



**ARBOR**



**KEY STAGE 2  
PARENT HANDBOOK**

**ACADEMIC YEAR  
2023/2024**

**ENOUGH  
FOR ALL,  
FOREVER.**

## Table of Contents

1. The Arbor Vision and Mission
2. Head of Primary Welcome
3. Key Staff
4. Terms dates
5. Curriculum
  - a. Teaching and learning philosophy
  - b. English National Curriculum
  - c. Project-based learning
  - d. Core subject information
    - i. English
      1. Reading comprehension
      2. Library
      3. VIPERS
    - ii. Mathematics
    - iii. Science
  - e. Online platforms
6. Assessment and Reporting
  - a. Annual assessment schedule
  - b. External benchmarking
  - c. Internal summative assessments
  - d. Multipoint rubrics
7. Thrive
  - a. In school referrals
  - b. Individual pathways and curriculum plus
  - c. Individual Education Plans (IEPs)
  - d. External agencies
8. Behaviour
  - a. Positive behaviour philosophy
  - b. Rewards and consequences
  - c. The House system
  - d. Student Ambassadors
9. Uniform
  - a. Jewellery and electronic devices
10. A Typical Day
  - a. Parking
  - b. Start and end of day arrangements
    - i. Start of day
    - ii. Late arrivals
    - iii. End of day
  - c. After school care and Extra-Curricular Activities (ECAs)
  - d. Absent, late or early and late pick up
    - i. Planned Child absence
    - ii. Unplanned Child Absence
    - iii. Parent absence
    - iv. Late pick up
    - v. Early pick up
  - e. School transportation
  - f. Parent lanyards
  - g. Hygiene
  - h. Snack and lunch

- i. Birthday Celebrations
- j. Trips
- 11. Home Learning
- 12. Safeguarding
  - a. #safewithme
  - b. Everybody's responsibility
  - c. Parent, carer or guardian expectations
- 13. Health and Wellbeing
  - a. Medical
  - b. Extreme weather
- 14. Communication Channels
- 15. Key Contacts
- 16. Key links

## 1. The Arbor Vision and Mission

### Enough for all, forever.

We are guided by an ethic of material sufficiency - **enough** for all, forever.

We are guided by an ethic of equity – enough **for all**, forever.

We are guided by an ethic of responsibility to future generations – enough for all, **forever**.

Arbor School's mission is to provide an education that connects our community with the natural world and inspires us to imagine and build a future in which all may flourish.

We endeavour to achieve this through approaches to teaching and learning that:

- integrate the principles and concepts of sustainability, ecoliteracy and environmental justice to develop practical understandings of and solutions to
- authentic issues;
- promote academic excellence, character strengths and sustainability competencies as interrelated learner outcomes;
- recognise students' prior knowledge and interests as catalysts, and use inquiry to investigate complex questions about our world and the human experience;
- value both established and newly gained knowledge and understanding as a basis to challenge assumptions and beliefs about social, economic and environmental systems;
- provide regular opportunities for direct experiences in natural and built environments that build the sense of agency and self-efficacy needed to take effective action;
- frame learning in the exploration of what it means to live well in a place, as a pathway to exploring global roles and responsibilities;
- advance critical thinking, systems thinking and futures thinking; and recognise perspectives and challenge injustice and inequity

Arbor School is a diverse and welcoming community that nurtures curiosity and celebrates the connectedness of humans with the natural world. Arbor recognises and addresses the unique academic, social, emotional, and physical needs of each individual and strives to build a culture of human flourishing, social harmony and ecological abundance.

## 2. Head of Primary Welcome



Dear Parents and Guardians,

Welcome to a brand new school year at the Arbor School! As the proud Headteacher, I am thrilled to extend my warmest greetings to both new and returning students of Key Stage 2 (Years 3-6). Our School is dedicated to providing an exceptional educational experience that focuses on care, challenge, and respect, ensuring your child's personal and academic growth is paramount. Together, we will prepare our students for the bright future that awaits them in Secondary School and beyond.

At Arbor, we take great pride in our commitment to ecoliteracy, sustainability, and environmental social justice practices. We believe in nurturing an understanding and appreciation for the natural world, empowering our students to become responsible global citizens. Through our engaging curriculum, we instil an authentic sense of environmental responsibility in our students, equipping them with the knowledge and skills to make positive changes in their communities. While emphasising the importance of ecoliteracy, we also maintain a strong focus on academic excellence. Our dedicated teachers strive to create an inspiring learning environment where every child can reach their full potential. We adhere to the prestigious National Curriculum for England, ensuring that our students receive a well-rounded education that encompasses various subjects and skills.

At Arbor, we strongly believe in the power of literacy and numeracy as a 'gateway' to the world around them. We foster a love for reading, writing, and communication, enabling our students to express themselves confidently and effectively. Additionally, our mathematics program promotes numeracy skills, critical thinking, and problem-solving abilities, preparing our students for the challenges they may encounter in their academic journey and beyond.

In our natural and inspiring learning spaces, your child will have the opportunity to become a deep and critical thinker. We encourage curiosity, creativity, and independent thought, empowering our students to analyse information, ask questions, and explore new ideas. By fostering a culture of critical thinking, we aim to equip our students with the necessary tools to become adaptable and resilient individuals in an ever-changing world. Furthermore, we emphasise the importance of taking action. We believe that education goes beyond the confines of the classroom and should inspire our students to make a positive impact in their communities. Through various projects and initiatives, we encourage our students to actively engage in their learning and become the next generation of global caretakers.

Our school thrives on the partnership between parents, students, and educators, and this begins with this Arbor Primary Parent Handbook. We believe in open and transparent communication, and we actively encourage your involvement in your child's education. We have regular parent-teacher meetings, workshops, and events that provide opportunities for you to stay informed and participate in your child's school life here in the Arbor Primary School. I invite you to take an active role in your child's educational journey. Together, we can create a supportive and nurturing environment that allows every child to flourish and succeed.

I am incredibly proud of the Arbor Primary School, and I believe it is a place where every child can thrive. I look forward to working with you and witnessing the growth and accomplishments of your child throughout the next academic year. Once again, welcome to Arbor and the school year 2023/2024! Let's embark on an exciting and enriching journey together. Thank you for entrusting us with the privilege of nurturing your child's growth and development as part of an Arbor education. We are honoured to be a part of their journey.

Warmest regards,

A handwritten signature in black ink, appearing to read 'D Nichol', written in a cursive style.

Mr. Daniel Nichol  
Primary School Headteacher and Designated Safeguarding Lead

### 3. Key Staff



**Dan Nichol**  
Head of Primary and Designated  
Safeguarding Lead

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**Megan Gallacher**  
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Year 6 Lead

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**Sarah Vundum**

SENCo

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## 4. Terms dates

[Academic Calendar 2023 – 24 PDF DOWNLOAD](#)

Whilst the events shown in this calendar will take place over the year, there will be other events, including dress-up days (no more than three!) that will take place. The Key Stage 2 team will communicate any additions or changes with you well in advance.

## 5. Curriculum

a. Teaching and learning philosophy

The curriculum in Primary at the Arbor School allows for each year group to study projects based on six eco-themes:

- Nature of the Self
- Place and Time
- Community Thinking
- Systems Thinking
- Sustainable Thinking
- Inspired By Nature

Our curriculum is designed to be a progressive and spiraling curriculum, all whilst ensuring great breadth and depth for every child.

