

AAESS

Key Stage 3 Prospectus & Curriculum Guide



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AAESS Mission Statement

One School, One mission, Common Ownership

To provide all-through 3-18 schooling of outstanding quality based upon traditions of the British curriculum, set within the unique and international context of the UAE.

This ambition will be realised through a child centred approach to teaching and learning, which inspires aspiration, encourages achievement and high standards in a friendly, stimulating and supportive school environment.

Sharing and celebration of world cultures and knowledge will underpin our school ethos and drive to high examination success and pathways to higher education.

To develop students who are confident and reflective learners with adaptable skills, who are able to work independently and collaboratively in a global context.

OUR VISION: to promote excellence in all spheres of the school's work

For our students we will:

- Create new and high quality learning experiences
- Challenge and support every student to excel
- Expect the highest standards of behaviour
- Celebrate the wide range of our students' achievement
- Improve significantly our accommodation and resources

For our parents we will:

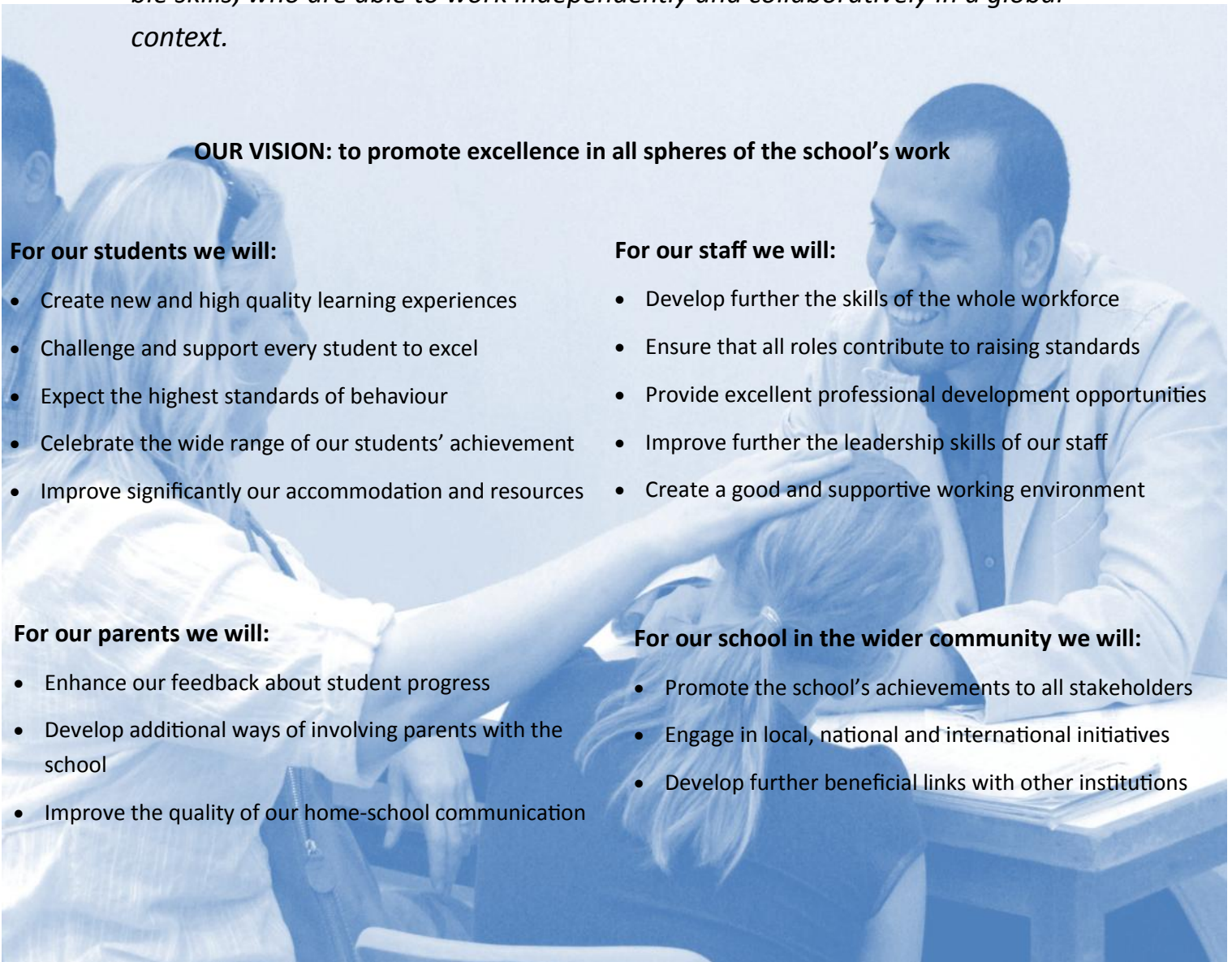
- Enhance our feedback about student progress
- Develop additional ways of involving parents with the school
- Improve the quality of our home-school communication

