

Dubai Heights Academy

# PARENT HANDBOOK



DUBAI HEIGHTS  
ACADEMY

دبي هايتس  
أكاديمي

*2022-2023*



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## Principal's Welcome

I am delighted to welcome you and your child to the Dubai Heights Academy family. This handbook will help you to understand more about our school. Each section explains an important aspect of school life.

The educational journey is a significant time in the life of a child and that of their family. We understand how important this experience is for your family and endeavour to make it a positive one for all. We appreciate the trust you have placed in us to provide the best possible learning outcomes for your child. Our main aim is to help children reach their full potential, make progress and raise attainment in their learning. It is important that your child becomes an independent and confident learner during their time at school.

We want all our students to be happy and confident at school, and to do this we need your help to encourage and support them and ensure their health and well-being is a priority. It is important that we build and maintain a strong partnership between home and school life through regular and positive communications.

Our staff work as a team with children and their families to achieve the very best we can together. During the year we will invite you into school to look at and discuss your child's work and to attend parent workshops to inform you not only how we teach your children but also how we run different aspects of the school. Parents are encouraged to attend our special events and celebrations as we want you to feel involved and part of the DHA community. Parents are able to stay informed and be notified of upcoming events through our various social media channels, newsletters and our school website.

**If at any time you have any concerns during your child's time at school, please do speak to your child's teacher first and then the head of department/subject leader. My door is always open should you wish to discuss any school matters. Please contact Susan, my PA at [pa@dubaiheightsacademy.com](mailto:pa@dubaiheightsacademy.com) to arrange an appointment.**



**Alison Lamb**  
*School Principal*  
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# Key Personnel

## Senior Leadership Team



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**Suzanne Fowles**  
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## Welfare Team



**Hayley Burrows**  
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**Marion Mendoza**  
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## Phase Leaders



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# Our Vision and Mission

## Our school

*For Every Child, For Every Mind, For Everybody*

Our Vision for Dubai Heights Academy reflects a passionate commitment to learning and recognition of the uniqueness of individual learners.

It is driven by our desire to offer the best possible education for our students in partnership with parents and the local community.

## DHA will be a centre:

- For learning where high standards are pursued with consistency and enthusiasm
- Where individuals are valued and helped to achieve their personal best
- Where effective partnerships secure the success of the school

## Vision

Our vision is to establish Dubai Heights Academy as a school that enables national and expatriate residents to access a unique, culturally relevant English National Curriculum designed around every child, every mind and everybody.

**For every child** – a platform for academic achievement, cognitive development and personal excellence.

**For every mind** – an engaging approach, inclusive environment and progressive learning experiences.

**For everybody** – the inspiration to be the best version of themselves.

## Mission

At Dubai Heights Academy, we aim to:

- Provide an English National Curriculum education so that each student has excellent opportunities and support to develop academically, socially and emotionally.
- Build a progressive, creative and engaging facility with enriching programmes and state-of-the-art technology where every student feels secure, significant and valued.
- Empower young inquisitive minds, nurture positive thinking in a holistic learning environment that fosters independent learners with the life skills to innovate and problem solve.
- Instil the value of working hard to achieve goals, accepting challenges enthusiastically and applying knowledge in daily life and in future careers through open parent dialogue and community partnerships.

## Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of and involved in the life of their community and society, therefore developing their capacity to be active and effective future citizens, to innovate and problem solve.

Our core values are:

**Focus** – We work hard and do our best every day.

**Integrity** – We do what is right because we want to make a positive impact in the world.

**Respect** – We are kind and supportive to ourselves and others.

**Self-determination** – We know that hard work makes anything possible.

**Teamwork** – We work with our peers to achieve excellence.

## Our aims

Aims reflect our beliefs and values and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world.

**Celebrate success**

Nurture self-esteem through the celebration of children's efforts and achievements.

**Value-centred**

Promote values and foster positive attitudes to all people, races, religions and ways of life.

**Dynamic and innovative**

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

**Accountable at all levels**

Promote collective responsibility for raised standards and improved student outcomes by ensuring that everyone understands their role in contributing to the success of the school.

**Learning centred**

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

**Community oriented**

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

**High expectations**

Set high expectations to enable students to become effective, enthusiastic and independent learners.

**Caring and supportive**

Create a happy, caring and supportive environment based on a spirit of cooperation between the school and the local community. Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

**Inclusion**

Treat children and others fairly, equitably and with dignity and respect, to maintain an inclusive school culture.

**Well organised and systematic**

Embed consistently applied policies and practices that ensure the effective day-to-day running of the school and support strategic leadership and management.

*“Positive and purposeful relationships with students.”*



## School Timings

### Monday to Thursday

**FS1 and FS2:** 8:10am to 2:15pm (FS1 early option finish 1pm)

**Year 1 - Year 9:** 8:10am to 3:25pm

### Friday

**All students:** 8:10am to 11.30am

### **Arrival and registration**

The school gates will open at 7:55am with registration from 7:55am and the first lesson beginning at 8:10am. Any child arriving after 8:10am will be issued with a late pass and marked as late.