We integrate the very best components of the English National Curriculum and International Primary Curriculum, enabling our students to become ambitious, confident and inspired learners, and to approach learning with a clear focus on the progression of skills. The curriculum covers a wide range of subjects, outlined on the following pages, helping students learn to make meaningful connections among them. Students study English, maths and science; eco-literacy, art, computing, music, physical education, Arabic and world languages. Delivering the curriculum, we have a team of dedicated and skilled teachers, including specialists in STEM, sports, music and languages.

#### b. English National Curriculum

The English National Curriculum provides a framework for learning, outlining knowledge around which teachers develop stimulating lessons that promote the development of students' knowledge, understanding and skills. Teachers set high expectations, planning higher level work for those whose attainment is significantly above the expected standard and delivering lessons to students who need additional guidance and support. Teachers use a wide range of appropriate assessments to set targets, which are deliberately ambitious to help students reach their highest potential.

#### c. Project-based learning

Our Primary School is committed to designing projects that both inspire and grow our students in equal measure. Each project begins with an inquiry question that the students work towards answering by the end of the project. Each day, the students add another layer of understanding in their quest to form a rich, deep understanding of their inquiry. The main driver of the objectives that we cover within project are taken from the science, history and geography National Curriculum objectives, as well as the moral, social and cultural objectives from the UAE National Agenda. Beginning with the science objectives, we interweave the humanities and links with the key texts that are being studied to form unique projects for our students.

#### d. Core subject information

##### i. English

The overarching aim of our English curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The curriculum teaches students to fluently speak and write as well as read and listen so they can communicate and understand different ideas and emotions. Reading gives them the chance to acquire and build knowledge, and develop cultural, emotional, intellectual, social and spiritual understanding. We believe so strongly in the power of reading that we have built our English curriculum around carefully selected texts which form the core building blocks of our students' literacy journey with us.

The methodology that we follow is based on a 'book based' curriculum. We use resources and schemes of work from The Literary Curriculum and Literacy Shed to plan all our English units on inspiring fiction and non-fiction books, that both cover our English objectives and link to our project themes.

##### i. Reading comprehension

As stated above, at The Arbor School, we believe that there are no shortcuts to improving reading comprehension. It is made up of a student's ability to decode, read fluently and understand the world around them. Once students have mastered the ability to decode and read fluently, then we foster reading comprehension by asking a range of questions about the texts based on the VIPERS model.

## ii. Library

In Years 3 to 6, children also visit the library once a week where there is a collection of books of various genres in both English and Arabic languages. There are increased opportunities to use the school library to promote reading for pleasure and develop research skills. Within English lessons, class teachers use a range of strategies to teach reading skills and develop children's enthusiasm for reading across a variety of genres.

## iii. VIPERS

VIPERS is an acronym to aid the recall of the six reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stands for:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards.

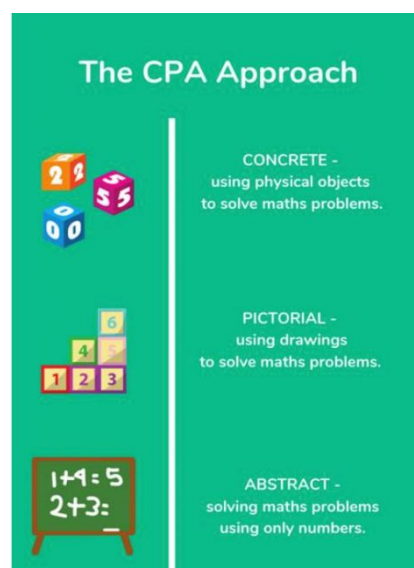
## ii. Mathematics

Our long-term mathematics overview at the Arbor School is based on the 'White Rose Maths' scheme. This provides a detailed breakdown of the 'Age Related Expectations' and groups objectives into units. As we are a project-based learning school, we do often find opportunities for cross-curricular learning linked to our project. However, we would tend to begin the year with a place value and calculation focus. An example of a maths overview from year 3 can be found below:



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition & subtraction VIEW			Number Multiplication & division VIEW					
Spring term	Number Multiplication & division VIEW			Measurement Money VIEW	Statistics VIEW		Measurement Length & perimeter VIEW		Number Fractions VIEW		Consolidation	
Summer term	Number Fractions			Measurement Time			Geometry Properties of shape		Measurement Mass & capacity		Consolidation	

Key Stage 2 teachers will ensure that the KS1 targets are addressed and secure before we move on to the Year 3 curriculum. For children who have not reached these goals, they will have planned interventions where they can work on them. KS2 Teachers will then move onto their year group's 'Age-Related Expectations'. Teaching and learning mathematics at the Arbor School is taught using the 'Concrete, Pictorial, Abstract' philosophy. This is an excellent way of adding context to a number of problems and slowly taking it away. All children will begin at the 'Concrete' stage. At this stage the students will use manipulatives to physically solve mathematical problems. This can range from counters and numicon, to 3D shapes and place value cards. Once a child has grasped the calculation involved at this stage, they will progress onto the 'Pictorial' stage. Here, they will draw or be given pictures of counters or objects to represent the physical manipulative. Again, once understanding is cemented, they will move on to the 'Abstract' stage. Once at this stage, the learner will use numbers to represent their object and recognise that the calculation remains the same. It is worth noting that these stages should be demonstrated alongside each other, to show that they are the same calculation. The 'Concrete, Pictorial, Abstract' approach is also very valuable when differentiating. During a lesson, a teacher may have all three steps taking place in one room.



### iii. Science

Science in Key Stage 2 at the Arbor School is taught according to the National Curriculum expectations through the specific disciplines of biology, chemistry and physics. It is integrated into all projects through an experiential and practical approach, which involves providing hands-on interactive learning experiences which encourage students to actively engage with scientific concepts. Teaching science in Key Stage 2 involves building upon the foundational concepts introduced in Key Stage 1 and delving deeper into more complex scientific principles. This stage is a critical period for nurturing children's curiosity, encouraging critical thinking, and promoting a deeper understanding of the natural world.

#### e. Online platforms

We are very fortunate to have access to a range of online platforms at the Arbor School. These are used alongside the daily teaching of maths and also as a learning aid for children at home. There are a variety of uses for each of these platforms and they are effective learning tools to develop mathematical understanding and skills.

- Education City – Covers the mathematics targets for each year group with interactive games and activities. Provides learning videos to aid understanding when learning a new concept or consolidating an old one.
- Times Table Rockstars – An engaging game aimed solely to develop the fluency of times table recall. The game uses an algorithm to calculate which multiplication table an individual is weakest in and targets it.


## 6. Assessment and reporting

Assessment in the Key Stage 2 is performed through daily activities in class, regular end of unit assessments such as 'Cold Write tasks', The White Rose tests and the Final Thinking writing tasks, along with the authentic performance tasks.

Teachers take this information and use it to track students' progress across each subject, which can generate reports on subject coverage and student attainment. Teachers then use the data from our online tracking tool, 'Sonar' to make a summative judgement on Nexquare at the end of each term. At the end of Term 1 and 3, reports are shared with parents or guardians, and throughout the year there are Parent Teacher Conferences; details of these are communicated to you throughout the year.

