



# **KINGS' SCHOOL NAD AL SHEBA**

Parent Handbook

2022 - 2023

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## DEAR FAMILIES

A very warm welcome to Kings' School Nad Al Sheba; a unique and nurturing learning environment where children are encouraged to strive to aim high and achieve well, through our personalised approach to learning.

Pupils from nursery, foundation stage, the primary years and now into secondary school, enjoy the unique and rich curriculum, which provides a wealth of opportunities for children to be creative, innovative and ambitious. We equip our pupils with the skills they need to be knowledgeable and inquisitive, ensuring that all pupils are inspired, and confident to step onto stage, to take part in both competitive and noncompetitive sports, to use their imaginations to write stories, to plan and experiment, to ask their own questions and challenge their own ideas.

Teachers go above and beyond for the children in their care; creating inspiring learning opportunities grounded in real life contexts that lead to consistently high outcomes. From the earliest age, children are encouraged to be independent and creative thinkers, who can work individually and with others, to know their targets for progress, striving each day to achieve their goals. We place a high emphasis on well-being and happiness throughout school, and our pro-active approach means that, staff are happy, and children feel safe to take risks.

I feel very privileged to lead such a wonderful school, and we continue to develop and inspire our children everyday. I look forward to seeing all they achieve from the moment they arrive, and seeing their individuality shine through as they become the leaders of tomorrow.

We look forward to welcoming you to our school.

**Mrs Kerry Dalton**  
Principal



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## INTRODUCTION

### 1.1 OUR MISSION STATEMENT, AIMS AND VALUES

#### **Our Mission**

At Kings' School Nad Al Sheba we educate the world's future leaders by inspiring our students to take ownership of their learning journey; motivating our teachers to research and implement the most effective learning and teaching strategies; nurturing lasting relationships with our parents and the wider community; and constantly striving for 'The Best By Every Child'.

#### **Our Vision**

*"The best by every child, results the right way"*

Kings' Education is a group of schools with one vision and one philosophy. However, each individual school within the group will have its own needs. As such, leaders within individual schools will have the autonomy to employ appropriate actions and strategies to contribute to the school's overall aim. In essence, we aim for a common DNA running through and across the group of the schools.

#### **Vision for the school**

*"To make learning challenging, purposeful and engaging for all students; preparing and inspiring them to lead and learn throughout their lives."*

#### **Our Aims and Values**

Kings' School Nad Al Sheba has identified seven areas of focus. These areas are linked to the school development plan so that the outcomes can be audited and tracked. Through consultation and evaluation, the school has identified key priorities within each area of focus (Performance Standards linked to DSIB Inspection framework) to achieve its vision and mission.

- ✓ We expect every child to experience success and happiness because they feel included, secure and valued
- ✓ Our values driven culture promotes kindness, tolerance, social responsibility and respect for others
- ✓ A bespoke, challenging and innovative curriculum enables children to take risks in their learning and think critically within meaningful, real life contexts
- ✓ Inspirational learning and teaching evolves and responds to meet the needs of each individual, helping them to achieve more than they ever thought possible
- ✓ A culture of ambition, reflection and high expectation ensures children take ownership of their learning and achieve 'results the right way'
- ✓ A varied range of opportunities enable children to express their personality, broaden their interests and unlock their potential, allowing them to express their individuality and expertise
- ✓ Our international perspective encourages children to embrace and respect the diverse community around them resulting in an appreciation, tolerance and genuine understanding of world cultures

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## 1.2 KEY LEADERSHIP CONTACTS

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### **Principal**

Kerry Dalton  
[principal@kingsnas.com](mailto:principal@kingsnas.com)

### **Deputy Headteacher**

James Efford  
[j.efford@kingsnas.com](mailto:j.efford@kingsnas.com)

## 1.3 ACADEMIC TEAM

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### **Assistant Headteacher Nursery and Foundation Stages 1 and 2**

Jennifer Dinari  
[j.dinari@kingsnas.com](mailto:j.dinari@kingsnas.com)

### **Assistant Headteacher Primary Years 1 and 2**

Raza Rizvi  
[r.arizvi@kingsnas.com](mailto:r.arizvi@kingsnas.com)

### **Assistant Headteacher Primary Years 3 to 6**

Jane Allman  
[j.allman@kingsnas.com](mailto:j.allman@kingsnas.com)

### **Assistant Headteacher Secondary**

Beth Golds  
[b.golds@kingsnas.com](mailto:b.golds@kingsnas.com)

### **Head of Inclusion**

Cara Wallace  
[c.wallace@kingsnas.com](mailto:c.wallace@kingsnas.com)

## 1.4 SCHOOL CONTACT DETAILS

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### **Postal address**

Kings' School, PO Box 38199, Dubai, UAE

### **School's address**

Third - 3 , 26th Street , Nad Al Sheba 3, Dubai, UAE

<b>Telephone</b>	+971 4 237 5555
<b>Website</b>	<a href="http://www.kings-edu.com/nadalsheba">www.kings-edu.com/nadalsheba</a>
<b>Sport</b>	<a href="http://www.surridgesport.ae">www.surridgesport.ae</a>
<b>Email</b>	<a href="mailto:reception-fs@kingsnas.com">reception-fs@kingsnas.com</a> <a href="mailto:reception-pri@kingsnas.com">reception-pri@kingsnas.com</a>



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## PREPARING YOUR CHILD FOR FOUNDATION STAGE

### 2.1 PREPARING YOUR CHILD FOR SCHOOL

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Starting school can be much easier and happier if your child is independent and can do many things for themselves.

**Can they:**

- Use the bathroom independently?
- Dress and undress themselves for school and particularly PE, without adult support?
- Recognise their own clothing? (please clearly label all equipment and clothing)
- Recognise their own name?
- Feed themselves?
- Share toys and equipment with others?
- Listen and take turns?
- Make requests for things in English, for example, asking to use the toilet?

### 2.2 BEFORE STARTING SCHOOL

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**You can:**

- Encourage your child to be as independent as possible even if it takes longer to get ready.
- Ensure your child is toilet trained before starting in FS1.
- Allow your child to become accustomed to leaving you or being left with another adult (practise with friends).
- Talk to your child, naming familiar things and discussing what they see around them.
- Give your child as many varied experiences as possible. These are particularly important for children not attending playgroup or nursery, for example:
  - Drawing
  - Making models
  - Painting
  - Singing
  - Cooking
  - Puzzles
  - Reading
  - Playing games
  - Encourage your child to clear up independently



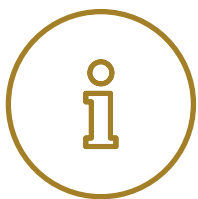
- 
- ☑ Encourage your child to become familiar with using:
    - Pencils
    - Crayons
    - Chalks
    - Water
    - Paints
    - Plasticine
    - Sand
    - Play dough
  - ☑ Even if it takes twice as long, encourage your child to clear away after him/herself e.g. clothes, toys, after meals etc.

It is important that a bedtime routine is developed with your child. Try to ensure children are in bed, to allow them to have 10-12 hours sleep. This should help make the morning routine more pleasant for everyone in the family.

### 2.3 ONCE YOUR CHILD STARTS SCHOOL

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Always arrive at school on time. Routines are important in order to give a child a sense of security. Coming to school on time every day provides the security that facilitates learning. A sensitive child will be embarrassed to have to walk in late. He/she will also be very worried if you are late coming to collect them. Telephone the school if you are unavoidably delayed or if another adult/parent is collecting them as a one off.



