MAMOURA BRITISH ACADEMY

PARENT HANDBOOK 2026 - 2027

The MBA Vision

At Mamoura we nurture high-achieving, values-driven individuals who pursue opportunity, lead with purpose and thrive within a strong, connected community.

Contents

Introduction 3
Leadership and Administration Responsibilities 3
The School Day 5
Accreditations and Awards 6
Admissions 6
Assessment 12
Attendance and Punctuality 18
Behaviour and Rewards 18
BYOD 27
Calendar 28
Communication Protocols 28
Curriculum 30
DNA – Learner, Teacher and TRACK Values DNA 33
ECA (Extra Curricular Activities) 33
Health and Safety 34
Lost Property at the school 35
Nutrition 35
School Uniform 36
Staff, Parent and Visitor ID Badges (Lanyards) 38
Student Protection and Welfare 38
Transportation 40
Tuition Fees 42
Mamoura British Academy Parent Agreement 43

Introduction

A constructive relationship between Mamoura British Academy and our families is essential for ensuring that students' well-being is at the heart of an effective educational experience. Mamoura British Academy and our families will work together to ensure the safety, wellbeing and success of our students.

It is an ADEK requirement that all families read the school's Parent Handbook and Parent Agreement (at the end of this handbook) and then confirm that they have read and understood both documents. This mandatory requirement must be completed annually by all families.

This handbook should offer families guidance on all key aspects of our school and your child(ren)s education and welfare, and contains essential information about Mamoura British Academy, including policies, programmes, procedures, expectations and links to ADEK key policies.

Leadership and Administration Responsibilities

ADMINISTRATION TEAM		
Job Title	**Name**	**Contact**
Registrar	Rana Muhanna	RMuhanna@almamouraacademy.sch.ae
Admissions Officer	Samantha D'Souza	sdsouza@almamouraacademy.sch.ae
Receptionist	Zahra Khalaf	ZKhalaf@almamouraacademy.sch.ae
Receptionist	Amal Harb	aharb2@almamouraacademy.sch.ae
Parent Relations Executive	Nour Mohammed	Pre@mamourabritishacademy.ae
Exams/Data Officer	Litty Thomas	lithomas@almamouraacademy.sch.ae
PA to Heads of School	Anu Nambiar	anambiar@almamouraacademy.sch.ae
PA to Principal	Oula Hanna	ohanna@almamouraacademy.sch.ae

DIRECTORS		
Responsibility Area	**Name**	**Job Title**
Whole School	Rachael Heathcote	Director of Inclusion
Whole School	Nick Mulligan	Director of Learning and Teaching
Whole School	Hajar Ali	Director of MoE
Nursery & FS	Sudi Limbu	Director of Foundation Stage
Year 1 and Year 2	Saniah Majid	Director of Year 1 and 2 (KS1)
Year 3 and Year 4	Kerry Birch	Director of Year 3 and 4 (LKS2)
Year 5 and Year 6	Amy Locker	Director of Year 5 and 6 (UKS2)
Secondary School	Ashleigh Dabell	Director of Welfare and Industry

HEADS OF YEAR		
Responsibility Area	**Name**	**Job Title**
Primary School	Sahuur Geleh	Head of Nursery
Primary School	Alex Jackson	Head of FS2
Primary School	Anna Mcllroy	Head of Year 1
Primary School	Elizabeth Miller	Head of Year 2
Primary School	Zubeda Lulat	Head of Year 3
Primary School	Overseen by Kerry Birch	Head of Year 4
Primary School	Ciara Byrne	Head of Year 5
Primary School	Grace Shetimehin	Head of Year 6
Secondary School	Chris Hughes	Head of Year 7
Secondary School	Elli Keatch	Head of Year 8
Secondary School	Amy Shelford	Head of Year 9
Secondary School	Madiah Ullah	Head of Years 10 - 13

HEADS OF DEPARTMENT		
Responsibility Area	**Name**	**Job Title**
Primary School	Rabeya Sultana	Head of Primary School Mathematics
Secondary School	Krishelle Kendall-Morris	Head of Secondary School Mathematics
Primary School	Kate Fletcher	Head of Primary School English
Secondary School	Corne Hendricks	Head of Secondary School English/Humanities
Primary School	Emma Ryan	Head of Primary School Science
Secondary School	Dan Jackson	Head of Secondary School Science
Secondary School	Abdulhasib Osmani	Head of Innovation and Enterprise
Whole School	Pete Hall	Head of Physical Education
Whole School	Ebony Martin	Head of Creative Arts
Primary School	Rojena Drawish	Head of Primary School Arabic
Secondary School	Najar Ayash	Head of Secondary School Arabic
Whole School	Muhammed Yasur	Head of Islamic Studies

OTHER LEADERSHIP ROLES		
Responsibility Area	**Name**	**Job Title**
Whole School	Kate Fletcher	EAL Lead
Whole School	Amany Sabah	Head of National Identity
Whole School	Delene Theunissen	ECA Co-Ordinator
Whole School	Elli Keatch (Lead) Lauren O'Neill Keira Harris Ryan Mckenzie	Heads of House
Whole School	Aroon Yousef	Ed-Tech Coach

The School Day

Phase	Drop off	Pick up
Foundation Stage	7.30am – 7.40am FS Entrance	2.15pm FS classrooms
Primary	7.30am – 7.40am Gate E or Secondary Entrance	2.40pm Y1 – Y3: Auditorium Y4 – Y6: Sports Hall
Secondary	7.30am – 7.40am Secondary Entrance	2.50pm Y7 – 9: Food4Thought Y9 – 13: Science Area

Timings of the Day - 2026-27			
Monday to Thursday			
Primary		Secondary	
Period	Time	Period	Time
ECA AM	7.00	ECA AM	7.00
FT	7.40-7.50	FT	7.40-7.50
1	7.50-8.50	1	7.50-8.50
2	8.50-9.50	2	8.50-9.50
P Break	9.50-10.10	3	9.50-10.50
3	10.10-11.10	Break	10.50-11.10
4	11.10-12.10	4	11.10-12.10
Lunch	12.10-12.50	5	12.10-13.10
5	12.50-13.50	Lunch	13.10-13.50
6	13.50-14.40	6	13.50-14.50
ECA PM	15.00-16.00	ECA PM	15.00-16.00

The end of the school day for FS is 14.15pm
The end of the school day for Primary is 14.40pm
The end of the school day for Secondary is 14.50pm

Timings of the Day - 2026-27	
Friday – Whole School	
Period	Time
FT	7.40-7.50
1	7.50-8.40
2	8.40-9.30
Break	9.30-9.50
3	9.50-10.40
4	10.40-11.30

Bus Pick Up and Drop Off



Accreditations and Awards

Mamoura British Academy is constantly striving to improve and develop to support our students on their educational journey towards emotional well-being and academic excellence. As part of this journey, we have a number of accreditations and awards that acknowledge what we have achieved and enhance what we do.

The following are some of our key accreditations and awards:

- ADEK School - Very Good
- BSO Accredited school - Outstanding
- Inclusion Quality Mark (IQM) - Centre of Excellence
- World's Top 3 School for Environmental Action (2024)
- Guiness World Record Holder for World's Largest Lesson (2024)
- Cambridge and Pearson Edexcel Examination Centre
- Green Eco Flag School
- Carnegie Mental Health Silver Award (2024)
- Primary Science Quality Mark (PSQM)
- ADEK Top 3 Most Improved School (2024)

Admissions

School Tours

Parents are welcome to visit the school prior to submitting an application so that they may familiarise themselves with the facilities, location and the quality of education offered in Mamoura British Academy. School tours are led by the Parent Relations Executives and/or a representative from the school's leadership team, with a member of the admissions team present for any questions relating to admissions. Tours can be booked via the Aldar Academies website (https://www.aldaracademies.com), or through calling the school, and are held in person and/or virtually.

Applications
Applications for Admissions are accepted via the on-line form on the Aldar Academies website (https://www.aldaracademies.com). The on-line registration form feeds directly into Aldar Academies' student database.

The Mamoura British Academy Admissions Department is required to sort applications according to the admissions criteria below:

- Applications are dealt with on a first-come-first-served basis. The Principal may use information from admission tests (CAT tests) or assessment visits to prioritise the application of individual cases to ensure an appropriate balance of gender, nationalities, English as an Additional Language (EAL), medical or additional support needs across a year group or phase of the school.
- Where a year or grade is oversubscribed, we may have to decide between two or more candidates who meet our admission criteria. In such circumstances, priority placement will be given to those students with:
  - A sibling already in the school.
  - A student whose parent is a current member of our staff.
  - A student who wishes to transfer within Aldar Education network.
  - A student whose parent is a current member of the Aldar group.
  - A student with a particular skill, talent, or aptitude.

It is the responsibility of the parent to update Aldar Academies on any changes that may lead to a misinformed decision on a child's application, or changes to personal contact details or personal status.

Entry Assessment Process and Requirements
Admissions consider the current capacity at the recommended year or grade level for shortlisting applications for the school to consider. The school will give special attention to an applicant's prior academic and non-academic records (as measured by grades, previous school reports and attendance) and may decide to:

- Offer a place without an assessment on the strength of a previous school report.
- Offer a place on the strength of a previous school report when transferring within Aldar Academies.
- Invite a student to the school for an assessment. The purpose of the assessment is to evaluate the skills of each student and, in the case of younger children, assess school readiness and levels of maturity. The assessment will provide a basis for the school to identify any support or intervention judged necessary to support admission.
- Applicants for Nursery/FS2/Year1 /Year2 will be invited to attend an observational playdate.
- Applicants for Year 3 and above may be required to sit a test in the form of an on-line computer assessment.
- Admission tests will only take place if there is space in that year group for your child.
- Mamoura British Academy reserves the right to refuse requests for repeating assessments.

Waiting List – Primary School and Year 7 to 9
Aldar Academies has a rigorous set of waiting list management procedures.

If the school is unable to offer a place, the child's name will automatically be placed on the Aldar Academies waiting list database. The waiting list is reviewed as and when places become available, where the priority terms as detailed in the admissions section above is applied.

It must be noted that being on the waiting list is not a guarantee of admission or acceptance.

Waiting List – Year 11 - 13

Following a successful on-line application for Year 10 at Mamoura British Academy, students will be required to choose (I)GCSE (International/General Certificate of Secondary Education) subjects in preparation for the two year (I)GCSE programme. For information about the Options Programme and (I)GCSE subjects, please refer to the (I)GCSE Options Brochure that will be provided by the admissions team.

