



مدرسة ابتاون الدولية
UPTOWN
INTERNATIONAL
School



SECONDARY

PARENT HANDBOOK

2026-2027



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WELCOME FROM OUR

VICE PRINCIPAL HEAD OF SECONDARY

MR. PAUL ROWE

Dear Parents,

Welcome to Uptown International School. We are extremely proud to educate a truly international body of students from over 79 different nationalities and cultures. Our school is committed to academic excellence and supporting each child in reaching their full potential while engendering independent learners and caring international citizens.

We foster a positive environment and approach that is demonstrated in all aspects of school life and in the wider Uptown International School community. We are committed to highly effective teaching and learning and the provision of wide-ranging opportunities and supportive relationships that allow every student to achieve their best.

We believe passionately in the value of global education and teach our students how to think critically, challenge assumptions, excel in their learning, build character, make lifelong relationships, and become multilingual global citizens. The following pages provide key information about life in the Secondary school for 2026– 2027 academic year.

**Mr. Paul Rowe
Vice Principal
Head of Secondary**

Overview

Uptown International School, (UIS), is in Dubai's Midrif area, at the corner of Algeria Road and Tripoli Street and opposite Al Warqaa. UIS is a school where modern educational theory and practice are implemented and enthusiastically embraced. Involvement with each student as an individual is a guiding principle at UIS.

UIS is a private, fee-paying school, licensed by KHDA. It is a coeducational day school and prepares its students for the International Baccalaureate Diploma courses as school leaving qualifications. As well as providing an academic education of high quality, the school attaches considerable importance to creative, physical, and community service activities, and offers a wide and developing range of facilities and opportunities in these areas.

UIS is a fully authorized International Baccalaureate World School offering the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP).





WELCOME TO

The Middle Years &
Diploma Programme

LEARNING AND TEACHING OBJECTIVES

As an IB World School, UIS aims to provide an educational environment where students aspire to become:



Inquirers

Inquirers, who develop their natural curiosity and become independent life-long learners with the skills necessary to conduct research and evaluate their experiences.



Knowledgeable

Knowledgeable, across a broad range of disciplines so that they explore concepts, ideas and issues that have both local and global significance.



Thinkers

Thinkers, who are innovative in applying thinking skills critically and creatively to solve complex problems and make informed, ethical decisions.



Communicators

Communicators, who understand and express ideas and information confidently and creatively in, at least, both Arabic and English using a variety of modes of communication and who work effectively and willingly in collaboration with others



Principled

Principled, in that they act with integrity and honesty; have a strong sense of fairness, justice and respect for the rights of individuals, groups and communities and who take responsibility for their own actions and the consequences that accompany them.

LEARNING AND TEACHING OBJECTIVES

As an IB World School, UIS aims to provide an educational environment where students aspire to become:



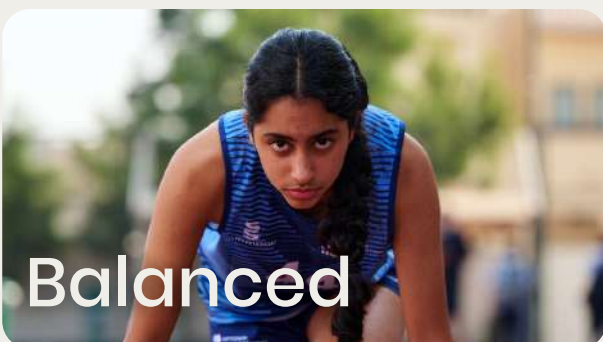
Open-minded, individuals who understand and are proud of their own heritage, and are open to the perspectives, values and traditions of different individuals and communities.



Caring, in that they show empathy, compassion and respect towards the needs and feelings of others, and have a personal commitment to service, and to making a positive difference to the lives of others and to the environment.



Risk-takers, who strive for excellence by approaching unfamiliar situations with courage; have the independence and self-confidence to explore new roles, ideas and strategies and are articulate in defending their beliefs.



Balanced, in understanding the interdependence of the intellectual, physical, emotional and spiritual aspects of their lives to sustain their own and others' well-being.



Reflective, so that they give thoughtful consideration to their own learning and experience and are able to assess their strengths and limitations in order to progress and develop.

Vision of Uptown International School

Our vision is to be a school for the whole of our international community that delivers a world-class education and achieves excellent student outcomes, by all measures, for all our students, in line with the UAE National Agenda. Our mission is to use education to make the world a better place to be, in alignment with the International Baccalaureate (IB), at the level of:

- The individual, through the achievement of outstanding qualifications, cultivating the learner profile, and nurturing leadership, for all
- The community, through service, a commitment to continuous development and embracing the UAE National Agenda
- The planet, through cultural empathy, international mindedness, and environmental awareness.

Values of Uptown International School

- Be ambitious for all
- Find and develop your passions
- Be better tomorrow than you are today
- Promote wellbeing and positive relationships





G6 TO G12

The School Day

The school week runs from Monday until Friday. The school day runs from 07.40am until 3.00pm, Monday to Thursday, followed by extra- curricular activities (ECAs) until 4.00pm. The school day on Friday finishes at 11:30am all students leave the school at this time on a Friday.

School Day

SCHOOL TIMINGS

Monday to Thursday :

From	To	Period
7:40am	8:35am	Period 1
8:35am	9:30am	Period 2
9:30am	9:45am	Snack Break
9:45am	10:40am	Period 3
10:40am	11:35am	Period 4
11:35am	12:30pm	Period 5 / Lunch
12:30pm	13:10pm	Homeroom
13:10pm	14:05pm	Period 5 / Lunch
14:05pm	15:00pm	Period 6

Please note:

11:35 – 12:30 – Grades 6, 7, 10 & 12 Lunch Break

13:10 – 14:05 – Grades 8, 9 & 11 Lunch Break

Friday:

From	To	Period
7:40am	8:35am	Period 1
8:35am	9:30am	Period 2
9:30am	9:45am	Break
9:45am	10:40am	Period 3
10:40am	11:30am	Period 4

Please note that the start date for Extra-Curricular Activities (ECAs) will be confirmed separately

Student transportation

Parents of students in Secondary are asked to use the car park in front the main administration building (off Tripoli Street D83). Secondary students should be dropped off outside so that they can make their own way into the building. Students should not arrive in school before 7.00am.

At the end of each day, students in Secondary should make their own way to the buses or to the car park. It is not necessary for parents of Secondary students to wait in the corridors. We respectfully ask that parents arrange to meet their children in the car park or outside of the Secondary building. Drivers should be mindful of pedestrians crossing the car park and travel at a safe speed when entering or exiting as young children are unpredictable. Cars should not be left running when the car is empty and must be parked in the designated areas only.