## GENERAL INFORMATION

### 3.1 ORGANISATION OF THE SCHOOL DAY

	Start of day		End of day	
	Registration time	Lessons begin	End of day Mon-Thu	End of day Fri
<b>FS1</b>	7.45am	8.00am	2.00pm	11.30am
<b>FS2</b>	7.45am	8.00am	2.00pm	11.30am
<b>Year 1</b>	7.30am	7.40am	3.00pm	11.30am
<b>Year 2</b>	7.30am	7.40am	3.00pm	11.30am
<b>Year 3</b>	7.30am	7.40am	3.00pm	11.30am
<b>Year 4</b>	7.30am	7.40am	3.00pm	11.30am
<b>Year 5</b>	7.30am	7.40am	3.00pm	11.30am
<b>Year 6</b>	7.30am	7.40am	3.00pm	11.30am
<b>Year 7</b>	7.30am	7.40am	3.30pm	11.30am
<b>Year 8</b>	7.30am	7.40am	3.30pm	11.30am
<b>Year 9</b>	7.30am	7.40am	3.30pm	11.30am

#### Morning arrival

We encourage parents of students in Years 2 and upwards to drop off children rather than park in the car park, whilst parents of Foundation Stage and Year 1 children are asked to park and escort their children in to school:

- Year 2 and upwards:** Parents can drive straight to the drop off zone outside the entrance. Here, children can be dropped off and walk to their classrooms independently. This system is encouraged as it promotes independence whilst also easing congestion in the car park. Please do not park your car in the drop off only zone. If you wish to escort your child in to school, please wear your authorised yellow lanyard at all times and follow the drop off and pick up procedure for your child's year group.
- Foundation Stage:** Parents are asked to escort their FS children to the Foundation Stage playgrounds, wearing their authorised yellow lanyard.

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## Foundation Stage

**Drop off** – At 7.45am, the external classroom doors will open and parents can drop off their children to class, handing over to the class teacher.

The doors will close at 8.00am.

After this time, parents will be required to ask the FS Receptionist for a late slip so that children can be added to the register and accounted for.

**Pick up** – Parents can access the classroom doors to collect their children at 2.00pm Monday to Thursday and at 11.30am on a Friday. Parents and children can exit the building the same way

At the beginning of the academic year, parents are asked to help their child to put away their belongings before supporting them to settle into an activity. As the year progresses, we ask that children are allowed to settle independently in their classrooms and parents say goodbye at the door.

## Key Stage One

**Drop off** – At 7.30am, the main gates and the external classroom doors, accessed through the garden, will open. Parents can escort their child through the garden to the relevant classroom. Parents are asked to allow children to start their day independently by saying goodbye at the door and allowing the children to unpack their bags themselves. The main gates will close at 7.40am. After this time, children will need to enter school via the Primary Reception to collect a late slip to ensure they are added to the register and accounted for.

**Pick up** – Parents can collect their child as per drop off in the morning, through the garden and via the external classroom doors at 3.00pm Monday to Thursday and 11.30am on a Friday.

The end of day is very busy. To avoid congestion, please do not enter the classrooms unless asked; please wait in the designated areas. If your child is attending an after school activity, please check for the pick up arrangements on the communication sent home regarding clubs.

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## Key Stage Two

All children in Years 3 - 6 are encouraged to be independent at drop off and pick up.

**Drop off** – At 7.30am, Year 3 to 6 students can go independently through the main gates, through the garden, to the external classroom doors. The gates will close from 7.40am. No parents are permitted beyond the Primary Reception. If children in Years 3 to 6 arrive after 7.40am, they will need to go to the Primary Reception for a late slip so that they can be added to the register and accounted for.

**Pick up** – Parents can collect their child as per drop off in the morning, through the garden and via the external doors from 3.00pm Monday to Thursday and 11:30am on a Friday.

## Key Stage Three

All secondary students are expected to be independent at drop off and pick up.

**Drop off** – At 7.30am, students can go independently through the main gates, to the secondary reception area, where they can access the secondary school via the central red staircase. No parents are permitted beyond the Reception. If secondary students arrive after 7.40am, they will need to go to the Secondary Reception for a late slip so that they can be added to the register and accounted for.

**Pick up** – Secondary pupils will be dismissed from their last lesson of the day and will be expected to leave the school via their nearest exit point. They can independently meet their family members out the front of school. If your child is attending an after school activity, please check for the pickup arrangements on the communication sent home regarding clubs.

If your child is attending an after school activity, please check for the pickup arrangements on the communication sent home regarding clubs.

## Kids Club

Children from Foundation Stage 1 through to Year 6 can attend Kids Club as part of an externally provided after school provision. Bookings are made directly through Kids Club. For more information, contact [kidsclub@ecoventureme.com](mailto:kidsclub@ecoventureme.com).

For Foundation Stage children, the provision is available from 2.00pm to 5.00pm. For children in Years 1 to 6 the provision is available until 5.00pm.

There is a nominal fee for this service with limited spaces so early booking is advised.

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## 3.2 LUNCH AND SNACK BREAKS

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### **Foundation Stage**

FS parents are asked to provide a small healthy snack for children to have mid-morning, such as a piece of fruit. This should be kept separate from their lunch box to be placed in a labelled tray. Lunch breaks will be taken in classrooms for FS1 and in a shared dining space for FS2. All lunch items should be healthy and easy for the children to open and consume, e.g. sandwiches and fruit cut in to small pieces and stored in an insulated lunch box.

### **Years 1 - 6**

Children have a mid-morning break when they can go outside to play. At this time, they are encouraged to have a drink and snack. Drinks should be provided in a labelled and suitable container that your child can use independently. We ask that the snack is nutritious and can be eaten easily, e.g. fruit or vegetables. We are a 'Healthy School' and do not allow crisps, chocolate or sweets for snacks or lunch. Please clearly label all containers and ensure you provide the utensils needed to eat the food. The children have a 40 minute lunch break to eat and play. Lunch is eaten in the Primary Hall and children are expected to demonstrate good behaviour and table manners.

### **Secondary Canteen**

Our Secondary pupils will have exclusive access to the Secondary canteen. Vending machines will be available as well as hot lunches and snacks prepared by our catering company. Costs and payment methods will be shared at the beginning of the academic year.

### **Hot lunch**

Hot lunch is provided through a third party vendor for all children on payment basis. All details relating to the provider, costs and the payment terms will be communicated with parents at the beginning of the term in a separate letter.

### **Allergies**

Nut products and peanut butter are not permitted in school as a number of our children have severe allergies. Children are not permitted to share or swap any part of their lunch with a friend.

### **Healthy schools**

As part of our healthy schools initiative, we ask families not to bring sweets and cakes in to celebrate birthdays or other celebrations, and look for healthy alternatives.

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### 3.3 WATER BOTTLES

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Every child should have a labelled water bottle in school. This can be in addition to the drink supplied with their packed lunch. Water bottles are kept in a central location in the classrooms and children are encouraged to drink water regularly throughout the day. Glass bottles are not recommended.

### 3.4 WHAT YOUR CHILD NEEDS TO BRING TO SCHOOL

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Please ensure all belongings are clearly labelled, otherwise it makes it difficult to reunite belongings with their owner.

#### **Children in Foundation Stage 1 and 2**

- School book bag
- Cold drink
- Insulated lunch cool box, if providing packed lunch
- Water bottle
- Kings' hat
- PE/swim kits in Kings' drawstring PE bag

Please only purchase the Kings' book bag and the Kings' PE bag.

#### **The Kings' rucksack is for children in Years 1 - 6.**

##### **Children in Years 1 - 6**

- School book bag (optional)
- Insulated lunch cool box if providing packed lunch
- Water bottle
- Kings' hat
- PE/swim kits in Kings' drawstring PE bag
- A fully charged iPad for children in Years 3, 4, 5 and 6
- All other classroom equipment is provided by the school
- Any items brought from home must be clearly labelled with your child's name
- Kings' rucksack
- Communication book/planner

Please only purchase the Kings' rucksack or book bag. Bags with wheels cannot be stored in class.

#### **Pens**

The school will provide handwriting pens for all children as and when each child is ready to use them. Children may purchase their own handwriting pen but this must be black ink and of a good quality with flowing ink e.g. fibre tip or fine liner. We do not use gel pens, biros or felt tipped pens.

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## PE Kit

Your child will be advised during the first week of term on which days they will need their PE kit. This will also be communicated to you via their communication book. Please ensure that your child has appropriate kit in school on these days. It is advisable that your child has a PE kit in school every day. Please see uniform section for information about the PE kit.

## 3.5 COMMUNICATION

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### Regular letters

We have a range of regular letters which are posted on the Communicator to help keep parents fully informed about events at school.

Other letters and notifications are sent as and when required.



### Kings' School Communicator

All school news and communications are posted on the Kings' School Communicator. This is a small application that will run on your computer or mobile device to keep you up to date daily with what is happening. It updates automatically, and brings you all the latest news and calendar events as well as a photo gallery, contact list and a range of useful links and documents.

As this is our primary method of sharing information, it is essential that you visit [www.d6-me.com](http://www.d6-me.com) or the [resource centre](#) and follow the instructions to download the Communicator onto your home computer, mobile phone and/or tablet. The application is also available to download for free on the iTunes Store and Google Play Store. Search for 'd6 School Communicator'.