### a. Annual assessment schedule

The table below shows the scheduled summative assessments throughout the academic calendar:

 <h2 style="text-align: center;">Assessment Schedule</h2> <p style="text-align: center; font-size: small;">The schedule below outlines the schedule of scheduled summative and formative assessments that occur in primary. *Regular Pre &amp; Post White Rose Maths assessments, Rising Stars Science assessments, and MSC assessments will be administered, as classes begin and end each unit.</p> <div style="float: right; text-align: right;"> <span style="color: purple;">■</span> English  <span style="color: blue;">■</span> Maths  <span style="color: green;">■</span> Science         </div>				
<h3 style="text-align: center;">September</h3> <p style="text-align: center;"><b>Assessment fortnight 1</b></p> <ul style="list-style-type: none"> <li>• CAT 4 Testing (Y4-6)</li> <li>• NGRT testing (Y2-6)</li> <li>• Whole school cold assessed writing task (FS1-Y6)</li> <li>• Blackwell spelling assessment (Y2-6)</li> <li>• Education City assessments for reading, SPAG maths, and science (Y2-6)</li> </ul>	<h3 style="text-align: center;">October</h3> <ul style="list-style-type: none"> <li>• Practical science using assessment rubric. (FS1- year 6)</li> </ul>	<h3 style="text-align: center;">November</h3> <ul style="list-style-type: none"> <li>• Arabic Benchmark Tests (Y2-6)</li> <li>• PASS Testing</li> <li>• SPAG end of term assessment (Y1-6)</li> <li>• Arithmetic end of term assessment (Y1-6)</li> </ul>	<h3 style="text-align: center;">December</h3> <ul style="list-style-type: none"> <li>• Term 1 reports and data drop</li> </ul>	<h3 style="text-align: center;">January</h3> <p style="text-align: center;"><b>Assessment fortnight 2</b></p> <ul style="list-style-type: none"> <li>• NGRT testing (Y2-6)</li> <li>• Blackwell spelling assessment (Y2-6)</li> <li>• Education City assessments for reading, SPAG maths, and science (Y2-6)</li> <li>• Year 4 Times Table checkpoint</li> </ul>
<h3 style="text-align: center;">February</h3> <ul style="list-style-type: none"> <li>• Whole school cold assessed writing task (FS1-Year 6)</li> <li>• Practical science using assessment rubric. (FS1- year 6)</li> </ul>	<h3 style="text-align: center;">March</h3> <ul style="list-style-type: none"> <li>• SPAG end of term assessment (Y1-6)</li> <li>• Arithmetic end of term assessment (Y1-6)</li> <li>• Term 2 data drop</li> </ul>	<h3 style="text-align: center;">April</h3> <p style="text-align: center;"><b>Assessment fortnight 3</b></p> <ul style="list-style-type: none"> <li>• Education City assessments for reading, SPAG maths, and science (Y1-6)</li> <li>• Year 4 Times Table checkpoint</li> <li>• Practical science using assessment rubric. (FS1- Y6)</li> </ul>	<h3 style="text-align: center;">May</h3> <p style="text-align: center;"><b>End of year assessments</b></p> <ul style="list-style-type: none"> <li>• GL Progress Tests (Y3-6)</li> <li>• Arabic Benchmark Tests (Y2-6)</li> <li>• Whole school cold assessed writing task (FS1-Year 6)</li> <li>• Blackwell spelling assessment (Y2-6)</li> <li>• NGRT testing</li> <li>• SPAG end of term assessment (Y1-6)</li> <li>• Arithmetic end of term assessment (Y1-6)</li> </ul>	<h3 style="text-align: center;">June</h3> <ul style="list-style-type: none"> <li>• Year 1 phonics screening</li> <li>• Term 3 reports and data drop</li> </ul>

### b. External benchmarking

External benchmarking - GL Progress Testing - provides teachers with a yearly standardised age score. Teachers then study this and examine question types and domains for purposeful planning throughout the year.

GL CAT 4 (Cognitive Abilities Test Fourth Edition) is an internationally recognised test that assesses a student's cognitive abilities, including verbal, quantitative, and non-verbal reasoning: this is typically used to identify students' strengths and weaknesses in different areas and to track their progress over time. We administer these in years 4, 5 and 6.

Progress Tests are assessments used to monitor student progress throughout the school year Vs how they performed on the CAT4 and the previous year's progress test. These tests are typically administered in May, and they measure student achievement in different subjects such as English, maths, and science. Progress tests provide teachers with valuable information about each student's academic strengths and weaknesses, enabling them to tailor their instruction to meet individual needs. Years 3-6 take these tests.

PASS takes the guesswork out of understanding why students may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately. Years 3-6 take these assessments.

#### c. Internal summative assessments

Termly internal summative assessments are set on Education City, which are used to measure progress and attainment of students in English, maths and science. These are administered in the first 2 weeks of each term in Year 2 and above

#### English

- **Writing assessed pieces**- Termly (Sep- Narrative, Feb- Recount, May- Narrative) using the [Arbor writing expectations.pdf](#) to moderate.
- **Spelling, Punctuation and Grammar (SPaG)**- end of term assessments.
- **Reading**- Raz Kids for reading levels, Education City three times a year as per the assessment schedule.

#### Maths

- **White Rose Assessments** – Pre and post assessments (tracked throughout the year). End-of-term assessments will also be used for a summative view of a student's progress and attainment.
- **Weekly Arithmetic Tests**- This will then inform in class support and interventions.
- **Fluency, reasoning and problem-solving moderation**- Half-termly within and across year groups. Teachers use the National Curriculum statements from the long-term overview to agree on what 'exceeding' attainment and 'better than expected' progress looks like.

#### Science

- **Rising Stars Assessments** – These are done at the beginning and end of each Project to show progress and attainment.
- **Moderated practical science** – Using rubrics.

#### d. Multipoint Rubrics

Our project-based learning approach is truly cross-curricular. Therefore, each of our projects is planned across **all** core subjects and linked with a range of foundation subjects. Each project uses Understanding by Design (UBD) to plan authentic assessment tasks at the beginning of the planning process. Using an assessment rubric, teachers select the relevant foundation subjects' objectives, and a selection of 'Thinking Skills', plus one strand based on Ecoliteracy.

## 7. Thrive

- The Thrive Department is a collaboration of student support services which identifies and personalises learning pathways for Arbor students; *Helping students to discover their purpose and passion*. The department comprises of an in-house SENDCo (Special Educational Needs and Disabilities Coordinator), Educational
- Psychologist, Speech and Language Therapist, a Counsellor with a play therapy specialism as well as a team of Learning Support Assistants. Our aims are to foster:

## Intellectual curiosity

- **Active citizenship** – Ability to connect, engage with and lead people, through the development of their skills and knowledge to build fairer, sustainable and resilient societies.
- **Growth mindset** – Ability to set goals and persevere with the journey towards achievement.

## Learning for life

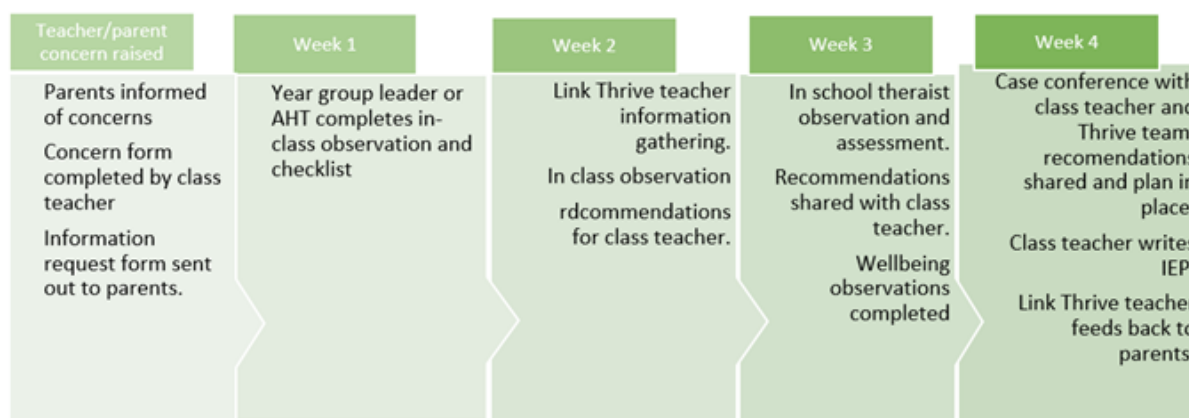
- **Employability and Career** – ‘Ikigai’ – a reason for being. (What you are good at, what you love, what the world needs and what you could be paid for.)
- **Individual development** – Purpose and passion towards independence and sustainable life skills.
- **Alternative pathways** – Learner directed programs and projects based on interests.