### **End of day**

Children in FS1 are collected from the FS Reception doors at 2:15pm (or early option finish 1pm)

Children in FS2 are collected from their external classroom reception doors at 2:15pm

Children in Year 1 to Year 9 are collected from their allocated collection point at 3:30pm.

Parents will be required to collect their children from the allocated late pick up point. This may change throughout the year.

Students who are not collected on time will be escorted to the Reception at Gate 3 where they are registered as 'late pick-ups' and supervised whilst parents are contacted. If, in the case of an emergency, parents are going to be late we ask that you call to let us know.

Parents are informed of their responsibility to ensure their children attend regularly. Punctuality is also stressed, as lateness impacts on learning not only for the individual, but the class as a whole. Attendance and punctuality are discussed with each parent at consultation evenings, with the current percentage attendance being reported and overall yearly attendance is on the end of year report. Parents have an obligation to ensure their children receive a full-time education. This is achieved by regular attendance at school.

## About our School

Our site has been designed with separate buildings for the Foundation, Primary and Secondary students. Bright, colourful and spacious learning environments support the developmental needs of all our students. Each year the group zone contains a large break out space that supports various different learning models. The range of activities possible in these spaces include quiet, solitary activities as well as small group and large, organised community events.

| Age           | Year Group | Stage            |
|---------------|------------|------------------|
| 3 - 4 years   | FS1        | Foundation Stage |
| 4 - 5 years   | FS2        |                  |
| 5 - 6 years   | Y1         | Key Stage One    |
| 6 - 7 years   | Y2         |                  |
| 7 - 8 years   | Y3         | Key Stage Two    |
| 8 - 9 years   | Y4         |                  |
| 9 - 10 years  | Y5         |                  |
| 10 - 11 years | Y6         |                  |
| 11 - 12 years | Y7         | Key Stage Three  |
| 12 - 13 years | Y8         |                  |
| 13 - 14 years | Y9         |                  |

We have a maximum of 22 children per class in FS1 and FS2 and 24 children per class from Year 1. Care will be taken to ensure classes are evenly mixed in terms of gender, ability, behaviour, attitudes and confidence. Students in all classes are taught individually, as a group, or as a whole class but always according to their individual needs and to take them forward in their learning.

### **Starting school for the first time**

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

Prior to their entry, students will be invited into school for Induction Day. This will help them become familiar with the surroundings and routines of school. During this period, there will be meetings for parents to discuss our partnership with you and talk about any concerns you might have.

The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, students develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) curriculum sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Dubai Heights Academy we value home-school links and make every effort to involve parents in the learning and development of their child. Throughout the school year EYFS teachers will run workshops about the curriculum and how you can help your child at home.

### **Joining the school later on**

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after and monitored so that they quickly make friends and can find their way around the school. Teachers will give children time to settle in before making an assessment of their academic abilities. This assessment, together with their entry assessment and records from the previous school, enables your child to have the best start in their learning and personal development. Parents are asked to contact the school if their child has difficulty settling in their new school environment.



*“Great teachers. Hands on, small class sizes contribute to better learning environment for children and allows individualised learning for each child.”*



## Communications

Families are the child's first and most important educator. At Dubai Heights Academy we appreciate the important role that families have in supporting their children to develop a positive attitude towards school and learning. We therefore welcome and encourage partnerships between school and home. We will communicate with parents in various ways, for example through our Parent WhatsApp Groups, regular weekly newsletters, questionnaires, workshops and informal social events. Parents will be invited to assemblies, to attend our Annual Open Day and Sports Day as well as children's performances. **Staff will always be happy to meet with parents to share any concerns.**

### Contact Details

Please inform the school reception if there are any changes to your contact details, so you are kept informed and in case we need to get in touch in the event of an emergency.

### Communication Channels

We are always aiming to find new ways to communicate with families. Aside from our website we use Instagram, Facebook, Twitter, online newsletters and parent notice boards outside of classrooms. Please check our website regularly at [www.dubaiheightsacademy.com](http://www.dubaiheightsacademy.com).

### Newsletters

Please look out for our regular weekly newsletters. The newsletter informs families about what is going on in school and also provides a reminder of important dates. You will receive an email from us each Friday with a link to read our latest newsletter.

### Parent Student Teacher Meetings

Parents are invited throughout the year to discuss their child's progress with their class teacher. If you need to speak to the class teacher or a member of staff at any other time of the year, you can make an appointment via email with the concerned member of staff.

### Parents in Partnership

We welcome parents into Dubai Heights Academy believing we are partners in the educational journey of your children. There will be many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. If you are able to help, please come and talk to your child's teacher.

### Parent Teacher Association (PTA)

The PTA exists to support the life and work of the school and is open to all members of the school community. The Association will provide invaluable support to the school through organising many social and fundraising events involving parents and the local community. The group will hold monthly meetings in school, with dates and details published in our monthly newsletter and in our school calendar. The PTA needs the support of parents to ensure it is able to enrich the lives of the children. As a new member of our community we hope you will be able to add your support to the work of the school association.

