

# PARENT HANDBOOK

## 2020/2021



|                                     |    |
|-------------------------------------|----|
| Map of College Campus               | 03 |
| Headteacher's Welcome               | 04 |
| Our Vision                          | 05 |
| Academic Calendar                   | 06 |
| Important Documentation             | 07 |
| DESC Communications                 | 08 |
| Useful Email Contacts               | 09 |
| Equipment List                      | 11 |
| Student Timetable                   | 12 |
| Student Uniform and Appearance      | 13 |
| DESCares                            | 18 |
| Attendance and Punctuality          | 19 |
| Student Behaviour                   | 20 |
| Homework                            | 21 |
| Medical Information                 | 23 |
| Accounts Department                 | 24 |
| Extra-Curricular Activities (ECA's) | 25 |
| Break Times                         | 26 |
| DESC House System                   | 27 |
| Teaching and Learning Policy        | 29 |
| Assessment                          | 30 |
| Feedback and Marketing              | 33 |
| The Curriculum                      | 34 |
| Educational Visits                  | 38 |
| DESC Transport Services             | 39 |

# MAP OF THE DESC CAMPUS



# HEADTEACHERS WELCOME



Dear Parents,

Welcome to our Parent Handbook for the academic year 2020-2021.

As a parent myself, I am fully aware of the need for effective Home-College communication and the frustrations, on both sides, when it breaks down. At DESC we will try our very best to keep you informed of matters that relate to your child's education and welfare; this handbook is a key part of this commitment.

If you still have unanswered questions upon browsing through this guide, please contact us via the House Parent Liaisons using the email address for your child's House below and they will direct your enquiry to the appropriate place:

- [desertsupport@dessc.sch.ae](mailto:desertsupport@dessc.sch.ae)
- [earthsupport@dessc.sch.ae](mailto:earthsupport@dessc.sch.ae)
- [skysupport@dessc.sch.ae](mailto:skysupport@dessc.sch.ae)
- [coastsupport@dessc.sch.ae](mailto:coastsupport@dessc.sch.ae)

My colleagues and I look forward to working with you in the future.

Kind regards,

**Mr Chris Vizzard**  
Headteacher

# OUR VISION

You will see the three sentences below on display throughout the College. They summarise what students and staff are, together, trying to achieve.

Here they are simply words on a page. The real challenge for each and every one of us is to ensure we all contribute to making these words become a reality for DESC.



# ACADEMIC CALENDAR 2020/2021

## WINTER TERM 2020

|                                  |                                                    |
|----------------------------------|----------------------------------------------------|
| New Staff                        | Wednesday, 19th August                             |
| Staff INSED Week                 | Sunday, 23rd to Wednesday, 26th August             |
| Y7 Student Induction             | Thursday, 27th August (First day of academic year) |
| Y7 & Y12 Student induction       | Sunday, 30th August 2020                           |
| Y7, Y12 8: New Student Induction | Monday, 31st August 2020                           |
| Start of Term for All Students   | Tuesday, 1st September 2020                        |

|                            |                                                 |
|----------------------------|-------------------------------------------------|
| Staff INSED: School Closed | Thursday, 15th October – Thursday, 22nd October |
| Prophet's Birthday*        | Thursday, 29th October*                         |
| Commemoration Day*         | Tuesday, 1st December*                          |
| National Day*              | Wednesday, 2nd – Thursday, 3rd December*        |
| End of Term                | Thursday, 10th December                         |

## SPRING TERM 2021

|                                |                                       |
|--------------------------------|---------------------------------------|
| Term Starts                    | Sunday, 3rd January 2021              |
| Staff INSED/ PD: School Closed | Sunday, 24th January                  |
| Half term                      | Sunday, 14th - Thursday 18th February |
| End of Term                    | Thursday 25th March                   |

## SUMMER TERM 2021

|                            |                                                |
|----------------------------|------------------------------------------------|
| Term Starts                | Sunday, 11th April                             |
| Ramadan starts*            | Tuesday, 13th April*                           |
| Eid al-Fitr*               | Thursday, 13th May – Saturday, 15th May*       |
| Staff INSED: School Closed | Sunday, 30th May                               |
| End of Term                | Thursday, 1st July (Last day of academic year) |

# IMPORTANT DOCUMENTATION

## KHDA REGISTRATION

The Knowledge and Human Development Authority (KHDA) regulates all the schools in Dubai and all children attending Dubai schools must be registered with them. The documents requested below, are required to be submitted to the KHDA as part of the registration procedure and must be up to date. If any documents have been renewed since your initial application was submitted, please ensure that copies of these are submitted to **admissionsinfo@dessc.sch.ae** as soon as possible. If you are new to Dubai, please submit the documents as soon as you receive them.

We must be in receipt of all required documents by the first day of term.

**Residence Visa** – Required by all candidates.

**Notice of Transfer** - All Dubai based candidates are required to notify your child's present school to inform them that you will be transferring to DESC. This notification is required in order to complete KHDA registration.

**Transfer Certificates/Notice** – Please ensure that you request a Transfer Certificate/letter from your current school if you are arriving from outside Dubai. Students transferring from Dubai Schools should give notice to the current school that your child will be transferring to DESC and submit your Transfer Certificate to **arabicsecretary@dessc.sch.ae**

**UAE ID Card** - It is a KHDA requirement that all students are registered with the KHDA via a School/Parent contract. All students that join DESC must have this contract signed by their parents. To do this you simply need to bring in your valid UAE ID card, the ID card of your child(ren) and your mobile phone. Our Arabic Secretary will scan your ID cards and generate a one time security password which is sent to your mobile phone. Once the security password is entered, we will be able to provide you with a contract for your signature.

If you have any queries regarding any of the documents mentioned here, please contact **admissionsmanager@dessc.sch.ae**



# EQUIPMENT LIST



## PARENT’S EVENINGS APPOINTMENT BOOKING

**descsltsupport@dessc.sch.ae**

Mrs Hayley Cable-Coates oversees the Year 7 to Year 11 Parents’ Evening Bookings. If you experience any issues with logging in, please contact her on the email below.

## PARENT PORTAL/ APP

**portal@dessc.sch.ae**

Mrs Wendy Booth will be able to assist you with any issues regarding the Parent Portal and Parent App.

## PASTORAL AND ACADEMIC SUPPORT (YEAR 7 TO YEAR 11 )

If you have any concerns regarding your child’s welfare or well-being, please contact us via the House Parent Liaisons using the email address below for your child’s House and they will direct your enquiry to the appropriate place:

**Melanie Doy**  
**desertsupport@dessc.sch.ae**

**Aisling Creaney**  
**earthsupport@dessc.sch.ae**

**Ayesha Virmani**  
**skysupport@dessc.sch.ae**

**Julie Arnup**  
**coastsupport@dessc.sch.ae**

## PASTORAL AND ACADEMIC SUPPORT (SIXTH FORM)

**sixthformpastoral@dessc.sch.ae**

Mrs Christine Dunne is our Sixth Form Administration Manager and is the first point of contact for parental enquiries about any aspect of the Sixth Form and is the liaison if you wish to contact any member of the Sixth Form Team.

## PARENT/SCHOOL CONTRACT

**descarabicsec@dessc.sch.ae**

Mr Shadi Kabalan, our Arabic secretary will be able to assist you with any queries regarding Parent/School Contracts.

## TRIPS

**tripscoordinator@dessc.sch.ae**

Mrs Hayley Cable-Coates is the Trips Coordinator and the first point of contact for all queries relating to all school trips including DofE.

## TRUTEX UNIFORM SUPPLIERS

**desc.shop@aquariusllc.ae**

For any uniform related query, please contact our on-site shop directly on 052 516 1206.

Students at DESC will be provided with all of the text and exercise books required for each subject; these will be handed out to each student during the first week of the new academic year, as they begin each new subject. After this, students must come to lessons properly equipped, bringing with them the necessary books and equipment for the day’s lessons. We feel that it is important that the students should learn to accept responsibility for themselves in such matters. Textbooks will be collected in at the end of each academic year; any missing books will be charged for.

You will also need the following items, all of which can now be conveniently purchased here at DESC from our Reprographics Department throughout the year. These items can be purchased individually, or as a stationery pack.

Included in the stationery packs will be the following items:

### EXAM PACK A: 15 dhs

- 2 x HB pencils
- 2 x Black ball pens
- 1 x Ruler
- 1 x Sharpener
- 1 x Eraser
- 1 x Pack of 4 highlighters

### EXAM PACK A: 100 dhs

As above but with calculator and maths set

### NEW STARTER PACK: 75 dhs

- 1 x Box of 12 HB pencils
- 1 x Box of 12 2B pencils
- 1 x Pack of 12 coloured pencils
- 1 x Pack of 12 felt tip pens
- 1 x Pack of 4 highlighters
- 2 x Whiteboard markers
- 1 x Glue stick
- 1 x Eraser
- 1 x Sharpener
- 1 x Ruler
- 1 x Maths set
- 2 x Black ball pens

### EXTRAS:

- Calculator (FX-991 EX) – 80 dhs
- Calculator (FX-100MS) – 40 dhs
- Dictionary – 55 dhs
- Maths set – 5 dhs

Whiteout, such as tippex, must not be used in college.  
Please ensure that all equipment is clearly marked with your name.