## Flourishing

- **Social inclusion** – Purposeful and successful interactions and relationships whilst belonging to community. Ability to demonstrate empathy and compassion.
- **Health and vitality** – Ability to engage in positive life choices and wellbeing practices.
- **Therapeutic input** – Supported interventions from internal and external specialists that focus on balancing challenges.

### a. In school referrals

If you and/or your child’s class teachers have any concerns about your child’s wellbeing or learning, referrals can be made to our school SENDCo (Ms Sarah Vundum - [Svundum@thearborschool.ae](mailto:Svundum@thearborschool.ae)) or school Educational Psychologist (Dr Ashleigh Wilson - [Awilson@thearborschool.ae](mailto:Awilson@thearborschool.ae)) who will carry out further observation and assessments. The table below illustrates the process for referrals and time scale.



### b. Individual pathways and curriculum plus

Arbor school offers a range of additional programs designed to enrich the learning experience for different cohorts of students.

For our most gifted students we offer opportunities to further develop critical thinking skills and leadership characteristics through curriculum plus lessons during and after school. We also engage in interschool competitions and partnerships with external programs.

Our students of determination can access a range of individual pathways including ASDAN which gives our pupils opportunities to access learning at their own level and work towards living an independent life. Alternative assessment programs are used for wave 3 students accessing a life skills program.

Students who are new to English can access additional language sessions and in class support. We use an immersive language approach at Arbor which engages students through practical experiences and language rich classrooms.

#### c. Individual Education Plans (IEPs)

An IEP (Individual Educational Plan) is a plan designed around a student's specific needs. It identifies what the focus is, what strategies will be put in place, how the curriculum will be differentiated and how we know that the goals have been achieved. Parents are expected to be involved in IEP meetings which are organised by class teachers in Key Stage 1.

Students of determination have an IEP, whereas very able students will access an IEP called an ASP (Accomplished Student Plan) and students new to English will access an ILP (Individual Language Plan). These again are set with the class teacher and Thrive department in collaboration; plans that are in place are updated termly.

#### d. External agencies

Arbor is happy to collaborate with external providers of specialist care such as occupational, speech and physical therapists who are registered with the CDA (Community Development Authority) or DHA (Dubai Health Authority). We also collaborate with, and signpost parents to, reputable assessment centers and hospitals if requested.

### 8. Behaviour

#### a. Positive behaviour philosophy

Underpinned by our commitment to Positive Education and restorative practices, we put into effect our approach for promoting positive behaviour through our Arborhaviour guidance. The Arborhaviour approach sets out the whole school direction to behaviour management in order to achieve a positive whole school-learning ethos, with the aim of ensuring all students come to school and feel happy and safe so that they can reach their potential. This is underpinned by our three. whole school agreements:

- **Ready**- children are ready to learn by arriving on time, with the correct uniform, the necessary resources and a great attitude.
- **Respectful**- children are respectful of themselves, others, and our learning environment.
- **Safe**- children play their part in keeping everyone safe.

Each class, at the start of the year will create their own set of whole class agreements to support positive behaviour for learning.

#### b. Rewards and consequences

We believe that positivity, praise of the process and outcome, as well noticing students will provide the best outcomes. The Arbor School uses a combination of extrinsic rewards such as 'Above and Beyond postcards' to

encourage good behaviour and intrinsic rewards, targeted praise and encouraging students to value good behaviour and learning for itself, not because of some other outcome.

These rewards are scaffolded by ensuring consistent class norms, focussing on explicitly positive learning and social behaviours.

Rewards include:

- Whole class initiative (such as Marbles in the jar or class points)
- Arborhaviour cards.
- Above and Beyond Postcards.
- House Points.

Whilst exciting, engaging lessons and positive praise and reward may be enough for most children, unwanted behaviour may still present itself. The Arborhaviour steps are used to address unwanted behaviour such not listening to instructions, low level disruption, rudeness, biting or swearing. It is not possible to leap or accelerate steps for repeated low-level disruption, as all students are given 'take up time' in between steps. We ensure that steps are gone through with dignity, care and consideration, taking individual needs into account where necessary.

### KS2 Arborhaviour Steps



In cases of extreme behaviour (racism, biting, swearing, hitting etc) teachers may escalate to 'Internal referral'. Parents may be contacted at any stage of the Arborhaviour steps regarding their child's behaviour choices, depending on the severity or frequency; this may be via a phone call, email or conversation at pickup.

Steps	Possible teacher actions
Reminder	A reminder of the class or school agreement delivered privately wherever possible. The teacher will explain the next steps if their behaviour does not improve.
Reflection with teacher	The teacher will give the learner a chance to reflect away from others, to help them calm down and reflect on their actions, considering who or what was harmed, the feelings of those involved and a course of actions to restore what is broken.
Reflection with Head of Year	At this point, the learner will be referred internally to the Head of Year or Key Stage Assistant Headteacher if they are unavailable, they will have some time to reflect on their actions, as above.

Internal referral	At this stage, the learner will be referred to the Assistant Head Student Welfare and Support Services, who will decide the appropriate course of action and parents will be informed.
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### c. The House system

All students and staff belong to one of four Houses and develop strong ties to their House. The choice of which House a student joins is made through consideration of overall numbers and gender split. During the year there are a variety of inter-house competitions or events. Students and staff will all wear their House shirts every Friday to further develop a sense of belonging to their House.

The names of the Houses have been chosen to reflect the environmental ethos and focus of the school. Our Houses are:

- (Dame Jane) **Goodall**
- (Sir David) **Attenborough**
- (Ken) **Yeang**
- (Isatou) **Ceesay**

### House Points

Each child collects House Points, and ten House Points equate to one House token, these are placed in the House tubes each week. House Points are awarded based on an individual's efforts and achievements rather than a comparison to other children. A House Point can be awarded for a range of reasons, such as:

- good effort or achievement for a particular piece of work
- meeting Arborhaviour expectations
- displaying good character strengths
- caring for others and the environment

### d. Student Ambassadors

Student leadership is an integral part of a child's education and development here at Arbor. Each child who is passionate, ready and able should have the opportunity to experience additional responsibilities, to lead projects and have a positive impact on not only their own development but that of others, the school and wider local and global community.

Opportunities gradually begin in Year 3, with most opportunities being available to our Year 6s; this is due to the age and stage of development of our students. Below is an **example** of the Ambassador roles, lead staff and the Year groups these are available for.

Further details are shared with students and parents at the start of each academic year.