# Attendance, Absence & Medical Appointments

## Attendance

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to extend their potential. The attendance pattern for all children is monitored weekly with the school seeking to work actively with parents to ensure a regular pattern is maintained. We expect all children to attend every day when the school is in session as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend and to put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning.

Poor attendance can seriously affect each child's:

- attainment in school
- relationships with other children and their ability to form lasting friendships
- confidence to attempt new work and work alongside others

Each child's attendance is summarised in line with KHDA guidance as:

**Outstanding** - Attendance is at least 98%

**Very Good** - Attendance is at least 96%

**Good** - Attendance is at least 94%

**Acceptable** - Attendance is at least 92%

**Weak** - Attendance is less than 92%

**Very Weak** - Attendance is less than 90%

Given there are typically 182 days in a school year so each day accounts for 0.55%. If a student has just 4 days off per term their attendance will be less than good.

A student's non-attendance to school is classed as an absence regardless of whether it is authorised or unauthorised.

## Absence & medical appointments

When a child is unwell, parents should contact the school before 8:30am on the first day of absence informing the school of the reason for absence. When a child is absent, the class teacher will record the absence in the register. As part of our safeguarding procedures, the school office will endeavour to contact the parent, or other emergency contacts, if no message has been received regarding the reason for the absence to check on the safety of the child. If your child is going to be absent for any reason can you, please contact the school to inform us.

Telephone: 04 356 3333

Email: [absence@dubaiheightsacademy.com](mailto:absence@dubaiheightsacademy.com)

- Every effort should be made to arrange medical appointments outside school hours.
- If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment, where possible.
- If your child is absent due to vomiting, then they should not return to school for the next 24 hours after the last time that the child is sick. This is to reduce the risk of infection to other children and adults at the school.
- For more than three days of absence, the school requires a written explanation of why the child was absent. The school office will request this if it is not produced.
- Medical certificates are required for absences greater than five days

# Term Time Absence & Medical Information

## Family Holidays / Absence During Term Time

The School recognises that student absence during term time can seriously disrupt a student's continuity of learning. Parents are therefore strongly urged to avoid booking a family holiday or medical leave in term time. Parents should apply in advance to withdraw students from school during term time.

When an application is made for authorised absence during term time, the Principal will give consideration to the following:

- The age of the student
- The nature of the proposed absence
- The timing of the proposed absence
- The attendance pattern in the present and previous academic years
- Where attendance is lower than 95% or where the absence would take attendance below 95%
- The student's progress
- Any assessments and examinations occurring

To request a holiday during term time please email the school receptionist. When an absence is authorised, parents will be provided with a written letter of approval.

## Medical Information

On arrival at Dubai Heights Academy, families are asked to complete a form that gives details of allergies or other medical conditions, together with the telephone numbers of people we can contact in the case of an emergency. If a child has a medical condition that requires a protocol to be followed, this must be completed at the beginning of the school year or upon arrival at the school. The school nurse will review any medical needs annually.

## Medicines

All medicines, ointments, inhalers or creams should be brought to the school nurse and must be labelled. Written instructions including the dosage must also be sent in by parents. The school nurse is only permitted to administer medicine that has been prescribed by a doctor.

## Falling Ill At School

If children become ill at school, we will keep them as relaxed as possible until parents are able to collect them. Please make sure that the school has an active telephone number and an emergency contact number so that we can get in touch if we need to.

Should we deem it necessary to seek further medical attention for a child, we shall do so, keeping parents fully informed until they are able to be with their child.



*“An emphasis on developing lifelong skills, enhancing student achievement.”*

## Behaviour

At Dubai Heights Academy we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring school we have the highest of expectations in terms of learning, behaviour and attitudes and support our students to develop similar beliefs in their own potential, together with pride in their achievement. We encourage our students **to respect every child, every mind and everybody**.

**OUR SCHOOL PROMISE**

We respect the rights of every child, every mind and everybody.

**RESPECT EVERY CHILD**  
Every child has the right to feel safe and happy at school.

**RESPECT EVERY MIND**  
Every mind has the right to positive wellbeing, to learn, to express views and feelings.

**RESPECT EVERYBODY**  
Everybody at school and every community has the right to be respected, valued and tolerated.

The aims of the school and the rules of behaviour consistently promoted in each classroom are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in the principles of our Code of Behaviour:

- Every student has an entitlement to learning without being distracted by the negative behaviour of others
- Every child in our school is valued
- We strive to develop the full potential of every individual in our school, therefore, we do not accept discrimination in any form
- Everyone in our school community should be happy and feel safe
- Bullying is completely against our ethos and will be dealt with firmly and fairly should it ever occur
- All children should respect school property and the property of others

***“The family level ambience at school makes the learning environment very enriching and engaging.”***





Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work and contributions towards the school community. A whole school house system is used to recognise and acknowledge positive behaviours, attitudes to learning and respect for our school promise.