UIS uses Arab Falcon Bus Company to provide bus services for students. All buses meet the safety requirements as dictated by UAE law. Every day the drivers and their assistants collect and drop off children from all over the city. One of our main primary concerns is the safety of each child.

Students are expected to follow the bus rules and always behave appropriately on the bus. Parents will receive an information packet detailing the bus system at the beginning of the year. Students using the bus and their parents are required to sign the Code of Conduct for the School Bus form. Students who do not observe this Code of Conduct will be given a warning by the bus coordinator, who will inform the relevant Grade Level Leader. If a problem persists, the student may be denied access to the bus service.

Shorooq Gate Access

There is a gate connecting to the school in the Shorooq community for families to use/access that live within Shorooq. Other families should not use the gate to access the school. The gate is open Monday to Thursday 7.30am to 8.00am and afternoon open at 1.55pm and close at 4.30pm. Friday morning same as above and open in the afternoon at 11.30am and close at 12.20pm.

Students require a pass to use this gate.

Student transportation

E-Scooters

We are aware that some of our students use E-scooters to get to and from school. However, the new guidance that was issued last year on the use of E-scooters is:

- Students must be aged 16 years or more to ride an E-Scooter
- E-Scooter riders must have an RTA permit/license to ride them



If your child does not meet the requirements laid out in the guidance above, please arrange for an alternative method of transport to and from school. To support you with this process, Uptown International School will issue a special pass for students using E-scooters and this can be obtained from Francy Alalon at Secondary reception. (secondaryoffice@uptownschoo.ae) Please make contact to arrange this.

School ID Badges

School ID badges MUST be worn by all parents at all times. The school will provide you with these ID badges on the first day of school. If you are visiting the school during the day, please sign in at security and report to reception.

Taxis

Taaleem recommends that students are dropped off or collected from school by a responsible adult, including parents, guardians, carers or school transport. We do not recommend students are routinely allowed to travel to and from school in a taxi unaccompanied. Whilst we recognise there may be occasions when students need to travel between the school and home in a taxi, they must be accompanied by a responsible adult.

According to the UAE government regulations: children under the age of 12 must not travel unaccompanied in a taxi, and children under 130cm in height must be seated on a booster/car seat. Parents choosing to send their students to and from school using a taxi or any other form of public transportation, do so at their own risk.

Contact Details

Please see below for a list of key people you may need to contact at different times throughout the year.

Secondary Senior Leadership Team

NAME: PAUL ROWE

JOB TITLE: VICE PRINCIPAL – HEAD OF SECONDARY

EMAIL ADDRESS: PROWE@UPTOWNSCHOOL.AE

NAME: CHRIS NITSCHKE

JOB TITLE: ASSISTANT PRINCIPAL – HEAD OF UPPER SCHOOL

EMAIL ADDRESS: CNITSCHKE@UPTOWNSCHOOL.AE

NAME: CHARLOTTE DUNN

JOB TITLE: ASSISTANT PRINCIPAL – CP COORDINATOR

EMAIL ADDRESS: CDUNN@UPTOWNSCHOOL.AE

NAME: MOHAMMED ABDULRASHEED

JOB TITLE: ASSISTANT PRINCIPAL – MYP COORDINATOR

EMAIL ADDRESS: AMOHAMMED@UPTOWNSCHOOL.AE

NAME: MIA ROBERTS

JOB TITLE: STUDENT CULTURE AND EXPERIENCE

EMAIL ADDRESS: MROBERTS@UPTOWNSCHOOL.AE

NAME: BERNADETTE O'CONNELL

JOB TITLE: LEARNING, TEACHING & PROFESSIONAL DEVELOPMENT

EMAIL ADDRESS: BODONNELL@UPTOWNSCHOOL.AE

NAME: ANDREW GRAFTON

JOB TITLE: ASSISTANT PRINCIPAL- ACADEMICS

EMAIL ADDRESS: AGRAFTON@UPTOWNSCHOOL.AE

Contact Details

The curriculum leaders are very important should you have an issue with one subject area and need to speak to a department specialist. The Leaders are:

Curriculum Leaders

NAME: CLARE MACLEAN

JOB TITLE: HEAD OF MATHEMATICS

EMAIL: CMACLEAN@UPTOWNSCHOOL.AE

NAME: LOUISE LUSTED

JOB TITLE: HEAD OF ENGLISH

EMAIL: LLUSTED@UPTOWNSCHOOL.AE

NAME: MAMET AMFO-BROBBEY

JOB TITLE: HEAD OF SCIENCE

EMAIL: MBROBBEY@UPTOWNSCHOOL.AE

NAME: MICHAEL SIMPSON

JOB TITLE: HEAD OF INDIVIDUALS AND SOCIETIES – BUSINESS

EMAIL: MSIMPSON@UPTOWNSCHOOL.AE

NAME: MOHAMED GININA

JOB TITLE HEAD OF ARABIC

EMAIL: MGININA@UPTOWNSCHOOL.AE

NAME: DR. IBRAHIM ELBANA

JOB TITLE HEAD OF ISLAMIC

EMAIL: IELBANA@UPTOWNSCHOOL.AE

NAME: JADE PHYSICK

JOB TITLE: DIRECTOR OF SPORTS

EMAIL: JPHYSICK@UPTOWNSCHOOL.AE

NAME: STEPHANIE ANSELL

JOB TITLE: HEAD OF MODERN FOREIGN LANGUAGE (MFL)

EMAIL: SANSELL@UPTOWNSCHOOL.AE

NAME: CARMELA SANTANIELLO

JOB TITLE: HEAD OF DESIGN AND PERFORMING ARTS

EMAIL: CSANTANIELLO@UPTOWNSCHOOL.AE

NAME: AMANDA BOROUJERDI

JOB TITLE: SENDCO

EMAIL: ABOROUJERDI@UPTOWNSCHOOL.AE

Contact Details

Please see below for a list of key people you may need to contact at different times throughout the year.