The Year 12 A-Level programme is a rigorous 2-year qualification recognised by all leading Universities worldwide. The minimum entry requirements to enrol are:

- Five (5) I/GCSE subjects, including Mathematics, English and Science with a Grade C/Grade 5 or above.
- Grade B/Grade 6 or above I/GCSE in the subject(s) to be studied at A-Level

We now offer a BTEC Programme that students may choose as an alternative to the A Level programme. This is a course that does not require to sit external examinations, and instead, the course is assessed throughout the year and graded internally.

All applicants, both new students and existing Mamoura British Academy students, are required to complete an application form.

In addition to previous school reports, applicants are required to submit their predicted I/GCSE grades and attend an interview at the school. At this stage, successful applicants will receive a 'Conditional Offer' which will be confirmed only upon achieving the required grades.

Applicants in the second year of an (I)GCSE (Year 11) or A-Level/BTEC (Year 13) are expected to have studied the first year of the qualification in the current/previous school. Exam boards and topics much exactly correlate with the school's offering. Acceptance into these year groups is at the Principal's discretion.

Rejection of Applications

Aldar Academies maintains the right to decline applications where it is deemed that it would not be in the best interests of the child to be placed at the school. In such circumstances, the school will submit an 'inability to accommodate' notification to ADEK and families within 7 days of the admission decision being made. Such circumstances may include:

- Students for Early Years Foundation Stage who are not fully independent and toilet trained.
- UAE students with severe autism who would be better suited to a specialised environment where they can access specialized provision and intensive therapy.

Children applying for a place in Nursery, FS2, Year 1 and Year 2 will not be rejected due to a lack of English. Similarly, at later stages of the school, a student's lack of age-appropriate English skills should not prohibit admission but could provide the basis for planning additional support or additional staffing requirements.

Offers

The offer of a place is at the discretion of the Principal as guided by this policy and ADEK regulations. Upon receipt of confirmation from the School, Admissions will issue an 'Offer Letter' confirming a place at the School and the Year the student will be placed in, including the registration fees pro-forma invoice.

Conditional Offers

Following assessment and in consultation with the parents, Mamoura may offer a conditional place at the discretion of the Principal, and subject to appropriate support arrangements to enable the child to fully access the curriculum at the appropriate age level. Conditional Offers will be made in the following circumstances:

- To post-16 students (entering Year 12) as entry to Year 12 depends on the student's examination results in Year 11.
- Post 16 Students (Year 12 and 13) who have failed to achieve the minimum (I)GCSE or IAS/AS qualifications required.
- At the Principal's discretion to students who require assisted learning support with parental agreement.
- For some Nursery and FS2 students, conditional offers may be subject to enrolling children in a nursery before they join the school, particularly where the observations made by the school indicate that a child requires further support and/or pre-school experience to successfully access the early years' curriculum.
- Students in Year 2 and below who have low levels of communication and low social and emotional skills who may struggle in a school environment.
- Students for Year 3 to Year 6 with insufficient knowledge, numeracy, and literacy skills to successfully access the curriculum.
- Students for Year 7 or above who do not have the language level proficiency, age-related expectations, or the academic skills and knowledge to access the curriculum
- For Aldar Academies internal transfers, offer is conditional subject to current school finance clearance, failure to get finance clearance from your current school by June 1st the offer will be withdrawn.
- When students change their curriculum in Year 11/Grade 10, as they must provide the MOE equivalency certificate and the board exams pass results at the end of the academic year.
- For students with very low attendance or punctuality in their previous setting.

In all cases, the school reserves the right to withdraw the offer if the terms of the conditional offer are not met. Conditional offers are reviewed on an annual basis.

Acceptance of offer

Families have seven calendar days to complete the Digital Acceptance Form, accept the terms and conditions. If the 'Digital acceptance Form' is not received by Aldar Academies after the deadline stated in the offer letter, the school has the right to withdraw the offer.

Once the parent accepts the offer's terms and conditions, they are requested to upload the registration fees payment proof as per the proforma invoice included in the offer. The Finance department will issue receipt once the amount reflects on the school bank account and confirm the seat. This fee is deducted from the tuition fees for the initial year of admission. However, the registration fee is non-refundable if the place is not taken up, though it can be transferred if the child takes a place at another Aldar Academies' school. Registration fees for school places for the following academic year stated on the offer letter.

Parents must submit their child's documents to be registered in ADEK's student registration database, eSIS. This is including but not limited to previous school transfer certificates and reports, medical books, vaccination cards, Emirates Identity cards, birth certificates. Admissions will provide parents with 'Essential Documents and Forms Pack" with the offer of a school place. Registration can take place at any time of the academic year but will be dependent upon ADEK approval in case the registration is received outside the specified registration window indicated by

the relevant authorities. Once a child is registered, parents are not permitted to request a year group change without justification.

Parents will not hold the school responsible, if their child does not make minimum required academic progress, and/or abide by the school's behavioural expectations as out lined in the 'Student Home School Agreement'.

People of Determination

If any declaration of additional support needs is made within the application, then the Mamoura will seek to meet the child and parent/s in person to assess needs and support. The Head of Inclusion/Assistant Principals and/or Head of Year may be involved in these meetings and further assessments may be required e.g., WRAT or BPV tests.

Students with additional support needs will be offered support appropriate to their needs as long as it is determined that the school is able to fully accommodate their needs and that the school is the correct educational placement for them. In line with the ADEK Inclusion Policy, the school reserves the right to request additional school fees where a student's needs require specialist support and intervention beyond Mamoura's standard inclusive provision.

Medical, chronic health conditions and/or English as an Additional Language (EAL) where additional support is required at school, shall not limit access to the school as long as the needed support is within the scope of the school.

Should parents fail to disclose any relevant information about their child's mental, psychological, physical or behavioural needs, the offer of a place may be withdrawn if the school is unable to cater to the educational needs of the student.

Reasons for not offering a place and re-applications

Aldar Academies has the right to withdraw an offer of a place:

- For new students or current Aldar Academies' students for Post 16 A-Level courses (Year 12 and Year 13) should the student fail to achieve the minimum (I)GCSE subjects required
- For any family who has failed to pay their registration fee and/or Term 1 tuition fees or provide the necessary documents prior to the start of school.
- Should parents fail to disclose any relevant information about their child's mental, psychological, physical or behavioural needs, if the school is unable to cater to the educational needs of the student.
- For the following academic year from any family who has failed to settle any outstanding invoices, despite a series of documented reminders and communications.
- For the following academic year should the student fail to comply with school's Academic Standards.
- For the following academic year should the student fail to comply with school's behavioural standards as outlined in the Mamoura Student Behaviour Policy.

Year Group/Grade Placement

Aldar Academies require children to be a minimum of 3 years old on or before the 31st of August of the current school year for Nursery and 4 years old on or before the 31st of August of the current school year for FS2.

Children will be placed in year groups or grades in accordance with ADEK regulations. Where practical, a child will be placed into the year group according to their age from Nursery to Year 2 and according to year progression from Year 3 and above. For example, when a child completes

Year 2 they will be enrolled in Year 3 and when a student completes Year 3 they will be enrolled Year 4.

English national curriculum schools Year system		American curriculum schools Grade system	
Year Group	Minimum age on 31st August	Grade	Minimum age on 31st August
Nursery	3 years	Pre-KG	3 years
FS2	4 years	KG1	4 years
Year 1	5 years	KG2	5 years
Year 2	6 years	Grade 1	6 years
Year 3	7 years	Grade 2	7 years
Year 4	8 years	Grade 3	8 years
Year 5	9 years	Grade 4	9 years
Year 6	10 years	Grade 5	10 years
Year 7	11 years	Grade 6	11 years
Year 8	12 years	Grade 7	12 years
Year 9	13 years	Grade 8	13 years
Year 10	14 years	Grade 9	14 years
Year 11	15 years	Grade 10	15 years
Year 12	16 years	Grade 11	16 years
Year 13	17 years	Grade 12	17 years

** The following updates were released by ADEK for the 2026/27 academic year:

- The student must reach 3 years of age by 31 December of the enrollment year to register in Pre-Kindergarten
- The student must reach 4 years of age by 31 March of the enrollment year to register in Kindergarten 1
- The student must reach 4 years of age by 31 December of the enrollment year to register in Kindergarten 1
- The student must reach 5 years of age by 31 March of the enrollment year to register in Kindergarten 2
- The student must reach 5 years of age by 31 December of the enrollment year to register in Kindergarten 2
- The student must reach 6 years of age by 31 March of the enrollment year to register in Grade 1
- The student must reach 6 years of age by 31 December of the enrollment year to register in Grade 1

The requirements for equivalency and the national high school certificate will be taken into consideration when placing a student in the appropriate year group. Students must complete 12 years of continuous schooling, successive year must follow, and they must graduate in Year 13.

In the case of students who receive additional educational support, the educational goals and purposes stipulated in their Documented Learning Plan (DLP) will be adjusted to accommodate the promotion. Any exceptions are subject to pre-approval by ADEK on a case-by-case basis.

Promotion

In rare cases, new and current Mamoura British Academy students may be required to repeat a year subject to the availability of comprehensive information on school attendance, academic performance and/or student maturity and/or age appropriateness. In these circumstances, a decision to retain a child and not promote to the following year group must be made with the approval of parents and the agreement of ADEK.

A child may not be promoted if:

- Cycle 2 or 3 students do not meet the promotional requirements as per the ADEK approved curriculum and fail to make progress follow the tiered interventions outlined in the ADEK Educational Risk Policy
- Children in KG who have an overall absence rate of above 10% of the total calendar days are at risk of not being promoted and will be reported to ADEK

The parent shall be requested to sign an acknowledgment confirming they are aware of the implications listed below and that the request is accepted at their discretion with no liability on the school or ADEK:

- Continuity and loss of retention opportunities as a student cannot repeat a Year/Grade more than twice in their school career.
- Equivalency requirements.
- Military service for male students.

Intention and Registration

Parents of current students are required to confirm their intentions for the following academic year before the deadline given by MBA within Term 3.

The Parent Relations Executive will send an Intention and Registration communication to current parents in January with a link to the Leavers' Survey and a Leavers' Form. The registration fees invoice will be sent in April.

