



مدرسة ريبتون
للبوطني
REPTON SCHOOL
ABU DHABI

REPTON ABU DHABI

Parent Handbook 2025–2026

Version 2 – 13.08.25

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PRINCIPAL'S MESSAGE



Dear Parents,

Welcome to the Academic Year 2025-26. I would like to extend a particularly warm welcome to all of our new families who are joining us this year, you are now part of our extended Repton family! Our values, culture and community are dear to us and I hope you see and feel this from your first day.

Distinctive in the DNA of Repton students is their spirit of individualism and their confidence in embracing new challenges. Repton students have an instinctive curiosity, a genuine love of learning, and a resilient 'never give up' attitude when facing challenges. The academic progress that our students make has been rated as 'Outstanding' by ADEK. Although, we are incredibly proud of our students' academic achievements, what lies at the heart of a true Reptonian is the progress they make in becoming caring, confident and respectful citizens of the world.

With great privilege comes great responsibility; our students appreciate the privilege they have in receiving a Repton education, a great education opens many doors and our students are empowered, encouraged and expected to positively impact their families, their communities and the wider world.

Your role as parents in supporting your child's education, building positive relationships with their teachers, and role modelling resilience and a growth mindset is critical to their academic and personal development.

We hope you find this Parent Handbook useful and encourage you to read the additional information provided on our website and Parent Portal.

I wish you all the best on a successful and enjoyable year!

Steve Lupton
Principal

KEY DATES

(All dates are subject to change)

Autumn Term

First Day of Autumn Term.

Mon, 25th August 2025: * = New students only

School day timings for the first week of Term 1

Year Group	Mon 25th Aug *New Students only	Tue 26th Aug	Wed 27th Aug	Thu 28th Aug	Fri 29th Aug
FS1/Nursery	10.00-12.00 (all students)	9.00-11.00	9.00-11.00	9.00-11.00	9.00-11.00
FS2/Reception	10.00-12.00*	8.30-12.30	8.30-12.30	8.30-12.30	8.30-11.00
Year1	10.00-12.00*	7.45-2.40	7.45-2.40	7.45-2.40	7.45-11.40
Year2	10.00-12.00*	7.45-2.40	7.45-2.40	7.45-2.40	7.45-11.40
Year 3 - Year 6	9.00-11.00*	7.45-3.00	7.45-3.00	7.45-3.00	7.45-12.00
Year 7- Year 13	9.30-11.30*	7.45-3.00	7.45-3.00	7.45-3.00	7.45-12.00
Year 12 Only	9.30-11.30 (all Year 12 students)	7.45-3.00	7.45-3.00	7.45-3.00	7.45-12.00

Prophet Mohammed's Birthday (TBC) Thur, 4th September 2025

Half Term Break TBC

Eid al Etihad (TBC) Tue, 2nd December - Wed, 3rd December 2025

Last day of Autumn Term Fri, 5th December 2025



Spring Term

First day of Spring Term	Mon, 5 th January 2026
Half term break	TBC
Last day of Spring Term	Fri, 13 th March 2026
Eid Al Fitr (TBC)	Wed, 18 th March - Sat 21 st March 2026

Summer Term

First day of Summer Term	Mon, 30 th March 2026
Eid Al Adha (TBC)	Tue, 26 th May - Fri, 29 th May 2026
Islamic New Year (TBC)	Tues, 16 th June 2026
Last day of Summer Term for students	Fri, 3 rd July 2026

THE SCHOOL DAY

Start and End times

Year Group	Doors open	Start time	End time (Mon-Thu)	End time (Fri)
Nursery & Reception (Rose Campus)	7.50am	8.00am	2.20pm	11.20am
Year 1 & Year 2 (Rose Campus)	7.35am	7.45am	2.40pm	11.40am
Years 3 - 13 (Fry Campus)	7.35am	7.45am	3.00pm	12.00pm

Rose Campus and Junior (Y3-Y6) Students can be collected from their class teacher, ECA location, gym or designated area outside the building.

Optional morning care

Campus	Time/ location
Rose Campus	7.15am Palm class balcony
Fry Campus	7.15am Main reception door

Please note that Morning Care supervisors are not responsible for children before the scheduled time above.

Late drop off (morning)

Students are expected to be in class by the designated start time, and any arrival after this will be recorded as late.

Year Group	Considered late
Nursery & Reception (Rose Campus)	8:15am
Year 1 & Year 2 (Rose Campus)	8:00am
Years 3 - 13 (Fry Campus)	7.45am

Late collection (after school)

Please note that Late Collection supervision should only be used for genuine delays and parents are requested to make every effort to collect their child(ren) on time. We track and monitor this.