At Dubai Heights Academy we do not tolerate bullying or discrimination. We prevent and educate students about bullying through an ethos based on mutual respect, equality and tolerance. The raising of children’s self-esteem and self-confidence is central to the work and life of the school. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of students. Positive behaviour and social responsibility is further supported through our learning and innovation skills programme.



*“Teaching students to be open-minded and express their feelings, which makes them confident.”*



## Introduction to the Primary School

Welcome to the Dubai Heights Academy family, a wonderful school community that will support your child on their Early Years and Primary learning journeys. I feel truly privileged to lead our Early Years Foundation Stage (EYFS) and Primary phases.

Since opening in 2017, we have developed a strong and caring whole school community, which has helped us go from strength to strength. Our EYFS and Primary teaching team are passionate, nurturing and experienced teaching professionals who have a genuine care, and interest in every child's personal development. We provide a safe, calm and caring atmosphere in school and foster an ethos of enjoyment for learning. Our fantastic learning spaces across the school, such as the Snoezelen room, provide a creative and stimulating environment for all our children, staff and parents to learn together, grow and succeed. The interests of our children lie at the heart of all the decisions we make as we strive to create meaningful learning experiences that will engage, motivate, and inspire all children. We believe that children's happiness and emotional wellbeing is vital and is the foundation for children to be able to thrive and contribute to their learning journey.

At Dubai Heights Academy, we have high expectations of our students and set challenging targets for them. Every child is encouraged to reach their full potential and we recognise that each child is special and has their own contributions to make. We want our students to have a love for learning and the chance to experience activities across the whole curriculum. Our curriculum ensures we not only cover the requirements of the English National Curriculum, but provide opportunities for the children to develop lifelong learning skills. We want our students to become critical thinkers, to be resilient and resourceful, and to be able to work together to solve problems.

In addition to this, our impressive range of extra-curricular activities are constantly changing and include clubs such as drama, art, choir, football, gymnastics, cookery, Arabic, coding and dance just to name a few. Our students also have opportunities to learn through a wide range of educational visits and events, including residential trips in Year 4 to Year 6.

We aim to ensure all our students believe in themselves and their abilities, aspire to be the best they can be and want to learn so they can go on to achieve their dreams and goals.



**Suzanne Fowles**  
*Head of Primary*  
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# The EYFS and Primary Curriculum & Homework

## Curriculum

Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, students are helped to:

- Gain a joy and commitment to learning that will last a lifetime
- Develop the essential literacy and numeracy skills they need to learn
- Develop the attitudes, understanding and skills to become successful, independent learners
- Foster creativity
- Develop lively, enquiring minds
- Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions
- Develop appreciation and concern for the environment
- Work cooperatively with others
- Work toward achieving their potential

Our teachers will bring the learning alive by making links between the individual subjects and applying them as topics. We aim to put the children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and cooperation.

A variety of organisational strategies and teaching techniques will operate within each lesson. On occasions it will be appropriate for whole class teaching and on others mixed ability or friendship groups will operate. We may also group children by ability and set programmes to cater for the learning needs of individual children.

Whole-school Theme Days are held over the year, and typically include Health Day, World Book Day, Science Day, Maths Day, a Mini-Enterprise Week and a Culture & Creative Arts Week. The curriculum will be further enhanced and enriched through the involvement of outside professional speakers, including artists, authors, health partners & representatives from the local community. The curriculum is planned in detail by class teachers to ensure that work is matched to meet the learning needs of individuals and that every child is challenged to reach his or her full potential. Learning objectives are shared with parents termly.



*“High quality resources promoting effective teaching and learning.”*



## Primary Homework

Homework can make an important contribution to children's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning. Homework has the following main purposes:

- Developing an effective partnership between the school and parents
- Giving parents insight into their child's learning and achievements
- Reinforcing, consolidating and extending classroom learning particularly in numeracy and literacy
- Developing the confidence and self-discipline for independent learning
- Preparing children for Secondary school

Throughout their time at Dubai Heights Academy, students will be encouraged to spend some time each week at home completing tasks set by the teacher to enhance their knowledge and learning. Most of the time students will be able to complete the work on their own but there will be times when they need parents' help.

Tasks set will include reading, learning spellings and times tables. Some homework activities may not look like formal learning but may be designed to develop experiences or provide less formal learning opportunities for children.

The main purpose of homework is to develop a partnership with parents and involve them in their children's learning. With certain subjects, such as phonics work in reading and maths calculations, we want children to teach their parents the methods that they are using in school. In this way we aim to encourage parents to support their children and be actively involved in their children's learning in enjoyable and fun ways.

Reading is vital to successful learning. It is an essential skill for children to access the full curriculum, and through books and stories children can extend their understanding of the world around them. Hearing your child read is very important for their learning and self-confidence, so we would ask you to make time to hear them read regularly and to praise their efforts.