For our staff we will:

- Develop further the skills of the whole workforce
- Ensure that all roles contribute to raising standards
- Provide excellent professional development opportunities
- Improve further the leadership skills of our staff
- Create a good and supportive working environment

For our school in the wider community we will:

- Promote the school's achievements to all stakeholders
- Engage in local, national and international initiatives
- Develop further beneficial links with other institutions



Introduction

Al Ain English Speaking School is an 11 - 18 comprehensive school for all children within the Al Ain area.

Al Ain English Speaking School was set up by seven local companies located in the city of Al Ain, Abu Dhabi in 1978.

We have just completed a 35million dirham expansion including classrooms, indoor swimming pool and a full size gym.

The original model chosen was that of a British system school and that policy has continued to the present. Children can be admitted in the Nursery class, when they have achieved the age of 3 years by 30 August, and continue to take A-Level examinations at age 18.

The curriculum is that of the National Curriculum of England. Pupils take the SATS tests at the end of Key Stage One (Year 2), and Key Stage Two (Year 6). External GCSE and IGCSE exams are taken in Years 10 and 11, and AS/A2-Levels in Year 12 and 13.

Children may also be prepared for Common Entrance Exams, which are the normal means of entry into independent Secondary Schools in UK and elsewhere. It is a priority of the school that the students are prepared for, and can transfer to, British, American and International Universities. In keeping with the philosophy of good modern practice, the curriculum of the school is broad, and appropriate to the multinational and multicultural nature of the pupils. Music, Physical Education, Creative Arts occupy secure places in the programme as well as the more academic subjects. The school is committed to offering appropriate courses at all levels in Information and Communication Technology.

The school is licensed by the UAE Ministry of Education and, according to its directive; a programme of Arabic Language, Arabic Social Studies and Islamic Studies (for Muslim children) is conducted.

It is our aim to encourage all our students to acquire ideas, skills and attitudes which will prepare them to become confident and independent and to lead satisfying adult lives. We want our students to develop personal standards and moral values, through a sense of responsibility, and a respect for and tolerance of others. We aim to develop an appreciation of other cultures and a concern for the local and world environment.



Key Stage 3

This Curriculum Guide outlines the planned programme of learning for students in their first three years with us. We hope it will help parents to talk to their children about the work they are doing at school and to appreciate the progress they are making. It is also a useful background to reports and to discussions with teachers.

Your child's tutor is a vital link between subject teachers, parent and child.

Our Key Stage 3 curriculum builds on the experiences children have had at their primary school. Our aim is to maintain the strengths of the primary approach as we introduce teaching by subject specialists. In particular, we want our students to use their skills across the curriculum and not to confine them to the subject in which they happen to be learned. Information Technology equips students with skills which are used and reinforced across all subjects.

In Year 7 we provide a Personal Organiser (Student Planner/Homework Dairy) for each student. We think they will be invaluable to young students, who are faced for the first time with the need to organise their day and week at school.

We know from experience that the earlier the skills of organisation are learned, the more happily children settle and the greater chances of success at GCSE and beyond.

We ask you to help your child make effective use of this Personal Organiser and especially at first to share responsibility for it. Students should be encouraged each evening to look forward to the next day, making sure that they have completed homework by the required date and that they have all the equipment they need for the next day's lessons. If parents take an interest in the tasks and targets set, it will make it easier for us to work together. We are always keen to identify any concerns at an early stage so that matters can be put right.