# COLLEGE TIMETABLE

| SUNDAY    | REG          | Moral/IS Ed  | 1            | 2             | 1st Break      | 3              | 4              | 2nd Break     | 5            | 6            |
|-----------|--------------|--------------|--------------|---------------|----------------|----------------|----------------|---------------|--------------|--------------|
|           | 7.35<br>7.40 | 7.40<br>8.00 | 8.00<br>9.00 | 9.00<br>10.00 | 10.00<br>10.20 | 10.20<br>11.20 | 11.20<br>12.20 | 12.20<br>1.00 | 1.00<br>2.00 | 2.00<br>3.00 |
|           | 5 mins       | 20 mins      | 60 mins      | 60 mins       | 20 mins        | 60 mins        | 60 mins        | 40 mins       | 60 mins      | 60 mins      |
|           |              |              |              |               |                |                |                |               |              |              |
| MONDAY    | REG          | Moral/IS Ed  | 1            | 2             | 1st Break      | 3              | 4              | 2nd Break     | 5            | 6            |
|           | 7.35<br>7.40 | 7.40<br>8.00 | 8.00<br>9.00 | 9.00<br>10.00 | 10.00<br>10.20 | 10.20<br>11.20 | 11.20<br>12.20 | 12.20<br>1.00 | 1.00<br>2.00 | 2.00<br>3.00 |
|           | 5 mins       | 20 mins      | 60 mins      | 60 mins       | 20 mins        | 60 mins        | 60 mins        | 40 mins       | 60 mins      | 60 mins      |
|           |              |              |              |               |                |                |                |               |              |              |
| TUESDAY   | REG          | Moral/IS Ed  | 1            | 2             | 1st Break      | 3              | 4              | 2nd Break     | 5            | 6            |
|           | 7.35<br>7.40 | 7.40<br>8.00 | 8.00<br>9.00 | 9.00<br>10.00 | 10.00<br>10.20 | 10.20<br>11.20 | 11.20<br>12.20 | 12.20<br>1.00 | 1.00<br>2.00 | 2.00<br>3.00 |
|           | 5 mins       | 20 mins      | 60 mins      | 60 mins       | 20 mins        | 60 mins        | 60 mins        | 40 mins       | 60 mins      | 60 mins      |
|           |              |              |              |               |                |                |                |               |              |              |
| WEDNESDAY | REG          | Moral/IS Ed  | 1            | 2             | 1st Break      | 3              | 4              | 2nd Break     | 5            | 6            |
|           | 7.35<br>7.40 | 7.40<br>8.00 | 8.00<br>9.00 | 9.00<br>10.00 | 10.00<br>10.20 | 10.20<br>11.20 | 11.20<br>12.20 | 12.20<br>1.00 | 1.00<br>2.00 | 2.00<br>3.00 |
|           | 5 mins       | 20 mins      | 60 mins      | 60 mins       | 20 mins        | 60 mins        | 60 mins        | 40 mins       | 60 mins      | 60 mins      |
|           |              |              |              |               |                |                |                |               |              |              |
| THURSDAY  | REG          | Moral/IS Ed  | 1            | 2             | 3              | Break          | 4              | 5             |              |              |
|           | 7.35<br>7.40 | 7.40<br>8.00 | 8.00<br>9.00 | 9.00<br>10.00 | 10.00<br>11.00 | 11.00<br>11.30 | 11.30<br>12.30 | 12.30<br>1.30 |              |              |
|           | 5 mins       | 20 mins      | 60 mins      | 60 mins       | 60 mins        | 30 mins        | 60 mins        | 60 mins       |              |              |

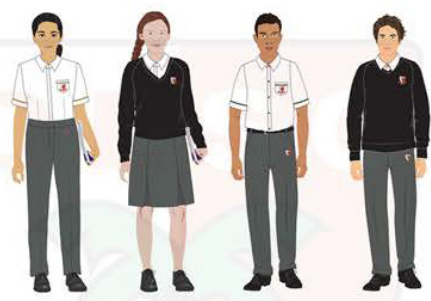
# STUDENT UNIFORM AND APPEARANCE

We have our own uniform shop based on-site at DESC in Academic City. It is stocked, staffed and managed by Trutex ([www.trutex.com/about-trutex](http://www.trutex.com/about-trutex)). Please note that the uniform should ONLY be purchased from the DESC uniform shop in order to ensure uniformity of style and fabric. Substitutes are not acceptable.

We expect all our students to come to College neatly groomed and smartly dressed, in the correct and appropriate clothing. This sets a professional work ethic. If uniform becomes damaged or discoloured, we request that it is not worn and a replacement purchased from our uniform shop.

Students need to be aware that our expectations are the same when they are wearing the DESC uniform outside of College. Parents are asked to support their child in meeting these expectations.

## YEAR 7 TO YEAR 11 STUDENTS



**White short sleeved shirt with College logo.** Sleeve and pocket piping in HOUSE COLOUR (see chart below). Sixth Form students must wear a white short sleeved shirt with College logo and black collar. Female Muslim students who wish to cover their arms may wear a thin long sleeve white top under their school shirt.

**Grey skirt or grey tailored trousers (Year 7 - Year 11) / Black skirt or black tailored trousers (Sixth Form)** must be worn with the College logo. Skinny, bootleg or drainpipe trousers and those without the College logo are not permissible.

**Skirt lengths** - the shortest is to touch the ground when kneeling and to calf the longest.

**Black jumper** (optional item) with College logo. Sixth Form jumpers will have the College logo and Sixth Form identification.

## SIXTH FORM STUDENTS



**Shoes** should be sensible, black, polished leather and worn with black socks. Girls should not wear heels more than 4cms (see Footwear section for further information).

**Socks** must be plain black with no patterns or logos. Girls are not permitted to wear tights.

**House Colours**

|        |
|--------|
| DESERT |
| EARTH  |
| SKY    |
| COAST  |

# DESC PE KIT AND TEAMWEAR

**DESC PE KIT (YEAR 7 TO YEAR 13)**



**Shirt:** Red and black Polo shirt with DESC logo

**Shorts/Skort:** Black DESC shorts/skort or Black DESC Teamwear shorts/skort.

If students wish to wear leggings for modesty, comfort or for religious/cultural reasons, they may wear DESC branded leggings under their PE Shorts or Skort. Please ensure that only DESC branded shorts are purchased.

No alternative shorts will be permitted.

**Socks:** White ankle socks or trainer liners

**Shoes:** Non-marking training shoes

**House Shirts:** Students who participate in sporting activities for House competitions need to wear a House shirt. This is compatible with the current PE shorts/skorts. It is also to be worn when supporting House events such as Sports Day and the Swimming Gala. For this reason, it is compulsory to have a House Shirt.



**DESC Teamwear:** Students who are selected to represent one of the DESC Sports teams will be required to purchase the team kit from our PE Department. We advise parents to wait until trials have been completed and squads have been selected in term one before purchasing any DESC Teamwear. All enquiries regarding Teamwear should be made to the PE Department.

**Bags:** Students may, if they wish, purchase College bags for PE kit from Trutex. However, provided that they fit the purpose of carrying kit and equipment, students are allowed to choose their own bags.

## FOOTWEAR

We expect all students to wear smart, business-like shoes. Boots are not to be worn, i.e. no footwear should be above the ankle.

Shoes must be leather and completely black with no coloured stripes, swishes or logos. Shoes must be firm and supportive and students must keep their shoes polished. Black versions of trainers or tennis shoes are not permissible. Fabric and canvas shoes must not be worn.

**Example of acceptable shoes for boys:**



**Example of acceptable shoes for girls:**



**Example of shoes that are NOT acceptable:**



# GENERAL

## JEWELLERY

No jewellery should be worn. However, girls are allowed to wear one small, plain pair of gold or silver studs worn in the conventional position in the ear lobe. Multiple earrings, nose studs and piercings in other parts of the body are not permitted. Friendship bands, bracelets, ankle chains, rings, necklaces etc must not be worn. Sixth Form students are permitted to wear a chain necklace and one ring only.

If any of the above items are worn to College, they must be removed immediately and at the request of any member of staff.

Students who decide to have new piercings during term time, either in an unconventional part of the ear or other part of the body, will be asked to remove the earring. Plasters covering earrings are not permissible.

Items of religious significance may be worn with the prior written permission from the Head of House only, following written parental request.

## HAIR

- Students should have smart and conventional haircuts, short hair should be no shorter than a grade 2
- Hair should be neat and tidy
- Fringes should not obscure the eyes
- Tram lines or other shaved patterns are not permissible
- Boys' hair should not be longer than the top of the shirt collar

For Health and Safety reasons, the excessive use of wax or gel is not allowed and hair should not hang over the face.

A member of staff may ask girls to tie their hair back if they feel it is in the way. However, girls must tie their hair back for all practical lessons. Hair should not be braided in a 'corn-row' style.

Any artificial change in hair colour should be natural and single coloured in appearance. Students coming to College with extreme colours such as purple, red or bleached hair will be sent home and required to restore their hair to an acceptable colour before being allowed to return to College.

Hair ornaments should be plain and functional, kept to a minimum, in black and in keeping with uniform. Decorative or elaborate hair ornaments are not permissible.

## BODY ADORNMENT

- Nail varnish (including on toenails), transfers and tattoos are not permitted.
- Students are not allowed to write or draw on their skin.
- Facial make up, such as lipstick and eye-liner, is not permitted and will be removed by the student on the instruction of staff members. Light foundation is permitted as long as it is natural in appearance.
- Sixth Form Girls may have clear polish or French manicure only. Coloured polish or nail art is not allowed.

For Health, Safety, Environmental and Legal reasons the following are not permitted in College:

- Cigarettes (including e-cigarettes, tobacco or other smoking materials or paraphernalia)
- Pipes
- Alcohol
- Matches
- Lighter or flammable materials
- Solvents
- Chewing gum
- Dangerous instruments - including pen knives, laser pens etc
- Nail varnish

These items will be confiscated or students will be asked to remove them and, in certain circumstances, will be suspended from College, as the items may present a danger to themselves and others or cause damage to the environment. Any items taken by staff from students will be returned to the students at the end of the day.