To secure their place for the following academic year, parents are required to pay a registration fee of 5% and no more than 2,000 AED of the annual tuition fees. This fee will be deducted from the tuition fees for following academic year. Failure to pay the registration fee may result in their place being withdrawn.

For more information on the linked ADEK policies, please refer to the ADEK Student Administrative Affairs Policy; the ADEK Parent Engagement Policy, the ADEK Educational Risk Policy; the ADEK Fees Policy and the ADEK Inclusion Policy.

Assessment

Assessment for Learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment at Mamoura British Academy. Students use rubrics, checklists or success criteria to evaluate their own work.

Formative Assessment is an assessment for learning method. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment happens during the learning; helps to improve and enhance learning; assists in growing learning; completed with learners; is personally referenced and is focused on the process.

Feedback given to students should be about the specific qualities of their work with advice on what they can do to improve and should avoid comparison with other students. This can be seen in books in the green and pink comments. Green comments reflect what the student has done

well. Pink comments reflect a target or next step in learning to help them improve. Purple pen is used by the students to respond to comments or edit and improve their work.

In the Primary School, for the younger children, marking symbols are used to share feedback with students who may not have the reading ability to access the comments.

In the Secondary School, and in line with the Marking and Feedback policy, the expectation is that a Dedicated Improvement and Reflection Time (DIRT) Evaluation is completed every three weeks.

We give our students regular verbal and written feedback on their learning so that they understand how to make progress. Their involvement in the review process raises standards, and it empowers students to reflect on how to move towards their next steps in learning.

Assessment of learning (summative assessment) involves judging students' performance against National Curriculum standards. Teachers make these judgements in alignment with the school's assessment calendar.

Summative Assessment is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning. Examples of these are:

- End of topic/unit tests/project
- Internal school examinations
- External examinations

Summative Assessment happens after the learning; proves learning has taken place; assists in measuring learning and is focused on the outcome.

Formal Assessments used at Mamoura British Academy are:

- GL Assessments
- CAT4
- Progress Test
- CEM Assessment
- ALIS
- BASE
- IBT Arabic
- ABT Arabic and Islamic Studies
- (I)GCSE – Pearson Edexcel and Cambridge
- AS/A Levels - Pearson Edexcel and Cambridge
- BTEC – Pearson Edexcel

The school endorses a wide spectrum of assessment methods, including formative and summative methods, such as:

- Students' self-assessment
- Teacher-student interactions/verbal feedback
- Home learning and course work
- End of topic / unit assessments
- Formal internal tests e.g. end of unit assessments
- Formal externally set examinations e.g. Progress Tests

Upon the commencement of the of the new academic year, you will receive details of how to access our new parent platform, Go4Schools. This online portal has been introduced to provide you with an enhanced, clearer and more comprehensive view of your child's learning and progress in one convenient place. Once logged in, you will be able to view your child's assessment

information, including both internal assessment results and any external assessments. This will enable you to monitor your child's attainment and progress throughout the year, helping you to stay informed about your child's learning in each subject throughout the term. Further information about Go4Schools will be shared in due course during parent information sessions - dates will be shared with you at the start of Term One.

Target Setting
A target will be generated at the start of each academic year for each student.

Primary School
Targets are set based on end of year data from the previous year, entry assessments specific to each subject and year group, transition information from the student's previous teacher and according to the needs of the student. Their targets are aspirational yet achievable.

- In the EYFS, targets are set in the Prime areas: Personal, Social and Emotional Development (PSED), Communication and Language (CL) and Physical Development (PD). Foundation Stage 2 (FS2) set additional targets in Literacy and Mathematics.
- In Years 1-6, the targets are set in Reading, Writing, Mathematics and Science and MOE Subjects.

Secondary School
Target grades are set in Secondary school towards the end of Term 1 to promote aspiration and achievement for every student each academic year. For each subject, an Aspirational Target Grade is set in discussion with the student and the teacher based on the student's prior attainment grade last academic year, their current performance in Term 1 and their CAT4 GCSE Predicted Grade. This will most often be higher than what they are currently achieving to ensure all students are striving for continuous improvement, and acts as a benchmark to achieve by the end of the academic year.

As part of our annual assessment schedule, CAT4 assessments will be completed for Year 5, 7, 9 and 10 in week three of Term 1 to ensure we have rigorous, external data on all students and to support the moderation of our internal analysis of pupil progress and target setting.

Attainment Measures - English National Curriculum (ENC)
The attainment of students from Nursery up to Year 9 and will follow the below 9-1 grading criteria in line with the ENC and their Age-Related Expectations (ARE):

MBA	Description
9	Children who are working significantly above curriculum standards and consistently work at a greater breadth or depth of learning.
8	
7	Children who are independently able to work above curriculum standards with greater consistency.
6	Children who are independently able to work *just* above curriculum standards.
5	Children who are independently meeting the standards for the curriculum at their age.
4	Children who are meeting the standards for the curriculum at their age but may require support at times. They are *just meeting* ARE.
3	Children who are working towards the curriculum standards.
2	Children who are working below the curriculum standards.
1	Children who are working more than a year behind ARE

Students in **Year 10-11** will follow the 9-1 grading criteria in line with the examinations system where their grade is based on their ARE by the end of the academic year.

(I)GCSE Grading	
New Grading	**Traditional Grading**
9	A*
8	
7	A
6	B
5	C (Standard Pass)
4	
3	D
2	E/F
1	G
U	Ungraded

Students in **Year 12 - 13** on the A Level course will follow the A – E grading criteria in line with the examinations system and in Year 13 will be able to achieve an A*.

(I)A Level and (I) AS Level Grading	
Grade	**Description**
A*	Exceptional
A	Very High Pass
B	High Pass
C	Standard Pass
D	Low Pass
E	Equivalency Pass

Students in **Year 12 - 13** on a Level 3 BTEC course will follow the following grading system:

BTEC Level 3 Grading	
Grade	**Description**
D* (90-100%)	Distinction*
D (80-89%)	Distinction
M (60-79%)	Merit
P (40-59%)	Pass

Attainment Measures - Ministry of Education (MOE) subjects

Students in Primary and Secondary School will follow percentage grading criteria in line with the MOE curriculum. Please note that the below grade boundaries act as a guideline to identifying an equivalent MBA band, but this may vary slightly at times depending on the performance of each cohort and moderation of assessments in line with standard assessment practice.

MBA	Y2–Y12	Y13	Description
9	90-100%	95-100%	Children who are working significantly above curriculum standards and consistently work at a greater breadth or depth of learning.
8	80-89%	90-94%	Children who are independently able to work above curriculum standards with greater consistency.
7	70-79%	80-89%	Children who are independently able to work just above curriculum standards.
6	60-69%	70-79%	Children who are independently meeting the standards for the curriculum at their age. They are securely meeting ARE.
5	50-59%	60-69%	Children who are meeting the standards for the curriculum at their age but may require support at times. They are just meeting the curriculum standards.
4	40-49%	45-59%	Children who are working towards the curriculum standards and show evidence of meeting the standards at times but still rely on support.
3	30-39%	30-44%	Children who are working towards the curriculum standards.
2	20-29%	20-29%	Children who are working below the curriculum standards.
1	0-19%	0-19%	Children who are working more than a year behind ARE

Progress Measures: Years 1-9

In order to measure students' progress each year, in Years 1-9 we compare the student's **Expected Grade (EG)** - a teacher's judgement about what the child is on track to achieve by the end of that academic year, based on their academic performance throughout the year and current trajectory - against their **Aspirational Target Grade (ATG)**- the target set by the teacher and student and the end of Term 1 about what they would like to achieve. The ATG is based on their prior attainment grade from last academic year, and (for Years 4 and up) their CAT4 GCSE Predicted Grade, as well as judgements about their initial performance at the start of Term 1. This ensures that both the teacher and the student are invested in a child's progress, target setting and progress measures are data driven and termly reports about your child's level of achievement reflect positive, professional judgements on current student performance. *If a student makes improvements throughout the year, it will be reflected in their academic results.*

The below table shows how we then judge if a child is 'on track' or not.

Progress Measure	Expected Grade vs Aspirational Target Grade	Example
Above	+1 or more	Expected Grade = 7 Aspirational Target Grade = 6 The teacher expects this student to achieve a grade above their Aspirational Target Grade by the end of the year. Very few students in Years 1-9 will be above their target at the end of Term 1, as it would suggest their ATG may be too low.
On Track	0	Expected Grade = 6 Aspirational Target Grade = 6 The teacher expects this student to achieve their Aspirational Target Grade by the end of the year as they may already show they are working consistently at it.
Near Target	-1	Expected Grade = 6 Aspirational Target Grade = 5 The teacher expects this student will be close to their Aspirational Target Grade by the end of the year, and is communicating that they are capable of achieving this with reasonable further improvement.
Below Target	-2	Expected Grade = 6 Aspirational Target Grade = 4 The teacher expects this student will not achieve their Aspirational Target Grade by the end of the year, and is communicating that without significant improvement they will significantly underperform against the their prior attainment data and CAT4 results.
Significantly Below Target	-3 or more	Expected Grade = 6 Aspirational Target Grade = 3 The student is significantly below where their Aspirational Target Grade and immediate and significant intervention and improvement is required.

Progress Measures: Years 10-11

Progress is measured in the same way in Years 10 and 11, however now the 9-1 scale is finite and does not shift expectations i.e. what is required for a Grade 4 in Year 10 is based on the same (I)GCSE specification and standards as Year 11. It is therefore more normal, traditionally over a two-year linear course (when all external assessments take place at the end of Year 11) to expect students working initially at the start of Year 10 below their ATG. It is worth noting that the ATG for Year 10 and 11 students is therefore a target for the end of the course, rather than the academic year i.e. the end of Year 11.

The introduction of modular exams, however, now means that students must be working at their ATG from the date of their first modular exam, which can be at the end of Term 1 in Year 10 in Science, and from the end of Term 3 in other modular subjects. As such we have ensured our Year 9 curriculum prepares students fully for a flying start to IGCSE courses in Year 10- it is imperative that students meet the demands of IGCSE from the very beginning of the year.

Progress Measures: Years 12-13

Progress is measured in the same way in Years 12 and 13 as it is for (I)GCSE- please see the table above in the attainment section to see how the grades compare i.e. a C is two levels below an A.