Through Personal and Social Education, tutors encourage positive attitudes to learning and working co-operatively together. Although we set aside a specific period each week for PSHE, it is also an aspect of everything we teach and cannot be limited to a single lesson.

I hope you will find the Guide makes a useful contribution to the home-school partnership, a partnership which can contribute so much to a happy and successful experience of secondary education. Our Assistant Principal and Head of Key Stage three, will be glad to receive any questions or comments you may have about this Guide.



Adrian May

Principal

National Curriculum

Information for Parents on National Curriculum Levels of Attainment

If your child is currently in Key Stage 3 of their education (Year 7, 8 and 9) they will receive a detailed academic report twice each school year – at Christmas and in the Summer term. Alongside grades for effort and attainment each subject area will also provide a National Curriculum Level.

As you may be aware we teach the British National Curriculum at AAESS. This governs what is taught in all subject areas and ensures that all students receive a broad, balanced curriculum as they progress through the Key Stage.

Students are assessed via National Curriculum Levels. This internationally recognised form of assessment enables parents to see how their child is progressing in comparison to students of the same age in England and around the world.

What do the National Curriculum Levels mean?

There are 8 levels in the National Curriculum. Children are expected to work their way through one level every two years. If a child has achieved the expected level in the National Curriculum, it means they show knowledge and skills that are the same as, or slightly better than, most children of the same age.

At the end of Key Stage 3 the minimum level expected in English, Mathematics and Science is Level 5.

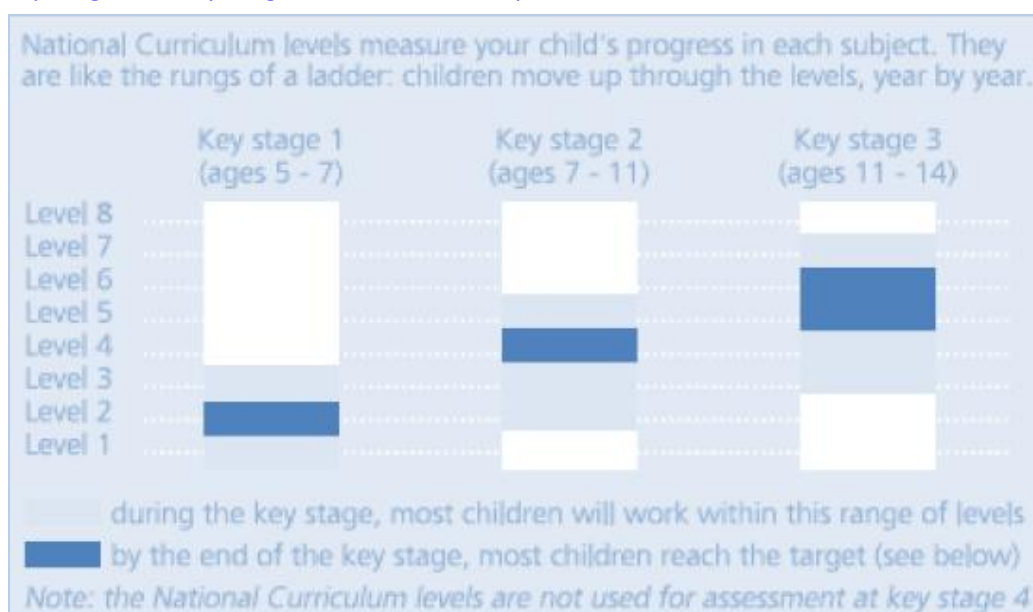
This indicates that a student has the potential to attain a C grade or higher at GCSE level (Years 10 –11).

In the 3 core subjects mentioned above students sit formal end of key stage tests at the end of Year 9.

This determines their level. However throughout the Key Stage all subject teachers monitor their students' performance using National Curriculum Level criteria. This enables teachers to set subject specific targets for each individual student that will provide the structure they require to progress up to the next level of attainment. It is a consistent and accountable form of assessment.

Your child will receive a level on their end of term report in all subject areas. As your child progresses through Key Stage 3 you will be able to monitor their progress in each subject and make comparisons to the U.K. national average. In the meantime if you have any questions or would like more information regarding the National Curriculum or Levels of attainment then please look at this excellent web site below that is produced specifically to provide information for parents.