Year Group	Considered late
Nursery & Reception (Rose Campus)	Mon-Thurs: 2:30 - 2:40pm Fri: 11:30 - 11:40am
Year 1 & Year 2 (Rose Campus)	Mon-Thurs: 2:50 - 3:00pm Fri: 11:50 - 12:00pm
Years 3 - 13 (Fry Campus)	Mon-Thurs: 3:10pm Fri: 12:10pm

Extra Curricular Activities (ECAs) timings

Campus	Start Time	End Time
Rose Campus	Nursery/Reception: 2:30pm Year 1 and 2: 2:50pm	Nursery/Reception: 3.00pm Year 1 and 2: 3:30pm
Fry Campus	3.05pm	4.10pm

PARENT COMMUNICATION

What are the communication methods we use at Repton?

Communication is a vital part of the home/school relationship. The below is intended to simplify the expected communication channels between the school and home.

School information, News and Events:

Email: All new and important information will be sent to parents via email.

Newsletter: A weekly production that provides a snapshot of the week's activities and celebrates student success.



Student Learning Platforms:

Students receive information, showcase work and submit work on the below apps:

Seesaw: Nursery – Year 2

Class Dojo: Year 3 – Year 5

Teams: Year 3 – Year 13 (Student access only)



Sports Information:

Email: All information regarding sports teams, sports trials and squad selections will be sent via email.

WhatsApp: Broadcast only groups are available for parents with students in selected squads and teams.

Instagram: Scan the QR code to follow our Repton teams' success.



Other communication channels:



iSams Parent Portal: Download the App and use code **RSAD** to have easy access to the school calendar, student reports, attendance, staff contact lists and newsletters.

School Cloud: Used for ECA sign-up and parent consultation evening bookings.



Friends of Repton WhatsApp Groups:

This platform is intended for class group reminders, FoR Community event information, play dates, birthday parties and new parent questions.



Parent Feedback:

We welcome your feedback. Comments, compliments and suggestions can be emailed directly to your child's teacher or tutor.



Parent Code of Conduct

At Repton Abu Dhabi, we are committed to working in strong partnership with parents to ensure every child receives the best possible support, care, and education. As part of ADEK's regulatory framework, all schools must follow a standard Parent Code of Conduct, which outlines the expectations placed on families to promote a respectful and productive school community.

Below is the official ADEK Parent Code of Conduct, which applies to all families:

Schools shall work in partnership with parents to support their child's learning. In encouraging parents to model appropriate behavior, schools shall require parents to agree to the following code of conduct at a minimum:

1. Respect the vision, mission, and value statements of the school and its learning environment.
2. Treat members of the entire school community including students, staff (including security guards, cleaners, etc.), parents, in a professional and respectful manner and maintain relationships in the best interest of students.
3. Acknowledge that the education and wellbeing of each child whilst in school is a joint responsibility based on a positive school-to-home relationship between the school and the parent and that they will commit to their responsibilities (e.g., ensure their children engage in home learning, get adequate sleep, consume healthy foods, engage in physical activity).
4. Set a good example with regard to speech and behavior and a willingness to resolve concerns in a professional manner whether verbal or written (e.g., not raising one's tone of voice or using offensive language).
5. Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the ADEK Cultural Consideration Policy.
6. Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes.
7. Correct their own child's behavior (or those in their care), where it could lead to conflict/ unsafe conduct or limit the ability of other children to learn.
8. Commit to and be respectful of the school's general policies and whilst on school premises and behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
9. Strive to achieve and maintain excellent daily attendance and punctuality of their child, including not taking holidays outside of official school breaks, following up on their child's academic performance, and being respectful of arrival and pick-up timings.
10. Respect the school's policy on academic honesty and integrity (i.e., monitoring their child's schoolwork for plagiarism, refraining from providing unnecessary assistance) to ensure the work accurately reflects the child's ability. This includes refraining from providing false information to the school (i.e., submitting fraudulent documents, and making false excuses for absences).
11. Respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit their child's growth and steady progress.
12. Cooperate with the school's recommendations for additional learning support, in instances where the school deems learning support is necessary for their child's educational progress and development.
13. Should the above minimum requirements be disrespected or ignored, at the discretion of the school, parents may be asked to leave the school premises or be denied access.

Absence

Please email your child's Class Teacher/ Tutor and the School Reception as early as possible.

Absences for illness, doctors, dentists, hospital, interviews and examinations for other schools, where the school is informed, are all regarded as authorised absences.