Ambassador roles (teacher)	Year groups and students
Student Feedback Council (Mr Richard Swingler)	Year 5 and Year 6  1 student from each class
Student Feedback Council (Ms Megan Gallacher)	Year 3 and Year 4  1 student from each class
Eco Council (Miss Sacha Ray)	Year 3, Year 4, Year 5 and Year 6  2 students from each year



Inclusion Ambassadors (Miss Sarah Vundum / Dr Ashleigh Wilson)	Year 3, Year 4, Year 5 and Year 6  2 students from each year
Well-being Ambassadors (Miss Stella Antoniou)	Year 3, Year 4, Year 5 and Year 6  Total of 6 students
Digital Leaders (Miss Sabrina Michael)	Year 4, Year 5 and Year 6  2 students from each year
Reading Ambassadors (Miss Laura Campbell)	Year 4, Year 5 and Year 6  2 students from each year group
Emirati Champions (Miss Charlotte McCrossan and Mr Ammer Haj Ali)	Year 4, Year 5 and Year 6  2 students from each year
House Captain (Mr Charlie)	Year 6  2 students for each house
Sports Ambassadors (Mr George Spurling)	Year 4, Year 5 and Year 6
Art Ambassadors (Ms Sam)	Year 4, Year 5 and Year 6
Model United Nations (Mr Adam Cunningham)	Year 6  6 children (Invitation only)

## 9. Uniform

The intention of the dress code is to ensure our students are consistently well presented, whilst being comfortable and in style consistent with the ethos and approach of the Arbor School. All students are expected to come to school neatly groomed and in the correct school uniform. We ask for parental support in meeting these expectations. Uniforms must be purchased from Kapes, who are the only providers of sustainable uniform in the UAE. All products are made in ethically certified factories that guarantee employee welfare whilst paying fair wages, just one of the reasons we are proud to be partnered with them.

Uniform can be ordered via the Kapes website. To place your uniform order, please visit [shopkapes.com](https://shopkapes.com) and use the code **7enHB3UK2P** to log in.

Our uniform list for Key Stage 2 is as follows:

- Short sleeved blouse or shirt
- Skort , shorts or trousers
- School jacket
- House polo shirt
- School hat
- Book bag (trolley bags, for practical reasons are not recommended)
- PE top and shorts
- Swimming hat
- Swimming costume (not available from Kapes)

- *Girls should wear blue or black one-piece swimming costumes or longer wetsuit style costumes are also permissible. Boys should wear blue or black swim shorts with an optional rash vest of the same colour*

Please note that:

- Children may bring a pencil case, but this is not required, and the school accepts no responsibility for lost or damaged items.
- Plain white socks and plain black school shoes must be worn on all school days except for P.E. days. For P.E. days, children must wear their PE top and shorts with white socks and sports shoes or white trainers.
- House polo shirts are to be worn on Friday by the entire community, with regular uniform (skort, shorts, trousers with white socks and black shoes) unless partaking in a PE lesson in which case the House polo shirt should be worn with PE shorts, white socks and sports shoes or white trainers.
- Students will be asked to tie their hair back if it is longer than shoulder length for health and safety reasons.
- For safety and hygiene, nails for all students should be short.

For full uniform guidelines with example images for shoes, information on haircoloring, styles and hairbands etc., please refer to the following document available to download [here](#).

#### a. Jewellery and electronic devices

Students are permitted to wear the following jewellery: one pair of small stud earrings through the earlobe. Religious jewellery is permitted; however, this jewellery should be concealed if possible and must be removed during PE lessons, and students are individually responsible for its safe keeping. Smart watches or electronic devices are not permitted.

## 10.A Typical Day

Below is an example of how a typical day in KS2 might look:

7:45 - 8:00 (Register)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:20	English	Skills	Skills	Skills	PE / Swim
8:20 - 8:40		Arabic A/B	Maths	English	
8:40 - 9:00	Handwriting	Positive Education			Arabic A/B
9:00 - 9:20	Assembly	Languages	English	Maths	
9:20 - 9:40			Maths		
9:40 - 10:00	Maths	Eco Lit	Skills	Maths	Skills
10:20 - 10:40			Arabic A		Art
10:40 - 11:00	Arabic A/B	Arabic A	Project	Project	Friday House Session 11:20 - 12:00
11:00 - 11:20					
12:20 - 12:40	Islamic A/B	Computing	Islamic A	Islamic A/B	Break times: 1st Break: Monday to Friday 10:00 - 10:20 Lunch: Monday to Thursday 11:20 - 12:20 2nd Break: Monday to Thursday 13:40 - 14:00
12:40 - 13:00					
13:00 - 13:20	Project	Maths	Project	MSC	
13:20 - 13:40					
14:00 - 14:20	Library	PE / SWIM	Arabic / B	Music	
14:20 - 14:40					
14:40 - 15:00					
15:00 - 15:20					

#### a. Parking

The main gates open at 7.30am with limited parking available. Also open at 7.30am is our Farmhouse Café for families who would like to enjoy a croissant or slice of toast and a cup of coffee or a freshly pressed juice as a family breakfast before School starts. Alternatively, our early drop-off in the Auditorium is open from 7.30am for those who want to drop their child off and go, with staff-led activities on offer and away from the heat, where children can wait until they are escorted to their class at 7.45am. Further details can be found in the section (b. i. Start of day) below.

The parking lot often becomes full by 7.45am, alternative parking locations are available, for more information please see [here](#).

Please note, the parking lot is classified as a pedestrian zone. We respectfully request that you give way to pedestrians, are alert and vigilant, follow the instructions of the Security Team and comply with local road and traffic laws.

b. Start and end of day arrangements

i. Start of day

As mentioned in the previous section (a. Parking), families that arrive early are invited to wait in our **Farmhouse Café (where children must be accompanied by an adult at all times)** or children may be dropped off in the **Auditorium for early drop off**, both are open from 7.30am until our classroom doors open at 7.45am, when children will be escorted to their class. Children who catch the bus will remain with their bus monitor until they go to their class at 7.45am.

**We open our classroom doors for drop off at 7.45am with registration and learning starting at 8am prompt.** Children should be dropped at the school building entry points and are expected to make their own way to their class.

If your child is finding it difficult to settle, we will work with you to put together a plan and a timetable together to meet your child's needs.

ii. Late arrivals

The **School building entry points close at 8am sharp.** Children who arrive after this time must report to the Main Reception, with their parent or guardian, where the Parent Relations team will be on hand to register your child and ensure they get to their class. Please note that it can be a busy time of the day and **you will need to remain with your child** until the Parent Relations team can register your child and take them to their class.

iii. End of day

Children should be collected from their classroom by their parents or guardians at the end of the school day. The site gates will **open at 3.15pm for a 3.20pm collection.** Families should vacate the school corridors as learning is still taking place across the School. Children who take the bus will be escorted to their bus at the end of the day.

Changes to pick up arrangements should be communicated in a timely fashion. Please let us know via email (if before 2pm) to **Parent Relations ([reception@thearborschool.ae](mailto:reception@thearborschool.ae))** and your **child's teacher** or alternatively call us (if after 2pm) on +971 (0)4 581 4100. Please see section, e. Lanyards to ensure whoever is picking up is wearing the correct lanyard.

Children in Year 5 and 6 are allowed to be dismissed at the end of the day without the need for a parent or guardian to collect them. For this to happen, a consent form here must be completed; this will be shared with families at the start of the academic year.

c. After school care and Extra-Curricular Activities (ECAs)

Students in Key Stage 2 have the option of taking part in our extra-curricular programme. ECAs are mission driven and will include a range of teacher-led clubs that are free of charge and activities led by our external provider ISM, at an additional cost. They run Monday to Thursday from 3.20pm to 4.20pm.