As children get older, homework is also a way to encourage them to develop skills of independent learning and to increase independent learning time. Homework is an extension of the learning objectives and can take the form of various practical and critical thinking activities to help reinforce or extend the classroom learning. DHA utilises a variety of online learning applications.





## Introduction to the Secondary School

Welcome to Dubai Heights Academy Secondary, a school that will support its students on an exceptional journey throughout their secondary education.

Dubai Heights Secondary School will organically grow to cater for students from the ages of 11-18 and will be split into 3 distinct stages: Key Stage 3 (11-14), Key Stage 4 (14-16) and Key Stage 5 (16-18). Secondary education is where students break away from most of their learning being supported by one teacher, to subject specialists delivering the curriculum.

Dubai Heights Academy Secondary endeavours to provide a curriculum that meets the needs of all our students and follows the National Curriculum for England as the basis of our curriculum. This has been tailored to comply with local requirements and supplemented with Arabic language, Islamic Studies, Moral Education and Social Studies. In addition, Dubai Heights Academy has partnered with MIT (Massachusetts Institute of Technology) to develop and deliver a bespoke AI (artificial intelligence) project-based programme to further enrich our broad and balanced curriculum. With a range of student nationalities, our teachers are able to leverage opportunities to adjust the curriculum to include topics, concepts and themes that encompass the cultural diversity of all its students.

We value every person at Dubai Heights Academy Secondary and are driven by an underlying philosophy captured by our school ethos of 'Every Child, Every Mind and Everybody matters'. We believe that every student deserves the best possible education, regardless of background and ability, and we work in partnership with our community and with determination to ensure that we unlock their potential. Our aim is to prepare our students to realise their aspirational goals both academically and personally through our supportive approach, which enables our students to develop the knowledge, skills and understanding required to be responsible, considerate, tolerant and well-rounded individuals suited to the demands of our ever-changing multicultural society.

At Dubai Heights Academy, we simply want every student to thrive and excel through their love of learning and passion for each subject that they study. We are a learning community in which a joy of learning is fostered in every lesson. We have high expectations for learning and behaviour which ensures that the school is a happy, safe and positive place to learn and where our students not only 'believe they can achieve' but do achieve. Our academic programme is strengthened by our pastoral care and support systems ensuring student well-being. We take the time to build a genuine partnership between family and school. You can be sure that your child will be nurtured and enriched in a supportive and challenging academic environment. We are committed to ensuring that the talents of all students are recognised and encouraged. Students benefit from first-class facilities and an exciting range of extra-



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[rhitchings@dubaiheightsacademy.com](mailto:rhitchings@dubaiheightsacademy.com)

# The Secondary Curriculum & Homework

## Curriculum

At Dubai Heights Academy we follow the National Curriculum for England, whilst also delivering content specific to our locality.

## MIT

In addition to the Computing curriculum, DHA has developed a partnership with the MIT (Massachusetts Institute of Technology) to develop and deliver a bespoke AI (artificial intelligence) project-based programme. The MIT programme will focus on 'learning-through-making,' or constructionism as it is more commonly known. Students will have the opportunity to learn technical skills and concepts in AI and computational thinking while also developing teamwork competencies, including collaboration, communication, problem-solving, and critical and design thinking.

Secondary education is where students break away from the majority of their learning being supported by one teacher, to subject specialists delivering the curriculum with students moving around to different classrooms.

## Secondary Homework

Homework benefits students by complementing and reinforcing school learning experiences, fostering good lifelong study habits, building relationships between home and school and provides an opportunity for students to become responsible for extending their own learning.

In Key Stage 3 students' homework is compulsory for core subjects (English, Maths, Science and Arabic). Students will receive one piece of homework per week in these subjects, which should take up to 30 minutes to complete per subject. Instructions for your child will be put on Google Classroom giving details of the task and how and when they should submit it. Teachers for other subjects will set homework tasks when it is appropriate.

### Aims of Homework:

- It helps students develop positive study skills and habits that will serve them well throughout life.
- It teaches students to work independently and take responsibility for their own learning.
- It allows students to explore subjects more fully than classroom time permits.
- It is relevant to student's learning at school and differentiated to meet the specific learning needs of the individual.
- The purpose of homework is to develop and consolidate the skills necessary for further learning, both in and out of school.
- Reading daily, both assigned and/or personal choice, will develop lifelong reading habits.

### Types of Homework:

- An extension of class work to develop and/or clarify further aspects of that subject.
- A separate piece of research work on familiar or relatively new topic.
- Preparation for a future lesson.
- Flipped classroom assignment.
- Revision for a test.
- An Active Learn/Kerboodle/Google Classroom task

*“Assessments and progress is measured and conducted in a very creative way, which does not put the children under the stress of assessments.”*



#### Implementation:

- Homework will be at a level that appropriately challenges the student.
- Homework will be assigned to allow for flexible working times at home.
- Feedback will be provided to students about their homework assignments.
- Approximately 30 minutes of homework will be allocated to each subject per week.
- Homework activities and expectations will be communicated via Seesaw.
- If absent on the day that homework is due, it should be submitted upon returning to school or sooner via Google Classroom/email where possible.