Students who are persistently wearing incorrect uniform will be required to attend a break time detention.

## MOBILE TELEPHONES

For safety reasons, students are allowed to bring their mobile phone to College, but it must be switched off, out of sight and kept in a safe place during the day. A mobile phone can be used as a device in lessons if the class teacher grants permission. It should be used for the specific activity only and once complete must be switched off and stored. If mobile phones are seen or heard outside of lessons (or during lessons without permission from the class teacher) they will be confiscated, and a detention issued for persistent offenders. The phone will be stored in a locked safe in the House office and will be returned at the end of the day. If a student needs to contact their parents during the College day, they **MUST NOT** use their mobile phone, even if they think that it is an emergency. They should go to their House office@either at first break or lunchtime where they will be able to call home using the College telephone. If a student is unwell, they must go and see the College Nurse in the first instance. If the Nurse feels that it is necessary for the student to go home, they will contact their parents and arrange for the student to be collected.

## HEADPHONES

The wearing of headphones is not permitted around the College or within lessons, unless they are needed as part of that lesson activity. Sixth Form students are allowed to wear headphones in the Sixth Form Centre and during study periods only.

## LOST PROPERTY

At the end of each month, all items that have not been claimed from lost property will be given away to local charities. Students are reminded to check the lost property box regularly. For any valuable items that may have been misplaced whilst at College, please check with Reception as these items are kept securely until they are claimed. Students must take proper care of their possessions whilst on the College grounds. Valuables must be locked in a locker and not left unattended. It is the students' responsibility to keep their valuables with them at all times if they are not left in a secure locker. DESC have set up a lost property Twitter account to help students and parents retrieve items that have been misplaced.

[illegible]

## WHAT IS DESCARES?

The DESCares Initiative aims to bring about positive environmental and social change through education and active participation both within the UAE and further afield.

We want our students to experience and take the lead on a variety of onsite and Community initiatives which support sustainability, innovation and social responsibility. All DESC students will continue to develop into responsible global citizens who take pride in their local and global environment.

We promote three core values within the DESCares initiative which we feel bring together the vision of what we are trying to achieve, these being:

- Kindness
- Gratitude
- Humanity

The DESC Community support a wide range of projects, including the Festive Box Appeal, Collection Week, Pinktober, Walk for Education, Tanzania Community Trip, Environmental Awareness Week and many more. Look out for details of upcoming projects on the Parent Portal and our Social Media pages.

Students will also be encouraged to get involved through our Environmental Ambassador ECA and DESCares Fundraising ECA. Details of these groups will be given to all students at the start of Term 1.



## SUSTAINABILITY AT DESC

We are constantly striving to be as eco-conscious as we can be within the realms of our College site and beyond. We are not perfect yet and there are plenty of things we are changing or planning to change in the coming months to become even more sustainable. As of September 2019 we will no longer be selling water or juice in plastic bottles in the DESCafe and Sixth Form Cafe.

Therefore as part of the compulsory equipment list, we expect ALL students to carry a reusable water bottle with them which they can fill up throughout the day at the various water filter stations.



Similarly, takeaway containers in the DESCafe will be largely made from recycled materials and discouraged whenever possible.

We have many other projects in the pipeline - watch this space (and the Parent Portal) for further updates!

# ATTENDANCE AND PUNCTUALITY

## PUNCTUALITY

If poor punctuality or low level of attendance occurs, then sanctions will be issued by the House Team. Parents may be invited in to meet with the Tutor, Head of House and a relevant member of SLT to discuss targets for improvement. The most serious cases of poor attendance and continued lack of punctuality could result in jeopardising the student's place within the College.

## STUDENT ABSENCE AND LATENESS TO MORNING REGISTRATION

It is the parents' /guardians' responsibility to notify the College of their child's absence or late arrival to College. All students are expected to attend morning registration at 7:35am in their tutor room. If for any reason a student is going to arrive after 7:35am, students must sign in at Reception and make their way to their class as quickly as possible. However, if a student is going to be absent for the day, parents should send an email to our Absence Coordinator at **absence@dessc.sch.ae** before 8:00am or via the Parent Portal.

If the absence is not reported to the College, then our Absence Coordinator will attempt to contact you to check you are aware that your child is not in College. This is to confirm that all students are accounted for and safe. Sickness of three days or more will require a doctor's certificate. To assist us with this, please ensure that you contact the College each day that your child is absent.

## PROCEDURE FOR STUDENTS SIGNING IN AND OUT OF COLLEGE DURING THE SCHOOL DAY

We ask parents/guardians to email **[absence@dessc.sch.ae](mailto:absence@dessc.sch.ae)** or access the Parent Portal to inform us if a student will be leaving the premises before the end of the school day. Parents should collect their child from Reception once they have signed out. However, if you have made alternative arrangements for your child to be collected, please do let us know. We would ask, where possible, that any appointments you make for your child are made outside of school hours. Any student leaving the premises before the end of the day must sign out at Reception.

## WHOLE COLLEGE POLICY ON ATTENDANCE AND PUNCTUALITY

DESC promotes high levels of attendance and punctuality across the College. There is a clear connection supported by research, between high levels of attendance and achievement. At DESC there are high expectations of all members of the community, staff, parents and students alike in ensuring that excellent attendance is the norm. The Dubai Schools Inspectorate would expect a 95% attendance rate for all students if a school is to be rated outstanding. Once a cycle of poor attendance and punctuality begins, it is difficult for a young person to break this pattern which can inevitably lead to underachievement, failure and even alienation.

## AIMS AND OBJECTIVES

This policy aims to:

- develop a whole College approach to attendance and punctuality
- recognise that good attendance and punctuality to College and lessons will be reflected in high levels of attainment and achievement
- reward and celebrate high levels of attendance and punctuality
- reinforce the habit of attending College and punctuality for lifelong learning

## COLLEGE ETHOS AND ENVIRONMENT

All members of the College community need to work together to create a culture in which students attend College consistently and are on time to lessons and other College related events.

It is advised that family holidays should be organized in College holiday time. Requests for time out of College for family occasions should be submitted in writing to **[absence@dessc.sch.ge](mailto:absence@dessc.sch.ge)**.

## REGISTRATION

Morning registration starts at 7:35am and students are expected to be on College premises by 7:30am.

# STUDENT BEHAVIOUR

At DESC we provide academic challenge for all students in our care, within an environment which is both stimulating and supportive. We promote core values: mutual respect, honesty, politeness and the ability to distinguish between right and wrong. In partnership with parents, we aim to develop self-worth in every student. We encourage positive relationships between all members of our College community. We are an inclusive College which celebrates the international background of our students, promoting tolerance and understanding of other cultures.

As members of our College community, all students have rights and responsibilities. These can be summarised as follows:

## RIGHTS

- To be valued and treated respectfully
- To be safe
- To achieve
- To be treated equally

## RESPONSIBILITIES

- To respect the views and possessions of others
- To allow and support others to achieve
- To ensure actions do not harm others, physically or emotionally
- To represent DESC positively, both inside and outside of College

## STUDENTS HERE AT DESC ARE EXPECTED TO

- Work consistently hard in all subjects
- Follow all instructions from any staff member
- Listen carefully to all members of staff
- Complete all homework set, meeting all deadlines
- Attend College regularly and be punctual to College and lessons

- Take pride in their appearance, wearing their College uniform correctly
- Maintain high standards of behaviour in all areas of the College
- Take care of all College equipment and buildings

## WE WILL NOT ACCEPT THE FOLLOWING BEHAVIOUR

- Bad manners
- Disrupting the learning of others
- Talking whilst a member of staff is talking
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist comments
- Vandalism
- Smoking or vaping

Homework is a vital part of the study programme in this College and is a necessary extension of class work. It attempts to:

- enhance the whole learning experience
- raise achievement of all students
- improve motivation of all students
- show progress and understanding
- encourage and develop independent learning
- develop a personal responsibility for a student's own learning
- improve home-College links
- allow practice and consolidation of work done in class
- assist preparation for future class work
- provide opportunities for individualised work
- enhance their study skills e.g. planning, time management and self-discipline
- develop good habits and self-discipline
- encourage ownership and responsibility for learning
- provide feedback in the evaluation of teaching
- provide opportunities for parental co-operation and support

## HOMework TIMETABLE

- A homework timetable is published at the start of the academic year which will ensure a fair distribution between subjects and a reasonable time allocation for students in 7 to 11.
- For Key Stage 3, this will follow a two week timetable where homework will be split between core and non-core subjects (Drama, Music and PE may be set as necessary) (see below).
  - English will set a second homework which will be solely for reading.
  - Maths will also set a second homework for consolidation.
  - MFL will set an additional vocabulary learning exercise at the end of each lesson.

# HOMework

| WEEK A          | WEEK B              |
|-----------------|---------------------|
| English         | History             |
| Mathematics     | Geography           |
| Science         | Art                 |
| French          | Spanish             |
| Arabic          | Computing           |
| Islamic Studies | Design & Technology |

For Year 10 and Year 11 the homework timetable is written to give suggested times for each subject. Subject teachers are asked to issue the homework in a manner that will not overload the students, but will give them some opportunity to plan their homework schedule during the week and over a longer period of time for larger pieces of work, some of which will contribute to formal coursework requirements.

Sixth Form homework will be issued at the discretion of the subject teacher and in order to gain maximum benefit for the stage of the course. Sixth Form students have far greater control over the work which they do outside the classroom, much of which will be in the form of wider reading and personal research and, therefore, goes outside the prescription of a set amount of homework. For A Level option subjects a guideline of at least 4-5 hours per subject, per week of the student's personal study time (at College and home) is recommended. The amount and frequency of internally assessed homework will vary from subject to subject, but will form an important part of the learning and continuous assessment procedures - alongside personal research and wider reading. Sixth Form students are expected to manage their own homework schedule to meet submission deadlines.