Any absence from school is clearly disruptive to a child's education. We therefore advise that all absences should be taken out of term time, where possible. Absences in term time are only sanctioned for exceptional circumstances and an application should be made in writing to the Principal or Headteacher at:

principalspa@reptonabudhabi.org (Y3-13)

headteacherspa@reptonabudhabi.org (Nursery-Y2)

Volunteers and Parent Helpers

We are always looking for Parent Volunteers who can make a weekly commitment to helping children to read. If you would like to support the school in this way, please contact the Junior Literacy Coordinator.

Please note that due to Child Protection, we will always ask Volunteers to wear a security pass, to be visible in a public place with students at all times, and to have their name displayed on a Staff noticeboard so that Teachers are aware of who is with our children. You will also be required to fill in documentation for ADEK approval.

Concerns and Complaints

Repton Abu Dhabi welcomes comments and suggestions from parents and takes very seriously any concerns that may be raised. We encourage parents to bring issues to our attention as early as possible so that, hopefully, an early resolution prevents the matter becoming more serious.

Generally, the first point of contact should be the Class Teacher/Tutor who will arrange a mutually convenient appointment to discuss the issue. If the matter is not resolved by the Class Teacher/Tutor then a meeting with the Head of Year, Head of Department, or Assistant Head will be arranged.

Should further discussions be necessary then the Headteacher or Principal will be introduced into the procedure.

For further information on the complaints process, parents can visit the school website and read the full 'Parent Complaints Policy' listed in the [School Policies](#) section of the school website.

Procedure for Mobile Phones

From the start of the 2025–26 academic year, all students who bring a mobile phone to school will be required to use a secure, tamper-proof phone pouch provided by the school. These pouches remain locked throughout the school day and can only be opened at designated unlocking stations at the end of the day.

How it works:

- Students bring their phone to school as usual.
- During morning registration, the phone is placed into the secure pouch.
- The pouch remains locked in the student's school bag throughout the school day.
- Pouches are unlocked at designated stations, at the school's exit, after leaving the campus.

Cost:

Each student will be required to purchase a pouch at a cost of AED 60, payable at the start of term. Only students who bring a phone to school will be required to purchase a pouch.

Other Electronic Devices

The use of additional personal electronic devices such as iPods, MP3 players, PSPs, and cellular-enabled smartwatches is strictly prohibited on school premises. Any such items will be confiscated immediately and returned only to the student's parent in person.

The school provides iPads for academic use. Students in Years 10 to 13 may bring their own laptops as part of the BYOD (Bring Your Own Device) programme. No other personal devices are permitted during the school day.

Social Media Use

The use of social media in any form is not permitted within the school grounds.

Communication with Parents

We understand the importance of communication and safety:

- Students will be able to access their phones at the end of the school day.
- In case of an emergency, the school will facilitate direct contact between students and parents via the Reception.
- Students needing to contact their parents during the day may do so from the school reception with staff permission.

We ask all parents to support these expectations by ensuring that students understand the importance of following this policy and only bring mobile phones when absolutely necessary.

PORTA

VACAT

CULPA

Useful contacts

Principal - Steve Lupton/ PA	principalspa@reptonabudhabi.org
Headteacher EYFS - Marie Al Nasrawi/ PA	headteacherspa@reptonabudhabi.org
Headteacher Junior – Aran Smith	aran.smith@reptonabudhabi.org
Headteacher Senior/ Vice Principal – Stephen Davis	stephen.davis@reptonabudhabi.org
Deputy Head EYFS – Lizzie Hilliard	lizzie.hilliard@reptonabudhabi.org
Deputy Head Junior – Dean Williams	dean.williams@reptonabudhabi.org
Deputy Head Senior – Jon Hughes	jon.hughes@reptonabudhabi.org
Assistant Head Inclusion – Lisa Watson	lisa.watson@reptonabudhabi.org
Assistant Head Curriculum - Helen Scott	helen.scott@reptonabudhabi.org
Assistant Head Teaching & Learning - Graeme Wallace	graeme.wallace@reptonabudhabi.org
Head of Year Nursery (FS1) - Siobhan Henry	siobhan.henry@reptonabudhabi.org
Head of Year Reception (FS2) - Victoria McIntyre	victoria.mcintyre@reptonabudhabi.org
Head of Year 1 - Aoife Ryan	aoife.ryan@reptonabudhabi.org
Head of Year 2 - Claire McIntyre	claire.mcintyre@reptonabudhabi.org
Head of Year 3 - Emma Fern	emma.fern@reptonabudhabi.org
Head of Year 4 - Joanne McDermid	joanne.mcdermid@reptonabudhabi.org
Head of Year 5 - Emily Brown	emily.brown@reptonabudhabi.org
Head of Year 6 - Emily Wood	emily.wood@reptonabudhabi.org