Grade Level Leader Team

NAME: REBECCA HERRING

JOB TITLE: GRADE LEVEL LEADER – 6

EMAIL ADDRESS:

RHERRING@UPTOWNSCHOOL.AE

ADMISSIONS

EMAIL ADDRESS:

ADMISSIONS@UPTOWNSCHOOL.AE

EXTENSION NUMBER: 201/206

NAME: KAREN SHANAHAN

JOB TITLE: GRADE LEVEL LEADER – 7

EMAIL ADDRESS:

KSHANAHAN@UPTOWNSCHOOL.AE

ACCOUNTS

EMAIL ADDRESS:

ACCOUNTS@UPTOWNSCHOOL.AE

EXTENSION NUMBER: 229/230

NAME: HAIDAR RASHEED

JOB TITLE: GRADE LEVEL LEADER – 8

EMAIL ADDRESS:

HRASHEED@UPTOWNSCHOOL.AE

REGISTRAR

EMAIL ADDRESS:

REGISTRAR@UPTOWNSCHOOL.AE

EXTENSION NUMBER: 203

NAME: BRYONY CURTIS-TURNER

JOB TITLE: GRADE LEVEL LEADER – 9

EMAIL ADDRESS:

BWEBBTURNER@UPTOWNSCHOOL.AE

MARKETING & COMMUNICATIONS

EMAIL ADDRESS:

COMMUNICATIONS@UPTOWNSCHOOL.AE

EXTENSION NUMBER: 210

NAME: HAYLEY STANTON

JOB TITLE: GRADE LEVEL LEADER – 10

EMAIL ADDRESS:

HSTANTON@UPTOWNSCHOOL.AE

NAME: CLARE WALKER

JOB TITLE: GRADE LEVEL LEADER – 11 & 12

EMAIL ADDRESS:

CLWALKER@UPTOWNSCHOOL.AE

Term dates 2026–27

TERM 1

Term 1 starts Monday 31st August 2026

Mid-term break 19th – 23rd October 2026

Term 1 ends Friday 11th December 2026

TERM 2

Term 2 starts Monday 4th January 2027

Term 2 ends Friday 2nd April 2027

Spring Break 5th – 9th April 2027

TERM 3

Term 3 starts Monday 12th April 2027

Term 3 ends Thursday 2nd July 2027

A more detailed school calendar can also be found on the school website www.uischool.ae



G6 TO G10

The Middle Years Programme

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The Middle Years Programme (MYP)



The MYP encourages students to develop a deeper understanding of their learning by exploring significant concepts and ideas across subject areas. Through concept-driven learning, students are challenged to make connections, think critically and transfer their knowledge and skills to new and unfamiliar situations.

Learning is framed through meaningful global contexts, helping students understand the relevance of their studies and explore real-world issues from local, national and international perspectives. Students also develop essential Approaches to Learning (ATL) skills, including communication, collaboration, research, thinking and self-management, which support success both within and beyond the classroom.

The programme promotes interdisciplinary learning by encouraging students to draw connections between subjects and apply their understanding in authentic contexts. Through this balanced approach, students become increasingly independent learners who are equipped to engage thoughtfully and responsibly with the world around them.

The Middle Years Programme (MYP)

THE IB MIDDLE YEARS PROGRAMME:

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student study is supported by a minimum of 50 hours of instruction per subject group in each year of the programme, with some flexibility on the number of mandatory subject groups in years 4 and 5 (Grades 9 and 10) of the programme.

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.



THE MYP LEARNING EXPERIENCE

The MYP provides a holistic educational experience that supports students' intellectual, social, emotional and physical development. Through concept-driven and inquiry-based learning, students explore significant ideas and make meaningful connections between their studies and the world around them.

Learning is framed through global contexts, helping students investigate real-world issues, develop international-mindedness and understand different perspectives. Students also develop Approaches to Learning (ATL) skills, including communication, collaboration, research, thinking and self-management, enabling them to become independent and lifelong learners.

The programme promotes interdisciplinary understanding, encourages responsible action through Service as Action, and empowers students to make a positive contribution to their communities. Through study across eight subject groups and at least two languages, students develop the knowledge, skills and attitudes needed to navigate complexity, embrace diversity and prepare for future academic and personal success.

The Middle Years Programme (MYP)

LEARNING AND GROWTH THROUGH THE MYP

The Learning Through the MYP

At Uptown International School, the Middle Years Programme (MYP) is designed to develop knowledgeable, curious and compassionate learners who are prepared to engage with an increasingly interconnected world. Learning experiences encourage students to think critically, explore meaningful questions and apply their understanding in authentic contexts.

Learning Beyond the Classroom

Students are encouraged to make connections between their learning and the world around them. Through the exploration of local and global issues, they develop an appreciation of different perspectives and gain a deeper understanding of their role as responsible global citizens.



Developing Deep Understanding

The MYP emphasises understanding rather than memorisation. Students explore significant ideas and concepts across subject areas, enabling them to transfer their knowledge and skills to new situations and real-world challenges.

Developing Skills for Success

A key feature of the MYP is the development of Approaches to Learning (ATL) skills. These skills support students in becoming effective communicators, critical thinkers, collaborative learners and independent problem-solvers. ATL skills are explicitly taught and reinforced across all subject areas.

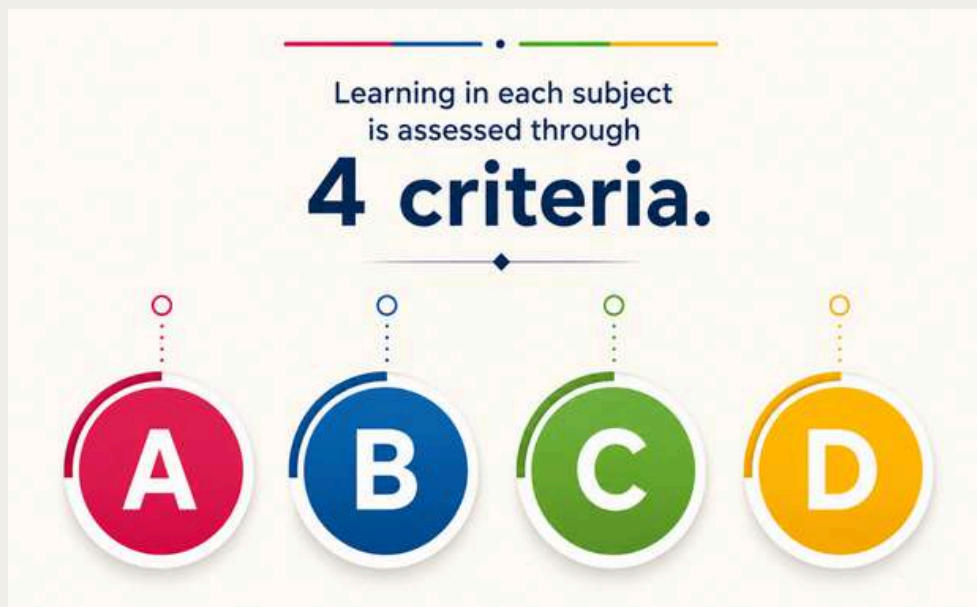


The Middle Years Programme (MYP)

TAKING ACTION AND MAKING A DIFFERENCE – MYP PROJECTS

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. All students must complete the personal project. Each student develops a personal project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

ASSESSMENT IN THE MYP



Assessment in the MYP is criterion-related and supports students in understanding what they know, understand and can do. Students are assessed using four subject-specific criteria, A, B, C and D, and final achievement is reported using the MYP 1–7 scale. Further details about assessment, academic honesty and reporting can be found in the “Assessments in the Secondary School” section of this handbook.