Attendance and Punctuality

If your child is absent from school for any reason, we will require a formal communication from parents, stating the reason. If this is not received, then your child will be marked absent unauthorised.

Parents are encouraged to try and make doctors' appointments etc. outside of school hours. Interrupting lessons is not only detrimental to your child's learning but that of the rest of the class too.

In the Primary School (Nursery to Year 6), if a parent wishes to collect their child early, they need to contact the relevant reception and security will be sent to collect your child from their class.

In Secondary School (Year 7 to 13), if a parent wishes to collect their child early, the following procedure must be followed: An early collection form must be completed and signed off by the AP Pastoral at least **24 hours in advance**. When this has been approved, reception will email the class teacher who will in turn contact the necessary specialist teachers if applicable. Parents can then collect their child from reception at the approved date and time.

For all students in the school, if prior notice is not provided, parents may experience a longer wait time while we locate and escort your child to the Main Reception in a big and busy school. **Across the school, cut off time for early collection is 2pm.** After this time, families are expected to wait until the end of the day to support our security staff in managing the end of day pick up points.

Your child is expected to be in form time from **7.40am,** where they will be registered, receive important information, pay respects to the anthem of the UAE and get ready for their day of learning.

For Primary School students, the register will be taken every morning and afternoon to ensure students are present, safe and accounted for. For Secondary School students, every lesson will be registered and attendance is mandatory.

More information can be found in the ADEK Student Administrative Affairs Policy.

Behaviour and Rewards

The below principles and practices are pre-requisites of successful learning and good behaviour at Mamoura British Academy:

- Well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- Learning objectives and/or outcomes made clear to students
- Clear routines of classroom practice that are consistent and well established
- Regular and frequent assessment and feedback

Whole School use of Positive Recognition and Rewards

At Mamoura British Academy, we recognise that praising students is important for promoting positive attitudes to school, learning and good behaviour. There are a multitude of ways in which positive behaviour is recognised and rewarded:

Verbal Recognition

- Verbal praise to the student(s) acknowledging what they have done and outlining why it is positive/commendable
- Public praise (in class, in assembly or via social media)
- House points to individual students, recorded visually on Go4Schools
- TRACK Stickers

Written Recognition

- Written comments in exercise books or on students' work
- Displays of student(s) work in the classroom or around the school
- Letter/email from Form Tutor/Class Teacher/Subject Teacher or a member of PLT/SLT to the family of the student
- Weekly Principal's Award
- Weekly Gold Cards in the Primary School
- Star of the Week in Primary School
- Glimpse of Brilliance Cards in Secondary School
- TRACK Postcards

Celebration Awards

- Termly Attendance Awards
- Termly Inspiration and Aspiration Awards
- Annual End of Year Awards (Pastoral/Academic/Creative/MoE/Sports)
- Student of the Year Award
- MBA Honours

Participation in a Special Event or Activity

- Participation in a school trip or special event for selected students
- Opportunities to represent the school or Aldar Academies

Behaviour overview

On occasion, some students will, for a variety of reasons, sometimes fail to meet the standards of behaviour that we have at Mamoura British Academy. Disruption to lessons cannot be tolerated since it denies other students their 'right to learn'.

Low level disruption in lessons may include:

- shouting out – talking out of turn
- lack of respect for students/staff/property
- being off task and distracting others
- arriving late for a lesson
- not having the correct equipment for lessons
- Failure to SLANT

In line with the Mamoura British Academy Behaviour Policy, disruptive behaviour will be dealt with by the class/subject teacher in the first instance. All behaviour incidents will be recorded on Go4Schools and escalated in line with the Behaviour Policy. Consistency in the way disruption is

dealt with is vital so that students know the boundaries within which they can work and learn. Communication with parents early on is also necessary to help prevent low-level disruption from escalating.

Practical subjects will have additional codes of conduct that focus on health and safety such as Physical Education, Science and Design Technology. At the start of each term (and when necessary, at the start of each lesson), the teacher will make these codes clear to students and display them as appropriate.

Primary School Procedures and Expectations for Behaviour

Role Models

- All members of our school community should be exceptional role models in displaying our TRACK Values and demonstrate high levels of the attributes we wish to see in our children

Movement around the school

- Children in the Primary School should be led by their class teacher/specialist subject teacher in single file when moving as a class
- They should always walk sensibly and quietly from one place to the other especially at assembly times and transition times
- The class teacher should ensure their class are settled in the specialist lesson before leaving
- Care should be taken on the stairs, remembering to walk on the right hand side at all times

Playtime and lunchtime

- Children are not to leave classrooms for lunch, eating or playtime without adults walking with them
- Staff will be on duty and are expected to be on time. A member of staff will always be present to supervise children appropriately
- Adults on duty should engage with playtime activities alongside the children and interact with children who need additional social support
- Duty staff will observe the student interactions carefully and intervene when required.
- Adults on duty at lunch ensure that lunch eating time is a calm and social event

Class and shared areas

- Each class teacher will establish guidelines for behaviour in classrooms and specialist lesson areas, as appropriate to individual cohorts and underpinned by the MBA TRACK Values
- Children are responsible for tidying up after themselves, this should not be done for them
- Expectations will be made clear through photographs and guidance from adults

Behaviour Management in the Primary School: Consequences

<u>Stage 1: A subtle warning</u>

This is acknowledgement that the adult has noticed the child's behaviour. It could take the form of an eyebrow raise in their direction or a verbal acknowledgement as you walk past.

<u>Stage 2: STOP!</u>

This is a direct verbal communication with the child. Teachers may wish to thank two other children who are doing the 'right thing'. Positive phrases to support good behavioural choices should be used:

- Are you ok?
- How can I help?
- How shall we solve this problem?
- What can we do about that?

Stage 3: Review
If a child continues with the undesirable behaviour it is now time to review it together. The adult clearly outlines what has happened until this point and outlines the child's choices for next steps. For example, *Fatima you have been consistently speaking and disrupting this class. I have already had a little chat with you and you told me you were ok, you can choose now whether to get along with your work and feel proud at the end of the lesson or continue to make the wrong choices that will mean you have no work completed at the end of the lesson and could mean you having to go to reflect at lunch time*.

Stage 4: Reset
If a child continues to make the wrong choices, then they may need to be given a chance to reset their behaviour. This can take the form of a 'time out' or a distraction such as an errand to another classroom

The intention of the stages above are to enable a child to make a bridge to change their behaviour. If the behaviour continues and the stages above are unsuccessful the child may be given an RP (Reflection Point) and 'Reflection Time' at lunch or break with a member of PLT. The session will be based on a discussion around emotions, understanding feelings, behaviour, consequences of actions and how to behave differently in future. The incident will be logged on Go4Schools and the teacher who sent the child to 'Reflect' will call the parents to notify them.

For repeated incidents of non-compliance to Mamoura's behavioural expectations and visits to the reflection room or severe misconduct, behaviour will be escalated in line with levels cited in the ADEK Behaviour Policy.

Children who may need additional motivation to follow the Behaviour Policy
The child will have a behavioural support plan which will focus on specific behaviour with clear targets. This is managed by class teachers.

If a child continues to demonstrate unacceptable behaviour they can be redirected to the appropriate Director of Phase or Assistant Principal.

Secondary School Expectations for Behaviour

The expectations for behaviour in the Secondary School are informed by, but not limited to, the ADEK Misconduct Policy cited in the ADEK Behaviour Policy. Please be aware that this is not an exhaustive list. The levels and outcomes from the ADEK Misconduct Policy are applicable to students in Year 7 and above.

Level 1 Behaviour (ADEK Guidance)	Level 2 Behaviour (ADEK Guidance)
• Being repeatedly late to morning assembly or railing to participate without an acceptable excuse • Failing ot attend classes on time repeatedly without an acceptable excuse • Non-compliance with the school uniform (regular of PE) without an acceptable excuse • Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g. not staying clam/disciplined during class time, making inappropriate sounds, not dressing modestly, sporting inappropriate haircuts) • Not bringing books or other resources for school without an acceptable excuse • Sleeping or eating during class time or during the assembly without justification or permission(after verifying the student's health status) • Not complying with the completion of homework and assignments in a timely manner • Misuse of digital devices in school (e.g. playing games, viewing social media, messaging, using headphones/earphones in the classroom without permission) • Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee	• Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless on ADEK approved Study Leave) • Leaving or entering the classroom during class without permission • Not attending mandatory school activities and events without an acceptable excuse • Inciting quarrels, threatening, or intimidating peers in the school • Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy

SLANT
A common language framework designed to ensure a consistent approach to managing low level disruption used by all staff:
Sit up Straight
Listen to your teacher
Answer and Ask questions
NEVER interrupt your teacher
Track (keep your eyes on) your teacher

Teachers would be expected to re-enforce our behaviour standards using the common language 3, 2, 1 and SLANT. Following an initial warning, students failing to SLANT would be subject to a Reflection Point 1 (RP1).

Behaviour Management in the Secondary School: Consequences
Reflection Point System
Disruptive behaviour will be dealt with by the class/subject teacher using the reflection point process outlined below:

Teacher speaks to student about his/her behaviour. A warning should be given 'xxx this is your warning, stop talking otherwise the next step is a reflection point 1 and we (the teacher) will need to contact your family to inform them'

Reflection Point 1
The student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment you now have an RP1'. There will be no lunchtime reflection, instead parents will be contacted by the awarding teacher via a phone call in the first instance, and an email if phone contact is unsuccessful.

Reflection Point 2
If the student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment, you now have an RP2 tomorrow lunchtime' (30 minute next day reflection). Phone call and email by subject teacher to families informing them of the RP2.

If an RP1/RP2** is issued, the behaviour is recorded in Go4Schools.

Reflection Point 3 (SLT Support)
Should a child continue to disrupt learning the SLT support card (RP3) should be sent with a reliable student to the library.
SLT will collect the disruptive student.
The incident(s) is recorded in Go4Schools with next steps confirmed by SLT at their discretion

*The process of reflection is entirely restorative. Students are required to complete reflection tasks and engage in restorative conversations with their teachers.

** Extended reflection will be applied if a student receives 3 or more reflection points in a week. SLT supervise extended reflection, and parents are informed by HOY via email.