We recognise that some families may require their child to stay at school a little longer but not be part of an ECA. For Key Stage 2 students, the option of a paid After School Club, that offers a range of activities for children to take part in. This is run by [ISM Sports](#) is available from 3.20pm to 4.30pm Monday through to Thursdays.

Details of all after school provision will be shared with parents at the start of each term.

In addition to offering the provision of music in the curriculum, the Arbor School is proud to continue working with The Centre for Musical Arts to bring instrumental music lessons to students at the School during the school day. Please contact [arbor@cmadubai.com](mailto:arbor@cmadubai.com) for more details.

Additionally, there are a number of sports academies that run After School Activities on the Arbor site, including but not limited to, Hamilton Aquatics Swim Academy, TFA Football Academy and Hoop Mountain Basketball Academy. Please contact [info@ismsports.org](mailto:info@ismsports.org) for more details about these.

d. Absent, late or early and late pick up

i. Planned Child absence

If, for whatever reason (a bereavement, family emergency, travel, etc.) you need to request planned absence for your child you must make this request in writing to Mr Daniel Nichol, the Head of Primary ([headofprimary@thearborschool.ae](mailto:headofprimary@thearborschool.ae)) or through the Zenda app; the request will then either be approved or refused.

ii. Unplanned Child Absence

**In the event your child is absent from school, please email the School office ([reception@thearborschool.ae](mailto:reception@thearborschool.ae)) and the class teacher, no later than 8am on each morning of absence.** If we are not informed of the reason for absence our Parent Relations team will contact you. If attendance rates become a concern, school will act as per the [KHDA \(Knowledge and Human Development Authority\) parent contract](#).

iii. Parent absence

We understand that there may be times when you need to leave the UAE and need to appoint a local guardian to assume loco parentis. If this is the case, it is essential that you complete the [Local Guardianship Form](#).

iv. Late pick up

We know that there may be times when you are running late to collect your child from school. If you can, please let us know via email (if before 2pm) to Parent Relations ([reception@thearborschool.ae](mailto:reception@thearborschool.ae)) and your child's teacher or alternatively call us (if after 2pm) on +971 (0)4 581 4100. Children will remain in their class until 3.30pm or remain in their ECA location until 4.30pm (if they are in an ECA), after this point they will be considered late to be collected and marked accordingly. For late collections parents should head to the Ground Floor Cafeteria as soon as possible. Your child will be cared for by a Senior member of staff and the Parent Relations team until you arrive. **Persistent late collections may result in your child being enrolled into paid childcare; this is at the discretion of the school.**

v. Early pick up

Early pick up is discouraged but we acknowledge that there may be extenuating circumstances that mean you need to collect your child early from School. If this is the case, please let us know via email to Parent Relations ([reception@thearborschool.ae](mailto:reception@thearborschool.ae)) and your child's teacher providing as much notice as possible. We can then plan accordingly for this. Parents or guardians should collect children from the Main Reception to sign them out but please note, children will not be collected from their classes until the parents arrive, this ensures that children are maximising learning and not waiting in Reception for their parents to arrive.

e. School transportation

Arbor School partners with STS, Dubai's leading school transport service provider, to offer parents a safe, convenient, and cost-effective alternative for transporting students to and from school, adhering fully to all applicable KHDA and RTA safety regulations governing school transport.

Starting this 2023/2024 academic year, we are also pleased to announce that the School's bus fleet will be expanded to service more areas, and to reduce travel times to all serviced areas.

Full details regarding school transport, terms and conditions, routes and fees can be found using the link [here](#).

If parents have any queries relating to bus services in general, including fees, they should direct all such matters to the School's Transportation Team on [transportation@thearborschool.ae](mailto:transportation@thearborschool.ae).

#### f. Parent lanyards

Campus access is limited to authorised individuals only; parents, carers or guardians are required to visibly wear their orange lanyard, with their school issued photo ID attached in order to access the site, whether they are accompanied by their children or not. Whilst it is essential to the safety of our community that we know who is on site, our students are also taught about the different lanyards and what each colour represents; this allows them to feel safe and secure at school so that they can identify who is a trusted adult and so on.

At drop off and pick up times, security teams are stationed at the gates and can issue temporary visitor passes to parents, carers or guardians who have forgotten their lanyard; they will be required to submit basic personal information and one form of ID.

Lanyards are issued through Parent Relations at the time of registration; replacements can be sought through the Parent Relations team by emailing [reception@thearborschool.ae](mailto:reception@thearborschool.ae)

#### g. Hygiene

Overall hygiene at Arbor is vital for the health, well-being, and development of young children. By establishing and reinforcing good hygiene practices, educators and caregivers create a safe and nurturing environment that supports optimal growth and learning during these critical years. Young children are assisted where required when using the bathrooms and reminded to wash their hands thoroughly with warm water and soap. Our designated Key Stage 2 cleaners ensure that the bathrooms and all learning spaces are regularly checked, cleaned and sanitised.

#### h. Snack and lunch

Children will have a morning snack and lunch at school. Parents can pack food from home or arrange meals through The Farmhouse at Arbor or combine the two options.

The Farmhouse at Arbor, an aspiring 'farm-to-fork' canteen concept that makes full use of our school-grown produce, offering fresh, healthy and delicious meal plans. There are options for vegan, vegetarian, non-vegetarian, and the Simply Farmhouse menu for the less ambitious eater available. The online form will enable you to sign up for meals, and view prices, terms and conditions. More information can be found on our website [here](#).

For children that bring a snack and a packed lunch, the School promotes healthy eating and encourages children to eat a balanced, nutritious diet which is essential for growth and development. No sweets, fast or junk food should be packed, and no canned or sugary drinks are allowed, only water is permitted. Lunch and snack boxes must not be glass and should be clearly marked. Products, such as grapes, should be sliced to ensure they are not choking hazards and provided meals must not contain sesame, nut or pork products.

#### i. Birthday Celebrations

There are restrictions on allowing cakes and other treats to be brought into school for health and safety reasons, however, we do not want your child to miss the chance to celebrate their birthday with their classmates. Through our online booking system, your children can receive a small celebration in school, complete with a small cake of their own and cupcakes for their classmates. More details can be found [here](#) along with the order form.

#### j. Trips

Throughout Primary, we ensure that we build into our curriculum entitlement trips and experiences for our year groups to go into the community and engage in real world learning that empowers the delivery of our vision of 'Enough for All, Forever', this includes places like:

- [XParkJr](#)
- [Aventura Park](#)
- [Dubai Safari Park](#)
- [Mohammed bin Rashid Al Maktoum Solar Park](#)
- [Jebel Ali Wildlife Sanctuary](#)

Equally, we are embarking on partnerships and programmes linked to external vendors and this will be further explored as we move into next academic year: [UAE CSR & Sustainability Team activities | Companies for Good](#)

Our students will be transported by school buses and a full risk assessment is completed prior to any school trips to ensure the safety of your child.

Our residential programme, devised for our Key Stage 2 learners, is a progressive programme for every child. Our trusted Arbor Key Stage 2 residential provider is: [Ecoventure](#) and we will be continuing with our new and improved residential programme with them in October/November 2023. Equally, we are investigating the chance for some of our learners, along with our Ecoliteracy specialist team in Years 5/6 to engage in an international service project experience to Sri Lanka in June 2024, and possibly the chance for a Primary ski trip to commence in winter 2024/2025.

Further information, as well as consent and payments for trips will be processed through the Zenda app with details and deadlines shared with you in due course.

## 11.Home Learning

At the Arbor School we believe that home learning can be an integral part of a student's education, making connections between school, home, and the wider community. As per the school's home learning policy, students will be provided with home learning opportunities set by their class teacher. Parents should support their child with these activities.