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/index.aspx>



Key Stage 3 Curriculum

Years 7, 8 and 9 (Age 11 to 14 years)

As they make the move into the Senior School, and throughout Key Stage 3, pupils are encouraged to use more initiative in their learning, to develop critical thinking and reasoning ability, and to develop a self-disciplined approach to their studies. Lessons incorporate differentiated tasks appropriate to all abilities including Gifted and Talented students. Comprehensive library and computer facilities enable them to pursue special interests, carry out research and acquire a wide general knowledge, whilst being carefully monitored. For more extensive subject-specific information, please read through the Departmental sections showing a curriculum overview of what is taught, or contact the school.

By Year 7 the transition to a fully timetabled curriculum taught by specialists has been completed, although the range of subjects covered remains constant, enabling students to build on their experience in the previous Key Stages.

In Year 7 students are asked to undertake the study of an additional Modern Foreign Language so they can explore their linguistic capabilities to a fuller extent. They will then be able to make an informed choice as to whether they are going to be a one or two foreign languages student at KS4 and beyond. Year 7, 8 & 9 students have a choice of French, Arabic and Spanish. One other development is in Science, which is separated into the three parent disciplines of Biology, Chemistry and Physics from Year 9 onwards.

Year 7

AAESS aims to deliver a broad base of subjects so that the choices pupils will have to make later on in their education can be as informed as possible. French and Mathematics are taught in ability sets. In addition to the core subjects (Mathematics, English and Science) eight other subjects are taught, including a mix of creative and more practical activities. One lesson a week of PSHE and two lessons of Physical Education are included as part of the curriculum

Year 8

We continue to deliver a broad base of subjects. Pupils choose to study French or Spanish, as well as continuing to study French. PSHE is delivered within the timetable once a week. Mathematics and languages are taught in ability sets. In all other subjects students are taught in four mixed ability groups, thereby maintaining small class sizes.

Year 9

Pupils continue with a broad base of subjects in order that the choices they make for GCSE may be as informed as possible. Science is now divided into three separate science subjects - Biology, Chemistry and Physics. Pupils are taught in ability sets for French, their second language, English and Mathematics, and in mixed ability teaching groups for all other subjects. PSHE focuses on Citizenship, and is timetabled for one period per week, as are lessons of Physical Education.

Prior to deciding on their options for GCSE subjects, students receive guidance during a special assembly, and from subject teachers, including Careers. Parents are invited to attend an Options Evening, with their child, to discuss choices openly with teachers. Options need to be made, normally by the February half term.



STUDENT CODE OF CONDUCT

AAESS expects its pupils to behave in a way that reflects well on themselves and the School.

You Own Your Own Behaviour

- Treat all others as you would expect to be treated by them with the highest possible dignity, courtesy and patience; recognise and tolerate differences between individuals.
- Aggressive or threatening behaviour be it physical or verbal is unacceptable. This is a Serious Offence.
- Bullying, be it physical, verbal or emotional, is a Serious Offence. This includes any form of cyber bullying, sexual harassment, racist or sexist abuse. (See statement on Bullying)
- Intimate relationships are forbidden. Breach of this rule is a Serious Offence. Explicit physical contact and public displays of affection (PDA) are unacceptable under the supervision of the laws relating to the UAE decreed by the Ministry of Education
- IPODS / MP3 players should only be used in private study time, or waiting for parents. The School will not be held responsible for any loss or damaged caused to these items.
- Mobile telephones are allowed, but with certain restrictions. The numbers must be registered with the tutor. Mobile phones may be used only in case of emergencies, under the supervision of a teacher. They may not be used during School time, including breaks. During those times they should be switched off. Mobile phones must be concealed at all times.
- The sending of inappropriate text or picture messages is likely to lead to the mobile phone being confiscated. The use of cameras on mobile phones is not allowed in any areas particularly washing and changing areas.
- Users of Computers and the Internet are expected to comply with the standards of behaviour laid down in the rules stated in the ICT User Policy IT. Inappropriate images or language posted on the Internet which would bring the School into disrepute will be treated as a Serious Offence.
- Pupils are reminded that they should not take photographs or videos of another pupil or member of staff or distribute that image without their agreement. Misuse of such images especially if inappropriate may constitute bullying.
- No chewing gum at all times
- Pupils should pay particular attention to behaviour (and appearance) when off the School campus. AAESS students should remember that they are ambassadors for the school at all times.
- Respect school property, vandalism and graffiti will be treated as serious offence
- Respect others property
- Accept responsibility and volunteer instead of waiting to be asked.
- Be unselfish, self-restrained, fair, honest and trustworthy.
- Have a proper regard for authority and be positive and enthusiastic about all aspects of School life.
- Pupils should avoid dropping litter and are asked to pick up any they may find.
- No bringing or selling of food from vendors outside of school
- Resist asking where possible for drink or toilet break during lessons. Student must try to use such facilities in between lessons or during breaks only.