# MEDICAL INFORMATION

## EXAMINATIONS & HOLIDAY WORK

There is an expectation that in the week before, and during, the internal examination period there will be no homework set, save that for revision. In addition, for Year 7-9, there will be no homework set as holiday homework. However, normal length homework may be set by the subjects on the homework timetable for the last day prior to the holiday. Year 10-13 may be expected to use part of each holiday to manage their GCSE/GCE workload, especially coursework, but this should not be excessive. Year 7 to Year 13 are expected to revise during holidays prior to College examinations (internal and external).

### GUIDELINE HOMEWORK TIMES

| YEAR               | GUIDELINES                                                                                                                                                         |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7 to Year 8   | 30 minutes per homework, no more than 3 subjects per night                                                                                                         |
| Year 9             | 40 minutes per subject, no more than 3 subjects per night                                                                                                          |
| Year 10 to Year 9  | Will not be set work in holidays with the exception of revision prior to College exams. During the exam period, there will be no homework set except for revision. |
| Year 10 to Year 11 | 1 hour per option block subject spread over at least 2 nights Maths, English and Science 1 ½ hours spread over at least 2 or 3 nights                              |
| Sixth Form         | Suggested: 4-5 hours per option choice subject per week (study periods and at home)                                                                                |

These are suggested homework time guidelines- the actual amount set will vary from week to week according to what is being covered in class.

## ON-LINE PLATFORM

An on-line platform is made available to students in order for them to track their homework. This allows students and parents to view all homework set by teachers over the course of the week. Students will be shown how to use this software during the induction process.

### SETTING WORK FOR STUDENTS DURING ABSENCE

For the first three days of absence from College, there is no obligation by teaching staff to set work for students in Years 7 to Year 13, or for Heads of House to collect work. If students are absent from College for sickness then it is advisable that they rest, read a book, but do not complete College work as this may lead to a prolonged illness. If a student is not well enough to work in College, then we would consider that they are not well enough to work at home.

After three days of illness and having established the time frame of future absence, parents can request that work be sent home that has been missed by the student. The Head of House will collect the work and HODs will ensure the work is set by the individual subject teacher in as far as this is possible and relevant.

It is the responsibility of the students in all cases above to catch up on work missed during their absence. Staff will do everything possible to assist with this process, where the student has been absent from College for reasons of sickness or related reasons.

It must be remembered that work completed at home does not compensate for the learning that takes place in a College environment.

## THE ROLE OF THE COLLEGE NURSE AT DESC

We have a part-time Doctor and three full-time Nurses available during the College day from 7:30am-4:30pm. You are welcome to contact our Nurses to discuss any health concerns you may have about your child(ren).

The nurse's primary role is to:

- Administer first aid and emergency care to students
- Measure students height, weight and BMI
- Collaborate with parents and staff regarding specific health-related concerns
- Coordinate and supervise College medical examinations
- Offer health advice
- Maintain College health records

The medical declaration and immunization record are to be completed and handed in to admissions when the deposit is paid.

The Dubai Health Authority requires that schools carry out a school medical on all new students and those in year 9 and year 13. The school doctor will perform these medicals and a report will be sent to the parents. A consent form is part of the medical information pack, which will need to be completed and signed with a payment of AED350, payable to accounts on admission.

It is a Dubai Health Authority requirement that school keep copies of all students immunization records. The school is responsible to upload this information on the Dubai Health Authorities register. It is important that students are vaccinated according to the recommended schedule. We will offer limited vaccinations at school. This information will be shared on the parent portal.

In order to minimize the spread of infection and communicable diseases DESC has infection control procedures, these include DHA regulations with regard to COVID 19. To read our infection control policy, please click [HERE](#).

## MEDICATION

Medication should not be carried by students (except emergency medication i.e. inhalers, epipens, insulin). A full list of medications in the clinic is available within the medical form. If your child needs another type of medicine within the school day, i.e. antibiotic, anti-depressants etc please ensure that this is handed into the clinic. The medicine should be marked with the student name along with the required dose and time.

### COMMUNICATION

Any relevant medical information/announcements throughout the school year will be found on the Parent Portal/mobile app. Please do not hesitate to contact the nurses with any questions or queries that you may have via the College Reception or by email to [descseniornurse@dessc.sch.ae](mailto:descseniornurse@dessc.sch.ae).



BREAKTIME >>>>>>>>>>>>>>>>

During the College day, your child will have two break times, except for a Thursday where there will be one break, due to the shorter day. During this time, your child will be able to purchase food from DEScafe, or alternatively, they can bring in their own lunch from home.

| Day       | 1st Break           | 2nd Break        |
|-----------|---------------------|------------------|
| Sunday    | 10:00am - 10:20am   | 2:20pm - 1:00pm  |
| Monday    | 10:00am - 10:20am   | 12:20pm - 1:00pm |
| Tuesday   | 10:00am - 10:20am   | 12:20pm - 1:00pm |
| Wednesday | 10:00am - 10:20am   | 12:20pm - 1:00pm |
| Thursday  | 11 :00am - 11 :30am | N/A              |

We encourage all students to bring their own water bottles to College. These can be refilled during the day at a number of water fountains around the College site.

PLEASE NOTE: DESC is a nut-free and pork-free College. Please do not allow your children to bring any food into College that contains nuts or pork.

# DESC HOUSE SYSTEM



## DESERT HOUSE



**EARTH HOUSE**



## SKY HOUSE



## COAST HOUSE



**Mrs Hilton**  
**Head of Desert House**



Mr Kerr  
Head of Earth House



**Mr Foster**  
**Head of Sky House**



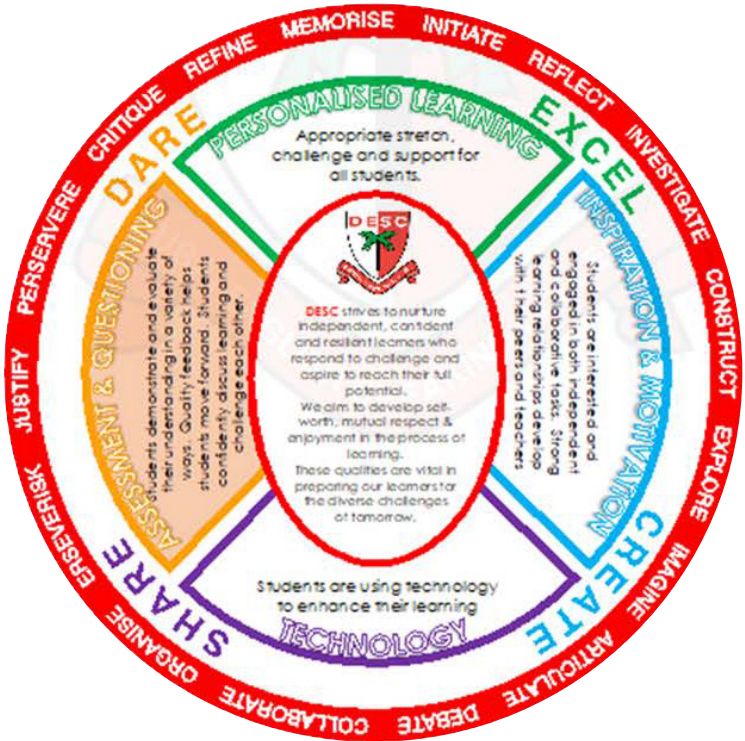
**Miss Bellis**  
**Head of Coast House**