In Year 3 to 6 these activities could include:

- Reading frequently (at least 4 times a week) with your child.
- Practise spelling and key spelling words (weekly).
- Practise times tables and other key mathematical skills (weekly).
- Special work linked to each project set by the teacher (occasionally).
- Children will also have access to an online learning platform for those who want to access extra work (optional).
- Arabic and Islamic homework for Muslim students.

## 12. Safeguarding

### a. #Safewithme

Here at the Arbor School, we are committed to providing an extremely safe and secure environment for not only our students but also for our families, staff and visitors through our own diligent practice and care for our campaign of **#safewithme**.

All our staff have read and committed to our Safeguarding and Child Protection Policy/Procedure (available on our website) and fully recognise that safeguarding children is the responsibility of all. At Arbor, we aim to safeguard and promote the welfare of all children through early intervention, vigilant and rigorous safeguarding procedures and through effective and efficient record keeping.

### b. Everybody's responsibility

**Keeping children safe is the responsibility of the whole school community**, this means even those visiting the school have a responsibility to report instances of actual or suspected abuse or neglect to the Designated Safeguarding Lead (DSL) and Designated Safeguarding Team. The Designated Safeguarding Lead at the Arbor School is: **Mr. Daniel Nichol**.

The DSL takes lead responsibility for safeguarding and child protection (this includes online safety) and is available to provide advice and support to other staff on child welfare and child protection matters.

To contact the DSL, please email: [headofprimary@thearborschool.ae](mailto:headofprimary@thearborschool.ae)

For Primary specific support, please reach out to our Key Stage 2 Child Protection Team:

- **Mr. Richard Swingler:** [rswingler@thearborschool.ae](mailto:rswingler@thearborschool.ae) (Assistant Head of Primary: Student Welfare and Support)
- **Ms. Megan Gallagher:** [mgallacher@thearborschool.ae](mailto:mgallacher@thearborschool.ae) (Year 3 Year Lead)

If you do have any further questions, please do feel free to contact us.

### c. Parent, carer or guardian expectations

When on site, we expect all adults to:

- Wear the school lanyard assigned to you at all times (**orange** for registered parent/guardian and **black** for visitors signing in). You **MUST** sign in and report if you forget your assigned lanyard.
- Report inappropriate or unacceptable behaviour immediately (child or adult).
- Be aware that verbal interactions with a child could be interpreted as being inappropriate.
- Be aware that contact with a child from the Arbor School outside the campus may be inappropriate.

Alongside this, we state all adults must not:

- Use the marked students-only toilets.
- Take photos or film inside the school unless you have received the school's permission.
- Initiate or respond to physical contact with children (report this immediately).
- Be alone with a child of whom you are not the guardian.
- Exchange personal information with children.
- Physically or verbally abuse any child.

## 13. Health and Wellbeing

Wellbeing is a core focus across the school and specialist spaces and intervention programs are designed to improve students emotional and psychological health through positive psychology approaches. The school counsellors and Thrive team work alongside the pastoral leaders to offer therapeutic input, mindfulness sessions and relationship building programs.

The school psychologist and counsellor are available to respond to children’s personal, social, emotional or educational concerns, promoting a caring and supportive environment at all times.

a. Medical

The school has a qualified medical team on its premises throughout the day who are equipped to deal with physical injury and sickness. The school maintains a medical record for each child and asks that parents inform the school of any change in a child’s medical circumstances. More information will be provided to families over the course of the year and as and when necessary. Dr. Quratulain Faisal, the School Doctor, can be contacted via email on [qfaisal@thearborschool.ae](mailto:qfaisal@thearborschool.ae).




b. Extreme weather

Hot weather in Dubai impacts the time students can safely learn and play outside, we treat hot weather conditions and air quality with the utmost importance. The display below refers to the various flags you may see throughout the year on flagpoles installed in the Learning Garden, the Playground and next to Biodome 3. The Operations team check the Heat Index (taking into account both temperature and humidity) and Air Quality Index at **8am, 10am, 12pm** and **3pm** every day, and will change the flags as necessary, allowing staff to see what degree of outdoor play and learning is acceptable in both “Shaded Areas” and “Unshaded Areas” at any point in time, our provision is adjusted according to this system.





### OUTDOOR PLAY AND LEARNING

GUIDANCE		FLAG KEY			
RATING	METRIC	GUIDANCE			
<b>SAFE</b>	HEAT INDEX < 31	<b>APPLY STANDARD PRECAUTIONS</b> Remind children to wear hats, apply sunscreen, and drink water. Watch for signs of discomfort.			
<b>CAUTION</b>	HEAT INDEX 32 - 40	<b>APPLY ADDITIONAL PRECAUTIONS</b> Encourage children to wear hats, apply sunscreen, and drink water. Limit strenuous activities, monitor children for signs of heat-related illness, and increase rest periods / water intake.			
<b>WARNING</b>	HEAT INDEX 41 - 51	<b>MINIMISE OUTDOOR ACTIVITIES</b> Require all children to wear hats, apply sunscreen and drink water. Limit activities to 10 mins for EYFS / KS1, and 15 mins for KS2 and up. Be extra vigilant for signs of heat-related illness.			
<b>DANGER</b>	HEAT INDEX > 52  AIR QUALITY INDEX > 150	<b>REMAIN INDOORS</b> No outdoor activities are allowed in these areas.			
<b>HAZARDOUS</b>	AIR QUALITY INDEX > 300	<b>REMAIN INDOORS</b> No outdoor activities are allowed anywhere outdoors.			





  

		
SHADED AREAS	UNSHADED AREAS	WIND / DUST

			
SAFE SHADED SAFE UNSHADED	SAFE SHADED CAUTION UNSHADED	CAUTION SHADED CAUTION UNSHADED	CAUTION SHADED WARNING UNSHADED

			
WARNING SHADED WARNING UNSHADED	WARNING SHADED DANGER UNSHADED	DANGER SHADED DANGER UNSHADED	HAZARDOUS SHADED HAZARDOUS UNSHADED

## 14. Communication channels

Arbor values proactive and timely communication between all stakeholders, and there are a number of platforms we use to communicate with you. Please see below for each platform and what is communicated through them:



- **Seesaw** – this is the primary, one-way, channel for your child’s **learning**, through this we will communicate:
  - Learning journal
  - Class teacher updates
  - Year Lead updates
  - Assistant Headteacher newsletters
  - Thrive student portfolios
  
- **Zenda** – this is the primary, one-way, channel for School **notifications**, through this we will communicate:
  - Calendar information
  - Teacher absences
  - Closures
  - Emergency Communication
  - Whole school notices
  - Events and enrichments
  - Leaderships communication
  - Trips
  - Shows (paid)
  - Reports
  - Farmhouse
  - Safeguarding
  - Medical notices
  
- **Outlook** – this is the primary, two-way, channel for personal **communication**, through this we will communicate:
  - Daily absences
  - Changes to pick up
  - Invitations to meetings
  - 1:1 communication relating to your child

Other platforms may be used throughout the year such School Cloud, which is used for Parent Teacher Conferences and other sign ups, details of these will be communicated where and when appropriate. Outward facing, one-way, social media accounts also share celebrations and provide an additional window into the School.