#### Student Responsibilities:

- Expected to take responsibility for their time management to ensure all homework deadlines and expectations are met.
- To communicate with their teacher if they are unable to do the task, in order to receive help before the deadline.
- To attempt all work to the best of their ability.
- If students are absent for class/school for any reason, it is the student's responsibility to find out details of the work missed that day. This applies also to students who miss classes due to sporting or other extra-curricular activities.

#### Parents/Guardians are encouraged to:

- To support and provide an environment conducive to learning and working, by talking and discussing the topics and books being studied.
- To help develop the study skills required for sustained application to work.
- To communicate with the teacher concerned if there are any homework issues.

## Secondary School Assessment, Progress & Reporting

### Assessment & Progress

Assessment of students' work and progress will take place in lessons in an on-going manner both formally and informally. Students' progress within a subject is monitored and measured against their potential, which has been determined by previous assessment data.

Assessment will take place in many ways throughout the year, including:

- Teacher marking of class and homework
- Self-marking and peer marking of students' work
- Tests completed in formal conditions
- Assessments completed in lessons and/or homework
- Examinations/tests at the end of a topic, assessment week or end of year

The way in which students' learning is assessed will vary from subject to subject. Students are encouraged to be a part of the process and to learn from all assessment experiences in order to improve knowledge, skills and understanding.

### Attitude to Learning (ATL)

This will give you an indication of your child's attitude, motivation and application in the subject, according to the following indicators:

ATL levels and descriptors will be shared with students and parents.

### Academic Reports

Reporting to parents on the progress made is an integral part of this process and this will occur regularly throughout the year. It is with the support and encouragement of home that the students are able to really feel confident to progress further.



*“Assessments and progress is measured and conducted in a very creative way, which does not put the children under the stress of assessments.”*

## Secondary School Student Support

### **Form Tutor**

Students in secondary school have a form tutor who is the main point of contact for a student. Form Tutors should be the first person to whom a student will turn to for help or advice, although it may sometimes be necessary to refer the matter to the Secondary Phase Leader or Head of Secondary. It is through regular daily contact with their form tutor that trusted relationships form and where pastoral care is exercised.

Students will meet with their form tutor for daily registration and PSHE (personal, social, health education) lessons. PSHE is a planned programme of learning opportunities and experiences that help students to grow and develop as individuals and as members of society.

A Form Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially, encouraging involvement, commitment, and high standards of work and behaviour.



## Introduction to the Ministry of Education Subjects

Although Dubai Heights Academy follows the English National Curriculum, our curriculum is supplemented with the Ministry of Education (MOE) subjects of Arabic language, Moral Social and Cultural Studies (MSC) and Islamic Studies, for muslim students only.

### **Arabic**

The Arabic language is an important part of the curriculum at Dubai Heights Academy. We want each student to have a firm grasp of the language and ultimately be able to speak and write it fluently. In FS1 and FS2, children receive two Arabic language sessions weekly. Throughout these sessions, students are introduced to Arabic sounds and letters via songs and rhymes, as well as other fun and engaging activities geared toward the development of early language abilities in Arabic. The frequency of these sessions increases to 3 sessions in Year 1.

From Year 2 to Year 9, we teach Arabic for Arabic Native Speakers (Arabic A) and Arabic for Non-Native Speakers (Arabic B). Throughout the year, the students participate in a variety of activities, such as National Day, Flag Day and Arabic assemblies, which are incorporated into the Arabic curriculum. To help our students improve their comprehension, we use a variety of teaching techniques, including Arabic games, theatre, art and crafts, and projects for our students to complete. We use different online learning platforms to support Arabic such as BravoBravo, I Read Arabic and I Start Arabic. These applications engage the students and reinforce what they have learnt, as well as provide a measure their progress and assess their knowledge. Dubai Heights Academy follows the Knowledge and Human Development Authority's (KHDA) National Curriculum for Arabic A in KS1, KS2 and KS3.

### **Islamic Studies (for muslim students only)**

Islamic education's objective is to provide knowledge about Islam, and to educate our students about being a good muslim. Islamic Studies education in Year 2 to Year 9 adheres to KHDA standards for both Arab and non-Arab Muslims and follows the UAE Ministry of Education curriculum. The programme is designed to instil a firm grasp of Islamic principles, moral conduct, and Islamic etiquette. The Islamic curriculum is enriched in many different ways; such as taking part in celebrating different occasions, Islamic assemblies, Iftar, Islamic trips and our ECA programme. Students participate in different competitions throughout the year such as Quran and Islamic Knowledge Competitions.

### **Moral Social and Cultural Studies (MSC)**

Year 2 to Year 9 students have two lessons per week. The curriculum ensures that students of all nationalities and ages are taught universal principles and values whilst also preserving the UAE's unique local character and heritage. We offer students opportunities to draw connections between their previous learning and personal experiences and current affairs and events, both locally and internationally.