STUDENT EXPECTATIONS: CODE OF CONDUCT

All pupils should

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

Start of lessons

- There is no designated travel time between lessons. It is expected that all pupils should be ready to start lessons promptly and be prepared with all materials for the lesson.
- Lessons should start as soon as possible, and it is the expectation that pupils will move to these lessons quickly and without diversion.
- If the teacher taking the lesson has not arrived within five minutes of the start of it, then it is the responsibility of a member of the class to alert another teacher, even if this means interrupting a class already working.
- ***On entering a classroom/laboratory pupils should:***
- Take out from any bags all the books and equipment which might be needed for the lesson. This should include diaries, as homework can be set at any appropriate time during the lesson.
- Store bags in the designated place.
- Open their exercise books ready to begin the lesson.
- Sit down quietly, and if there is an opportunity, read over the most recent work.

During the lesson (Students should expect)

A worthwhile lesson is one in which you as pupils make progress in either your skills or your knowledge. Good lessons have well defined objectives, and you should know what these are. But more importantly good lessons necessitate an excellent attitude to learning. Amongst other things an excellent attitude to learning is judged on whether:

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

At the end of a lesson

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

UNIFORM

All clothing items are available from the Uniform Shop at School

GIRLS

Blue AAESS shirt (short or long sleeved)
Plain navy blue skirt (knee length or longer) or plain navy blue trousers (not denim or hipsters)
Plain black Shoes or Sandals
AAESS school sweatshirt

BOYS

Blue AAESS shirt (short or long sleeved)
Plain navy blue trousers (not denim)

Plain black Shoes or Sandals
AAESS school sweatshirt

(flip-flops / thongs are not acceptable)

During the colder months pupils may, of course, wear warmer outdoor clothing whilst outside. These garments must however be removed inside the school buildings.

GIRL'S PE KIT

Blue AAESS polo shirt
Plain navy blue shorts or track suit trousers or white polo shirt with house colours and black Shorts
Trainers
One piece swimsuit and leggings if required

BOY'S PE KIT

Blue AAESS polo shirt
Plain navy blue shorts or track suit trousers or white polo shirt with house colours and black Shorts
Trainers
Suitable swimming attire

Please note that for sport practises pupils are also expected to be in appropriate attire that is respectful of UAE culture. For fixtures PE kit must be worn or school kit.

SIXTH FORM

While there is no Sixth Form uniform we expect pupils to come to school smartly dressed

GIRLS

Trousers or below knee length skirt
Blouse or smart T-shirt (higher necked with sleeves)
Plain sock or tights
Plain leather shoes or sandals

BOYS

Plain tailored trousers.
Shirt with collar
Plain socks
Plain leather shoes or sandals
NO Hybrid Trainers

Please note that for sport lessons pupils are also expected to be in appropriate attire that is respectful of UAE culture. For fixtures PE kit must be worn or school kit.

JEWELLRY

Wrist watch and single stud in each ear are allowed. No other visible piercing.
Please note: For reasons of Health and Safety rings, necklaces etc. are not permitted.

MAKE UP

Make up (foundation or eye makeup) including nail varnish is not permitted.