### Home School Communication Book and Reading Record

Children from Foundation Stage 2 to Year 6 have a Communication Book which is sent home each night. This is the main channel of communication between the class teacher and the parents for individual and specific comments about your child. This is also the tool for parents and teachers to comment on reading.

### Email

We regularly send emails from school, so please ensure your email address is kept up to date on the school records.

### Telephone

A member of the Leadership Team or class teacher will telephone you if any issue arises during the school day. Please make sure that all contact numbers are up to date on your child's records.

### 3.6 SCHOOL CONTACT DETAILS

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<b>Registrar</b>	<a href="mailto:registrar@kingsnas.com">registrar@kingsnas.com</a>
<b>School Doctor</b>	<a href="mailto:doctor@kingsnas.com">doctor@kingsnas.com</a>
<b>School Nurse</b>	<a href="mailto:nurse@kingsnas.com">nurse@kingsnas.com</a>
<b>Foundation Reception</b>	<a href="mailto:reception-fs@kingsnas.com">reception-fs@kingsnas.com</a>
<b>Primary &amp; Secondary Reception</b>	<a href="mailto:reception-pri@kingsnas.com">reception-pri@kingsnas.com</a>

It is always better to talk to somebody early on to avoid the prospect of a minor problem becoming a larger issue. Where more than one contact is given under each heading in the table below, they are often listed in order of priority. Email contact is encouraged, however, if you would prefer a meeting with a member of staff, please contact them in advance to arrange an appointment.



<b>REASON FOR CONTACT</b>	<b>WHO TO CONTACT</b>
Absence due to illness	For children in FS1 and FS2: <a href="mailto:reception-fs@kingsnas.com">reception-fs@kingsnas.com</a> For children in Years 1 - 9: <a href="mailto:reception-pri@kingsnas.com">reception-pri@kingsnas.com</a> Telephone: +971 4 237 5555 FS reception extension: 700 Primary and Secondary extension: 750
Message/general information	For children in FS1 and FS2: <a href="mailto:reception-fs@kingsnas.com">reception-fs@kingsnas.com</a> For children in Years 1 - 9: <a href="mailto:reception-pri@kingsnas.com">reception-pri@kingsnas.com</a> Telephone: +971 4 237 5555 FS reception extension: 700 Primary and Secondary extension: 750
Day to day concerns	Class teacher
Taking pupils out of school	Class teacher if less than a whole day. Email to reception to inform of all other absences; planned or unplanned
Issues with progress in a particular subject/particular subject	Class teacher/specialist teacher in first instance Year Group Leader Assistant Headteacher
Pastoral/emotional issues	School Nurse School Counsellor Class Teacher Phase Leader Deputy Headteacher
Financial issues/fees	Administration office <a href="mailto:accounts@kingsnas.com">accounts@kingsnas.com</a>
School sport	PE Department
Internal and external activities	<a href="mailto:reception-pri@kingsnas.com">reception-pri@kingsnas.com</a>
Safeguarding	Designated Safeguarding Leads James Efford Deputy Designated Safeguard Leads Raza Rizvi Jane Allman Jennifer Dinari Beth Golds

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### 3.7 THE ADMINISTRATION TEAM

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The Kings' School Nad Al Sheba administration team can be contacted via Reception in Foundation Stage and Primary and Secondary buildings and are available to help.

#### **Administration Manager**

The Administration Manager is responsible for coordinating all nonacademic areas and is happy to guide/resolve your enquiries.

#### **School Registrar**

The School Registrar is responsible for overseeing all pupil admissions and entry procedures.

#### **Receptionists**

The school receptionists work on the front reception desks from 7.15am - 4.45pm (12.00pm on Friday) and are happy to help with general enquiries, attendance queries and information about the school.

#### **PA to the Leadership Team**

The PA to the Leadership Team will be happy to help with any enquires you may have that involve the Leadership Team.

#### **School Medical Team**

The school has a clinic located in the primary and secondary building, to the left of the main reception. The nurses are on site throughout the school day and deal with any incidents that may arise. They also communicate with parents about Ministry regulations regarding medical and immunisation procedures. Please do not hesitate to contact them with any medical enquiries you may have regarding your child. The School Nurses should be notified of any allergies or medical conditions. They will be involved in delivering health education to the students in school.

School Doctor email: [doctor@kingsnas.com](mailto:doctor@kingsnas.com)

School Nurse email: [nurse@kingsnas.com](mailto:nurse@kingsnas.com)

#### *Regular medication*

If your child is required to take regular medication, e.g. inhalers, epipen, etc., the medication should be clearly labelled with your child's name and taken directly to the School Nurses.

A letter with precise instructions detailing the dosage and time to be taken should also be given. A consent form giving parental authorisation should be signed prior to this.

#### *Medical examination*

The Dubai Health Authority requires that all children receive regular medical examinations at varying stages during their school life. The

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examination includes the measurement of height and weight together with an examination of ears, throat, heart, lungs, abdomen and the skeletal system.

### 3.8 THE STAFFING ORGANISATION

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#### Year Group Organisation

Foundation Stage 1:	Foundation Stage Building
Foundation Stage 2:	Foundation Stage Building
Year 1:	Foundation Stage Building
Year 2:	Primary and Secondary building, ground floor
Year 3:	Primary and Secondary building, ground floor
Year 4:	Primary and Secondary building, ground floor
Year 5:	Primary and Secondary building, ground floor
Year 6:	Primary and Secondary building, ground floor
Year 7:	Primary and Secondary building, first floor
Year 8:	Primary and Secondary building, first floor

All Foundation Stage, Year 1 and Year 2 classes have a dedicated Learning Assistant. Foundation Stage classes are also supported by one nanny.

Years 3 and 4, and Years 5 and 6, have a Learning Assistant shared between the classes respectively.

#### Specialist teachers

At Kings' we have specialist teachers for some areas of the curriculum. We currently employ specialists in the following areas:

- Arabic Education
- Islamic Education
- Physical Education
- Swimming
- Music
- Creative and Performing Arts
- Modern Foreign Languages
- Computing, Robotics & Engineering
- STEM
- Design & Technology
- Art
- Speech and Language Therapist
- English as an Additional Language
- LInK Teachers

#### Inclusion

Kings' Education has a strong commitment to the inclusion and pastoral support of all our families and students; this includes students who are identified with special educational needs and disabilities, English as a second language, English language learners, high achievers and gifted and talented students.

Kings' Education works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities
- Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- SEND Code of Practice (UK, 2015)

Support for students begins at admissions, with a thorough identification process to ensure appropriate support is available; and continues with ongoing identification and support through the pastoral and student support networks.

At Kings', we offer inclusive provision with additional support, intervention, differentiation and personalisation, where appropriate.

The whole school community is encouraged to ensure inclusion and the best possible social, emotional, behavioural and academic progress for all of our students. This is provided through innovative learning and teaching, dissemination of information, training and access to SEND specialists at all levels.

Kings' Education has comprehensive pastoral and learning support teams comprising of experienced and highly educated staff. Across all our schools we operate as a team under the Learning Inclusively at Kings' (LIInK) umbrella.

All three sites have access to support from in-house:

- Qualified Special Education Needs Coordinators (including NASENDCo)
- Highly qualified and experienced teachers and leaders
- Speech and Language Therapist
- Dyslexia Intervention Specialists
- Diagnostic Assessment and Identification
- JCQ Experienced Exam Access Arrangement Team
- Autism Teacher
- Behaviour Therapist
- Literacy and English as an Additional Language Teachers
- Learning Support Teachers
- Intervention Staff and In-class Learning Support Assistants
- Tutors, Teachers, Heads of Year, Phase Leaders, Well-Being Coordinator,
- Counsellor and Senior Leaders with Pastoral responsibility

Inclusion is important to us at Kings'. All our students need to feel they belong and their happiness and progress in learning is vital to our value system. The commitment to being an inclusive school is both a passion and a commitment of every member in the organisation stemming from the Chairman, through the Principals, to the teaching and non-teaching staff. It is a cohesive part of all student learning; which is disseminated through the teaching of 'Emotional Intelligence', a competency within our Kings' Learner Behaviours.