Reset

If a student is repeatedly disrupting the learning of themselves and others, the student may need to spend some time in 'Reset'. Reset is used at the discretion of the Pastoral Team in situations where a student has contravened the behaviour policy. Examples of undesirable behaviours may include but are not limited to:

- 2 occurrences of extended reflection within a half term
- Defiance of staff instructions
- Level 2 misbehaviours

The process of Reset enables a student to be relocated to the Reset Room to avoid the issuance of further Reflection Points. During this time students are supported to complete their work by a member of the Pastoral Team, while also engaging in restorative work and conversations.

Reporting

Various levels of report cards can be issued to students at the discretion of the Pastoral Team. Students with a report card are required to have their card signed by subject teachers upon completion of each lesson for a minimum of 2 weeks. Examples of types of report include:

- Level 1 – Daily Tutor report
- Level 2 – HOY report
- Level 3 – SLT report
- Level 4 – ELT report
- Punctuality and Attendance report
- Success report

After a period of two weeks a review meeting between the Head of Year and student is completed to see if the student will move to the next level as they have failed to meet the expectations of the reporting process or complete their report, based on excellent behavioural outcomes reflected on their report card.

Whole School Behaviour Procedures

People of Determination (PoD)

In cases where students with additional needs violate the behaviour policy the Inclusion Team shall advise of the students' specific needs and then a decision is made on an individual basis considering the following:

- If the violation is not because of the student's specific needs, the policy shall apply
- If the violation is because of the specific need of the student, the following shall apply:
    - Develop and implement an Individual Behaviour Plan (IBP) as per the level and type of the violation

In case an IBP is existing, the school shall revise and modify that plan in accordance to managing the new behaviour that led to the violation.

If the behavior continues, for those students who commit the offences because of their specific needs, Mamoura shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need(s).

Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations outlined below, it may be necessary to issue a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

Level 3 Behaviour (ADEK Guidance)	Level 4 Behaviour (ADEK Guidance)
• For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage. • Fighting with other students which causes injury requiring medical treatment • Assault which causes injury requiring treatment • Vaping or smoking on campus • Possessing, selling, or consuming illegal substances • Possessing and/or selling weapons or explosives • Committing major actions contradictory to Islamic values and morality • Deliberately setting off the fire alarm and so putting staff and students at risk • Committing acts of public indecency in school • Defaming of staff or school mates on any social media • Sexual harassment inside the school • Physically assaulting schoolmates or staff (bullying) • Stealing or covering up thefts • Vandalism of/to religions or instigating sectarianism at school • Tampering or vandalism of school buses or causing harm to road users • Repetition of Level 2 incidents over an academic year.	• Third repetition of any Level 3 offence • Bringing or possessing any firearm or non-firearm or any of the alike to and in school • Sexual assaults inside the school premises or facilities • Physical assaults that may lead to physical injuries of schoolmates or staff • Leaking exams/ tests or participating in it at any level • Causing fires at school or setting school building or facilities on fire • Unauthorized impersonating of others for any school transactions or forging any school-specific documents • Disrespect to any of the UAE political, religious or social icons/idols • Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs or narcotic drugs and psychotropic substances • Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti- political or anti-social to the UAE • All incidents that can be categorised under any of the above as decided by the Behavior Management Committee.

Fixed Term Exclusions

Only the School Principal/CEO has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days.

Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the Pastoral team. This investigation may involve students and witnesses and will include consultation with the parents.

Permanent Exclusions

Only the School Principal, in consultation with the Aldar Academies Director of Education and ADEK, has the power to exclude a student.

Before any decision is made to suspend or exclude a student, a full investigation is undertaken by the Aldar Academies Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another Aldar Academies school. This investigation may involve students and witnesses and will include consultation with the parents.

The Role of Parents

Parents are encouraged to work collaboratively with the school, as stated in the Parent Agreement, to ensure that students have a full understanding of Mamoura British Academy's expectations regarding student behaviour both in and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal, the template for which can be found in the Behaviour Policy. Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal, or with the Aldar Academies Director of Education who may investigate. If concerns remain, they may be invited to meet with a member of Aldar Academies Executive Management Team.

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation or individuals that would find it difficult to defend themselves.

It can take many forms, including:

- Physical assault
- Verbal abuse or taunting
- Spreading offensive rumours
- Racist, sexist, religious or homophobic abuse
- Hiding, stealing or destroying personal property
- Extortion
- Threatening behaviour or intimidation
- Undue pressure to engage in irregular / unacceptable behaviour (truancy etc…)
- Excluding someone from a group or encouraging others to do so
- Threatening behaviour through any type of social media for example; e-mails, twitter, Instagram, Snapchat or any other form of cyber bullying, using social media sites.

Mamoura British Academy takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimise another student will be dealt with as per the Mamoura British Academy and ADEK Anti-Bullying policies.

Mobile Phones

Mobile phones are strictly prohibited on the school property during school time. Any misuse will result in the phone being confiscated and returned to students at the end of the day.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school policy. As a result, the following actions will be taken:

- The mobile phone will be confiscated and returned to the student at the end of the school day
- The incident will be recorded on the student file and parents are informed via email
- Repeat violations will require parents to collect the device from school and maybe, at the school's discretion, escalated to a Level 3 violation

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the school reception.

The ADEK Policies pertaining to this section of the handbook are the ADEK Student Behaviour Policy; the ADEK Values and Ethics Policy and the ADEK Cultural Consideration Policy.

BYOD

As a school, we operate a BYOD Policy for children in Year 2 and above. As part of this, we have a requirement that specific devices are purchased by families, along with our digital safety package to protect children from online risks and support their education. Aldar have teamed up with our technology partner JTRS, an Apple Authorised Education Specialist, to establish the Aldar Education E-Store. This platform allows families to purchase recommended devices and accessories at the most competitive prices. You can access the Aldar Education E-Store by clicking on this link: https://aldareducation.jtrs.ae.

All devices brought into our school by students from now onwards will need a digital safety package. To ensure the safety of all our stakeholders; no devices will be allowed into our schools without this package. This is an incredibly important aspect of keeping our children safe online, allowing high quality supervision and monitoring of devices at all time. If your child already has an Apple device, please bring this device into school so that the digital safety package can be added. This can be done by our IT Team. The cost is 285dhs and is valid for the lifetime of the device. As Aldar parents, you can buy carefully crafted technology bundles on our e-store: https://aldareducation.jtrs.ae. Just follow the links for Mamoura British Academy.

Each device will need its own DSL, and the license is device-bound, meaning if a new device is bought at any time, another DSL must be purchased to use it in school. Older students from Year 9 and above are able to use Macbooks as an alternative.

Recommended IPAD	**Recommended MacBook**
iPad 9th Generation – 64GB	MacBook Air 13" with M1 Chip
Logitech Combo Touch Keyboard Case	**Minimum Requirements**
Stylus: Skriva (mention that you are a parent at an Aldar school)	Models that are 2020+ in age
Minimum Requirements	
iPad 8th Generation, iPad Air 4th Generation	
Keyboard Case	
Stylus	

Calendar

Following on from the communication shared on Wednesday 6th August regarding the unified academic calendar for all public and private schools, key dates for the upcoming year for students are as follows:

Key Dates

Event	Dates
Start of Academic Year	31st August 2026 – 9th October 2026
October Half Term	12th October 2026 – 16th October 2026
Term 1B	19th October 2026 – 11th December 2026
Winter Break	14th December 2026 – 1st January 2026
Term 2	4th January 2026 – 2nd April 2026
Spring Break	5th April 2026 – 9th April 2026
Term 3	12th April – 2nd July 2026

Communication Protocols

Mamoura British Academy recognise the importance of regular and clear communication. We strive to make this as easy as possible for all of our parents.

Letters can be accessed through the portal, and will always have the intended audience stated to avoid any confusion. Families will be notified when a letter has been posted on the portal.

Detailed below is the communication strategy for Primary and Secondary School.

School Communication			
Form of Communication	**How often?**	**Platform**	**Who will communicate?**
Daily/Impromptu			
Responses to parents' emails	Within 24 hours	Email	Who the email was addressed to
Examination updates	As per exam calendars	Email	Exams Officer
Individual student messages	As necessary	Email	Individual teachers
Home learning	As set	TEAMs	Individual teachers
Academic and Behavioural Updates	Ongoing	Go4Schools	Various
Weekly			
Weekly update email	Every Friday	Email	Form Teachers
Primary Assembly	Every Friday at 8am	Face to face in the school auditorium	N/A
Secondary Assembly	Every Tuesday at 7.50	Face to face in the school auditorium	N/A
Coffee Mornings	Every Wednesday at 8.00	Main reception	PRE
Fortnightly			
Meet the Principal/s	Every two weeks	Face to face or Microsoft Teams	PRE

Half Termly			
Topic Overviews	Half Termly	Email	Assistant Principal
Stakeholder Surveys	Half Termly	Microsoft Forms	Form tutors
Termly			
Learning Showcases	Termly	Face to face	Head of Year/ Head of Department
Reports	Termly	Live Aldar	Assistant Principal
Celebration assemblies	Termly	Face to face in the school auditorium	PRE
Bi-Annually/Annually			
Meet the tutor sessions	Start of the academic year	Face to face	Form Teachers
Parent Teacher Conferences	3 per year	Face to face or Microsoft Teams	Teachers

Parent, Staff and Student Voice

We value the opinions and ideas of all of our families and staff at Mamoura, and as such, offer as many opportunities as possible for families to engage with the school and to share their ideas about how we are doing and suggest next steps. In addition to the communications mentioned above, there are a number of ways in which we do this, including:

- You said, We Listened each term which influences our decision making and the writing of our future development plans and policies
- Opportunities to meet with Heads of Year, the Primary Leadership Team, the Middle and Senior Leadership Team and the Executive Leadership Team daily on the school gates at the start and end of every day
- A PRE who is available to support families with any concerns, issues, complaints or worries
- Class teachers and form tutors who will endeavour to meet parents at the earliest available time to support them with any concerns about your children
- An accessible Primary and Secondary Leadership Team who can be contacted directly to support as needed.

Who can help?



The Role of the Parent Relations Executive (PRE)
Our Parent Relations Executive is responsible for keeping you, our families, informed and up to date with the key events happening in the school, sharing important communications, and acting as a point of contact for families. Our PRE can be contacted by phone on +971 2 885 7102 or by email at Pre@mamourabritishacademy.ae . If you wish to get in contact with the school, and are unsure who to contact, or wish to find out pertinent information, please do not hesitate to contact the PRE who will be happy to assist.