**Ruba Awwad**  
*Head of Ministry of Education Subjects*  
[rwwad@dubaiheightsacademy.com](mailto:rwwad@dubaiheightsacademy.com)

## Introduction to Inclusion, Care and Well-being

Inclusion is the heartbeat of DHA and we are committed to developing cultures, policies and personalised curricula that are inclusive of every child, every mind and everybody. We have systems to identify when children have barriers which affect their learning and tailor specific interventions to enable students to overcome these barriers. Likewise, our systems identify when children need additional challenge and enrichment.

In class challenges, enrichment ECAs, leadership roles within school, as well as opportunities to attend external events are part of the provision offered for students to enrich their particular gifts and talents. DHA is part of the Dubai Enrichment League which provides opportunities for our more able, Gifted and Talented students to attend competitions and workshops with students from schools across Dubai. Furthermore, we are proud to be the only school in Dubai that has a partnership with MIT to offer an extra unique AI programme which prepares our learners for the future through technology and innovation.

Through assessments, observations and discussions with parents, students may be placed on the inclusion register at some point in their school career. The inclusion register highlights the amount of support the child needs at school. DHA has an impressive inclusion team to ensure that each child's needs are appropriately catered for and that any relevant outside agencies are involved in providing guidance and support. For many, this involves a short burst of targeted intervention which may lead to them being removed from the register, while for others the support process is a longer one. In all cases our aim is to provide the very best education for students, allowing all children to fully achieve their potential.

In partnership with Sensation Station, we also provide Speech and Language Therapy (SaLT) and Occupational Therapy (OT) twice a week on the school premises. If your child requires SaLT or OT the Sensation Station team will be in contact with you to set up next steps.

We also offer the unique MbodE program which is delivered by our on-site Child Development Specialist. The MbodE program focuses on developing gross motor skills connected to improving concentration skills and coordination.

Our state-of-the-art resources and facilities further support inclusive practice throughout the school. Children soothe their senses and benefit from mindful moments in our Snoezelen room and re-energise in our sensory fun-junction gym.

As part of our Inclusion support at Dubai Heights Academy we are delighted to offer ASDAN as an alternative curriculum pathway. We strive to choose an ASDAN module that is suited to the child's needs but also explores their individual interests. This becomes a passion project that excites and engages the child in their learning, whilst also incorporating fundamental life skills as well as preparing a portfolio towards employment opportunities.

With support from the Inclusion team an Individual Education Plan (IEP) may be written for the child to identify key targets and success criteria to support the child to reach their full potential. These targets are shared with parents and the child and are reviewed regularly to monitor student progress, and to include the student voice and parent voice in every step of their learning journey.

If you would like to learn more about our inclusion team, please do not hesitate to get in touch with Miss Aisling Keaveney, the Head of Inclusion, Wellbeing & Pastoral Care or indeed any member of our inclusion team and we will be happy to support you in any way we can. Likewise, you can visit our website to view our full Inclusion policy and remember to keep an eye on our weekly newsletter for updates about inclusion and parent workshops and events.

We look forward to meeting you all and navigating your child's learning journey at DHA in collaboration together.



**Aisling Keaveney**  
*Head of Inclusion, Pastoral and Wellbeing*  
[akeaveney@dubaiheightsacademy.com](mailto:akeaveney@dubaiheightsacademy.com)

# Technology, Devices and Applications

## Technology

Education today uses creativity, collaboration, innovation and 21st century skills as a way to raise progress and increase attainment. Digital learning technologies play an increasing integral role in achieving this. At DHA we recognise the importance of digital learning and the use of technology within education.

## Technology Devices

To support the use of technology within your child's education, students in FS1 to Year 2 operates with an optional tablet BYOD model in addition to using school devices.

Year 3 to Year 9 students use a Chromebook, which will further enhance their learning experience both at home and in school. In August 2022 we introduced a Chromebook BYOD (Bring Your Own Device) programme and we will be transitioning away from school provided Chromebooks by July 2023.

## Applications

DHA utilises Google Workspace, an all-in-one, cloud-based suite to communicate, store, create and collaborate.

Students in EYFS and Primary use Seesaw as their main online learning journal and communication tool whilst Secondary students use Google Workspace and Google Classroom to support their learning.

In addition, we use a number of online learning resources and platforms to provide engaging learning activities and experiences for our students. We are continuously reviewing our provision and procure additional tools and resources as appropriate.



## Other Information

### School Uniform

What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values. We have a smart but simple uniform that we encourage all students to wear. This is a white shirt/blouse, navy shorts/skorts for Primary and skirts/trousers for Secondary. School uniforms, including sweatshirts, cardigans, hats, backpacks, book bags and hair bands are available from Stitches.

All items of uniform should be clearly labelled. Children are asked to wear navy/white socks and sensible navy or black shoes - not trainers please.

Parents of children in Foundation Stage 1 and 2 are asked to provide a spare set of clothes to be kept in school. This does not need to be a school uniform.