|      | DESERT                                                                                                                                                                                                                                                                                                                                                 | EARTH                                                                                                                                                                                                                                                           | SKY                                                                                                                                                                                                                                                                                                                                                         | COAST                                                                                                                                                                                                                                                                                                        |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HOH  | Lynsey Hilton                                                                                                                                                                                                                                                                                                                                          | Eoghan Kerr                                                                                                                                                                                                                                                     | Alan Foster                                                                                                                                                                                                                                                                                                                                                 | Sophie Bellis                                                                                                                                                                                                                                                                                                |
| DHOH | Ryan Patton                                                                                                                                                                                                                                                                                                                                            | Emma Fletcher                                                                                                                                                                                                                                                   | Caroline McNamee                                                                                                                                                                                                                                                                                                                                            | Jessica Acton                                                                                                                                                                                                                                                                                                |
| AHT  | Lucy Ellis                                                                                                                                                                                                                                                                                                                                             | Michael Fallon                                                                                                                                                                                                                                                  | Louise Ford                                                                                                                                                                                                                                                                                                                                                 | Stephen Green                                                                                                                                                                                                                                                                                                |
| YEAR | DESERT TUTORS                                                                                                                                                                                                                                                                                                                                          | EARTH TUTORS                                                                                                                                                                                                                                                    | SKY TUTORS                                                                                                                                                                                                                                                                                                                                                  | COAST TUTORS                                                                                                                                                                                                                                                                                                 |
| 7    | Charlene Cuddihy D7C<br>Meave Carr D7E<br>Fiona Nash D7G                                                                                                                                                                                                                                                                                               | Ece Ramazan E7B<br>Paul Barratt E7D<br>Terri Frost E7 J                                                                                                                                                                                                         | Louise Sturt S7H<br>Myfina Mortimer-Davis S7K<br>Callum McGuigan S7A                                                                                                                                                                                                                                                                                        | Eleanor Beer C7L<br>Joanne Small C7F<br>Patrick McMurran C7 AA                                                                                                                                                                                                                                               |
| 8    | Joanna Fowles DSA<br>Suhayb Mirza DSL<br>Melina Antoniou DSG                                                                                                                                                                                                                                                                                           | Laura Reidy ESAA<br>Jack Taylor ESF<br>Kayleigh Holt ESK                                                                                                                                                                                                        | Aisha Al- Hafidh SSC<br>Gary Craney SSD<br>Carly Maughan SSH                                                                                                                                                                                                                                                                                                | Ashleigh Smith CSB<br>Josh Riding CSE<br>Adam Pennington CSJ                                                                                                                                                                                                                                                 |
| 9    | Charlotte Baker D9AA<br>Hannah Wright D9D<br>Siórse McCarthy D9F                                                                                                                                                                                                                                                                                       | Misha McDonald E9A<br>Francis Miller E9E<br>Mairead Courtney E9J                                                                                                                                                                                                | Charlotte Andrews S9B<br>Tamsin Bickley S9G<br>Carol Phillips S9L                                                                                                                                                                                                                                                                                           | Clotilde Leseur C9C<br>Samantha Page C9H<br>Jack Brown C9K                                                                                                                                                                                                                                                   |
| 10   | Sali Rowlands D10B<br>Rob Crossley D10G<br>Robin Giles D10K                                                                                                                                                                                                                                                                                            | Andrea Moore E10C<br>Rosie Thompkins E10H                                                                                                                                                                                                                       | Ashleigh Power S10D<br>Joanne Heckford S10E<br>Rachael Byrne S10J                                                                                                                                                                                                                                                                                           | Luke McHale C10A<br>Magali Hillier C10F                                                                                                                                                                                                                                                                      |
| 11   | Victoria Kenyon D11 A<br>Leon Aikman D11 F<br>Holly Finnigan D11 L                                                                                                                                                                                                                                                                                     | Kristen Bishop E11 B<br>Leigh Hederics E11 C<br>Laura Palmer E11G                                                                                                                                                                                               | Stevie Leigh Bennett S11 D<br>Matthew Knox S 11 H<br>James Skinner S11DESAA                                                                                                                                                                                                                                                                                 | Richard Lynch C 11 E<br>George Cliffe C 11 J<br>Kathleen Iskra C 11 K                                                                                                                                                                                                                                        |
| 12   | Omar Murtaza D12AA<br>Asad Rehman D12B<br>Finn Page D12E                                                                                                                                                                                                                                                                                               | Joanne O'Neill E1 2L<br>Ciaran Phillips E1 2F<br>Lawrence Winter E12A                                                                                                                                                                                           | Ian Pickering S12C<br>Mathew Llellwyn S12J<br>Kate Rickson S12G                                                                                                                                                                                                                                                                                             | Stephen Robbins C12D<br>Philip Oakley C 12H<br>Hayley Kennedy C 12M                                                                                                                                                                                                                                          |
| 13   | David Wells D13D<br>Pauline Brierley D13G<br>Gerry Madden D13M                                                                                                                                                                                                                                                                                         | Matt Mills E13C<br>Stefan Treble E1 3H<br>Francesca Malone E1 3L                                                                                                                                                                                                | Emily Fair S 13B<br>Anya Svrdlin S13F<br>Adina Strachan S13K                                                                                                                                                                                                                                                                                                | Tom Pell C13A<br>Joe Sturt C13E<br>David Hobday C13J                                                                                                                                                                                                                                                         |
|      | <b>SUPPORT TEAM</b><br>Eleanor Stollery<br>Fatima Al Bar<br>Joe Roberts<br>Mark Gardiner<br>Mohamed Mumtaz<br>Patrick Thompson<br>Sharon Davies<br>Sarah Kelly<br>Fiona McClafferty<br>Hayley Scott<br>James Crabb<br>Julie McNamee<br>Keri McWhirter<br>Manar Elsis<br>Marina Sarmad<br>Olivia Mason<br>Sian Davies<br>Zakar Mustafa<br>Roger Hancock | <b>SUPPORT TEAM</b><br>Clare Hall<br>Nicky Barber<br>Susan White<br>Aishling O'Halloran<br>Amanda Newton<br>Beth Taylor<br>Clare Robson<br>Dina Rahal<br>Elisha Slattery<br>Erin English<br>Frankie Beaumont<br>Grainne McMullen<br>Wendy Adams<br>Kevin Mclean | <b>SUPPORT TEAM</b><br>Charlotte Abbott<br>Deirdre Walsh<br>Ebrahim Rawat<br>Matt Davies<br>Mike Randall<br>Amanda Randall<br>Ashleigh Power<br>Beenish Asher<br>Charlotte Roxburgh<br>Conor Kennedy<br>Durandt Gerber<br>Gina Pearson<br>Hannah Bray<br>Iman Fatoum<br>Natasha Casey<br>Sam Wormald<br>Keely Vernon-Ward<br>Maria Vitoratos<br>Peter Flynn | <b>SUPPORT TEAM</b><br>Abigail Mann<br>Emma-Jane Weighall<br>Hani El Taher<br>Karen Lee<br>Nahed Atassi<br>Phillippe Delattre<br>Ahmed Ramadan<br>Bradley Barlow<br>Mohammed Ibrahim<br>Mouna Khomsi<br>Madia Alasaily<br>Rachel Aldred<br>Samah Aldarweesh<br>Peter Killian<br>Mitchell Burke<br>Sarah John |

# TEACHING AND LEARNING

Since DESC opened in 2005, developing high-quality Teaching and Learning has been central to the core aims of the Leadership Team. At the heart of this is the notion that for students to be fully prepared for life after their time at DESC, they must develop their learning skills as well as a deep understanding of the curriculum. To enable this, teachers must carefully plan student-centred, interactive lessons that are appropriately challenging for all learners. The mindset of staff at DESC is one of determination to continually improve their practice.

The vision of the school is central to Teaching and Learning at DESC: it appears at the heart of our Teaching and Learning Centre (TLC) and provides the structure for the key components necessary for excellence.



All initiatives stem from this TLC, and each category has corresponding descriptions for what lessons always, aim to, and aspire to include. Teachers can use these to evaluate their practice and understand what could be included for them to move forward.

# ASSESSMENT >>>>>>>>>>>>>>>

## ASSESSMENT

Students aged 3 to 18 are divided into four 'Key Stages' that depend on the age of a student.

|                       |             |     |                                                                                           |     |             |     |      |       |             |       |             |             |         |            |       |
|-----------------------|-------------|-----|-------------------------------------------------------------------------------------------|-----|-------------|-----|------|-------|-------------|-------|-------------|-------------|---------|------------|-------|
| AGE                   | 3-4         | 4-5 | 5-6                                                                                       | 6-7 | 7-8         | 8-9 | 9-10 | 10-11 | 11-12       | 12-13 | 13-14       | 14-15       | 15-16   | 16-17      | 17-18 |
| YEAR GROUP            | PS1         | PS2 | Y1                                                                                        | Y2  | Y3          | Y4  | Y5   | Y6    | Y7          | Y8    | Y9          | Y10         | Y11     | Y12        | Y13   |
| KEY STAGE             | EARLY YEARS |     | KEY STAGE 1                                                                               |     | KEY STAGE 2 |     |      |       | KEY STAGE 3 |       |             | KEY STAGE 4 |         | SIXTH FORM |       |
| EXTERNAL TESTING      | EYFS        |     | PTE<br>PTM<br>PTS                                                                         |     | CAT4        |     |      |       | CAT4        |       | CAT4        | PBTS        |         | AUS        |       |
| EXTERNAL EXAMINATIONS |             |     | At the end of each academic year each pupil is assessed using PTE / PTM / PTS (except Y7) |     |             |     |      |       |             |       |             |             |         |            |       |
|                       |             |     | Phonics Screener                                                                          |     |             |     |      |       |             |       | GCSE Arabic |             | I/GCSEs | BTEC       |       |

Students at KS3 are taught the following subjects:

English, Mathematics, Science, History, Geography, Design and Technology, Computer Studies, Modern Foreign Languages, Art and Design, Music, Drama, Physical Education, Moral Education, Social Studies and GROW.

## ACHIEVEMENT

- Initial CAT 4 testing is conducted for all new students on entry to DESC. This provides a consistent baseline which help us understand the potential for academic attainment. As cognitive ability is not particularly curriculum related, the results are not significantly influenced by previous schooling or subject knowledge.
- Students are assigned a minimum expected grade within a particular threshold. This is not a cap but something on which to build upon and there is an expectation that all students aspire to excellence -This is establishing a Growth Mindset. Therefore, the focus is their starting point and building from there.
- Assessment is based on progress made - all students have different starting points and thus we should celebrate all individual progress made.
- Our teachers set the standard of excellence expected - this reinforces our high standards.
- Students are not given feedback such as 'you're a 7.4' - but focused on formative feedback that makes students think about how to develop their understanding.
- It is important to remember that these threshold rubrics are used for planning teaching and progression - They are not for labelling students.