Parent Engagement
As part of the Parent Agreement (at the end of this handbook and to be signed by all families in conjunction with the reading of this handbook), we include a Parent Engagement overview. This is informed by the ADEK Parent Engagement Policy.

As a school, as well as offering the communications above, we will ensure that we:

- Engage parents in their children's learning through facilitating access to information, staff, resources, and support
- Share information about the curriculum your child is studying, your child's expected learning outcomes and offering ways to support your child in their learning
- Work with families to support your child in having high aspirations; helping you to understand their assessment results and identifying your child's next steps in learning
- Support families if your child is switching from a different curriculum. We will offer advice on how to do this, but also share any concerns about the impact this may have
- Report on your child's performance through termly reporting
- Encourage home learning and offer ways in which you can support your child
- Promote well-being and work with families on how they can do the same at home
- Communicate activities happening in school and ensure that you are notified of crucial information
- Ensure that families receive timely information about school fees and how to pay these
- Share our inspection ratings
- Communicate with families if there is any reason to share student information if a child is transferring schools
- Educate families on the importance of our duty of care and our responsibility to follow up with any concerns pertaining to your child's welfare and well-being
- Keep families informed of safeguarding procedures and relevant requirements to keep our children safe
- Publish the school calendar once approved by ADEK
- Communicate with families about bus services and drop off and pick up points
- Ensure equitable access for parents of students with additional learning needs and parents who are people of determination

Curriculum

We are an innovative learning community where we nurture our learners through collaboration, leadership and creativity. We believe that learning is an enjoyable, lifelong process through which everybody can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of exciting learning experiences beyond the statutory requirement, ensuring that each learner has access to a broad and balanced curriculum. In this way we aim to nurture and develop each individual socially, emotionally, academically and physically, thus preparing them to make a positive contribution to society.

At Mamoura British Academy we offer the English National Curriculum and the Ministry of Education Curriculum.

Ministry of Education Curriculum
Our students study Arabic, Islamic Studies and Social Studies. Our Native students will study both subjects until the end of their education. Our Non-Native students will study Arabic until Year 10 and then can opt to study Arabic as an IGCSE from Year 10 onwards.

As per the rules and regulations in the UAE, it is mandatory for:
- All Muslim students to study Islamic Education from Year 2 to Year 13 inclusive.
- All Arab students (registered at the school with an Arab passport) to study Arabic as a first language from Year 2 to Year 13 inclusive.
- All students registered at the school with a non-Arab passport to study Arabic as an additional language from Year 2 to Year 10 inclusive. To support the learning of Arabic, at Mamoura British Academy we offer this subject from FS.

English National Curriculum
As a British Curriculum School, we follow the English National Curriculum model.

As per the English National Curriculum, in Nursery and FS, students must study:
- Communication & Language
- Personal, Social & Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

As per the English National Curriculum, in Years 1 to 9 students must study:
- English
- Mathematics
- Science
- Design and Technology
- History and Geography (referred to as Topic)
- Art and Design
- Music
- Physical Education (PE)
- Computing
- Ancient and modern foreign languages (Years 3 – 6). In Mamoura, this is Arabic until Year 6, then Spanish and Arabic.

As per the English National Curriculum, in Years 10 and 11 students must study:
- English
- Mathematics
- Double Science

Students in Year 10 and 11 will also take at least one option subject in order to meet the equivalency need for 5 (I)GCSE grades. Although students need 5 (I)GCSE grades to meet equivalency, it is the expectation of the school that the large majority of students sit more than 5 (I)GCSEs.

Students in Year 12 and Year 13 will select two to three option subjects for their A Level course. In some circumstances, if the school believe that the student is unlikely to achieve equivalency,

we will recommend that a student reduces the number of subjects they study in order to spend more time focusing on their remaining subjects.

Alternatively, students can take BTEC course, in which they are able to choose one BTEC alongside one or two A Levels, or two BTEC subjects.

Equivalency:
It is incredibly important that students and families understand the importance of equivalency when they reach Year 11 and 13. Achieving equivalency is necessary for any students who are Emirati, or GCC students who wish to study or work in the UAE at any point in their lives.

For students studying the English National Curriculum, the following guidelines relate to achievement of equivalency under Decree 199.

- The student must complete Year 13
- The student must pass five (5) GCSE or IGCSE subjects in one of the success grade scale: (A *, A, B, C, D)
- Students must pass two (2) subjects in GCE Advanced Subsidiary Level (GCE) or one subject in GCE Advanced Level in one of the success grade scales: (A *, A, B, C, D)
- Islamic Education and Arabic are not counted in both levels.

Industry Partnerships
Our curriculum provision at Mamoura British Academy is unique, as we offer an industry-based curriculum partnership for all students from Nursery to Year 9. This forms an incredibly important link between learning that takes place in classrooms and learning that links to real-life. The below table lists some examples of companies and organisations we have worked in recent academic years:

Year Group	Industry Partner
Nursery	Gracia Farms
FS2	Pizza Express
Year 1	NYUAD
Year 2	The Abu Dhabi Heritage Village
Year 3	CR8
Year 4	Digital Farm
Year 5	Abu Dhabi Global Market (ADGM)
Year 6	Miral
Year 7	The Louvre
Year 8	Nature
Year 9	Rana Jones
Year 10	Abu Dhabi School of Management

One of the most significant developments at Mamoura is the development of Memorandum of Understanding contracts (MoUs) with a number of industry partners in the UAE. These MoUs form a contractual agreement between the school and the business about the range of ways we can support each other for the benefit of our students and families. These are inclusive of, but not limited to, guaranteed internships; collaborative workshops; discounts and offers for Mamoura staff and students and training and resources and facilities for students in the school. Our current MoUs are with:

- Gracia Farms
- Global Care Hospital
- Abu Dhabi Global Market
- The Louvre (across Aldar Academies)

- Miral (across Aldar Academies)
- Khalilco
- Abu Dhabi School of Management (ADSM)

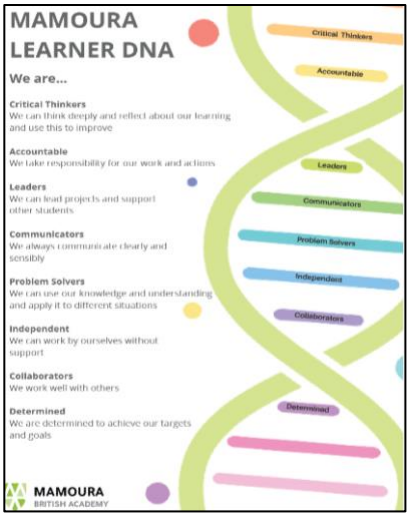
In addition to this, we place great importance on the development of the National Identity of the UAE. All of our curriculum offerings include meaningful National Identity links, and our Moral Education and Social Studies curriculums promote this further.

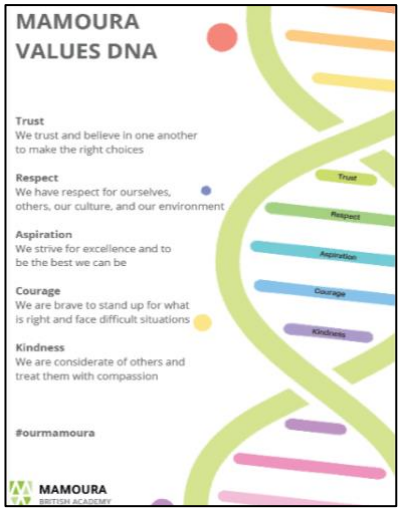
Another unique aspect of the Mamoura British Academy provision is the importance we place on sustainability and environmental action, in line with the National Identity framework. We offer a range of exciting projects linked to sustainability through our bespoke curriculum to develop our children's awareness of their impact on our planet.

DNA – Learner, Teacher and TRACK Values DNA

The Learner DNA was developed and launched in Academic Year 2020-21. The Learner DNA promotes the learning skills and behaviours we want students to develop The Learner DNA is present in all lessons and the Teacher DNA is used to ensure students are provided with opportunities to improve and develop these skills and behaviours.

Following extensive consultation with students and parents our TRACK values were launched in Academic Year 2022-23. They underpin our behaviour and rewards systems and embody the characteristics we hope to see in all members of our community as they aspire to be a 'great person'.







ECA (Extra Curricular Activities)

At Mamoura British Academy, ECAs are an important component of our curriculum provision from Years 2 to 13. It provides an extension of the curriculum beyond normal timetabled subjects; an opportunity to develop skills and confidence, seek new challenges and experiences, meet new people, and become further engaged with the school community. Our ECA Coordinator organises the ECA/Enrichment Programme, which are predominantly after-school activities, but will extend to some before school activities this academic year.

The ECA Coordinator will publish ECA/Enrichment details to students and their parents at the beginning of each term outlining the opportunities available. Families will sign-up online via the

Parent Portal. Parents and students will be informed at least 24 hours prior to any necessary cancellation of ECA activity.

Health and Safety

Clinic and Nurses

MBA has two nurses appointed to support our children with their medical needs and ensure we can always provide treatment in emergency and non-emergency situations. Both of our nurses are located in the main purpose-built clinic.

If your child has visited the nurse during the school day, the nurse will communicate this information to families. In some circumstances, the nurse may contact families to request that your child is collected from school.

The nurses are responsible for the administration of medication, so if your child is on any medication, for either a short period of time or as part of their daily medical support, this must be shared with the nurse with precise details on how and when this medication should be taken. This includes the handling of emergency medication such as EpiPens. Parents are required to complete a parental consent form on a termly basis or whenever there is a change in your child's medication.

To support the safety, wellbeing, and safeguarding of all children, all parents are required to complete the mandatory ADPHC General Consent Form and Health History Form for each child. Providing accurate and up-to-date information ensures that we are aware of any medical conditions, allergies, or health considerations and are able to respond appropriately, should your child require medical attention while in our care. Completion of these forms is also a requirement for participation in school trips and other off-site activities.

It is the responsibility of parents to ensure that all information provided remains current and to notify the school promptly of any changes to their child's health or medical needs.

Clinic Equipment

Our clinics are stocked aligned to the guidelines provided by HAAD/DoH in terms of equipment, quantities and medications. First aid boxes are checked on a monthly basis, using the online reporting system (Evotix). The nurses ensure that mandatory checks are completed and that any missing items are replaced.

