviour in class and study areas (including the library, ICT rooms, the auditorium, STEM centre and the exam hall).

At the end of a lesson

- The end of a lesson is determined by the teacher, not by the bell.
- Pupils should ensure that they are aware of any homework that needs to be done, and when and where this needs to be handed in. In nearly all cases this needs to be recorded in homework diaries.
- When dismissed, pupils should leave lessons quickly and quietly, ensuring that any litter is cleared away and that the classroom/laboratory/suite is in good order for the arrival of the next class.

Misconduct of Pupils Outside the School

Students at AAESS represent the school and its values, and their behaviour outside the school will be subject to the school's Behaviour Policy. Examples, where this applies, are school trips and the use of social media

Confiscation of certain Items

School staff, as appropriate, will confiscate inappropriate items from a pupil where the item is interfering with the learning of the pupil or other pupils in the class or is deemed dangerous. The confiscation of such items will be undertaken with care, and the items will be kept safely and securely and returned within a reasonable timeframe to the pupil or parent/carer in consultation with the Behaviour Committee.

Food and beverage deliveries to the school

It is not permitted for students to order food and beverages and have it delivered to the school. Students may use the canteen or bring a packed lunch to school.

Use of mobile phones

Mobile phones are strictly prohibited at AAESS. If a student is found with a mobile phone, it will be confiscated and it will be handed over to the student's parent/guardian.

All students from Year 2 - Year 13 will be required to sign a Student Code of Conduct. This code of conduct will be according to the students' age and stage. The Student Code of Conduct will be shared with parents at the beginning of each academic year, ensuring that all students adhere to it.

Attendance and Punctuality

The ethos of AAESS places a high value on the regular attendance and punctuality of all students. Every school lesson has an educational value; therefore, attendance and punctuality support the school's foremost aim of pupil learning.

Attendance

If your child is unable to attend school, you must inform the school of the reason, and the school must report absences to ADEK. If your child is unwell and you receive a medical leave or sick note from a doctor, this should be shared with the attendance officer. The attendance officer can be contacted via email at csmith@aaess.sch.ae. Any absence from school that is not supported by appropriate documentation will be classified as unauthorised absence. Unauthorised absence rates exceeding 5% at any point during an academic year will be regarded as a cause for concern, prompting intervention by the school.

Punctuality

It is the responsibility of our students to attend their lessons on time; it is unfair to affect the learning of others by arriving late to lessons, causing disruption. If a student is late to school in the morning, they must visit the main reception in the administration building and sign in. Students who are regularly late to lessons will be served break time and lunch time detentions to support them in correcting their behaviour, and parents will be informed in writing of the punctuality transgressions.

School Bags and Equipment

Every student in AAESS will receive a lockable school locker. It is important to learn how to utilise their lockers effectively to ensure they are prepared for lessons with the correct equipment in hand. Students should visit their locker at the beginning of the school day, during first and second break and at the end of the day. Students are to wear shoulder bags, and these should be worn with both straps fastened securely over the shoulders with the straps adjusted so the bag is not worn too high up or too low down. The bag weight should not exceed 20% of a child's body weight. Trolley bags are not permitted at school as they are a trip hazard.

All students should bring appropriate writing equipment, pens and pencils, a ruler, a scientific calculator for maths and a geometry set for maths and science. Students will be guided by their subject specialists about the equipment requirements; this will be shared with parents if any specialised pieces of equipment are required

Homework

The purpose of homework at AAESS is to reinforce knowledge and skills. Students in years 7 to 10 will be set homework according to a homework timetable that is published to students and parents in the first term of the academic year. The amount of homework set is appropriate for the age of the student. By the time students reach year 11, they are expected to manage their homework load independently without the need for a timetable.

All homework assignments and tasks have a due date. Students are expected to submit their homework by the due date, maintaining high standards in terms of quality and presentation.

Digital Learning

AAESS is a Microsoft school. All students will receive a school email ID to access Microsoft's educational applications.

Assessment and Reporting

The Assessment Model

The school uses a continuous assessment model where summative assessment data is accrued and averaged cumulatively during the academic year to produce a year grade. In Secondary school, students write an end-of-year examination (or mock examination for years 11,12 and 13) in their subjects, and the examination grade is combined with the year grade, providing the overall attainment grade in a subject. The final year grade is weighted at 80% from the assessments throughout the year and 20% from the end-of-year examination grade.

Forms of Assessment Implemented at AAESS

Formative Assessments: Formative assessments are integral to our ongoing learning process. These assessments, including quizzes, class discussions, and group activities, provide real-time feedback to both teachers and students. The emphasis is on identifying areas of strength and those requiring further attention, allowing for immediate adjustments in instructional strategies.

Summative Assessments: Administered after units or courses, summative assessments such as final exams (sat at the end of the academic year by students in years 7 to 10), projects, and standardised tests measure overall understanding and mastery of content. These assessments

contribute to the comprehensive evaluation of student learning and inform future curriculum planning.

Continuous Assessment: Continuous assessment involves the continuous collection and evaluation of student performance data throughout the academic term. Periodic quizzes, projects, and classroom observations contribute to a holistic view of student progress, guiding instructional adjustments in real-time.

Alternative Assessments: Recognising the diverse talents and learning styles of our students, alternative assessments, including performance-based evaluations, portfolios, and real-world projects, are incorporated to encourage creativity, critical thinking, and a deeper understanding of the subject matter.

Ipsative Assessment: Ipsative assessment measures a student's progress against their previous performance. This approach, involving targets, personal learning journals and self-assessment rubrics, fosters self-reflection, goal setting, and a sense of individual achievement.