Jewellery, other than watches, colourful hair bands are not permitted, and studs only are to be worn in pierced ears. All children irrespective of gender will be asked to tie back long hair.

### *Stitches Details*

Location: The Stitches Shop, Street 10, Al Quoz (off First Al Khail Street)

Telephone: 04 348 6110

Email: [info@stitches.ae](mailto:info@stitches.ae)

Opening Times: 9.00am – 6.30pm (every day)

Further information can be found on their website: <https://www.stitches.ae>

### PE Kit

It is important for students to wear correct clothing for physical activities. For PE, students are required to wear the school PE kit and trainers. All clothing should be clearly labelled. Jewellery must not be worn for sporting activities and long hair should be tied back.

### After School Activities

Students at Dubai Heights Academy have the opportunity to take part in a wide range of extra-curricular activities. These activities are an excellent way of providing children with opportunities to develop new skills, improve social interaction with children outside their usual 'class', develop self-confidence, and to generally enjoy new experiences.

The extra-curricular activities range from sporting activities such as football and swimming to clubs such as Lego club and performing arts! Many of these activities take place straight after school, although some may occur during the lunch break. We take great pride in offering a wide variety of extra-curricular activities for our children. At the beginning of each term the list of activities will be sent to all parents to sign your children up. The activities operate on a first come first serve basis.

### Healthy Eating

All children have the option of purchasing a snack and hot lunch from our catering company or bringing a packed lunch. If you require further information, please contact the school reception. Children will also have a mid-morning snack. We welcome fruit and vegetables and would ask you not to send your child with chocolate, crisps or sweets of any kind.

Different teaching styles and learning opportunities are offered to students to develop their awareness and understanding of healthier eating and basic food safety practices, including regular opportunities to cook in our food technology room and after-school Cookery Club.

*The school operates a no nuts policy.*

### Water

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill. Water is also available on school site for students to refill.



**Transport**

The school runs a bus service in conjunction with Maverick. If you require bus transportation, please contact [transport@dubaiheightsacademy.com](mailto:transport@dubaiheightsacademy.com) for further details.

**Lost Property**

Naming all items reduces the risk! Any items of lost property are put in the 'Lost Property Box' outside the nurse's room – if your child has lost something then please check them. We will keep lost property for a reasonable period of time, but it is often difficult to identify items that are not named. Displays of lost property will be made at the end of each term.

**After School Care**

We are happy to offer after school care for FS1 - Year 6 students as an option for parents for a later pick up time. This after school care will be provided by an external provider, in which students will be able to stay and enjoy a variety of different activities up to 4:30pm.

There is no sibling club available on Friday as the whole school finishes earlier at 11:30am.

**Photographs**

Students may be photographed during their school activities. Occasionally these photographs may appear in the local press or on the school website. When first enrolling at Dubai Heights Academy, families are asked to clarify where they will allow photographs of their children to appear (for example, in the newspaper or on the website.) If you do not wish for your child's photo to be used, please inform Reception.

**Health Issues and Allergies**

Please ensure that the school is told about any health matters, especially allergies relating to your child.

**Sun Protection**

The school operates a 'No-hat no-play' policy. All children should have a labelled school sun hat in school which they will be encouraged to wear when playing outside. School staff are not permitted to apply sunscreen to children, but we would ask that you apply a long-lasting sunscreen before school in the summer. Children may reapply their own sun cream which must be provided in a clearly named container.

**Emergency Contact Information**

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies relating to your child.

**Smoking**

We operate a no-smoking policy - please do not smoke anywhere within the school grounds.

**Money**

Please ensure that all monies sent to school are in a sealed envelope marked with your child's name, amount and the purpose of the money. All monies should be given to the class teacher.

**Complaints**

Any complaints about school matters should first be discussed with the form teacher. If the complaint is not resolved, a formal complaint may be raised with the relevant member of the Senior Leadership Team.

**Trips and Visitors**

At Dubai Heights Academy we will be constantly seeking to enrich the children's learning experiences through trips; by inviting visitors and experts to talk to the children and by running activities and workshops. Children always feedback that these activities bring learning to life and are some of their most memorable experiences of their school life. Where possible, teachers look for free activities that enable the school to provide enrichment opportunities at no cost to families.

## Useful Email Contacts

Below are the key email addresses you will need for your time at Dubai Heights Academy.

[reception@dubaiheightsacademy.com](mailto:reception@dubaiheightsacademy.com)

[finance@dubaiheightsacademy.com](mailto:finance@dubaiheightsacademy.com)

[cashier@dubaiheightsacademy.com](mailto:cashier@dubaiheightsacademy.com)

[nurse@dubaiheightsacademy.com](mailto:nurse@dubaiheightsacademy.com)

[absence@dubaiheightsacademy.com](mailto:absence@dubaiheightsacademy.com)

[pa@dubaiheightsacademy.com](mailto:pa@dubaiheightsacademy.com)



DUBAI HEIGHTS  
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