G11 TO G12

The Diploma Programme

The IB Diploma Programme is an academically challenging and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.



The Diploma Programme (DP)

The Diploma Programme, (DP)



The IB Diploma Programme is an academically challenging and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in language and literature, language acquisition, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level (HL) or standard level (SL).

The IB Diploma Programme consists of:

- 6 IB aligned subjects
 - a) 3 at Higher Level (HL)
 - b) 3 at Standard Level (SL)
- DP Core
 - a) Theory of Knowledge (TOK)
 - b) Extended Essay (EE)
 - c) Creativity, Activity & Service (CAS)

Diploma Programme (DP)

All students are required to make one selection from each option group in the table below. Options selections will be completed digitally. Students will received a link via Teams, an options confirmation will be emailed to students and parents after the selection process.

The full diploma requires 3 subjects at higher level and 3 at standard level

Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
English A : Language and Literature (HL/SL)	English B: Language Acquisition (HL/SL)	History (HL/SL)	Biology (HL/SL)	Mathematics Application and Interpretation (SL only)	Visual Arts (HL/SL)
Arabic A: Language and Literature (HL/SL)	Arabic B: Language Acquisition (HL/SL)	Geography (HL/SL)	Physics (HL/SL)	Mathematics: Analysis and Approaches (HL/SL)	Chemistry (HL/SL)
Mandarin A: Language and Literature (HL/SL)	French B: Language Acquisition (HL/SL)	Business Management (HL/SL)	Environmental Systems and Societies (HL/SL)		Business Management (HL/SL)
School supported self-taught Language A (SL)	Spanish AB initio (SL)	Psychology (HL/SL)	Sports Exercise Health Science (SL/HL)		Computer Science (HL/SL)
		Economics (SL/HL)			Psychology S (HL/SL)
					Global Politics (HL/SL)

Each subject is graded from 1 – 7

Maximum points score from IB subject = 42

Please note that the curriculum blocks outlined above are subject to availability and may need to be revised in the future.

The Diploma Programme (DP)

Three courses are taken at HL and three courses are taken at SL. SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum.

In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme. In addition to disciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements of the DP are:

- The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.
- Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- Creativity, activity, service (CAS) emphasises helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need). Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE.

The Diploma Programme (DP)

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the CAS requirement.

The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.



The Courses Programme

The Courses Programme provides an alternative pre-university qualification for students in Grades 11 and 12. Students follow the same subject curriculum as the full Diploma, studying six different subjects. Students also complete the Creativity, Action, Service aspect of the Diploma core. Other aspects of the full Diploma are optional for students choosing this route.



G11 TO G12

The Careers Programme

The Courses Programme provides an alternative pre-university qualification for students in Grades 11 and 12. Students follow the same subject curriculum as the full Diploma, but study four different subjects. Students also complete the Creativity, Action, Service aspect of the Diploma core. Other aspects of the full Diploma are optional for students choosing this route.

The Careers Programme (CP)

The Careers Programme (CP)



Career-Related Pathway consists of:

Career – related study (Pearson International Level 3 BTec
2 IB Subjects (can both be Standard Level)
CP Core

IB Career Related Programme (CP)

The International Baccalaureate (IB) Career-Related Programme is a two-year post-16 education program that combines academic study with practical, career-focused learning. It requires students to complete a career-related study, at least two IB Diploma Programme (DP) courses, and the CP core, which includes a reflective project, service learning (or community engagement), personal and professional skills, and language and cultural studies. The program prepares students for higher education, apprenticeships, or employment by developing both academic and lifelong skills



Key components of the IB CP

- Career-Related Study (CRS): A practical, career-focused program such as BTEC qualifications, which aligns with the student's interests.
- IB Diploma Programme (DP) courses: Three DP courses, which can be at Standard or Higher Level, that complement the career-related study.
- CP Core: A unique component that develops essential transferable and lifelong skills:
 - Reflective Project: An in-depth research project exploring an ethical dilemma in a career-related context.
- Service Learning (or Community Engagement): Applying knowledge and skills to meet a community need.
- Personal and Professional Skills: Developing the attitudes and habits of mind needed for lifelong learning and career success.
- Language and Cultural Studies: Fostering international-mindedness and global awareness.

How it prepares students

- Direct career preparation: Students gain practical skills and experience through the CRS and potential internships
- Academic rigor: They maintain academic skills through the DP courses, which are assessed via external exams
- Flexibility: The program allows students to tailor their studies to their specific interests and future goals
- Real-world application: Students learn by linking academic concepts to real-world situations and problems.

The Careers Programme (CP)

Career Programme students will first decide on which BTEC they would like to study, then add of on TWO additional subjects only at standard level from the option blocks below.

IB CP pathway students sit in the same classes as Certificates and Diploma pathway students, recieve the same academic support and sit the same final examinations.

Group 1: Language & Literatre	Group 2: Language Acquisition	Group 3 & 4: BTEC Option	Group 5 Mathematics	Group 6: Arts / Option
English A: Language and Literature	English B: Language Acquisition		Mathematics: Application and Interpretation	Visual Arts
Arabic A: Language and Literature	Literature Arabic B: Language Acquisition	CP Students choose ONE of the International L3 BTEC Diploma courses: • Business • Applied Science	Mathematics: Analysis and Approaches	Chemistry)
Mandarin A: Language and Literature	French B: Language Acquisition			Business Management
School supported self-taught Language A	Spanish Ab initio			Global Politics
				Psychology

Please note that the curriculum blocks outlined above are subject to availability and may need to be revised in the future.

The IB Certificates Pathway

IB Certificates Pathway



The IB Certificates Pathway consists of:

6 IB-aligned subjects

* can all be taken at Standard Level *

The IB Certificates Pathway

IB Certificates Pathway

The IB Certificates Pathway offers students a rigorous and internationally recognised programme while providing flexibility in how they experience the IB.

Students take six IB subjects, exactly like their peers in the IB Diploma and IB Career-related Programme. They learn in the same classes, follow the same curriculum, complete the same Internal Assessments, and sit the same final IB examinations. Each subject is awarded separately by the IB, giving students a strong academic record that reflects genuine depth and challenge.

This pathway is ideal for students who want the full academic rigour of IB subjects but would benefit from a structure that does not require the additional Core components (TOK, Extended Essay and CAS). By focusing solely on their six subjects, students can manage their workload more effectively, maintain wellbeing, and commit greater time to understanding, revision and strong performance in each course.