HATS

While we strongly encourage the wearing of hats outside, no hats are to be worn in the school building.
ALL YOUR CHILD'S CLOTHING AND BELONGINGS SHOULD BE CLEARLY NAMED. YOUR CHILD IS RESPONSIBLE FOR THE CARE OF THEIR BELONGINGS IN SCHOOL.



Persistent uniform offenders will be sent home until proper uniform attire is worn.

Students must observe and be aware of the consequences of violating local Customs.

Personal Social & Health Education (PSHE)

PSHE will be taught discreetly within Assemblies and then followed up during tutor periods.

PSHE in the classrooms

- 25 minutes with the topic following up from previous assembly (photocopied material and other resources will be provided in advance).
- 25 minutes dedicated to form issues (discipline, code of conduct follow up, detention, particular students, update of tutor's folder)

PSHE Assemblies (50 minutes)

- National Anthem
- Image of the week
- PSHE new topic
- Musical item
- Subject Leaders assembly
- Birthdays of the week
- Announcements and AOB



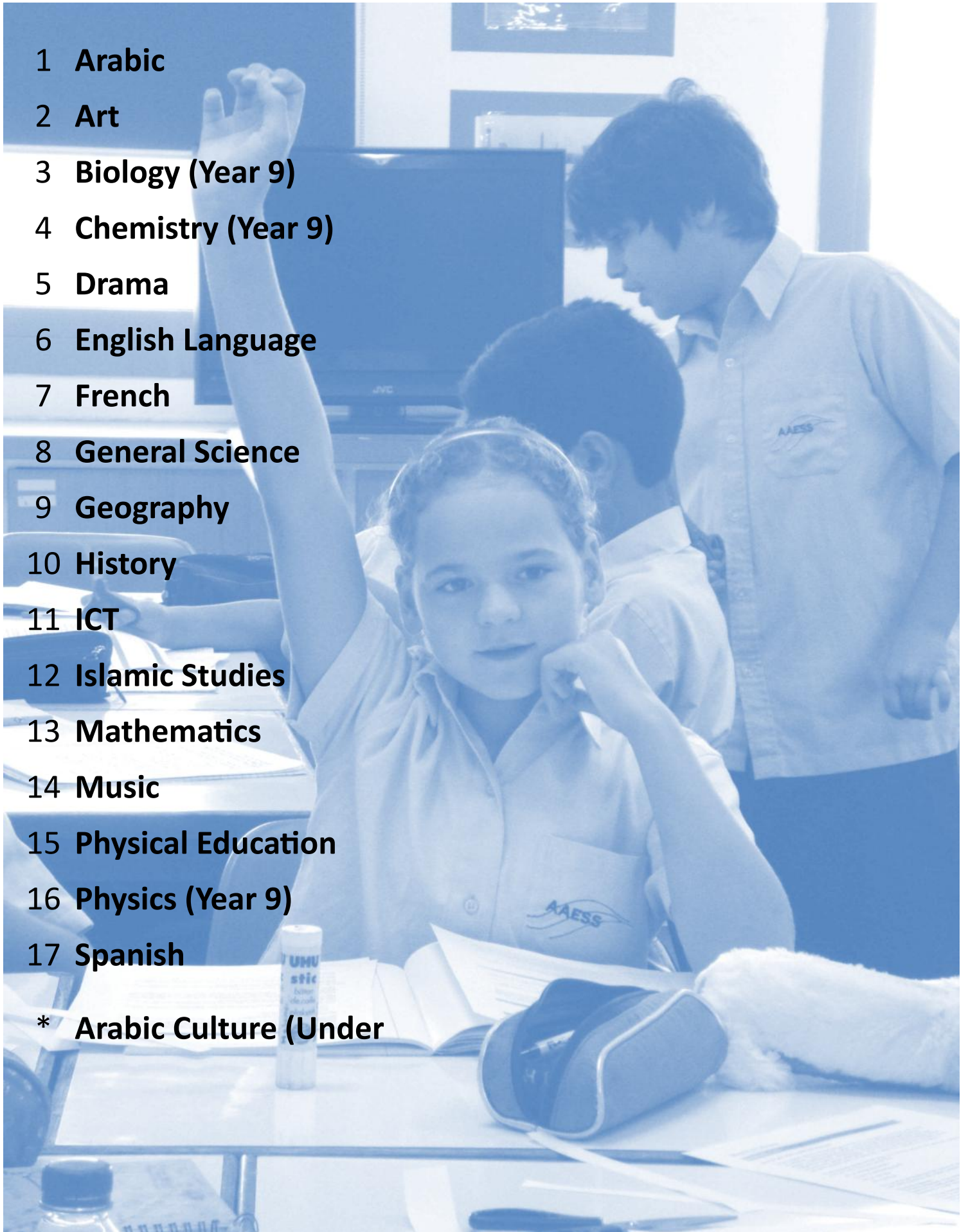
		TERM ONE	
Week	Date	Topic	
1	Sunday Sept 4 th	Welcome to AAESS. How well do you know AAESS and its staff?	
2	Sunday Sept 11 th	Transition into secondary school Year 7	KS4 Assembly (academic)
3	Sunday Sept 18 th	Time management/Making the most of your homework diary	
4	Sunday Sept 25 th	KS3 Assembly (academic)	Being in KS4: Roles and responsibilities
5	Sunday Oct 2 nd	AAESS Code of Conduct: What are rules for?	
6	Sunday Oct 9 th	Code of conduct review/Decorating our classrooms	KS4 Assembly (academic)
7	Sunday Oct 16 th	Diversity at AAESS/Bullying	
8	Sunday Oct 23 rd	KS3 Assembly (academic)	Bullying and code of conduct review
9	Sunday Oct 30 th	Making the most of our library (Book Day Special/Nov 27th)	
10	Sunday Nov 13 th	Bullying review	KS4 Assembly (academic)
11	Sunday Nov 20 th	Living in the UAE: Culture and Heritage. (UAE National Day Special/Dec 1st)	
12	Sunday Nov 27 th	KS3 Assembly (academic)	PLTS/Thinking skills workshop
13	Sunday Dec 4 th	Study skills and identifying your talents Target evaluation and recap	
14	Sunday Dec 11th	PLTS/Thinking skills workshop	KS4 Assembly (academic)