First Aid Training

In addition to the appointed nurses at Mamoura, a selected number of additional first aiders are identified. Only persons who are comfortable in potentially being required to administer first aid are appointed as a first aider. Employees operating in roles such as physical education, swimming and other higher-risk areas, are trained and competent in emergency first aid care. The required first aider ratio is 25% of total full-time staff. The list of MBA First Aiders can be found in numerous locations around the school and on the schools Health and Safety display board located in Main Reception

Reporting incidents

An incident record is completed for all persons visiting the clinic. Certain types of incidents are to be reported to the incident management system (Evotix). The Nurse at MBA is provided with access to the incident management system in order for them to report such incidents. If there is an incident that requires an ambulance to be called, this will also be reported to Aldar HQ.

Communication

All staff members and security are briefed on the emergency and reporting procedures to follow. The findings of certain incidents will be communicated to all staff members, in order to prevent any reoccurrences. Contractors are briefed on emergency procedures and first aid protocols when entering the school for the first time.

Students with pre-existing medical conditions
High risk student details are stored centrally and shared with all staff for their quick reference. Information regarding any students with food allergies shared with the catering team.

Fire Drill
We conduct a fire drill on a termly basis. This is to ensure that all staff, students and visitors to the school are aware of how to respond should a fire be detected in the building. We always endeavour to time these drills in the coolest times of the day in order to protect our children from excessive heat.

In some circumstances, the fire alarm will be activated in an unplanned situation. In these circumstances, we still must evacuate the building, regardless of time of day and temperature. In these situations, we strive to ensure that we can check all is clear in the building as quickly as possible, to return students back into the building, whilst still ensuring that all are safe.

Lockdown
We will conduct a lockdown drill (at least) annually. This is to ensure that all members of the school community are aware of the safety protocols should an incident occur.

Families will be told in advance when a lockdown drill is due to take place to avoid creating unnecessary anxiety and stress for our students. Students in the younger years will often practice this before the main lockdown drill.

Emergency alert drill
We conduct an emergency alert drill annually as minimum. If there is a national alert from UAE government authorities we have dedicated shelter areas across the building for staff and students to remain in a safe shelter area, until the safe to resume normal activities notification is received.

Lost Property at the school

Any lost property found on the school premises will be kept in a designated lost property area within the school. Students are encouraged to check this area regularly for any missing items and there will be a staff member in the canteen each breaktime to support children in finding lost items. Unclaimed lost property will be retained until the end of each half term, after which it will be donated to a local charity. The school cannot accept responsibility for items that are not collected within this period.

Nutrition

Mamoura's hot meal service is provided by Food Nation. Parents can download the Share App, which enables them to add funds to their child's account and pre-order meals as required.
The app includes robust parental controls, providing a secure platform for managing account balances and meal orders, while allowing parents to monitor transactions and their child's lunch selections with confidence.

All students are required to bring a reusable water bottle and healthy snack and lunch to school each day (snack only on a Friday). Lunchboxes are monitored within school, and parents will be notified if the provided food does not meet the requirements of the school.

We kindly ask families to follow the guidelines below:

- To protect members of our community who have a nut allergy, Mamoura British Academy has a 'No Nut Policy'
- Fizzy drinks are not permitted in school
- Please do not provide any hot food. There is an in-school food service through Food Nation for this purpose
- Students will need to bring a full water bottle with them to school
- Students will eat their lunch and snack in the school canteen or allocated eating areas
- For health and safety reasons, students are not permitted to bring in noodle or pasta pots that require hot water to be added
- Students are not permitted to have food of any kind, including donuts and cakes for celebrations, delivered to the school, regardless of whether these are ordered by themselves, families or teachers.

School Uniform

The Mamoura British Academy school uniform is available from Magrudy's. Please ensure that you purchase the correct items for our school. The hoody should only be used for PE.

Students are expected to wear formal, leather, black shoes. When purchasing uniform, please also ensure that formal shoes are also purchased. Students should not attend school wearing trainers or informal footwear unless it is their designated day for PE.

School Uniform – FS to Year 11



School Uniform – Year 12 and Year 13

Year 12 and Year 13 students are expected to wear smart business attire.
Students are expected to wear formal, leather, black shoes. When purchasing uniform, please also ensure that formal shoes are also purchased.

Business Attire: Business attire consists of Dress, Skirt, Trousers, Shirt, ¾ sleeved or long-sleeved smart top, Cardigan, Jacket/blazer.

Abaya: An abaya can be worn over the top of the business attire. It is essential that the appropriate clothing is placed under the abaya in case the abaya needs to be taken off for health and safety reasons in and outside of the class environment:

- Plain black colour
- No gems/embroidery to be placed on the abaya worn.

Acceptable colours:
Grey, Black, Light/Dark Blue, Brown, Beige.

Bag Expectations

Students will be expected to bring minimal belongings to school. It is recommended that a child's school bag does not exceed 20% of their body weight to avoid adverse effects on their spine and body. A student's bag should not exceed the weight as per the table below:

FS2	Year 1	Year 2	Year 3	Year 4	Year 5
2.2 kg	2.4 kg	2.6 kg	3.0 kg	3.4 kg	3.8 kg
Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
4.1 kg	4.5 kg	5.0 kg	5.8 kg	6.5 kg	7.0 kg

Children in Year 7 and above will be allocated a locker in which they can keep their belongings.

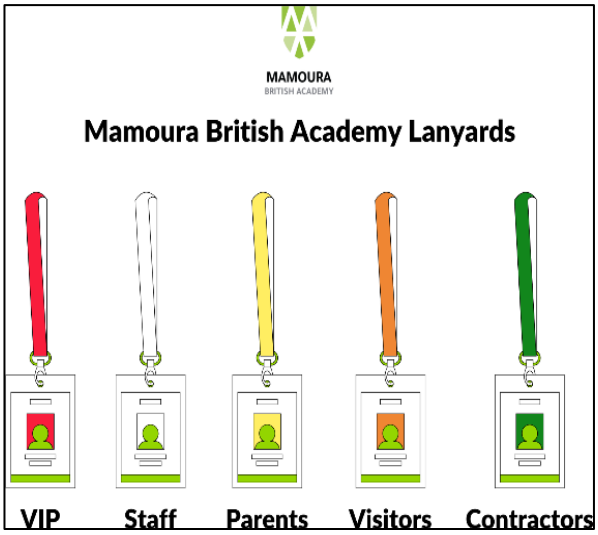
Students are not permitted to bring a trolley bag to school.

Staff, Parent and Visitor ID Badges (Lanyards)

All Aldar Education staff and parents must wear their ID badge at all times. Members of staff will stop and politely challenge any adult in school who is not wearing a lanyard. Parents will not be allowed access to the school site, including collection points, unless they are wearing their lanyard.

Visitors must sign in with Security at the main entrance and report to Reception. All visitors must wear a visitor's badge and be collected from the main reception. All members of staff must challenge strangers without a lanyard and take them back to the security desk.

We have a coloured lanyard system so that it is easy to identify the purpose/role of each visitor:



Student Protection and Welfare

Wellbeing is internationally recognised as a prerequisite for 'successful' children and happy communities. OECD (Organisation for Economic Co-operation and Development) defines wellbeing as 'the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life'.

At Mamoura British Academy, we take the well-being of our community very seriously. We have numerous policies and procedures in place to support this including the below, which can be found on our website:

- Anti-Bullying policy
- Behaviour Policy
- CCTV Policy
- Child Protection and Safeguarding Policy
- Climate for Learning Policy; Code of Conduct
- E-Safety Policy
- Health & safety Policy
- Inclusion Policy
- Internet Security Policy
- Intimate Care Policy
- Lockdown Policy
- Safer Recruitment Policy
- Transportation and Traffic Management Policy
- Well-Being Policy

In addition to this, Mamoura British Academy has achieved the Carnegie Silver Award for Mental Health; has a range of qualified staff and student Mental Health First Aiders.

Successful learning is, to a large extent, dependent on the quality of the learning environment and it is the human relationships in the school that most impact on the quality of this environment. Students will find it difficult to engage with learning programs if they are distracted by significant physical, social or emotional issues.

In order to support well-being at Mamoura British Academy, the following strategies are in place.

Primary Prevention

Strategies at this level include:

- Building mutual respect and promote safety at school.
- Implementing comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- Enhancing school attendance
- Encouraging supportive mutually interdependent relationships.
- Building leadership capacity in students developing through curriculum, good citizens, in the local community and globally through online interactions
- Engaging parents/families in the learning process with a specific focus on how to support a student's wellbeing
- Develop partnerships within and beyond the school to support the wellbeing of students and families
- Strategically planned transition for all students through their school journey
- Buddying system and opportunities for cross age collaboration

Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs
- Providing parent meetings to set goals and review progress
- Developing programs and individual learning plans to improve skills
- Providing early intervention through internal and external professionals such as the school counsellor, Inclusion specialists, speech therapists, educational psychologists or educational advisors as required

Intervention
Strategies at this level include:
- Establishing a support group for the student
- Linking to appropriate support staff/agency
- Monitoring and evaluating progress
- Provide ongoing intervention through internal and external professionals such as school counsellor, Inclusion specialists, speech therapists, educational psychologists or educational advisors as required
- Post intervention
- Ongoing after care for students and families to include relevant handover and family liaison including the internal and external professionals as outlined above

Critical incident
A sudden and unexpected overwhelming event (trauma, accident or emergency) would evoke the school's critical incident management plan.

ELT and the extended pastoral team would convene to plan to support the needs of students and families as required, initiating internal and external support, ongoing monitoring and evaluation of recovery plans specific to individual cases.

Strategies that Mamoura British Academy is committed to developing to assist in nurturing an effective whole-school well-being and behaviour management policy include:
- Positive student-student relationships
- Anti-bullying strategy
- Child Protection and Safeguarding policy
- Behaviour policy
- Rewards and recognition
- Embedding social skills
- Positive and regular involvement with parents
- Ongoing and frequent staff collaboration
- Student wellbeing program
- Student leadership and ownership of aspects of student well-being such as providing the weekly well-being tip of the week
- Community service opportunities
- 'Results through relationships'
- School pride and high expectations
- Student Wellbeing Team
- In line with the Carnegie School of Education, Mental Health Award for Schools, Mamoura British Academy is also committed to developing well-being in each of the following competencies:
  - ✓ Leadership and strategy
  - ✓ Organisational structure and culture – staff
  - ✓ Organisational structure and culture – pupils

Transportation

Transport Provider
Transportation for students is provided by Emirates Transport who are an authorized provider, are well acquainted with running school buses and follow the regulations laid down by the DoT.