IB Certificates are widely accepted at universities around the world, including institutions in the UAE, the UK, Europe, Canada, Australia and across Asia. Universities value the reliability and rigour of IB assessments, and many view individual Certificates similarly to A-Level or AP subject results when making admissions decisions.

Overall, the Certificates Pathway is an excellent option for students who seek strong university pathways, full IB subject challenge, and a programme structure that best supports their personal academic success.



The IB Certificates Pathway

Students following the IB Certificates pathway are required to make one selection from each option group from the table below. Options selections will be completed digitally.

Subjects on the Certificates pathway are usually all taken at Standard Level, although we consider and support students on a case-by-case basis who want to take a specific subject at higher level to support an agreed university application.

Group 1: Language & Literature	Group 2: Language Acquisition	Group 3: Individuals & Societies	Group 4: Science	Group 5: Mathematics	Group 6: Arts/Option
English A: Language and Literature (HL/SL)	English B: Language Acquisition (HL/SL)	History (HL/SL)	Biology (HL/SL)	Mathematics: Application & Interpretation (SL only)	Visual Arts (HL/SL)
Arabic A: Language and Literature (HL/SL)	Arabic B: Language Acquisition (HL/SL)	Geography (HL/SL)	Sports Exercise Health Science (SL/HL)	Mathematics: Analysis & Approaches (HL/SL)	Chemistry (HL/SL)
Mandarin A: Language and Literature (HL/SL)	French B: Language Acquisition (HL/SL)	Business Management (HL/SL)	Physics (HL/SL)		Business Management (HL/SL)
School supported self-taught Language A (SL only)	Spanish Ab initio (SL only)	Psychology (HL/SL)	Environmental Systems and Societies (HL/SL)		Global Politics (HL/SL)
		Economics (SL/HL)			Psychology (HL/SL)

Please note that the curriculum blocks outlined above are subject to availability and may need to be revised in the future.

Pathway Entry Requirements

In order to tailor our provision accordingly and ensure that every student has the capacity to complete the chosen pathway, students must satisfy certain academic requirements in order to be admitted onto one of the three programmes of study that we offer in Grade 11.

Pathway	Minimum Requirements
IB DIPLOMA PROGRAMME	• Obtain a minimum 40 points from the MYP programme, across 7 subjects (as recorded on the final Grade 10 report card) • Obtain a minimum MYP grade of 5 in the three subjects that the student wishes to continue studying at DP Higher Level (as recorded on the final Grade 10 report card) • Obtain a minimum of MYP grade 6 to study the following subjects at Higher Level: Mathematics Chemistry Physics • Complete the MYP Personal Project • Demonstrate the academic capacity to achieve in a minimum of one Language A discipline • Be in good standing with respect to behaviour, punctuality, attendance & academic honesty.
IB CAREER-RELATED PROGRAMME	• Students will be assessed on a case-by-case basis • Be in good standing with respect to behavior, punctuality, attendance & ac
IB Certificates	• Students will be assessed on a case-by-case basis • Be in good standing with respect to behavior, punctuality, attendance & ac



ASSESSMENTS

In the Secondary School

Academic Honesty

Academic honesty means ensuring that the student's work is authentic based on his or her own ideas, language and expression.

The IB defines malpractice as behaviour that results in or may result in the student gaining an unfair advantage. Malpractice includes plagiarism of language writing assessments, to fabricating data for labs, to copying works of art for visual arts, to cheating on exams.

Plagiarism is when the student represents the ideas or work of another as their own. It is by far the most common type of malpractice. Collusion is when the student supports malpractice by another student, for example, allowing their work to be copied. In some cases, plagiarism is not always a deliberate attempt by a student to present ideas as their own but rather they are unaware of how or when to acknowledge sources.

Therefore, the school ensures students are taught in all levels the importance of citing sources correctly. Subject-specific skills required for good academic practice are routinely reviewed in subject areas throughout the programme. Students receive guidance on the skills of academic writing in a structured manner. Students understand the consequences of being found guilty of malpractice. Teachers promote academic honesty throughout the school. UIS subscribes to a plagiarism prevention service (Turnitin.com) and students are asked to submit their major project reports, investigations and essays to receive an authenticity report before it is handed in to their teachers. Teachers will also randomly check student work when plagiarism is suspected. If it cannot be proven, student will be interviewed to determine if it is their work.



Assessment

UIS follows the IB criterion-related model of assessment. Assessment of your son or daughters progress at UIS is continuous, the grades awarded at each reporting period are based upon a range of evidence, including, but not limited to, students' performance in the classroom, assignments, assessments and home learning activities.

These grades are not based on a single 'test' or assessment. As a result, the grades reported to parents will reflect students' performance as a whole and support teachers, students and parents to respond to student learning needs in order to ensure all students achieve their full potential.

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. It involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Highly effective assessment shares some key characteristics

- **Authentic – it supports making connections to the real world to promote student engagement**
- **Clear and specific – this includes desired learning goals, success criteria and the process students use to learn.**
- **Varied – it uses a wide range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.**
- **Developmental – it focuses on an individual student's progress rather than their performance in relation to others.**
- **Collaborative – it engages both teachers and students in the assessment, development and evaluation process**
- **Interactive – assessment encompasses ongoing and iterative dialogues about learning.**
- **Feedback to feedforward – it provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.**

Assessment

Effective assessment strategies provide teachers and students with a way to explore individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.

Assessment strategies can include:

- Observing
- Questioning
- Checks for Understanding (CFU)
- Discussing
- Informal tests and quizzes
- Peer -ended tasks
- Performances
- Process Journals

Teachers set tasks that provide learners with the opportunity to demonstrate what they have learned by applying their knowledge, skill and understanding within an authentic context. Effective assessment tasks ensure that students are supported, challenged and able to achieve more than they ever thought possible.

- Compositions - musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examination/tests
- Questionnaires
- Investigations
- Research
- Performances
- Portfolios
- Exhibitions

Attainment Grades in the MYP

In the MYP students' complete units of work that cover one or more of four assessment criteria for that subject. Each of these four assessment criteria is graded from 1-8.

Teachers judge where students are performing, measured against the descriptors for each assessment criteria, based on what standard the student has been working at up until that point. Teachers consider all aspects of students' performance when reporting on this grade. This includes performance in class, homework, assessments and other tasks.

The four assessment criteria for each subject group are:

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

Attainment Grades in the MYP

A guide to what each grade means in terms of a student's performance is:

Assessment Criteria Grade	
Level	Attainment is
7-8	Excellent
5-6	Substantial
3-4	Moderate
1-2	Limited

These numerical levels, for each of the four assessment criteria, are cumulated and, in combination with overall grade descriptors, students are then awarded overall attainment grades for each subject group on a scale of 7-1 (7 being the highest). Overall attainment grades for the Personal Project are also awarded on a 7-1 scale but with slightly different descriptors.