Miss Orphanid

Dystopian Fic

Miss. Sander

Fantasy

WONDERLAND  
birds & perky tails in Suffolk  
**Wildlife**  
HITCHCOCK'S  
DREAM?  
What happens when birds  
take over an Italian town

Keep  
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ULTIMATE FATE OF THE UNIVERSE  
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## CURRICULUM

### 4.1 LEARNING

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At Kings' School Nad Al Sheba we set high standards for all children in every aspect of their education and aim to develop the whole child. Teachers have high expectations of each child and constantly strive to facilitate each child's potential in all areas. Children will also learn to develop self motivation, sustain concentration and work co-operatively with others.

The school follows the Early Years Foundation Stage Curriculum for England and the Primary National Curriculum for England, but with adaptations where appropriate to reflect the distinctive nature of Dubai, in line with the National Agenda and Social Studies curriculum. In addition to this, other wider curriculum areas are incorporated to ensure children are taught about aspects of their personal and social health and about environmental and moral issues.

Specialist teachers support the teaching of PE, Music, French, Spanish, Swimming, Islamic Education and Arabic. To ensure a thorough understanding, children will be taught, where possible, through cross curricular themes and will be encouraged to engage in first hand learning and experiences.

Pride is integral to the Kings' School Nad Al Sheba ethos and children are expected to take great care and pay attention to the presentation of themselves and their work. High standards and values are mirrored in every aspect of Kings' School Nad Al Sheba; from the stimulating learning environment to the conduct and behaviour of all staff and children, as well as in the high standards of attainment and achievement.

### 4.2 IPAD PROGRAMME

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As part of our vision to embed technology throughout the curriculum, we have implemented a 1:1 iPad Programme for children in Years 3 to 8. Children are required to purchase and bring their own personal iPad to school each day equipped with school recommended apps to facilitate their learning. An Essential App list is provided for children in Years 3 to 6 and these apps are required on all iPads. To support classroom practice, the iPad should be fully charged each day.

The iPad is for use in lessons ONLY and is not permitted for use during break, lunch, or other social periods. Children in Years 1 and 2 will have access to a number of school iPads during specific lessons, with the use being directed by the class teacher or, on occasions, the school's Digital Coach.

Having a personal iPad empowers pupils to learn using 21st century technology and enables pupils to collaborate and compete in a global society where they are technologically astute. In addition children become engaged, independent and reflective learners. Having a personal learning device that children use to support their learning, both within school and at home, extends the classroom walls beyond the school day.

### 4.3 CITIZENSHIP AND MORAL EDUCATION

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At Kings' School Nad Al Sheba, we recognise the importance of developing honest, tolerant and resilient young people. The Social, Moral and Cultural Studies Programme (SMCS) runs from Year 2 to Year 9, but from FS1 children begin to learn about our whole school values and the importance of these in society as a whole.

### 4.4 SPECIALIST TEACHING

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#### **Arabic**

'Arabic A' refers to the curriculum delivered to all Arabic passport holders who are taught the Arabic A curriculum as prescribed by the Ministry. Non-Arabic passport holders who wish to be taught the Arabic A curriculum will be considered on a case by case basis. Arabic A Home Learning is weekly.

Arabic as an additional language is a compulsory element of the curriculum in the UAE from Year 1. 'Arabic B' refers to Arabic teaching to children who do not speak Arabic as a home language. It is taught by specialist teachers and aims to develop awareness and understanding of the origin of the culture in which the children live and also equip them with Arabic language skills depending on their stage of learning. Arabic B Home Learning is set weekly.

#### **Islamic studies**

Islamic Education is compulsory for all Muslim children, it is delivered in Arabic to Arabic A children, and in English to Arabic B. 'Islamic A' Years 1 to 3 children receive 3 sessions per week and Years 4 to 9 receive 2 sessions per week. 'Islamic B' Years 1 to 9 receive 2 sessions per week.

#### **Computing**

Computing is incorporated into all curriculum areas. The school is equipped with cutting edge technology and regards Computing as an invaluable tool for children to learn. All classrooms have Smartboard technology and access to laptops and iPads.

To be effective in the 21st century, children must be able to create, evaluate, and effectively utilise information, media, and technology.

Our aim is for all children to:

- Safely access online information and technologies
- Upskill children on the rapid changes in technology tools
- Have life skills such as collaboration, problem solving and creativity, and career skills such as innovation, technology and global awareness, which are included in the computing focus of our school.

A comprehensive list of apps that are used in school are published on a regular basis. Search for 'App list' under Resources on the school d6 Communicator. Years 2 to 6 are required to install these apps when they bring their own device into school.

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## **French**

French is taught from Nursery to Year 9. Our youngest children get a 20 minute taster session, weekly. Year 1 and 2 children receive a 30 minute lesson per week. Children from year 3 to 6 receive a 40 minute session per week. For those students in secondary that choose to study French will receive 120 minutes per week.

## **Spanish**

Spanish is taught to children in year 5 and 6 for 40 minutes per week. For those students that choose to study Spanish in secondary will receive 120 minutes per week.

## **Music and Creative Performing Arts**

Kings' School Nad Al Sheba places a strong emphasis on the importance of Music and the Performing Arts, as a means of self-expression for children. Music is integrated into other curriculum areas and is taught by a specialist teacher. The school holds concerts and performances at various times throughout the year, to share and celebrate the achievements in this area.

Children from Year 2 are able to receive peripatetic music lessons if they wish to learn to play an instrument through Kings' partnership with CMA (external provider).

## **Physical Education (PE)**

The school has excellent facilities to teach a broad and balanced PE curriculum, with both indoor and outdoor facilities to cater for numerous sporting activities. Foundation Stage receive a weekly 30 minute lesson to assist with their ongoing Physical Development learning goals. It is important to note that the physical education sessions for children from Year 5 and above are segregated.

Children in Year 1 through to Year 9 will receive a weekly 50 minute session on a range of sporting activities across the year. All students are expected to take part in PE, wearing the correct PE uniform and cap if the lessons are outdoors. If any student is not able to take part in PE, they must provide a note from their doctor or parent explaining their exclusion. Students not taking part will be assigned nonactive roles within lessons which may include refereeing or peer coaching.

Sport Facilities at KSNAS:

- Full size Astro Pitch
- 25m Pool and Splash Pool
- Multi-Purpose Sports Hall
- Netball Courts
- Dance Studio
- 2 Tennis Courts
- Cricket Nets
- Competition Pool



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## Swimming

From Foundation Stage 1, children receive a 30 minute swimming lesson per week. Children begin in a specialist learner pool to build their water confidence and core aquatic skills. Foundation Stage 2 will experience deep water swimming in the 25 metre pool during the year. Children in Years 1 and 2 receive a 40 minute weekly swimming lesson. Children in Years 3 and 4 receive a 50 minute weekly swimming lesson. Children from Year 5 and above receive 60 minute dedicated swimming lesson, weekly over two half terms. Classes are taught by up to 3 specialist swim teachers, allowing us to differentiate and target ability groups within the lesson. This ensures children make the best possible progress.

Children must wear the school swimming costume and swimming cap (in their house colour). These can be purchased directly from SurrIDGE Sports using the link [www.surridgesport.ae](http://www.surridgesport.ae). Jewellery must not be worn for swimming at any time. If your child has a verruca, they must wear a verruca sock until the condition has cleared. Goggles are optional but encouraged for Year 1 and up.

Swimming and PE are part of the school curriculum so if your child is well enough to come to school they are expected to take part in swimming and PE lessons, unless a doctor's note is provided. If your child has any medical issues that may affect their ability to take part in these lessons, this information must be shared with the School Nurse.

Our aim is to provide a broad range of sporting opportunities for our children. We encourage them to participate and experience multiple sports throughout their time at school. This ensures that our PE programme is both broad and balanced. It is in our interest to make participation in PE and sport as enjoyable as possible and to the point where children are motivated to come back and join us for more sport outside of the school day and participate in our extracurricular school sports programme.

### 4.5 SCHOOL SPORTS PROGRAMME

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At Kings', children have the opportunity to develop at their own particular level of a sport. Our development pathway (below) presents a model that supports a fully inclusive participation policy for all. Our goal is to help all children reach their true potential and from this produce a steady stream of children who can compete successfully at their selected sport. Whether children are participating in our development clubs or competitive squads; the priority for primary school sport is providing a stimulating and fun environment in which to nurture development and discover the benefits of learning through sport.