## ASSESSMENT - GRADES & THRESHOLDS

| THRESHOLD                                                                | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 | GCSE | IGCSE |
|--------------------------------------------------------------------------|--------|--------|--------|---------|---------|------|-------|
| Excellence                                                               | 7.9    | 8.9    | 9.9    | 10.9    | 11.9    | 9    | A*    |
|                                                                          | 7.8    | 8.8    | 9.8    | 10.8    | 11.8    | 8    |       |
| Secure                                                                   | 7.7    | 8.7    | 9.7    | 10.7    | 11.7    | 7    | A     |
|                                                                          | 7.6    | 8.6    | 9.6    | 10.6    | 11.6    | 6    | B     |
| Developing                                                               | 7.5    | 8.5    | 9.5    | 10.5    | 11.5    | 5    | C     |
|                                                                          | 7.4    | 8.4    | 9.4    | 10.4    | 11.4    | 4    |       |
| Student whose grades fall into this area will require additional support | 7.3    | 8.3    | 9.3    | 10.3    | 11.3    | 3    | D     |
|                                                                          | 7.2    | 8.2    | 9.2    | 10.2    | 11.2    | 2    | E     |
|                                                                          | 7.1    | 8.1    | 9.1    | 10.1    | 11.1    | 1    | F     |
|                                                                          |        |        |        |         |         |      | G     |

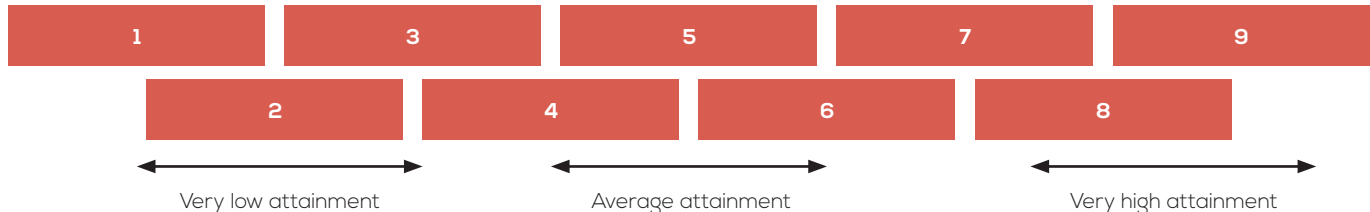
## PROGRESSION

Measuring progress is inherently difficult, however, we track progress for our students against minimum expected grades, which in turn, have been derived from their CAT4 scores. In conjunction, challenge and expectation is progressive through their learning journey. For example, if a student in Year 7 has a minimum expected grade of 7.5 (within the 'developing' threshold), if they make expected progress through KS3, they should achieve a minimum of a grade 5 by the end of Y11. This means that the 'developing' thresholds in Yrs 7, 8 and 9 should show increasing levels of demand in terms of expectation, to allow them to maintain this trajectory. As indicated, what we would like, of course, is for them to rise through the thresholds towards 'excellence'.

## A NOTE ON BENCHMARKING ...

The calculation of the Minimum Expected Grade is a rough scale and it is important to stress that it is only approximate. It will, however, help to contextualise the details. If, for instance, a student is working at a 7, it puts the teacher feedback into context. This is not a ladder - this is vital. Progress, here, is defined within the terms of the details of the subject.

The best way to view this at the moment is a range, not a point on a scale.



# FEEDBACK AND MARKING

## HOW DOES THIS WORK IN PRACTICE?

- Our curriculum is organised to allow rhythm and allow our students to be presented with new knowledge and skills, as well as revisiting and reinforcing previous learning. Sometimes, they will be successful and grasp these concepts and ideas with relative ease, at other times it will be more challenging and they will not be successful straight away and further work and study will be required. This is a perfectly normal part of the learning journey and should be embraced by all.
- Red weeks will allow specific time for students to demonstrate their understanding.
- Grey weeks allow time for feedback, discussion and reflection which is essential to success and development. Students are to understand that learning requires hard work, deliberate practice and learning from mistakes.
- Students are tracked and underachieving students are identified and additional departmental support is enabled as required.
- During term 3, based on a range of assessment data (including data derived from the Progress Tests) individual Minimum Expected Grades may be adjusted. Any adjustment will only be made after appropriate analysis and discussion, and communicated with parents.

**Assessment is fuzzy** and anything we do that suggests otherwise needs to be recognised and handled with care. Is a student on Grade 7 in our system, necessarily achieving at higher level than someone awarded Graded 6? Well, no. We're simply projecting teachers' judgements and offering a best guess based on our estimates to give a rough idea. Within the detail, a test score of 63% in Maths is going to be more meaningful, but actually, even then, only when we look at which questions the student got wrong and why.

## EXAMINATIONS

Students at DESC sit both internal and external assessments and examinations. Students from Years 7 to 9 sit internal assessments throughout the academic year. Students from Years 10 to 13 sit external examinations (Year 9 also sit GCSE Arabic). These external examinations are the GCSE and GCE examinations. The fees for the external examinations are in addition to tuition fees and are charged based on the subject entries for each student.

Further details can be found in our Exams Guidebook, which is located under 'Information', 'Examinations' on our website [www.desc.sch.ae](http://www.desc.sch.ae)

## STUDY LEAVE

Year 11 and 13 students will be given official study leave periods, which will be notified in writing. For other year groups, and for examinations that occur outside of official study leave periods, students may have the day of an exam off from College to study. This is classed as authorised absence. Any further time taken off from College for studying will be classed as unauthorised.

DESC provides regular feedback so that students know how they are performing, and personalised guidance about how to move forward. Written feedback is typically provided every 2 to 3 weeks, with verbal feedback on a lesson by lesson basis.

There is a whole-school format in place for giving feedback on written work, 'Box ft Bubble'. The 'Box' contains precise praise, so that students know what they have done well. The 'Bubble' contains advice for students on how they can improve (this may include questions that students can answer to correct or extend their learning).

There are three ways that Box ft Bubble comments are communicated to students. The choice of feedback is determined by the piece/type of work and the need to personalise marking:

1. **Individual Box & Bubble** on the students' work, throughout or at the end of the piece of work, as appropriate.
2. **Whole-class Box & Bubble** presented as a crib sheet. For example, on a PowerPoint slide or printed copy. The students write out the Box ft Bubble, or stick the printed copy on their work.
3. **Marking code Box and Bubble** on the students' work (letter or numbers), whereby each code refers to a comment provided in a whole class Box ft Bubble, for example, on a PowerPoint slide. The codes are not generic to a subject and can be written specifically for a particular piece of work. The codes may be written throughout or at the end of the piece of work. The students complete their own Box ft Bubble based on the codes that were written on their work.

Time is often given when work is returned, for students to respond to feedback presented using any of the above methods. Student responses should be carried out in green pen (see below).

The purpose of marking at DESC is to:

- improve learning
- provide feedback to student and teacher
- help teacher and student to identify strengths and weaknesses which is constructive and informative to future work
- be frequent and regular
- provide opportunities within the lesson for Assessment for Learning
- be a dialogue between teacher and student

As part of our whole-school literacy policy, these common marking codes will be used by teachers when marking so that students can easily identify their errors.

- O** Mistake
- ✓** Good point
- ✓✓** Excellent point
- SP** Spelling error
- P** Punctuation error
- G** Grammatical error
- ^** Missing word
- ?** Your meaning or expression is unclear
- //** New paragraph needed
- D** Further detail needed

## GREEN PEN USE

Students are encouraged to have a green pen, as part of their equipment, to aid effective self and peer assessment, to develop reciprocal dialogue and to allow them to take more responsibility for their learning and progress.

Students are often called upon to write in green pen for the following reasons:

- Self-assessment
- Peer assessment
- Responding to feedback the teacher has provided

# CURRICULUM >>>>>>>>>>>>>>>

The DESC curriculum is organised to maximise time spent learning in the classroom and to ensure a personalised and inclusive experience for all students.

The College follows the British Curriculum and therefore offers GCSE, A level and BTEC qualifications. Over the course of a week, students are taught 29 timetabled lessons not including Moral Education which takes place during tutor time – Moral Mornings.

## KS3 CURRICULUM

DESC's KS3 Curriculum is innovative. With a focus on creating memorable, active and diverse learning experiences for our students, there are extensive opportunities to ensure that talents, aspirations and interests are nurtured. The overall structure of the Key Stage is based on a rhythm with Red (assessment) and Grey (reflection) weeks built in to compliment the natural learning cycle and to provide students with the opportunities to make sustained progress. Transfer of learning between different subjects is systematically planned to ensure that students are increasing both their knowledge and their skill, in interesting contexts. Emphasis is placed on the transition in and out of this vital Key Stage to ensure that it is seamless and meaningful. Schemes of work are regularly and rigorously reviewed to keep the Curriculum fresh, exciting, relevant and in line with National and Emirate priorities. Our inclusive ethos ensures that experiences are personalised and that students are prepared and eager for the next stage in their DESC journey.

## KS4 CURRICULUM

DESC's KS4 curriculum prepares our students for their GCSE examinations whilst not compromising on their personal and emotional development. Our inclusive ethos ensures that the acquisition of knowledge is complimented with development of skill and understanding across an extensive range of choices and pathways. Cross curricular

links are purposeful and lead to a significant enhancement of transfer of learning between different subjects. KS4 has recently undergone a rigorous review, instigated by changes to exam specifications, resulting in an acute focus on Reading Literacy, Entrepreneurship and ensuring that learning experiences are grounded in real world contexts. The curriculum is also multi-faceted: Daily, Extra, Super and Cross which ensures that there is breadth and balance as well as personalisation and coherence

## KS5 CURRICULUM

Post 16 provides further personalisation and choice for all of our students. The Curriculum is progressively structured to offer both academic and vocational pathways for our inclusive intake of students. Through innovative sequencing and systematic planning, students develop their critical thinking and research skills in meaningful and interesting contexts. The DESC Post 16 curriculum champions independent learning alongside collaboration whilst enthusing rather than just preparing our students for the world of work or further education. All stakeholders (staff, parents, students) are involved in regular, holistic reviews of the curriculum and the latest educational research is also used to ensure that it remains cutting edge. The DESC curriculum is continuously evolving to ensure that the needs of all, not most, are not just met but exceeded. Recent adaptations include our Foundation Year and our EPQ programme, both of which have enhanced our outstanding provision.