## 15.Key Contacts

Primary Leadership Team	
Daniel Nichol	Head of Primary
George Stokes	Deputy Head of Primary
Lisa Davage	Assistant Head of EYFS
Nicola Commons	Assistant Head of KS1
Stuart Arpino	Assistant Head of KS2
Richard Swingler	Assistant Head of Student Welfare & Support Services

### Primary Specific Leads

Anisha Pervaz	Transition Lead
Anna Elwood	Primary Music
Annie Leonor	LSAs Lead
Charlie Shrimpton	House System
Charlotte McCrossan	MSC and World Cultures
Sarah Qadir	Reading and Phonics
Alfred Bache	Mathematics Lead
Laura Campbell	English Lead
Nicola Commons	Science Lead
Sabrina Michael	Innovation & Ed Tech Lead
Amer El Haj	Head of Arabic and Islamic Department

FS1 teachers		LSA
<b>Charlotte Dingman</b>	<b>FS1 Tulip - Year Lead</b>	Anne Marie De Gala
Pamela Woodall	FS1 Lavender	Henry Hachaso
Anisha Pervaz	FS1 Daisy	Miranda Gurupira
Milica Radomirovic	FS1 Jasmine	Rochelle Ramos
Christie Dineen	FS1 Clover	Catherine Lapidez
Stacey Mercer	FS1 Buttercup	Harshani Weerasingha
FS2 teachers		LSA
<b>Chloë Morritt</b>	<b>FS2 Sunflower - Year Lead</b>	Anne Basa
Orla Campbell	FS2 Poppy	Ruby Rosaga
Ellie Gosling	FS2 Bluebell	Rejoice Machakaire
Sarah Qadir	FS2 Orchid	Madonna Zamora
Lee Gray	FS2 Rose	Cherry Miasco
Sarah Sharp	FS2 Heather	Lea Perucho
Rachel Mayhew	FS2 Lotus	Janette Navor
Fareen Aslan	FS2 Gerbera	Eva Jadulan
Y1-Y6 Class Teachers		LSA
<b>Abbie Allen</b>	<b>1AA - Year Lead</b>	Maybe Grandez
Agi Watts	1AW	Catherine Talastas
Garnet van Schie	1GV	Annie Leonor
Joanna McKeever	1JM	Romelyn Guerrero
Lauren McCarthy	1LM	Nilusha Jayaweera
Sophie Toms	1ST	Saba Mazhar
Thea Pittas	1TP	Flordeliza (Iza) Manahan
<b>Steve Reid</b>	<b>2SR - Year Lead</b>	Rebecca Josiah
Amy Brown	2AB	Emilienne Aki Ettah
Abbie Ellis	2AE	Rolly (Let) Estember
Adele Mackay	2AM	Aida Namwaje
Chloe Blake	2CB	Charlene Chigumo
Sarah Ward	2SW	Zainab Shabbir
Saranne Lourens	2SL	Mikee Fegarido
Susan Bell	2SB	Jessie Salamatin
<b>Megan Gallacher</b>	<b>3MG - Year Lead</b>	Amna Butt / Gladdys Francisco / Anita Loosley
Charles Shrimpton	3CS	

Emily Mangat	3EM	Zina AlBitar/ Danijela Duvnjak/ Mary Grace
Ellen Swayer	3ES	
Beccy Clements	3BC	
Georgia Duncan	3GD	
<b>Stephen Elwood</b>	<b>4SE - Year Lead</b>	
Chrystal Phillippou	4CP	
James Drake	4JD	
Ryan McMullen	4RM	
Karlea Baker	4KB	
<b>Evelyn Henderson</b>	<b>5EH - Year Lead</b>	Adam Cunningham/Diana Rodrigues
Daniela Velasquez	5DV	
Freddie Clements	5FC	
Scott Jackson	5SJ	
<b>Teri Doyle</b>	<b>6TD - Year Lead</b>	Aireen Arado/Vivian Wiajik
Laura Campbell	6LC	
Alfred Bache	6AB	
Charlotte McCrossan	6CM	

Primary Subject Teachers		LSA/Year group
Samantha Brown	<b>Art &amp; Design</b>	Amra Mahmood/Year 1 to Year 6
Katie Moore	Ecoliteracy	EYFS to Year 2
Sacha Ray	Ecoliteracy	Year 3 to Year 6
Sabrina Michael	Ed Tech Lead /Computing	All year groups
Ellen Weaver	Library	All year groups
Anna Elwood	Music / Performing Arts	Year 2 to Year 6
Ola Khalil	Art & Design / Performing Arts - EYFS	EYFS & Year 1
George Spurling	<b>Head of PE</b>	Year 6
Sarah Miller	PE Teacher	EYFS to Year 4
Helena Knight	PE Teacher	EYFS to Year 5
Emma Nanson	PE Teacher	Year 5 & Year 6
James Wakefield	PE Teacher	EYFS to Year 6
Imogen Freeman	PE Teacher	EYFS to Year 6
Jessica Gie	Swim coach	All year groups-swimming
Hari Subedi	Swim coach	All year groups-swimming
Grant Woods	Swim coach	All year groups-swimming
Nilan Tharanga	Swim coach /Lifeguard	All year groups-swimming
<b>Amer El Haj</b>	<b>Head or Arabic &amp; Islamic department</b>	
Abdullah Layla	Arabic	<b>Arabic A:</b> Year 5 & Year 6
Yahya Moustafa	Arabic	<b>Arabic A:</b> Year 2 to Year 4
Elham Ellisy	Arabic /Islamic	<b>Arabic A:</b> EYFS and Year 1 <b>Arabic B:</b> Year 4 & Year 6 <b>Islamic A:</b> EYFS to Year 2

Shaimaa AlDaqaq	Arabic /Islamic	<b>Arabic B:</b> EYFS to Year 5 <b>Islamic B:</b> EYFS to Year 1
Malak AlBojok	Arabic /Islamic	<b>Arabic B:</b> EYFS to Year 3
Samar AlSoubani	Arabic /Islamic	<b>Arabic B:</b> EYFS to Year 3
Selma Ben Hamadda	Arabic /Islamic	<b>Arabic B:</b> EYFS to Year 4
Mohamad Zaghnoun	Arabic /Islamic	<b>Arabic B:</b> Year 5 & Year 6
Mohannad Alhaddad	Arabic	<b>Arabic B:</b> Year 2 to Year 6
Ahmad Jlelati	Arabic	<b>Islamic A:</b> Year 2 to Year 6
Zena Alsaab	Arabic	<b>Arabic B:</b> Year 4 to Year 6

<b>Primary THRIVE Team</b>	
Rachel Smith Green	Head of Thrive
Sarah Vundum	Special Educational Needs and Disabilities Coordinator
Ashleigh Wilson	Educational Psychologist
Seodhna Griffin	Speech and Language Therapist
Stella Antoniou	Primary Counsellor and Play Therapist
Lesley Walsh	KS2 Thrive Lead Teacher
Jade Iggulden	KS1 Thrive Lead Teacher
Dimple Parmar	EYFS Thrive Lead Teacher
<b>Primary Admin Team</b>	
Primary Admin team	<a href="mailto:primaryadmin@thearborschool.ae">primaryadmin@thearborschool.ae</a>
Andres Floden	Head of Operations
Saeed Khan (Bus Coordinator)	<a href="mailto:skhan@thearborschool.ae">skhan@thearborschool.ae</a>
Arbor Accounts	<a href="mailto:finance@thearborschool.ae">finance@thearborschool.ae</a>
Arbor Parent Relations	<a href="mailto:reception@thearborschool.ae">reception@thearborschool.ae</a>

*We are excited about the year ahead and we are pleased that you are here with us as part of our community; we cannot wait to see your child flourish and thrive in this next chapter of their own journey!*