The table below shows how the four assessment criteria grades translate into an overall MYP grade. The grade boundary is the total of all four of the assessment criteria.

Attainment Grades in the MYP

Grade	Grade Boundary	Descriptor
1	1-5	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of a limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently using knowledge or skills.
3	10-14	Produces work of an acceptable quality. Communicate basic understanding of many concepts and contexts with occasional significant misunderstandings or gaps. Begins to demonstrate some creative and critical thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good quality work. Communicates basic understanding of many concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in some unfamiliar real world situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations.
6	24-27	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations.

DP/CP/Certificates

Students are awarded attainment grades for each of their chosen DP/CP courses on a scale of 7–1 (7 being the highest) using subject-specific assessment criteria, with teachers making judgements based on a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught. The Extended Essay and Theory of Knowledge elements of the Core are graded separately on a scale of A–E (A being the highest), with the results combined to give students a score on a 0–3 scale.

For DP students, final grades are determined from a combination of internally assessed / externally moderated pieces of work and external examinations. Students can score a maximum of 45 points – the total score is calculated from the six chosen courses (maximum of 7 points per course), plus up to 3 points for performance in Theory of Knowledge and Extended Essay. In order to receive the diploma, students must:

- Achieve a total score of 24 points or more
- Achieve 12 points or more from the three HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- Achieve 9 points or more from the three SL subjects (candidates who register for two SL subjects must gain at least 5 points)
- Achieve at least a grade 4 in three or more SL/HL subjects
- Achieve at least a grade 3 in four or more SL/HL subjects
- Achieve at least a grade 2 in all SL/HL subjects
- Achieve a minimum grade of D in both Theory of Knowledge and Extended Essay
- Meet all CAS requirements

Students following a Courses programme simply receive a final grade for each of their selected courses, as described above.

DP/CP/Certificates

Grade	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence
7	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence

Non MYP/DP Subject Reporting

Non MYP and DP subjects are:

- Islamic
- UAE Social Studies
- Arabic MOE
- Moral Education

These subjects are reported to parents using the following statements:

- Significantly above expectations
- Above expectations
- Meeting expectations
- Work towards expectations
- Below expectations

Effort and Conduct

Teachers also report on each student's effort and conduct in each reporting session, these are reported to parents using the following statements

- Excellent
- Good
- Satisfactory
- Limited

Reporting

We have four formal reporting cycles during the academic year. These reports enable students, parents and teachers to identify strengths and areas for improvement and improve future outcomes.

The dates for the reports will be published early in the academic year.



KEY INFORMATION

In the Secondary School

Parent Teacher Conferences (PTCs)

Parent Teacher Conferences (PTCs) is held three times each year for every Grade in the Secondary school.

These conferences are for teachers and parents to meet to discuss learning and academic progress. The conferences are a forum that allow teachers to highlight, to both students and parents, where students are succeeding and where there are areas of academic concern. At these conferences, teachers and parents will discuss the strategies students can use to develop and improve and the additional support that can be supplied by the teacher.

In addition to subject teachers, parents can also speak to Homeroom teachers, Grade Level Leaders and other key school personnel, such as the University Guidance Counsellor and members of our student support department.



Culture for Learning

Code of Conduct:

The code of conduct for students which in turn informs our praise, recognition and behaviour and conduct management strategies follows the principles of respect, responsibility and community expectations.

We have Respect:

- For ourselves
- For all members of our school community
- For our school environment

We take Responsibility:

- For our own learning
- For our own choices
- For our actions

As a Community we:

- Embrace differing cultures and perspectives
- Celebrate our own and others success
- Contribute positively to all aspects of school life



Culture for Learning

CELEBRATING SUCCESS

At UIS we believe that it is important to celebrate and praise students' achievements both formally and informally. Our Praise and Rewards system aims to celebrate the success of all our students in all areas of school life, and to ensure that personal effort, commitment, respect, and achievement are routinely recognised, recorded, and celebrated through a clear and fair rewards system. As part of our aim to foster a positive learning environment in class, teachers will always recognise positive effort with regards to class contribution, politeness, and sustained effort by verbally praising students throughout the lesson. Examples include:

Category	Examples of Achievements
Academic Attainment	Producing a high-quality piece of work. Significant improvement in attainment/quality of work. Excellent contributions in class. Outstanding achievement across a range of subjects. Evidence of excellent independent study.
Conduct	Exemplary behaviour Being a role model for others. Leading by example.
Contribution	Outstanding examples of service learning. Participating in ECAs/Sport/Performance programmes. Participation in house events.
Effort	Display enthusiasm and excitement for learning. Supports other learners. Completes work to the very best of their ability and always meet set deadlines.

Culture for Learning

Behaviour and Conduct

Our behaviour and conduct framework is designed to foster a reflective approach to behaviour choices in students and encourage accountability of actions and awareness of consequences.

Our clear and detailed framework enables us to deal with any behavioural incidents swiftly, consistently and with empathy. Full details of this can be found in our policy documentation.

HOME LEARNING

Out of class assignments are an integral part of the educational process. Home learning is important for both academic success and the development of self-discipline, good working habits and time-management skills.

Students should expect to spend approximately 1 to 3 hours each night completing home learning assignments, depending on their age. Every subject does not assign home learning every night. It is an expectation that Home Learning set will consolidate and/or extend learning from individual lessons. Students will also be expected to write down assigned work in their Student Planners.

In addition to Home Learning assignments, it is expected that all students are reading for pleasure on a regular basis. This reading may consist of physical texts from language lessons and may be in any language. Physical texts take many forms such as comics, novels, poetry, newspapers, magazines and so on.



Communication

Efficient communication is an essential part of the UIS ethos. It is necessary to always reflect clear, accurate and transparent messages to keep parents and the school community well informed about what is going on in the school. Effective communication promotes a culture that values students, teachers, parents and other community members.

Key communications will be sent to parents using school email. Email should also be the method of contact, in the first instance, between parents and teachers. We encourage parents to contact teachers and leaders directly if they have any concerns. Homeroom teachers and/or Grade Level Leaders should be the first point of contact for parents.