TERM TWO		
Week	Date	Topic
1	Sunday Jan 8 th	Healthy Living: Hygiene, eating habits and exercise.
2	Sunday Jan 15 th	KS3 Assembly (academic) Healthy Living follow up
3	Sunday Jan 22 th	Healthy Living: Hygiene, eating habits and exercise (Second Part)
4	Sunday Jan 29 th	Healthy living part 2:follow up KS4 Assembly (academic)
5	Sunday Feb 5 th (TBC)	Friends, friendships and relationships (Valentine's Day Special/Feb 14th)
6	Sunday Feb 12th	KS3 Assembly (academic) Friendships and relationships follow up
7	Sunday Feb 26th	Safety in our school /Taking ownership of our school
8	Sunday March 4 th	PLTS/Thinking skills workshop KS4 Assembly (academic)
9	Sunday March 11th	AAESS: A multicultural school (International Day Special) Target evaluation and recap
10	Sunday March 18th	KS3 Assembly (academic) PLTS/Thinking skills workshop

TERM THREE		
Week	Date	Topic
1	Sunday Apr 8th	Study Skills/Exam preparation
2	Sunday Apr 15th	KS3 Assembly Dealing with exam pressure
3	Sunday Apr 22 nd	ESD/Looking after our environment (Earth day special)
4	Sunday Apr 29 th	ESD follow up KS4 Assembly
5	Sunday May 6 th	How are our Families? (Mother's day special May 6th)
6	Sunday May 13 th	KS3 Assembly Career orientation and aspirations
7	Sunday May 20 th	Smoking and alcohol, what makes them so popular?
8	Sunday May 27 th	Smoking and alcohol: follow up KS4 Assembly
9	Sunday Jun 3 rd	What influences our decisions? (Information and the media)
10	Sunday Jun 10 th	KS3 Assembly PLTS/Thinking skills workshop
11	Sunday Jun 17 th	What have we done in PSHE this year? Target evaluation and recap
12	Sunday Jun 24th	PLTS/Thinking skills workshop KS4 Assembly

Curriculum Overviews

- 1 Arabic
 - 2 Art
 - 3 Biology (Year 9)
 - 4 Chemistry (Year 9)
 - 5 Drama
 - 6 English Language
 - 7 French
 - 8 General Science
 - 9 Geography
 - 10 History
 - 11 ICT
 - 12 Islamic Studies
 - 13 Mathematics
 - 14 Music
 - 15 Physical Education
 - 16 Physics (Year 9)
 - 17 Spanish
- * Arabic Culture (Under



Aural means a test where the questions are read out to the students, either by the teacher, or on a tape. It is used in Languages, and in Maths to test mental arithmetic.