Parents complete a link provided by Emirates Transport to complete the bus registration for your child/children before the beginning of the academic new year. (Registration is available in early

July of each year). Our Transportation and Traffic Management Policy is intended to ensure provisions are in place to support the transportation of students to and from school each day.

As part of commitment to student well-being, our Bus Supervisors undergo a range of training, including, but not exclusive to, Child Protection and safeguarding, Health and Safety, and Communication.

Transport Coordinator
Mamoura British Academy has a designated transport coordinator who handles all transportation arrangements on behalf of the school, Mr Reda Rabie, the transport coordinator is usually located in the main reception next to the security desk and can be reached at **almamoura@et.ae**

School Bus Arrival & Exit for Students
School buses arrive and leave the school via the parking area behind the Sports Hall.

Primary School	Secondary School
Morning: All Students will be taken to the classroom by the Bus Supervisor. Afternoon: All Students will be collected from their classroom and taken to the bus by the respective Teaching Assistants	Morning: All students from Year 6 upwards will walk to the canteen if the bus arrives before 7.30, or to their classroom if it is after this time. Afternoon: Students will go directly to the bus on their own at the end of the day.

Incident Communication
All students to sign a code of conduct to ensure appropriate behaviour on the buses.
If any incidents occur, all incidents will be recorded by the bus supervisor as per the student code of conduct procedure and this will be reported to the Operations team.

Operations Responsibility
The FSO is responsible for managing all bus-related issues including day-to-day operations, compliance check, parent complaints etc.

Traffic Management Plan
In the interest of safety and the efficient operation of Drop Off & Pick Up zones, the school follows staggered pick-up and drop-off times. The arrival of buses is manned between 7.30am and 7.50am for all buses at the parking behind the school and the dispersal is manned between 2.15pm and 2.50pm. Our Transportation and Traffic Management Policy is in place and reviewed annually.

Student Code of Conduct: Buses
- Be on time: Students should arrive at the bus stop at least 5 minutes before the scheduled pick-up time. Being punctual ensures that the bus can maintain its schedule and reduces the chances of students missing the bus.
- Seatbelt use: Students must always remain seated during the bus ride and fasten their seatbelts. This is crucial for their safety in case of sudden stops or accidents.
- No standing or walking: Students should not stand or walk around the bus while it's in motion. This rule is essential for maintaining balance and preventing accidents.

- Respect others: Students should show respect to both their fellow passengers and the bus staff. This includes being polite and considerate to others on the bus.
- No eating or drinking: Eating and drinking on the bus can lead to messes, distractions, and potential allergies or health concerns. It's best to avoid these activities while on the bus.
- Keep the bus clean: Students should refrain from damaging the bus and help keep it clean. This includes not vandalizing the bus and properly disposing of any rubbish in provided containers.
- Closed windows: For safety reasons, students should keep the bus windows closed. This prevents objects from being thrown in or out and helps maintain a safe environment.
- Follow instructions: It's important for students to follow any instructions given by the bus attendant or driver. This is crucial for the safety and orderliness of the bus.
- Personal belongings: Students should take all their personal belongings with them when leaving the bus. It's their responsibility to ensure they don't leave anything behind, as the bus company is not responsible for lost items.
- Report inappropriate behaviour: If students witness or experience inappropriate behaviour on the bus, they should inform the bus attendant. This helps maintain a safe and respectful environment for everyone.

Tuition Fees

Tuition fees can be paid through the link sent via finance. Our Finance Officer will be able to help you with any enquiries related to fees: finance@almamouraacademy.sch.ae

ADEK Linked Policies:

Parent Engagement Policy	Student Behaviour Policy
Digital Policy	Values and Ethics Policy
Student Administrative Affairs Policy	Cultural Consideration Policy
Assessment Policy	Inclusion Policy
School Performance Reports Policy	Students' Mental Health Policy
Fees Policy	Curriculum Policy

Mamoura British Academy Parent Agreement

A constructive relationship between Mamoura British Academy and our families is essential for ensuring that students' well-being is at the heart of an effective educational experience. For the benefit of both Mamoura British Academy and our families, these relationships should be clearly defined in a formal contract. Mamoura British Academy and our families will work together to ensure the safety, wellbeing and success of our students. This Parent Agreement must be read alongside the Parent Handbook as this offers full details on the areas outlined in this agreement.

To ensure all parties understand their roles and responsibilities, families are required to read these documents thoroughly and once any questions have been answered by the school, and the **Parent Handbook** and **Parent Agreement** have been read and understood, confirm this via this link. The terms and conditions outlined in this contract may serve as a reference for dispute resolution.

Mamoura British Academy Code of Conduct for an effective home, school partnership:

The responsibilities of the school:

a) Communication

- To ensure the Mamoura British Academy Vision and Values are shared with families
- To ensure all emails and phone calls are responded to within 24 working hours, ensure all staff abide by the expected response times during school working hours, and offer alternative contact information for emergencies as per the ADEK Student Administrative Affairs Policy
- To ensure that all communication is shared with families in a timely manner
- To communicate to parents all policies, possible changes and immediate announcements
- To ensure that communications are accessible through our Live Aldar app
- To enable courteous, respectful and professional parent-staff communication channels
- To share the approved ADEK calendar annually
- To communicate key events with families including celebrations, parent engagement events and school closures
- To inform families of our bus services and parental obligations in line with drop off and pick up protocols

b) Learning, Assessment and Reporting

- To ensure that termly assessment reports are an accurate, fair, objective, transparent and credible reflection of your child's learning and progress
- To support all parents with understanding their child's current levels of learning and progress through the introduction of Go4Schools in 2026-27
- To provide parents with direct access to all members of staff who are planning for or providing additional support for your child (e.g. Inclusion Support, Counsellor, Social Worker)
- To provide clear guidance on how to understand your child's assessment results and termly reports
- To contact and notify families when necessary to discuss any academic or behavioural issues
- To inform parents of your child's progress through regular assessment reports and Parent Teacher Conferences (3 per year)
- To engage families in the planning of your child's learning by sharing information on the school curriculum, your child's expected learning outcomes and strategies to engage and support your child in their learning

- To engage families in decisions about your child's education when active involvement is required (e.g. placement decisions, pull-out and push in support decisions)
- To ensure parents understand the impact of any curriculum changes
- To ensure parents understand equivalency and the importance of this to your child's continued education and future employment
- To encourage home learning is clearly communicated, accessible and support is offered

c) Attendance and Punctuality

- Sharing and implementing a school policy on attendance and punctuality which stresses that attendance for all students is mandatory on all the days the school is declared open
- Clarifying to parents and students the definition of a school day, the start of the registration process in the morning, the school's expectations in relation to punctuality all through the school day, the definition of absenteeism and a list of what is considered excused and unexcused absenteeism

d) Student Wellbeing

- Offer families opportunities to feedback on the wellbeing policies in the school
- Promote healthy eating and food safety
- Share the Student Mental Health Policy and encourage positive mental health and wellbeing
- Offer families opportunities to be involved in mental health programmes
- Offer a range of ECA provisions and share a clear ECA calendar
- Ensure students and families are aware of the school bag weight policy
- Ensure that the Department of Health (DoH) appointed health providers conduct school-based immunisation as necessary
- Provide emergency medical services and ensure the nurse communicates with families about any measures taken
- Address any person on site without a lanyard to ensure we work together on the safeguarding of the children in our care
- Investigate any behavioural issues or incidents fully to establish an understanding of events and communicate these with parents as necessary

d) Finance

- Enable parents to pay the school fees in a timely and convenient manner
- Ensure that families receive information outlining our response to non-payment or late payment of fees in line with the ADEK Fees Policy

The responsibilities of the parents:

a) Communication

- Respect the vision, strategic intentions and key drivers of Mamoura British Academy and its learning environments
- Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations
- Updating the school about any changes in the contact information of students and parents
- Referring regularly to established means of communications for any updates about the school
- Being courteous in your approach to all staff when enquiring about your child
- Treat members of the entire school community including students, staff (including security guards, cleaners, etc.), parents, in a professional and respectful manner and maintain relationships in the best interests of students

- Set a good example with regard to speech and behaviour and a willingness to resolve concerns in a professional manner whether verbal or written (e.g. not raising one's tone of voice or using offensive language)
- Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the ADEK Cultural Consideration Policy

b) Learning, Assessment and Reporting

- Attending all meetings, conferences and reviews related to your child's progress and performance. Failure to do so may jeopardise your child's progress and learning experience
- Acknowledge that the education and wellbeing of your child whilst in school is a joint responsibility based on a positive school-to-home relationship between the school and the parent and, as a parent, you commit to your responsibilities (e.g. ensure children engage in home learning, get adequate sleep, consume healthy foods, engage in physical activity)
- Correct your own child's behaviour (or those in your care) where it could lead to conflict/unsafe conduct or limit the ability of other children to learn
- Co-operate with the school's recommendations for additional learning support, in instances where the school deems support is necessary for your child's educational progress and development
- Providing your child with a device in line with the specifications of the Aldar Education BYOD Policy

c) Attendance and Punctuality

- Strive to achieve and maintain excellent daily attendance and punctuality of your child, including not taking holidays outside of official school breaks, following up on your child's academic performance, and being respectful of arrival and pick up timings.
- Promoting your child's attendance and punctuality aiming for at least 96% and abiding by the timings set by the school for the start and the end of the school day.
- Formally communicate with the school if your child is absent, stating the reason. If this is not received, then your child will be marked absent unauthorised
- To complete an 'early collection form' which is signed off by the AP Pastoral at least **24 hours in advance** if you wish to take your child out of school early. Alongside this, an understanding that failure to provide notice may result in a long wait period upon collection of your child
- Try to make doctors' appointments etc. outside of school hours.
- Commit to and be respectful of the school's general policies and, whilst on school premises, behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation

d) Student Wellbeing

- Monitor digital device usage outside of school hours to ensure safety
- Sign up to the Mamoura British Academy Digital Safety Programme (JAMF) to protect your children from online threats
- Follow the school bag weight policy and guidance
- Always wear a yellow lanyard on site to ensure we work together on the safeguarding of the children in our care
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes

e) Finance

- To pay the ADEK approved school fees in a timely manner