Other useful links for parents are:

Name	Position	Email Address
Francy Alalon	PA to Head of Secondary	secondarypa@uptownschool.ae
Floryville Salaguste	Secondary Reception	secondaryoffice@uptownschool.ae
Gladys Graciosa	Nurse	ggraciosa@uptownschool.ae
Maria Pizarro	Admissions Manager	admissions@uptownschool.ae
Rima Abdul Hadi	Registrar	registrar@uptownschool.ae
Dovelyn Faisal Farah Solaiman	Accounts and Finance	accounts@uptownschool.ae finance@uptownschool.ae
Arooj Iqbal	Marketing & Communications	communications@uptownschool.ae

School Uniform

SCHOOL UNIFORM REQUIREMENTS

The aim of having a school uniform is for our students to present a neat, work-like appearance at all times and to take pride in being members of UIS. Personal presentation is very important, and a high standard of personal appearance is expected of all students at all times. Students are our ambassadors when they are out in the community, and what they do and say, and how they look, reflects on all of us. All Secondary students must wear regular school uniform on PHE days and change into their sports kit for their lessons. The uniform is compulsory throughout the school and may be purchased from 'Magrudy's' at Mirdif City Centre.

Please ensure all uniform items are clearly labeled with the child's name and class. Name tapes are excellent or alternatively a waterproof marker pen. All students must wear regular school uniform on PE days and change into their sports kit for their lessons.

Grade 6–10 Boys

- Light blue UIS shirt
- Navy blue UIS shorts or navy blue UIS trousers

Grade 6–10 Girls

- Light blue UIS blouse
- Navy blue UIS long skirt or navy blue UIS trouser

Grade 11–12 Boys

- White UIS shirt and UIS tie
- Navy blue UIS trousers

Grade 11–12 Girls

- White UIS blouse
- Navy blue UIS long skirt or navy blue UIS trousers

Shoes (All Years)

- Black leather shoes only

School Uniform



School Uniform

Acceptable School Shoes

All black leather shoes only



Grey UIS baseball cap or cricket cap (optional)



• Navy blue UIS jacket (optional)

PHE kit for boys and girls

Our PHE kit may be purchased from 'Magrudy's' at Mirdif City Centre.

Requirements are as follows:

- UIS PHE shirt
- UIS PHE shorts/tracksuit bottoms
- Training shoes with non-marking soles and a change of socks
- UIS swimsuit/swim shorts and UIS swim cap/goggles/flip flops
- Water bottle

JEWELLERY AND MAKE-UP

At UIS, we would request that students keep jewellery simple and that make-up is not used in excess.

House System

HOUSE SYSTEM

At UIS, we provide a wide range of enrichment opportunities, one of those being our very successful house system. When enrolled, students are placed into houses, giving them a sense of team spirit and a chance to compete in a wide variety of activities, to help gain points for the collective house. This system is aligned vertically throughout the school, to enable students from all year groups to work together. House events occur in all subject areas throughout the year and, as a result, house shirts are required for all students grades 1-11.

The four houses are: Dhabi(Red), Hatta (Green), Nasr (Blue), Wasl (Yellow)

Students will be placed in houses during their first few weeks at UIS and will not be changed throughout the period of enrolment. There is no guarantee that siblings will be placed in the same house.



Student Attendance & Punctuality

We believe that good attendance and punctuality are vital in enabling students to make the most of their learning opportunities at UIS. Students are expected to be at school and in classes on time. The school requests that students and parents thoughtfully consider the serious effects of any absence. Poor attendance may also affect a student's eligibility to participate in school trips, sports teams or other extra-curricular activities. By attending every day, research indicates:

- Learning is made easier
- Students who develop good patterns of attendance and punctuality early on at school tend to continue in this pattern throughout their school life and beyond
- With good attendance and punctuality, students will achieve better results, have greater confidence, have increased self-esteem and develop useful skills for the workplace.

Please note that attendance and lateness are judged by the criteria set by KHDA and are as follows:

KHDA Definitions	Percentage	Days Off Per Academic Year
Outstanding	98% and above	No more than three days
Very Good	96 – 97.9%	No more than seven days
Good	94 – 95.9%	No more than eleven days
Requires Development	92 – 93.9%	No more than fifteen days
Weak	Less than 92%	Fifteen days or more

A student should not have more than 20 consecutive or 25 non-consecutive days of unauthorised absence. They may lose their place in the school or potentially be asked to repeat the year if this happens.

If a student is unwell or has an unforeseen absence from school, parents are asked to email the Secondary office on secondaryoffice@uptownschoo.ae and, the student's Homeroom teacher.

Student attendance & punctuality

Lateness to school reduces the effectiveness of the educational programme and negatively impacts upon the student's academic performance. Students are expected to be in school by 7.40am at the latest, ready to attend Homeroom at 7.45am. Any students arriving after this time will be marked late. If a student arrives after 8.00am and misses Homeroom, he/she must report to the Secondary office to collect a late slip, which they will then present to their teacher on arrival to class.

If a student needs to be excused and leave school early, the Secondary office must be informed either through a signed note or by telephone call/email. No student may leave campus during the day without the explicit permission of the parent or guardian being received by the Secondary office. For ad hoc arrangements, once permission has been given by the parent or guardian (parents should give at least 24 hours' notice of any such arrangement), the student will collect a signed gate pass to be given to security in order to leave the school campus.

How you can help your child:

- Avoid scheduling vacations when school is in session. They are considered unexcused absences.
- Avoid medical appointments during the school day.
- Do not permit missing school unless your child is truly sick. Use a thermometer to check for a fever.
- If your child seems anxious about going to school, talk to teachers, school counsellors, or other parents for advice on how to make him/her feel comfortable and excited about learning.
- Talk about the importance of regular attendance and about how your child feels about school.
- Build regular routines for bedtime and the morning.
- Be organised the night before.
- Seek support from school staff or community groups.
- Communicate any known absences in advance of school starting on the day of the absence.

School equipment

Secondary Students will need the following

- Black and/or blue pens
- Pencils
- Pencil Sharpener
- Eraser
- Highlighters
- Coloured Pencils
- 30cms ruler
- Protactor
- A graphical display calculator for grades 9 and 10 (Fx CG50 or CG100)
- Compass

BRING YOUR OWN DEVICE TO SCHOOL (BYOD)

All students will benefit from carrying a digital device to enhance their learning and should be encouraged to do so. It is a requirement that all students in Grades 6-8 have either a laptop computer (recommended) or a tablet. It is a requirement that all students in Grades 9-12 have their own laptop computer. All devices must follow the BYOD policy.

MOBILE PHONES

To support student wellbeing and learning, students are not permitted to use mobile phones on the school premises.

Parents who wish their child to bring a mobile phone to school must ensure that an approved phone pouch is purchased and used at all times, in accordance with the school's Mobile Phone Policy.

HEADPHONES

Students should not be wearing headphones around the school campus.

School equipment

DIGITAL PLATFORMS

During their induction into UIS, students will be introduced to the key digital platforms that we use and set up with the appropriate log-in details. General platforms include the Microsoft suite (Teams, Outlook etc.), Toddle, and the school network, with numerous subject-specific platforms such as LanguageNut, ReadTheory, My iMaths and Socrative.