Coursework is work done during the course.

Homework is a vital part of all KS3 courses. Students must study at home as well as at school if they are to do well. Homework increases in length and complexity, as the student gets older.

Moderation is the process by which teachers check that they are awarding marks which are fair and in line with those awarded in other schools. Teachers mark each other's work first, and then a sample of work is sent away to be marked by the exam boards who can move all students' marks up or down

Modular means that the teaching is organised in modules, or sections of work, usually on a topic or a subject, like Art, Music or Drama. There is sometimes an exam at the end of the module to assess students' progress.

The National Curriculum is the subjects that the Government has ruled that students in schools must study. It has recently been changed to give students a bit more choice, but it still sets out what must be taught in all the main subjects.

Portfolio is another word for the collection of coursework that a student completes. It can be pieces of writing or, in the case of Art, pictures or sculptures.

Tiers mean levels of entry for exams. In KS3, the tiers usually correspond to levels of attainment. For example, an exam paper might be aimed at students expected to attain levels 4 to 6, or 5 to 7.

SATs or Standard Assessment Tests are the exams students take at the end of Year 9 in English, Maths, Science, and ICT. Students get a level (or grade) for each subject. These levels range usually from 4 to 7 (the best). A few students will not be able to gain a level, and a few might gain a level 8.

Differentiated work means work that covers the same basic subject matter but is set at different ability levels to suit students of different abilities. There might, for example, be different worksheets, some more complicated than others.

The National Literacy Strategy is the government's plan to help more students learn to read and write better in the early years of secondary school. It describes how English teachers should run their lessons, and also provides for extra **catch-up** lessons for those students who didn't attain level 4 in their exam at the end of Primary School.

QCA (the Qualifications and Curriculum Authority) is the government body that decides what will be taught in schools and sets the rules for the subject teaching.

Physical Education at AAESS

We are a UK Curriculum school with international students so we do all possible to ensure that students from all backgrounds and cultures have equal access to compulsory Physical Education classes. Various steps have been put in place to ensure that we are inclusive and culturally sensitive towards all our students during participation in Physical Education.

All classes are mixed due to the staff ratio of female and male teachers.

All classes are taught in form or year group sets, the same as in all other lessons throughout the school.

Changing areas have a private cubicle within for students who wish to change out of sight.

Students are allowed to wear what ever they believe to be the best outfit for PE and still feel comfortable and culturally secure.

The curriculum has been managed to ensure that all activities allow everyone to achieve at what ever level and students are encouraged to participate in the those areas they believe they can and to sit out of those they believe they can not.

All activities are taught using individual, pair or small group work, which will enable students to work together developing key skills but also allowing them to work with whom ever they choose.

The key activities that are of concern to a small group of parents (on religious grounds) are swimming, gymnastics and contact sports. Swimming has been timetabled to allow us to use our own new facility, therefore ensuring that there will only be females present on poolside and in the gym when the students are participating. Gymnastics has also been timetabled this way. The contact sports have been distributed throughout the year but in a way that the gender groups will learn the skills together but will NOT be involved in contact with each other.

Due to the heat of our local climate, lessons are structured in way that there are many regular breaks for water, shade and rest.

All students are expected to participate in PE (unless unwell) as this provides some form of fitness activity and also the opportunity to develop the life skills they will require in adulthood; swimming and water safety being the most important. We are working very hard to encourage our students to see beyond just the physical elements of the lesson, to develop coaching, leadership and teamwork skills. If these students were to be removed from the class it isolates them from the rest of their peer group and presents barriers for future years.

Please do not hesitate to contact the PE department for further details.