## DESK KS3 CURRICULUM PLAN 2020-21

| RED WEEKS - ASSESSMENT WEEKS |          |          |         | GREY WEEKS - REFLECTION WEEKS |          |          |  |
|------------------------------|----------|----------|---------|-------------------------------|----------|----------|--|
| 1.                           | WEEK 5A  | 04.10.20 | D/C     | 1.                            | WEEK 6B  | 11.10.20 |  |
| 2.                           | WEEK 11A | 22.11.20 | E/S/C   | 2.                            | WEEK 12B | 29.11.20 |  |
| 3.                           | WEEK 18B | 31.01.21 | D/C     | 3.                            | WEEK 13A | 06.12.20 |  |
| 4.                           | WEEK 24B | 21.03.21 | D/E/S/C | 4.                            | WEEK 19A | 07.02.21 |  |
| 5.                           | WEEK 29A | 09.05.21 | C       | 5.                            | WEEK 30B | 16.05.21 |  |
| 6.                           | WEEK 35A | 20.06.21 | D/E/S/C | 6.                            | WEEK 36B | 27.06.21 |  |

|                 |          |      |          |            | DIVERSE |    | EMIRATI |        | SPECIALIST |        | CORE   |        |    |    |
|-----------------|----------|------|----------|------------|---------|----|---------|--------|------------|--------|--------|--------|----|----|
|                 |          | WEEK | DATE     | KS3 EVENTS |         |    |         |        |            |        |        |        |    |    |
| TERM ONE (14)   | 7 (35)   | 0B   | 30.08.20 |            | SETTLE  |    |         | SETTLE |            |        | SETTLE |        |    |    |
|                 |          | 1A   | 06.09.20 |            |         |    |         | 1      |            | 1      |        | 1      |    |    |
|                 |          | 2B   | 13.09.20 |            |         |    |         | 2      |            | 2      |        | 2      |    |    |
|                 |          | 3A   | 20.09.20 |            |         |    |         | 3      |            | 3      |        | 3      |    |    |
|                 |          | 4B   | 27.09.20 |            |         |    |         | 4      |            | 4      |        | 4      |    |    |
|                 |          | 5A   | 04.10.20 |            | A1      | A1 |         | 5      |            | 5      |        | A2     |    |    |
|                 |          | 6B   | 11.10.20 |            |         |    |         |        |            |        |        |        |    |    |
|                 | 7 (35)   | 7A   | 25.10.20 |            |         | 1  |         |        | 6          |        | 6      |        | 1  |    |
|                 |          | 8B   | 01.11.20 |            |         | 2  |         |        | 7          |        | 7      |        | 2  |    |
|                 |          | 9A   | 08.11.20 |            |         | 3  |         |        | 8          |        | 8      |        | 3  |    |
|                 |          | 10B  | 15.11.20 |            |         | 4  |         |        | 9          |        | 9      |        | 4  |    |
|                 |          | 11A  | 22.11.20 |            | UNIT 1  | 5  |         |        | A1         |        | A1     |        | A2 |    |
|                 |          | 12B  | 29.11.20 |            |         |    |         |        |            |        |        |        |    |    |
|                 |          | 13A  | 06.12.20 |            |         |    |         |        |            |        |        |        |    |    |
|                 |          |      |          |            |         |    |         |        |            |        |        |        |    |    |
| TERM TWO (11)   | 6 (30)   | 14B  | 03.01.21 |            |         | 6  |         |        | 1          |        | 1      |        | 1  |    |
|                 |          | 15A  | 10.01.21 |            |         | 7  |         |        | 2          |        | 2      |        | 2  |    |
|                 |          | 16B  | 17.01.21 |            |         | 8  |         |        | 3          |        | 3      |        | 3  |    |
|                 |          | 17A  | 24.01.21 |            |         | 9  |         |        | 4          |        | 4      |        | 4  |    |
|                 |          | 18B  | 31.01.21 |            |         | A1 |         |        | 5          |        | 5      |        | A3 |    |
|                 |          | 19A  | 07.02.21 |            |         |    |         |        |            |        |        |        |    |    |
|                 | 5 (25)   | 20B  | 21.02.21 |            |         | 1  |         |        | 6          |        | 6      |        | 1  |    |
|                 |          | 21A  | 28.02.21 |            |         | 2  |         |        | 7          |        | 7      |        | 2  |    |
|                 |          | 22B  | 07.03.21 |            |         | 3  |         |        | 8          |        | 8      |        | 3  |    |
|                 |          | 23A  | 14.03.21 |            |         | 4  |         |        | 9          |        | 9      |        | 4  |    |
| 24B             | 21.03.21 |      |          | A1         |         |    | A2      |        | A1         |        | A4     |        |    |    |
|                 |          |      |          |            |         |    |         |        |            |        |        |        |    |    |
| TERM THREE (12) | 12 (60)  | 25A  | 11.04.21 |            | UNIT 2  | 1  |         | UNIT 3 | 1          | UNIT 3 | 1      | UNIT 5 |    |    |
|                 |          | 26B  | 18.04.21 |            |         | 2  |         |        | 2          |        |        |        |    |    |
|                 |          | 27A  | 25.04.21 |            |         | 3  |         |        | 3          |        |        |        |    |    |
|                 |          | 28B  | 02.05.21 |            |         | 4  |         |        | 4          |        |        |        |    |    |
|                 |          | 29A  | 09.05.21 |            |         | 5  |         |        | 5          |        |        | A3     |    |    |
|                 |          | 30B  | 16.05.21 |            |         |    |         |        |            |        |        |        |    |    |
|                 |          | 31A  | 23.05.21 |            |         | 6  |         |        | 6          |        | UNIT 6 |        |    |    |
|                 |          | 32B  | 30.05.21 |            |         | 7  |         |        | 7          |        |        |        |    |    |
|                 |          | 33A  | 06.06.21 |            |         | 8  |         |        | 8          |        |        |        |    |    |
|                 |          | 34B  | 13.06.21 |            |         | 9  |         |        | 9          |        |        |        |    |    |
|                 |          | 35A  | 20.06.21 |            |         | A4 |         |        | A3         |        |        | A3     |    | A4 |
|                 |          | 36B  | 27.06.21 |            |         |    |         |        |            |        |        |        |    |    |

As can be seen from the year plan above, the academic year is rhythmic with Red and Grey weeks denoting weeks of assessment and exceptional experiences respectively.

During Red weeks the College calendar will be kept calm whilst students are completing assessments. On the other hand, Grey weeks may include themes or trips for the students to take part in without jeopardising curriculum time.



Advice for Red and Grey weeks is shared with all involved in the form of 949 practical advice.

RED WEEK STUDENTS

- 1. Know when your assessments are
- 2. Pack your bag carefully the night before
- 3. Go to bed early all week
- 4. Eat a healthy breakfast each morning
- 5. Stay hydrated throughout the day
- 6. Get outside and relax for at least 30 mins each day
- 7. Take a deep breath if any assessment questions are tough
- 8. Remember that you are brilliant and can do this!
- 9. Plan something you enjoy as a treat at the end of the RED week

RED WEEK PARENTS

- 1. Organise the family calendar carefully
- 2. Set earlier bed times
- 3. Enjoy a healthy family meal each evening
- 4. Get outside each day and enjoy some physical activity together
- 5. Ask how their assessments were and reassure them
- 6. Fill the fridge with healthy snacks and water
- 7. Pop a motivational note in their bag or lunchbox
- 8. Monitor their screen time and keep it to a minimum
- 9. Plan a family treat at the end of the RED week

GREY WEEK STUDENTS

- 1. Unplug yourself - breathe and reset
- 2. Enjoy your lessons and bring enthusiasm and energy
- 3. Engage with your assessment feedback- don't be afraid to ask ...
- 4. Take the opportunities to Lead and work as a Team
- 5. Group yourself with someone you haven't worked with before
- 6. Consider trying a new ECA.
- 7. Stay active - keep doing what you love
- 8. Drink even more water - you're going to need it!
- 9. Enjoy your well-earned break

GREY WEEK STUDENTS

- 1. Introduce a fun morning ritual
- 2. Play some uplifting music or the radio to brighten up the school run
- 3. Let your son/daughter teach you something new
- 4. Enjoy a 'treat' meal as a family
- 5. Don't forget those dinner time conversations
- 6. Ask - 'What made you smile today?'
- 7. Pack an unexpected treat in their school bag or lunch box
- 8. Treat them to a 'Holiday Read'
- 9. Enjoy a well-earned family break