ENRICHMENT

We are proud to offer an outstanding enrichment programme that challenges students to find their passions and extend their learning beyond the curriculum. Taking advantage of the state-of-the-art campus, the wider community and trusted partners, students are exposed to countless opportunities that develop their knowledge, skills, leadership, compassion and understanding of world cultures.

Through a carefully crafted enrichment program, with over 150 weekly activities, students are able to access competitive sport, dance, drama, music, visual arts, design and academics, delivered by passionate and innovative teachers that encourage students to work towards specific outcomes as part of a pre-planned learning journey. We offer a comprehensive and balanced range of excursions and residential trips to broaden students' horizons and take their learning outside the classroom and apply knowledge and skills to real world situations.

Student leadership is at the forefront of our vision and many of our activities are student led. We believe that leadership is not merely a title, but a set of discreet skills that all students should look to develop in preparation for their chosen career path. Examples of this include our Model United Nations programme, which currently has over 60 registered delegates working towards conferences throughout the year, our TEDxYouth team who host the annual UTS TEDxYouth event and our FI in Schools programme that centres around marketing and product design. Our students have been actively involved as ambassadors for the upcoming EXPO event, speaking as part of the EXPO Next Gen Majlis discussions, helping to shape the future of Dubai and the UAE.

Special Educational Needs

UIS prides itself on its inclusive approach to education. We do not discriminate on the grounds of race, nationality, disability or cultural background. We see the diversity of our student and staff population as one of our greatest assets, and we make every attempt to give each and every student full access to our IB learning programmes.

Teachers are assisted by specialist staff, such as our Head of Inclusion and Specialist Teachers and assistants, in the identification of and provision for an individual student's specific or exceptional learning needs, including those who are recognised as being gifted and talented.

If a student should need additional learning support beyond that available at the school, then the school reserves the right to pass on to parents, part or all, of the additional cost incurred.

We also ensure that at UIS students themselves have a prominent voice in all matters that affect them, and we act fairly and decisively in dealing with any behaviour that is contrary to our inclusive ethos. At all times we seek to provide exemplary leadership as role models ourselves.

Lost and found

LOCKERS

Student will be provided with an allocated locker that should be used to store belongings. Lockers are not private property; they belong to the school. Students are responsible for the care and cleanliness of their locker from the inside and outside while in student use.

Students will be required to bring their own combination lock to use on their allocated locker.

LOST AND FOUND

The school is not responsible for any lost items that are left unattended. All items that have been found and are clearly labelled will be returned to their rightful owner. All other basic items (caps, water bottles, etc.) are left for students to claim from 'Lost and Found'. Anything of great value is labelled with the date found on it and is handed into the Secondary office. Students need to claim it from the office and staff will ask for a distinguishing description to verify the ownership of the found item.

At the end of the month any lost and found not claimed will be given to our second-hand uniform shop.



Healthy eating

At UIS we encourage our students to develop healthy eating habits. Students are encouraged to socialise and practise their table manners as they eat. Students may purchase snacks and/or lunch from the school canteen.

We ask that parents support our healthy eating policy by ensuring that they send their children to school with suitable and healthy packed lunches that will sustain them throughout the busy school day. Packed lunches should not contain sweets crisps, cookies, fizzy drinks or caffeine-fuelled energy drinks. They should also not contain any non-halal products. We ask that parents and staff make students aware that we do not share food to ensure that we are respectful of all religious beliefs concerning food products.

Students are educated about the importance of drinking water throughout the day and reminded to drink water regularly. Please ensure your child has their own named water bottle in school every day. We do have water fountains to refill water bottles. As we work to become a more environmentally friendly school, we no longer provide one use plastic cups to students unless it is a case of emergency.

NUTS & SEEDS

Nuts and Seeds Restricted Campus (excluding sesame). This policy has been expanded to include seeds as well as nuts to further reduce the risk of severe allergic reactions among students with diagnosed allergies. In full transparency, we have a considerable number of students within our community who have allergies to both nuts and seeds.

We kindly remind all families not to include peanuts, tree nuts, nut spreads, mixed nut snacks, or seeds such as sunflower and pumpkin seeds in lunchboxes, nor bring these items onto campus. Sesame products remain permitted.

While we cannot guarantee a completely allergen-free environment, strict adherence to this policy is essential in helping us provide a safer school environment for all students. We respectfully ask for your full cooperation and vigilance when preparing snacks and lunches.



School Clinic

The school provides health care for students during the Secondary school day (7.30am – 4.00pm). The school employs qualified nurses, who are responsible for all aspects of student and staff medical health during school hours. Additionally, several members of staff have received training in First Aid and are certified in CPR and the use of defibrillator units. Upon entry to the school, parents are asked to complete a medical history form, which is held on the students file. Parents are requested to provide updated medical reports on an annual basis.

Students who need to visit the nurse during the school day should first obtain a note from the relevant class teacher. In non-urgent cases, where the student needs to return home or to go to a hospital, the nurse will call the parents and ask for the parent to collect the student from the school. In urgent cases, the school will arrange for the student to be transported to the nearest appropriate hospital. We will always endeavour to contact parents prior to this. If this is not possible, all students will be taken to Rashid hospital.

If a student is injured during an activity, s/he must be taken by an adult to the school nurse. A blow to the head or neck must be taken very seriously, and the student must be taken for assessment and treatment immediately.



Safeguarding

At UIS we take child protection very seriously and any issues relating to safeguarding concerns for a child will be reported to the Child Protection Leads. The Designated Safeguarding Lead for Secondary is Mr. Mick Wright, Deputy Headteacher, please contact mwright@uptownschool.ae if you would like to meet to discuss any concern.

Any student who is the victim of abuse or who is concerned about the safety of another child should know that s/he will be supported by the school and that appropriate action will be taken ensuring that her/his dignity, well-being and safety are of the highest importance and urgency. Teachers will report any suspected concerns to the Safeguarding Leads. All UIS staff receive annual safeguarding training

COUNSELLING

We have a Student Support Counsellor and a Universities and Careers Counsellor at school. The Student Support Counsellor promotes the development of personal, emotional and social skills relevant to specific age groups and conducts individual and group counselling sessions on topics such as friendship, anxiety, parental divorce and anger and behaviour management. The Universities and Careers Counsellor focuses on advising students on potential career/university choices and supporting students through all aspects of the university application process. Both counsellors are utilised to support the work of Homeroom teachers.

Our counsellors have an open-door policy, allowing all students to be able to make appointments to see them. Unless there are prior arrangements or extenuating circumstances, students are not encouraged to make appointments during lesson times.





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INTERNATIONAL
School**

CONTACT US



04 251 5001



secondaryoffice@uptownschool.ae



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