**Development Clubs:** This is the entry level for all competitive sport. The club will offer children the opportunity to participate in their chosen sport, take part in stimulating practises and games that develop basic technical skills in a positive atmosphere. The club will offer coaching from suitably qualified coaches, both internal and external, and will provide children with opportunities to experience competition within the Kings' Schools Partnership (KSP) and the Dubai Affiliated School Sports Association (DASSA).

**Competitive Squads:** At this level, the top percentile of the school cohort is selected to be part of the squad based on their competitive readiness. This level introduces children to disciplined training and begins to develop their understanding of principles of play alongside their skills practise. These children will represent the school in DASSA leagues and competitions, BSME events and sports tours. Kings' staff, both PE specialist and suitably qualified teachers, will manage the teams and ensure regular competition.

**Recreational Sports and External Activities:** These are non-selective sports and physical activity clubs that all children at Kings' have the opportunity to participate in. The aim is to provide a broad range of activities for children to engage in and be active with friends and sometimes family. Clubs are run both internally and externally and are non-competitive.

**Intra School Sports Events:** Once a term children from Year 1 to Year 6 will have the opportunity to participate in organised House Sports Events. These events are scheduled during the morning so that parents and friends of Kings' School Nad Al Sheba can come along, support and celebrate their children's achievements. The events include team sports, athletics and swimming. Our Foundation Stage children have a similar opportunity during our PE and swim open days, allowing parents to come and see their young children in action.

At the end of the school year, we celebrate the sporting achievements of our children in our annual sports awards ceremony.

#### 4.6 EXTRA CURRICULAR ACTIVITIES (ECAS) FOR YEAR 1 UPWARDS

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A wide variety of ECAs are provided at Kings' School Nad Al Sheba which include ICT, languages, sport and the creative arts (music, drama, dance and art). The aim of these activities is to develop children's individual talents and skills whilst also providing an outlet for a child to pursue individual interests and enjoy a range of non-academic pursuits. Most ECAs take place at the beginning or end of the school day. The children register for an after school activity on a termly basis. More specific details for individual activities will be given each term.

ECAs are classified as:

- Internal, i.e. run by a member of the school's staff
- External, i.e. provided by external contractors and paid for separately by parents

Clubs are rarely cancelled, however, if the school needs to cancel clubs for any reason you will be notified.

Please note that the array of ECAs available varies from year to year based upon current staff expertise and interest and upon staff responsibilities and wider duties. Some clubs may run all year and some may change term to term.

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## 4.7 ASSEMBLIES

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Our assemblies are an important feature of school life. They are one of the main ways in which we come together as a community to celebrate, share and reflect on school life and achievements, the local community and global dimensions.

## 4.8 HOME LEARNING

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Home learning is seen as a partnership between parents, teachers and children. In recognition of our international community, home learning is not mandatory. Regular home learning is set and we encourage children and families to engage with the activities so as to practice skills that have a positive impact on achievement and attainment.

In Foundation Stage, parents are asked to provide opportunities to support their child to meet developmental milestones and to read daily. From Foundation Stage Two onwards you should expect to receive home learning in an age appropriate way.

A crucial part of home learning is daily reading. Reading is the key to unlocking so much other learning; so as well as fostering a love of reading and books, the impact on learning in other areas of the curriculum will be accelerated. It is not just reading a wide variety of texts that is important however, it is fully comprehending those texts and grasping the concepts being discussed. There are a number of ways you can broaden your child's understanding of what they have read such as talking about the book, watching a film adaptation, writing a review, acting it out, further research, making notes, focussing on a particular character and reading out loud. This supports the school's focus on reading through the Accelerated Reader Programme.

The purpose of home learning in Secondary is to extend learning beyond the classroom and to develop the skills of pupils as independent learners.


Home learning is:

- set weekly in each core subject and fortnightly in foundation subjects
- relevant and purposeful
- clearly explained to students in terms of expected outcomes
- always set via Microsoft Teams
- completed for the date set, otherwise appropriate sanctions will be enforced
- assessed effectively, with feedback given, either verbal or written

## 4.9 EDUCATIONAL VISITS

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We believe that children learn best when they are engaged in first-hand experiences. Where there is an opportunity to make an educational visit to support learning, teachers will arrange to take the children. All visits will be related to the curriculum topic being studied. Written permission will be sought and parents will be asked to contribute to the cost of transport and/or entrance fees to places of interest.



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Children in Years 4 to 9 are invited to take part in a residential activity during the school year. These are progressive and cover a range of skills that complement learning in the classroom, whilst giving children a range of experiences outside of the classroom.






# SCHOOL UNIFORM

FOUNDATION STAGE AND PRIMARY

## 5.1 THE UNIFORM

School uniform is compulsory throughout the school. The uniform, P.E kit, and accessories are available to purchase from Threads uniform stores in Times Square Mall and Cityland Mall. They are also available to order online from [www.threadsme.com](http://www.threadsme.com).

BOYS	Foundation 1 and 2	Years 1 and 2	Years 3 to 6
<b>Uniform</b> 	<ul style="list-style-type: none"> <li>• Pale blue top with Kings' logo and trim</li> <li>• Kings' tartan bermuda shorts</li> <li>• Navy ankle socks</li> </ul>	<ul style="list-style-type: none"> <li>• Pale blue top with Kings' logo and trim</li> <li>• Kings' tartan bermuda shorts</li> <li>• Navy ankle socks</li> </ul>	<ul style="list-style-type: none"> <li>• Pale blue collar shirt with Kings' logo on pocket</li> <li>• Dark grey trousers or grey shorts</li> <li>• Navy blue tie with Kings' logo</li> <li>• Dark grey ankle socks</li> </ul>
<b>Shoes</b> 	<ul style="list-style-type: none"> <li>• Black leather shoes with either lace or velcro fastening</li> </ul>	<ul style="list-style-type: none"> <li>• Black leather shoes with either lace or velcro fastening</li> </ul>	<ul style="list-style-type: none"> <li>• Black leather shoes with either lace or velcro fastening</li> </ul>
<b>Winter</b> 	<ul style="list-style-type: none"> <li>• Navy blue v-neck sweater with red trim and Kings' logo</li> </ul>	<ul style="list-style-type: none"> <li>• Navy blue v-neck sweater with red trim and Kings' logo</li> </ul>	<ul style="list-style-type: none"> <li>• Navy blue v-neck sweater with red trim and Kings' logo</li> <li>• Optional: single breasted two button blazer with Kings' logo</li> </ul>

### FS1 - Year 2



### Year 3 - Year 6



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**GIRLS****Foundation  
1 and 2****Years 1 and 2****Years 3 to 6****Uniform**

- Skort and pale blue blouse with Kings' logo
- Kings' tartan dress
- White ankle socks

- Skort and pale blue blouse with Kings' logo
- Kings' tartan dress
- White ankle socks
- Navy blue tie with Kings' logo

- Skort and pale blue blouse with Kings' logo
- Kings' tartan dress
- Navy blue tie with Kings' logo
- White ankle socks (not sports socks)

**Shoes**

- Black leather shoes with T-bar or strap fastening. Lace up shoes or shoes with platform soles or high heels are not permitted

- Black leather shoes with T-bar or strap fastening. Lace up shoes or shoes with platform soles or high heels are not permitted

- Black leather shoes with T-bar or strap fastening. Shoes with platform soles or high heels are not permitted

**Winter**

- Navy blue v-neck sweater with red trim and Kings' logo

- Navy blue v-neck sweater with red trim and Kings' logo

- Navy blue v-neck sweater with red trim and Kings' logo
- Optional: Single breasted two button blazer with Kings' logo

**Winter wear**

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## Foundation 1 and 2

## Years 1 and 2

## Years 3 to 6

### PE Kit



- Red t-shirt with Kings' logo
  - Navy blue cotton shorts with Kings' logo
  - White trainers (no black soles)
  - Extra socks are not required for PE
  - House t-shirt\*
- Red t-shirt with Kings' logo
  - Navy blue cotton shorts with Kings' logo
  - Plain trainers (no black soles)
  - Extra socks are not required for PE
  - House t-shirt\*
- Red t-shirt with Kings' logo
  - Navy blue cotton shorts with Kings' logo
  - Plain trainers (no black soles) Extra socks are not required for PE
  - House t-shirt\*

Purchase online from Surridge at [www.surridgesport.ae](http://www.surridgesport.ae)