External Assessments at AAESS

CAT4 Test for New Students: The Cognitive Abilities Test (CAT4) is administered to new students upon entry. This standardised test assesses cognitive abilities and learning styles, providing valuable information for personalised instructional planning and support.

GL Progress Tests: Conducted in English, Maths, and Science for students in Years 3 to 10, GL Progress Tests track academic progress against national and international benchmarks. Results guide teaching strategies, curriculum adjustments, and interventions.

IGCSE Exams: In Year 11, students undertake the International General Certificate of Secondary Education (IGCSE) exams. These exams assess subject-specific knowledge and skills, contributing to academic transcripts and college or career applications.

AS/A Level Exams: Students in Sixth Form will sit for Advanced Subsidiary Level (AS Level) exams in Year 12, and Advanced Level (A Level) exams in Year 13. These are comprehensive assessments covering advanced course content. A-level exam results are crucial for university admissions and serve as a benchmark for academic achievement.

International Benchmarking Tests

The school participates in the TIMSS and PISA international benchmarking assessments, and students' results in these assessments are consistently well above international and national averages.

Assessment Scheduling

A balanced and varied schedule of assessments is maintained throughout the academic year to provide a comprehensive understanding of student progress. Assessments are strategically spaced to allow for reflection, improvement, and a thorough evaluation of student learning. Accurate and up-to-date records of assessment schedules are carefully maintained and shared with all stakeholders.

If a student is unable to sit for a scheduled assessment due to unforeseen circumstances, they will be allowed to take the assessment once they return. We recognise that unexpected situations may arise, and we aim to support students in maintaining a consistent and fair assessment experience. To facilitate this process, we kindly request that parents inform the school of any student absences as soon as possible. Timely communication regarding absences allows us to plan for alternative assessment arrangements and ensure that students are allowed to demonstrate their learning upon their return.

Reporting

Parents receive comprehensive written reports at the end of each term. The reports contain commentary from each subject teacher describing the learning content, the student's behaviour for learning and areas for improvement. A data table is also included to provide the students' target grades and their current attainment grades in each subject.

Inclusion

At AAESS, we aim to provide an atmosphere in which all children can reach their full potential. The school places great emphasis on the early identification of children who may have a learning difficulty or disability, which is a barrier to their learning.

When appropriate, members of the Inclusion Team and the student's class teacher seek advice and support from a range of external professionals, including speech and language therapists, psychologists, physiotherapists and occupational therapists.

The Head of Inclusion and class teachers ensure that parents are kept fully informed about their children's progress through review meetings.

In collaboration, the class teacher, a member of the inclusion team and parents agree and create an IEP (Individual Education Plan) designed to best support the student's needs and progress.

Support for students requiring additional support takes many different forms, including: specific in-class support, developmental and academic booster groups, small prosocial group sessions, and 1:1 support.

Student Wellbeing and Health

AAESS is committed to promoting the well-being of children and expects all staff and volunteers to share this commitment.

The Wellbeing committee, in collaboration with the school counselling department, leads the provision of an approach to mental wellbeing at AAESS. The health and safety, and general well-being of all stakeholders at AAESS is considered a key priority of the school.

The school clinic

The school has a clinic and full-time nurses who deal with any injuries and illnesses which may occur during school hours.

If a student is unwell during the school day, the Clinic Team will assess him/her and call parents to collect the child where necessary.

Please also be reminded that children should not attend school if they have sickness, diarrhoea or have fever-like symptoms. In the event of any absence from school, and for the safety of everyone, it is important to inform the school about the reason for the absence.

Healthy Eating

A healthy diet can help concentration and learning. Promoting healthy lifestyles and good eating habits is an essential part of our work as a school. Students have the option of bringing packed lunches to school or they may purchase food from the school canteen.

Nuts, fizzy drinks and sweets are prohibited at school, and students are not permitted to order food to be delivered to school.

Parent-School Agreement

The school works in partnership with parents to enhance their child's learning. To promote positive role modelling by parents, the school will require parental agreement to adhere to the following code of conduct as a minimum requirement:

- a) Respect the vision, mission, and value statements of the school and its learning environment.
- b) Interact with all members of the school community, including students, staff (including security guards, cleaners, etc.), and parents, in a professional and respectful manner, prioritising relationships that benefit the students' best interests.
- c) Recognise that the education and wellbeing of every child during their time in school is a shared responsibility, built upon a positive relationship between the school and the parent. Both parties commit to their respective responsibilities, including ensuring that children engage in home learning, receive sufficient sleep, consume nutritious foods, and participate in physical activity.
- d) Demonstrate exemplary speech and behaviour, setting a positive example for others, and show a readiness to address concerns professionally, whether through verbal or written communication. This includes refraining from raising one's voice or using offensive language.
- e) Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the *ADEK School Cultural Consideration Policy*.
- f) Seek to clarify a child's version of events with the school's view to bring about a peaceful solution to any disputes.
- g) Correct a child's behaviour, where it could lead to conflict/unsafe conduct or limit the ability of other children to learn.
- h) Commit to and be respectful of the school's policies, and whilst on school premises, behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
- i) Ensure excellent daily attendance and punctuality of your child, refrain from scheduling holidays outside official school breaks, monitor your child's academic performance, and adhere to arrival and pick-up timings.
- j) Monitor your child's work for plagiarism, avoiding unnecessary assistance, and ensuring legitimacy. This also involves refraining from providing false information or excuses for absences.

- k) Respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit your child's growth and steady progress.
- l) Cooperate with the school's recommendations for additional learning support.

Parents may be asked to leave the school premises or denied access if they disrespect or ignore minimum requirements, at the discretion of the school.

I hereby confirm I have read and understood the minimum requirements set out in the Parent Code of Conduct.

Parent Name: _____

Signature: _____

Name of Child/Children:

Date: _____