KS4 & KS5 CURRICULUM PLAN 2020-21

|                 |         | WEEK | DATE     | YEAR10 EVENTS | YEAR11 EVENTS | YEAR12 EVENTS | YEAR13 EVENTS |
|-----------------|---------|------|----------|---------------|---------------|---------------|---------------|
| TERM ONE (04)   | 7 (35)  | 0B   | 30.08.20 |               |               |               |               |
|                 |         | 1A   | 06.09.20 |               |               |               |               |
|                 |         | 2B   | 13.09.20 |               |               |               |               |
|                 |         | 3A   | 20.09.20 |               |               |               |               |
|                 |         | 4B   | 27.09.20 |               |               |               |               |
|                 |         | 5A   | 04.10.20 |               |               |               |               |
|                 |         | 6B   | 11.10.20 |               |               |               |               |
|                 | 7 (35)  | 7A   | 25.10.20 |               |               |               |               |
|                 |         | 8B   | 01.11.20 |               |               |               |               |
|                 |         | 9A   | 08.11.20 |               |               |               |               |
|                 |         | 10B  | 15.11.20 |               |               |               |               |
|                 |         | 11A  | 22.11.20 |               |               |               |               |
|                 |         | 12B  | 29.11.20 |               |               |               |               |
|                 |         | 13A  | 06.12.20 |               |               |               |               |
| TERM TWO (01)   | 6 (30)  | 14B  | 03.01.21 |               |               |               |               |
|                 |         | 15A  | 10.01.21 |               |               |               |               |
|                 |         | 16B  | 17.01.21 |               |               |               |               |
|                 |         | 17A  | 24.01.21 |               |               |               |               |
|                 |         | 18B  | 31.01.21 |               |               |               |               |
|                 |         | 19A  | 07.02.21 |               |               |               |               |
|                 |         |      |          |               |               |               |               |
|                 | 5 (25)  | 20B  | 21.02.21 |               |               |               |               |
|                 |         | 21A  | 28.02.21 |               |               |               |               |
|                 |         | 22B  | 07.03.21 |               |               |               |               |
|                 |         | 23A  | 14.03.21 |               |               |               |               |
|                 |         | 24B  | 21.03.21 |               |               |               |               |
|                 |         |      |          |               |               |               |               |
|                 |         |      |          |               |               |               |               |
| TERM THREE (02) | 12 (60) | 25A  | 11.04.21 |               |               |               |               |
|                 |         | 26B  | 18.04.21 |               |               |               |               |
|                 |         | 27A  | 25.04.21 |               |               |               |               |
|                 |         | 28B  | 02.05.21 |               |               |               |               |
|                 |         | 29A  | 09.05.21 |               |               |               |               |
|                 |         | 30B  | 16.05.21 |               |               |               |               |
|                 |         | 31A  | 23.05.21 |               |               |               |               |
|                 |         | 32B  | 30.05.21 |               |               |               |               |
|                 |         | 33A  | 06.06.21 |               |               |               |               |
|                 |         | 34B  | 13.06.21 |               |               |               |               |
|                 |         | 35A  | 20.06.21 |               |               |               |               |
|                 |         | 36B  | 27.06.21 |               |               |               |               |

KS4 also follow a rhythm for their subjects with mock examinations and study leave planned for in advance.

# EDUCATIONAL VISITS

## EDUCATIONAL VISITS IN THE UNITED ARAB EMIRATES AND BEYOND

Students can derive immense educational benefits by taking part in off-site school trips. Whether the trip is just a local trip for part of a day or a full week abroad in a new country, much can be achieved.

Taking part in problem solving, decision making and residential experiences both at home and abroad can enhance the development of personal and social skills. The knowledge and experience gained beyond the classroom can consolidate and extend the taught curriculum within it.

At DESC, we fully believe in trying to develop the whole person inside and outside of the classroom and participating in school trips can be a useful way to achieve this. The health and safety of our students is of paramount importance to us and this is always looked at carefully before any trip occurs.

Over the last few years overseas trips have included countries such as Switzerland, Iceland, Cyprus, Belgium, France, USA, Japan, Tanzania, UK and Spain. We also have very successful local residential Outdoor Adventure trips where Key Stage 3 students go to Hatta and the Year 10 Bronze Duke of Edinburgh students hike and camp in local Wadis.

We do not allocate trip places on a first-come-first-served basis. If trips are oversubscribed, we will choose names randomly by drawing names from a random generator. For trips which are predominantly about competition e.g. sports tours and World Scholars events, students will be selected by their coaches/ teachers.

All deposits are non-refundable. If a student can no longer attend a trip, the College will do its best to find a replacement if plenty of notice is given. If a replacement is found then a refund will be given, however, this cannot be guaranteed.

Payments for trips are to be made in cash, cheque or by bank transfer. Cheques should be made payable to 'Dubai English Speaking College'.

For some students, visas will be required for travel to certain countries. These visas are the sole responsibility of the parent or guardian of the student who is travelling. We ask that parents research fully any visa/s requirements that are in place for the nationality of their child travelling to the country of destination. Please ensure that you have the correct paperwork to arrange your child's visa in sufficient time. The Trips Coordinator can assist with the paperwork that is required from the College upon request.

If you have any queries regarding DESC Trips, please contact Mrs Hayley Cable-Coates, our trips coordinator via email: [tripscoordinator@dessc.sch.ae](mailto:tripscoordinator@dessc.sch.ae)

Photos and updates of residential trips will be posted to our dedicated Twitter page [@descdubaitrips](https://twitter.com/descdubaitrips) - please remember to follow us!

# DESC TRANSPORT SERVICES

## OUR BUSES

We maintain safety standards and strictly follow the specifications and regulations laid down by the Road Transport Authority of Dubai. All buses are fitted with seatbelts, Video Surveillance Systems, Global Positioning Systems and scanners for the purposes of student attendance confirmation and safety.

## DRIVER AND CARERS

All DESC drivers are fully trained holding RTA issued school bus driving licences. Our carers have been trained according to the RTA regulations. We will provide the carers' number should you need to contact them.

## GENERAL

- We are not able to offer a door-to-door service and will allocate a central stop to ensure fairness within that area.
- It is the responsibility of the parent(s) to ensure that their children are at the pick-up point at the designated time. Buses will not leave from the collection point ahead of schedule. However, due to traffic pressures, buses will not be able to wait at pick-up points after the scheduled time.
- We do not offer a one way service, if you choose to use the bus one way then full payment must be made.

## CHANGE OF ADDRESS

Parents must check to establish if we provide transport to a location near their home prior to registering their child. Transport is not guaranteed if a family moves to a new location in Dubai that we do not already service or where present buses are full. Any changes to existing routes are considered, but cannot be guaranteed. Please contact our Bus Coordinator by email to [descbuses@dessc.sch.ae](mailto:descbuses@dessc.sch.ae).

## STUDENT BEHAVIOUR

The bus carer will report any student who does not follow the DESC Transport Code of Conduct to the Bus Coordinator. The incident will be recorded and dealt with by their Head of House. Following a second incident, the student will receive a verbal warning and their parents will be contacted and

notified of the incident. In the event of a third incident, the parents will be contacted. Depending on the severity of the incident, the College management may decide to forfeit the student's right to travel on the bus for a period of time.

## CHANGES TO DAILY BUS ARRANGEMENTS

If you require a change of bus for your child, you must email our Bus Coordinators on [descbuses@dessc.sch.ae](mailto:descbuses@dessc.sch.ae) prior to the day of the requested change to see if this is possible.

If your child is bringing a friend home who is a non-bus user, you must send the request by email. Once this is approved, they must obtain a Bus Pass at 30AED. The student will not be allowed to travel without permission or without a Bus Pass and will need to make their own travel arrangements.

## FEES

- All Transportation fees will be billed termly, separate from tuition fees.
- Transport fees are charged for ten months in an academic year, divided into three terms. The fees should be paid before the beginning of a term. Full payment for each term should be done irrespective of the number of working days. If there is a change of location mid-term then no additional charge will be made as will no refunds be made, even if the cost is different to the original payment.
- Any bus users choosing not to take the bus whilst on study leave will not be granted a refund or discount during this period.
- Payment methods
  - Direct deposit into our bank account
  - Payment by cheque or cash
- A full terms notice should be given in writing to withdraw from the bus service. In the event that the required notice is not given, there will be no refund for the remainder of the terms fees. Students who have not paid for bus transport will not be allowed to travel on the bus. Any unpaid transportation fees at the end of a term will result in the student not being able to continue to use the bus the following term.

DESC TRANSPORT  
CODE OF CONDUCT >>>>>>>>>>

Please read this document, and discuss this with your son/  
daughter and make them aware of responsible behaviour on  
the College bus.

1. Students should arrive at the relevant stop prior to the scheduled departure time and be ready for the bus to arrive and then board in an orderly manner.
2. Students should get on and off the bus at their designated stop. If they need to change stop then the bus coordinator must be informed prior to the journey.
3. When on the bus students should not leave their bags in the aisle so they obstruct other students, and they must remain seated throughout the journey. Under no circumstances must any student move from their seat when the bus is in motion.
4. Students must wear their safety belts at all times when seated. They must sit in their allocated seat facing forwards at all times. All bags must be stored away either in the overhead stowage or down in the foot well. All baggage/items taken onto the bus is solely the responsibility of the student. The College cannot be held accountable for any damage or breakages.
5. When a student is addressed by either the driver or the assistant, they must adhere to the instructions and show them respect.
6. Students must show respect to fellow students and refrain from
  - Arguing, using rude or inappropriate language/swearing, making excessive noise .
  - Fighting including hitting, punching, slapping, pinching, scratching 'play fighting' or any other
  - Physical contact.
  - Pushing when getting on or off the bus.
  - Bullying/threatening behaviour.
8. Food and beverages are not encouraged on the bus. However, if for some reason there is a need students must place the rubbish in the bin at the front of the bus or take it with them.
9. Students should not at any time force open the windows. They are locked to a 10cm opening as per the RTA rules.
10. Students should not disembark from the bus until it has come to a complete standstill and it is safe to do so.
11. If a student's behaviour is deemed unacceptable, then it is at our discretion to cancel the contract without notice.
12. The student will be responsible for the repair costs to any deliberate damage to the bus or furnishing inside the bus.
13. Students are reminded that whilst in College uniform they are representing the College and therefore must behave in an appropriate manner at all times.
14. If a student needs to change buses for any reason the Bus Coordinators must receive authorisation from a parent either by telephone or by email to **descbuses@descc.sch.ae**.
15. If a student moves residence/location you should contact the Bus Coordinator to check the availability of the service to the area and if there are seats available. Any changes to routes must be made through the college and not through the driver or carer. Although we will try to accommodate changes, we cannot guarantee that all areas can be serviced.



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