### Swimming Kit



- Boys navy blue swimming shorts
- Girls one piece navy blue costume
- School swimming cap in house colour
- A plain navy UV top may be worn during the summer months
- Pair of named 'flip-flop' sandals

### Accessories



- Navy hat with logo
  - Book bag with Kings' logo
  - Swimming/PE bag with Kings' logo
  - Girls may wear a headband, scrunchie or bobble in either the school tartan or navy blue
  - Navy blue tights may be worn for the Winter uniform
- Navy hat with logo
  - Back pack with Kings' logo
  - Swimming/PE bag with Kings' logo
  - Girls may wear a headband, scrunchie or bobble in either the school tartan or navy blue
  - Navy blue tights may be worn for the Winter uniform
- Navy hat with logo
  - Back pack with Kings' logo
  - Swimming/PE bag with Kings' logo
  - Girls may wear a headband, scrunchie or bobble in either the school tartan or navy blue
  - Navy blue tights may be worn for the Winter uniform

### P. E. Uniform



### Accessories



Legionnaire Cap  
Navy



Cap  
Navy



Backpack



Book bag



P.E. Swim bag

### Swimming Core



Swimming Costume



Swimming Jammer

### House T-shirts



\*Please ensure you purchase the House t-shirt and swimming cap according to which house your child has been placed into. See section 8.1.





# SCHOOL UNIFORM

## SECONDARY

### SECONDARY UNIFORM

School uniform is compulsory throughout the school. The uniform, P.E kit, and accessories are available to purchase from Threads uniform stores in Times Square Mall and Cityland Mall. They are also available to order online from [www.threadsme.com](http://www.threadsme.com).

#### BOYS Year 7 - Year 11

##### Uniform



- Dark grey trousers
- White shirt with Kings' crest (must be tucked in)
- Navy blue blazer with Kings' logo
- Navy blue and red tie with Kings' logo
- Grey or black ankle socks (not sports socks)

##### Shoes

- Black leather shoes with lace or velcro fastening (no sports shoes)



#### GIRLS Year 7 - Year 11

##### Uniform



- Red tartan trousers
- Navy trousers
- Red tartan skirt knee length or full length
- White shirt with Kings' crest (must be tucked in)
- Navy blue blazer with Kings' logo
- White ankle socks (not sports socks)

##### Shoes

- Black leather shoes (no sports shoes)



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## Year 7 - Year 9

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Purchase from Threads Uniform Store or [www.threadsme.com](http://www.threadsme.com)

### House T-Shirts



- Tudor - red t-shirt
- Windsor - yellow t-shirt
- Hanover - green t-shirt
- Stuart - blue t-shirt

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Purchase from Threads Uniform Store or [www.threadsme.com](http://www.threadsme.com)

### PE Kit



- Red t-shirt with Kings' Logo
- Blue cotton shorts with Kings' Logo
- White trainers (no black shoes) with velcro fastening
- Extra socks are not required for PE

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Purchase online from SurrIDGE Sports at [www.surridgesport.ae](http://www.surridgesport.ae)

### Swimming Kit



- Boys swimming jammers
- Girls one piece costume
- School swimming cap in house colour
- A plain navy UV top may be worn during the summer months
- Pair of named 'flip-flops' sandals

## PE KIT

### Year 7 - Year 9



### Swimming Core



Swimming costume



Swimming jammer

### House T-shirts



House Swimming Cap

\*Please ensure that you purchase the House t-shirt and swimming cap according to which house your child has been placed into. See Section 6.1.

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In order to maintain the standards of the school, the Principal's ruling is final in any matters concerning dress, appearance, kits and bags, although responsibility for the day to day implementation of these regulations is delegated to members of staff.

All pupils must wear the school uniform correctly to and from school and normally for all occasions when they are representing the school including school visits and sports fixtures whether or not these are in school hours. Exceptions to this will be communicated to you by the member of staff in charge of the duty. If you require any clarification of the regulations you must discuss these with the Year Group Leader or Deputy Headteacher at your earliest convenience.

### 5.2 JEWELLERY

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For reasons of safety and hygiene, girls are permitted to only wear one pair of small stud earrings which must be removed for all PE and swimming lessons. Watches may be worn (except for PE and swimming lessons) provided they are clearly named and a simple design. Children should not wear any other form of jewellery to school. The school cannot be responsible for loss or damage to watches or personal possessions.

### 5.3 HAIR STYLES

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Hair must be kept tidy at all times. Children with long hair must wear it tied back for school. Girls are required to tie hair with a navy or tartan bobble, scrunchie or hairband. Plain hair clips may also be worn. Boys' hair should be kept to a neat and tidy style.

### 5.4 NAIL VARNISH & TEMPORARY TATTOOS

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Nail varnish and temporary tattoos are not permitted in school. Children who arrive in school with nail varnish or temporary tattoos will be asked to remove them.





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## REPORTING PROGRESS TO PARENTS

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### 6.1 WRITTEN REPORTS

Written reports are provided three times a year to inform you of your child's academic and personal achievements.

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### 6.2 PARENT TEACHER CONSULTATIONS (PTC)

This is an opportunity for you to meet with the teachers and discuss any aspect of your child's education and progress. The meetings will run on an appointment system and details will be sent home in advance. There will also be opportunities for you to meet with the Specialist Teachers. It is always better to talk to somebody early on to avoid the prospect of a minor problem becoming a larger issue. We encourage parents to communicate with the class teacher throughout the year by making appointments as required.

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### 6.3 TARGET SETTING

Targets are set regularly in consultation with the children. They will be referred to in an age appropriate way such as next steps, target setting or goals.

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### 6.4 STUDENT LED CONFERENCES (SLC)

Student Led Conferences (SLCs) are an opportunity for parents to meet with their child and class teacher to discuss learning and reflect on their achievements and next steps. This is an opportunity for children to talk about their learning, their progress and for parents to engage in a discussion about learning. The conversations will be led by students, facilitated by the class teacher.

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### 6.5 PARENTAL ENGAGEMENT

Frequent opportunities, throughout each term, are provided for parents to engage in school activities. This also offers children opportunities to share their learning with you. These range from showcases involving the creative arts such as Arts Week and winter performances, curriculum showcases and sporting events. Children will take a lead during these times, rather than it being a one-to-one meeting with the teacher. Details of parental engagement are published on a termly basis via the school d6 Communicator.

**Person Centred Review Meetings** - children on the SEND register will have a termly person centred review meeting where individual targets will be reviewed and set. Parents are expected to attend.

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### 6.6 PUPIL RECORDS

Confidential records are kept about each child and are updated regularly. It is important that at all times the Registrar is updated about emergency contact details for your child. It is also important that the school is notified of any medical conditions or family circumstances that may affect your child in school.

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## 6.7 E-PRAISE

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Epraise is the student rewards and motivation tool in use at Kings' School Nad Al Sheba. Students may be awarded points by any of the staff at school for displaying behaviours which reflect the values of our school, for displays of personal, academic or sporting achievement, or for supporting any of the many initiatives taking place at school. Students' 'Record of Achievement' are shared with families at the end of the academic year.

## 6.8 ASSESSMENT

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Your child's achievement is under constant review in all areas of the curriculum. This may be done through observation, providing feedback on learning, discussion with children, observations and through monitoring targets. The information gained is used to inform teachers when planning their next lessons, to ensure they are relevant and pitched at the appropriate level for your child.

At the start of the academic year, the school will determine an Expected Progress Flight Path for your child for each subject. As more formal assessments and on-going teacher assessments take place throughout the academic year, the teacher will determine a termly attainment and progress judgement for your child in different subjects.

Regular assessments help to track the progress of our children and thereby maintain and improve standards within the school. These assessments are tracked through O Track, and reports will be shared with parents during Parent Teacher Conferences.

Self-assessments take place where pupils are encouraged to assess their own work and reflect upon their progress. They will be encouraged to keep a portfolio of work which reflects their progress. Children regularly engage in a one-to-one conference with their class teacher where individual targets are set and reviewed.


### **Secondary Assessment**

A variety of assessments are used to identify a child's achievements and learning experiences:

- Formative Assessment identifies future goals
- Summative Assessment measures current level of attainment
- Diagnostic Assessment measures specific areas of development

Our curriculum is built to provide a rich learning experience that blends knowledge and skills across key stages. Our GCSE's are assessed on a 9-1 scale and we have designed progression frameworks within KS3 that are assessed on this scale.

We use CAT4 testing to ascertain a 'most likely' and an 'if challenged' grade from the test results. The grades produced by no means represent a ceiling or terminal target for our students. We use them as a guide to ensure we are always challenging and supporting students adequately to reach their full potential. The CAT4 batteries provide us with key learning preferences and deficits which allows us to design bespoke learning experiences for our students.



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Teachers use a range of assessment tools throughout the year to observe the learning of your child, and at each key assessment point make a judgment of how the student is progressing against our curriculum progression framework. We expect the majority of our students to track alongside the 'if challenged' grades from the CAT4 tests and this would represent 'making better than expected' progress.

It is important to note that learning does not follow a straight line as learning is a gradual, developmental process. Our expert teachers use the full range of data which they have gathered to judge the student's attainment at the current point in time. Students who fall below the 'most likely' grade from CAT4 will receive support and intervention where appropriate to accelerate progress.





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## HOME AND SCHOOL LIAISON

### 7.1 PARENTS

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You are welcome to visit the school and must always wear your yellow parent lanyard (issued on or before your child's first day of school). If you forget your lanyard, report to security to sign in as a visitor. You will be required to provide ID which will be returned to you when you exit. Please do not be surprised or offended if you are challenged by a member of staff if you are not wearing your lanyard.

On entry into the school building, visitors must report to the main reception desk. The start of the school day is a very busy time for teachers and staff. Please bear this in mind and try to only see the teacher at pre-arranged times. If you need to see the teacher urgently please make an appointment or speak to a member of staff in the reception area.

### 7.2 PARTNERSHIP AGREEMENT BETWEEN HOME AND SCHOOL

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Kings' School Nad Al Sheba is committed to providing excellent teaching and resources to enable all children to reach their maximum potential and experience a fulfilling and rich education. To do this we need your support. The KHDA requires all parents to sign a Parent Contract.





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## STUDENT LEADERSHIP

### Young Leaders

At Kings', we believe that students should be given a wide range of opportunities to develop and practice leadership skills in preparation for life beyond school. Therefore, the main aim with our Student Leadership Team is to give the student body ownership over key decisions of our school; to create a team of student leaders who take action to improve our school and community. The Student Leadership Team is composed of students from Years 5 to 8, ensuring that we have a school culture in which the student voice has a place and is heard. In addition to this, they also contribute to leading whole-school charity events, International Day and sporting events.

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#### 8.1 SCHOOL HOUSES

Kings' schools have four Houses:

<b>Tudor:</b>	Red
<b>Stuart:</b>	Blue
<b>Hanover:</b>	Green
<b>Windsor:</b>	Yellow

Children are placed into a house when they first join the school. They will remain in this house until they leave the school. All siblings are placed within the same house.

Children participate in various sporting and academic events throughout the year and represent their house.

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#### 8.2 PUPIL VOICE

Kings' School Nad Al Sheba is very proud of our pupil voice and values children's opinions. Members of the Primary Leadership Team regularly meet with children from across the school to gather opinions and feelings about learning and key issues in school. Discussion points may include learning, attitudes to school and progress, or whole school development priorities, e.g. charity work.

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#### 8.3 HAPPINESS AMBASSADORS

We have a team of peer-elected children at Kings' School Nad Al Sheba, who have been nominated to represent our class to promote kindness, happiness and well-being throughout the school. Our Happiness Ambassadors are easily identifiable as they wear yellow baseball caps at breaktimes and lunchtimes. Mrs Dalton meets with them each week to promote, innovate and motivate them.

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#### 8.4 HEAD BOY AND HEAD GIRL

Two students from Year 6 are selected each year to represent Kings' School Nad Al Sheba as Head Boy and Head Girl. The responsibilities of the Head Boy and Head Girl are to represent the school and/or student body at appropriate functions and events, to liaise between the Principal, teachers and children, and to lead by example.





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## SCHOOL ATTENDANCE

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### 9.1 ABSENCE

The role of the parent in ensuring the high levels of attendance is critical. At Kings' School Nad Al Sheba we hope to maintain close, effective and positive links with parents and ensure that effective communication links avoid any unexplained absences of our students. If for any reason your child is absent from school it is important that you contact the school to let us know. Where possible, all appointments e.g. dentist, doctors should be made outside of school hours. In the event that time does need to be taken during school hours, a letter should be sent to the class teacher notifying them of the details.

Please ensure you call or email, each day, **before 7.40am for Primary** and **8.00am for Foundation Stage**, if your child is going to be absent due to sickness.

#### **Foundation Stage Reception**

[reception-fs@kingsnas.com](mailto:reception-fs@kingsnas.com)

Telephone: +971 4 237 5555

#### **Primary Reception**

[reception-pri@kingsnas.com](mailto:reception-pri@kingsnas.com)

Telephone: +971 4 237 5555

#### **Secondary Reception**

[reception-pri@kingsnas.com](mailto:reception-pri@kingsnas.com)

Telephone: +971 4 237 5555

In line with the UAE Inspection Framework, we deem **outstanding attendance to be 98% and above.**

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### 9.2 UNAUTHORISED ABSENCE

Our primary responsibility must be as advocates for children's education, and therefore not to support absence from the classroom which could delay or impair individual and group progress. The KHDA / Ministry of Education have regulations about the numbers of days of permitted absence within a year. In general, requests for non-educational absence (except those for emergency medical or religious reasons) during term time will be recorded as 'absent - unauthorised' in our school registers. Any absence from school will then be reflected when reporting attendance in end of year reports. However, we also acknowledge a different perspective, such as a need, as perceived by parents, to remove their children for family reasons. Therefore, whilst we may not be able to 'authorise' the absence, we understand the motivation for it, and hope that parents understand the motivation for our own position.

Requests for non-educational absence during term time (including holidays) will normally be 'non-approved'. We have a clearly published annual calendar to enable parents to plan around agreed holidays. We are judged strictly by KHDA for our attendance. 'Outstanding attendance' is judged as being 98%. Parents share responsibility with us for hitting this goal.

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### 9.3 LATE ARRIVALS

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If your child is late arriving at school for any reason, they must report to the relevant reception desk before going along to the classroom. This is essential in case of fire or other emergency. Children are given a slip so that class teachers know that the receptionist has logged the late arrival on the school's Management Information System. This will ensure records are up to date in case of an emergency and will also ensure your child is awarded their attendance mark for that session.

### 9.4 LEAVE OF ABSENCE

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Any planned time of absence for your child should be applied for in writing to the Leadership Team. Please email the relevant desk ([reception-fs@kingsnas.com](mailto:reception-fs@kingsnas.com) or [reception-pri@kingsnas.com](mailto:reception-pri@kingsnas.com)) at least 10 days before the planned absence with details. The Receptionist will then inform the Leadership Team and your child's class teacher, and reply to acknowledge the email.



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## HEALTH AND MEDICAL

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### 10.1 COMMUNICATION

The school nurse is available in school and can be contacted directly by telephone or email: [nurse@kingsnas.com](mailto:nurse@kingsnas.com). Please do not hesitate to contact her with any medical enquiries you may have regarding your child. The nurse should be contacted if your child is absent from school. They will also be involved in delivering health education to the children in school.

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### 10.2 ALLERGIES AND PRE-EXISTING MEDICAL CONDITIONS

If your child has any allergies or pre-existing medical conditions, it is essential that you let the school know about these on, or before, your child's first day. You may need to fill out a care pathway to enable us to manage your child's medical condition/allergy appropriately.

If your child requires an epipen or any other emergency medications, these should be given to the school nurse either before, or on, your child's first day. If the nurse does not have these either prior to your child starting, or on your child's first day, your child will not be permitted to attend school. This is for your child's safety.

Epipens and emergency medications are kept locked in the School Clinic. There is an additional key that is kept in the clinic in an accessible place to allow all staff members to have access to emergency medications.

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### 10.3 REGULAR MEDICATION

If your child is required to take regular medication e.g. inhalers, epipen, etc., the medication should be clearly labelled with your child's name and taken directly to the nurse. A letter with precise instructions detailing the dosage and time to be taken should also be given. A consent form giving parental authorisation should be signed prior to this. This consent form can be obtained from the nurse when you visit to discuss the medication.

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### 10.4 MEDICAL EXAMINATION

The Dubai Health Authority requires that all children receive regular medical examinations at varying stages during their school life. The examination includes the measurement of height and weight together with an examination of ears, throat, heart, lungs, abdomen and the skeletal system. Vision will also be checked in Year 1 as well as the above.

These checks are required by the Health Authority in Foundation Stage 1, Year 4, Year 7 and Year 11. Any new joiners who arrive from outside Dubai will be required to have an initial medical assessment and then continue with the scheduled plan of examinations along with their classmates.

You may arrange this examination with your own paediatrician. Alternatively, Kings' has a full-time School Doctor who, along with the school nurse, carries out these medical examinations. The school doctor is part time and visits the school twice a week. In addition to carrying out the school medicals, the doctor is also available to meet with parents who may have any concerns about their child's health.

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## 10.5 IF YOUR CHILD IS UNWELL AT SCHOOL

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If your child becomes unwell in class, he/she will be taken to the nurse who will assess the situation. If your child is well enough to stay in school, they will be cared for by the nurse. The nurse will contact you if your child needs to be collected from school. If your child becomes unwell before school starts, on the first day of absence school should be notified of the reason for the child's non-attendance.

## 10.6 ACCIDENTS AND EMERGENCIES

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In the unlikely event of an accident, your child will be taken to the nearest appropriate hospital. A consent form must be signed when your child begins school to give your permission for this to happen. Slips to say your child has received treatment from the nurse are sent home for your information or a telephone call will be made if the nurse feels this is more appropriate.

## 10.7 CONTAGIOUS DISEASES

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If your child has been absent from school due to a contagious disease, a letter of discharge from your doctor is required, before your child will be allowed to return to school. Please submit this to the school nurse. Information sheets for common ailments can be found on our school communicator.

## 10.8 DOCUMENTATION

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The Medical History Form is required before your child starts school. This must be downloaded at the [resource centre](#), signed and given to the school nurse. The documentation is a legal requirement giving permission for the school to act in the best interests of your child. The prompt return of the above form is a requirement by the Ministry. Children without adequate immunisations may be asked to be withdrawn from school. In some cases it may be necessary to seek records from previous clinics in home country prior to a child commencing school.


## 10.9 PROCEDURES FOR PUPILS EXCUSED FROM PHYSICAL EDUCATION

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Any request to be excused from PE must be explained in a note from the parents. A member of staff may use their discretion when a pupil requests to be excused from a lesson, but who does not have a parental note. Ordinarily, a pupil who has become ill during the day should have reported to the nurse.

Pupils who request a longer term absence, i.e. more than 2 weeks, must produce a formal letter from their doctor. This serves to verify the illness/injury, and prevents self-determined absence from physical education, whilst enabling the school to understand and assist with the child's recovery. If appropriate, a member of teaching staff will call parents to establish the nature and extent of injury and in some cases request a case conference with the child and/or their parent.





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In most cases, a child who is excused from a lesson will be required to attend and watch the lesson with the rest of the class. Parents are expected to support this policy. This policy allows pupils to observe the work they are missing and recognise the limits of their illness but allows pupils to assist in a way that is inclusive.

It is our policy that any child considered to be well enough to attend school is well enough to take part in outdoor playtime.



## STUDENT SERVICES

### 11.1 STUDENT SERVICES

#### Examinations

Kings' is in its 5th year of accreditation with British School Middle East (BSME). Kings' selected BSME as its preferred accreditation body because it provides a quality-assured network of schools, helping Heads and teachers share best practice and keep abreast of the latest educational developments.

Kings' is accredited with the main exam bodies in the UK, including Pearson, Cambridge, and Oxford AQA. We are also affiliated with a number of organisations which enhance the opportunities for our students and the development of the school.

Accreditations:

British School Middle East (BSME)  
Pearson  
Oxford AQA  
Cambridge  
Historical Association  
Duke of Edinburgh

Further information about examinations is available on the school website.

#### School Counsellor

The school has an on-site counsellor for students who need the opportunity to talk about things that concern them, in confidence. What is spoken about depends on the individual, but common themes are stress, change, loss and distressing events.

Referrals for counselling are made through the pastoral system and parental approval is sought before sessions begin. Usually counselling within the school will be for 3-4 sessions, after which further professional support from an outside agency might be recommended.

#### Careers

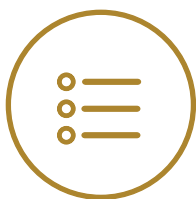
All students follow a careers curriculum relevant to their year group. This includes access to careers software, guest speakers and higher education events.

Careers Counsellor email: [futures@kingsnas.com](mailto:futures@kingsnas.com)

#### Canteen

The school canteen provides students with a range of hot meals, pastries, sandwiches, salads, drinks and snacks and is managed by a third party vendor.

Primary students can sign up for lunch subscription, please see the [resource centre](#). Secondary students can pay for their meal in the canteen with cash/card. Menus can be found on the Communicator. Kings' promotes healthy eating, and we encourage parents to help us in our aim. When providing a packed lunch, please include only healthy food choices. Please note we are a nut free school.



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## MISCELLANEOUS

### 12.1 LOST PROPERTY

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All schools accumulate a lot of lost property during a term. If your child has lost something, please come into school either at the start or the end of the day to look for the missing item. Any lost property will be collected and stored near the reception areas. Please ask the receptionist for assistance in this matter. Of course much of the lost property can be avoided if all items of clothing and possessions are clearly labelled with your child's name. Any lost property not claimed, is disposed of at the end of each term.

### 12.2 PERSONAL SAFETY

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Kings' does not arrange personal accident insurance for its pupils.

### 12.3 ITEMS NOT PERMITTED

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Children are not permitted to bring mobile phones, iPods, electronic games, toys, equipment (with the exception of iPads in Years 3 - 6) and any items which could be considered dangerous in school. Pokémon or similar trading cards are also not allowed in school.

### 12.4 COMPLAINTS PROCEDURE

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We are more than happy to share with you any concerns you may have regarding your child's progress or personal development in school. Please bring any concerns to our attention early before they grow and become more difficult to resolve. If you need to see your child's class teacher, please request an after school appointment. If there is something urgent you need to let your child's teacher know, please inform the relevant receptionist before school. This is a very busy time for teachers.

If you have a problem that needs urgent attention, please contact the Year Leader or a member of the Leadership Team. Where concerns cannot be resolved, the Principal will deal with concerns.

### 12.5 LANYARDS AND SECURITY

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You are welcome to visit the school and must always wear your yellow parent lanyard (issued on or before your child's first day of school). If you have forgotten your lanyard please report to security to sign in as a visitor. You will be required to provide ID which will be returned to you when you exit.

The following lanyard colours identify all adults present in school:

Yellow	approved adult
Blue	staff
Green	regular contractor, e.g. lunch provider
Red	visitor

On entry into the school building, visitors must report to the main reception desk. The start of the school day is a very busy time for teachers and staff. Please bear this in mind and try only to see the teacher at previously arranged times. If you need to see the teacher urgently please make an appointment or speak to a member of staff in the reception area.

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## 12.6 SCHOOL BUSES

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The school utilises the services of Shanawaz Group to provide school buses for a variety of purposes including transport to and from the campus and school trips.

The service is available for children in FS1 and upwards. For more information, and how to register, please contact [ksnas@shanawazgroup.com](mailto:ksnas@shanawazgroup.com).

Registration forms and the Transport Policy can be found on d6 Communicator or at the [resource centre](#).

A high standard of behaviour is expected from all pupils on all occasions within the school day. In the interests of safety and courtesy, the following rules apply to conduct of travel on all buses.

Children are expected to:

- Queue in an orderly way.
- Sit properly and remain in the seat throughout the whole of the journey.
- Stow any bags in the proper place and not in the aisle.
- Use language that is civilised in tone and volume.
- Wear a seat belt.
- Obey the instructions of the driver and/or escort at all times.

Pupils are expected to behave at all times with consideration for other people - their persons, their property and their feelings.



## Kings' Education

PO Box 38199, Dubai, United Arab Emirates

General enquiries:	<a href="mailto:info@kings-edu.com">info@kings-edu.com</a>
Admissions:	<a href="mailto:admissions@kings-edu.com">admissions@kings-edu.com</a>
Marketing & PR:	<a href="mailto:l.trevethan@kings-edu.com">l.trevethan@kings-edu.com</a>