Useful contacts

Head of Year 7 - Beth Judd	beth.judd@reptonabudhabi.org
Head of Year 8 - James Prigmore	james.prigmore@reptonabudhabi.org
Head of Year 9 - Thomas Forster	thomas.forster@reptonabudhabi.org
Head of Year 10 - Marnie Grant	marnie.grant@reptonabudhabi.org
Head of Year 11 - Jon Hunt	jon.hunt@reptonabudhabi.org
Head of 6 th Form - Jasmine Prigmore	jasmine.prigmore@reptonabudhabi.org
Counsellor (Rose Campus)	sneha.kukreja@reptonabudhabi.org
Social Worker (Fry Campus)	aya.salem@reptonabudhabi.org
Nurse (Rose)	roseclinic@reptonabudhabi.org
Nurse (Fry)	clinic@reptonabudhabi.org
Please also see our website:	http://www.reptonabudhabi.org
Instagram:	we_are_repton_abu_dhabi reptonabudhabi

CURRICULUM AND ETHOS

Our Vision

To be a world-class school providing the best for every child

Our World-Class Aims

GROUND**ED**: A self-motivated, critical thinker who is emotionally resilient, healthy, and happy.

ROUND**ED**: A culturally aware, socially conscious global citizen who is environmentally aware and technologically fluent.

UNBOUND**ED**: A courageous, confident, and intellectually curious leader who seeks opportunity and finds achievement.

Our World-Class Values

Integrity
Respect
Growth Mindset
Empathy
Passion
Innovation



Curriculum Overview

At Repton, our approach to learning is underpinned by the principles of Positive Education, helping students to find meaning, motivation and pride in their achievements. We foster character, wellbeing and resilience throughout the curriculum, supporting our students to become individuals who are Grounded, Rounded and Unbounded.

We deliver a British independent school curriculum informed by evidence-based practice. While it draws from the English National Curriculum, it is carefully adapted for our international setting by highly skilled teachers who bring both subject expertise and cultural awareness. Where possible, elements of national identity are embedded to help students develop a deeper understanding of the UAE's values and heritage.

All subjects are valued equally, and each plays a vital role in shaping the whole child. Lessons are delivered with academic rigour and are enriched by the latest research-informed strategies. Our technology-rich environment enhances this experience, offering access to innovative digital tools and platforms that support personalised and engaging learning.

The curriculum is designed to develop independent, lifelong learners with a strong sense of intellectual curiosity. Academic content is deepened through cross-curricular connections and wider learning opportunities that encourage critical thinking, collaboration and real-world application.

Repton teachers regularly reflect on and refine their practice to ensure learning remains relevant, dynamic and inclusive – equipping every student with the knowledge, skills and mindset to thrive in a complex, global world.

Foundation Stage – Nursery and Reception

The aim of the Foundation Department is to lay the foundations for each child's success. We facilitate the development of each child's self-esteem, ensuring they develop secure confidence.

The Foundation Programme encompasses continuity and progression in the following key areas:

*Personal, Social and Emotional Development;
Communication and Language;
Physical Development;
Literacy;
Maths;
Understanding the World;
Expressive Arts and Design.*

Progression is achieved through offering a child centered approach that is inclusive of all children's needs. Here at Repton, it is paramount that we strive to meet the individual needs of each child. We deliver personalised learning and care to ensure that each child receives the best possible start in life.

Play is at the heart of our Foundation programme. We believe that children must have the opportunity to explore and investigate through play both indoors and outdoors. Each child's development in learning is supported by a varied selection of play experiences.

These opportunities benefit greatly from a high staff: child ratio. Ultimately, by providing a stimulating environment and adult support, through play, children at Repton Abu Dhabi have the ability to:

*Investigate, extend and demonstrate an understanding of the world around them;
Practice and build up concepts, ideas and skills;
Develop and understanding of rules and routines; Widen their experience by taking risks;
Explore their imaginative and creative skills;
Broaden their communicative skills by working independently and as a member of a group.*

The Early Years curriculum is founded on the Early Learning goals as stated in “Development Matters”. These inform professionals of specific outcomes children should be achieving at progressive ages.

Our students work in small classes with experienced Teachers supported by Teaching Assistants. As one would expect, the children spend the majority of time with their Class Teacher but the children do benefit from specialist teaching in Arabic, PE, Swimming, Music, and French.

The Foundation day is filled with a selection of activities to stimulate and encourage children through the key areas in the Foundation programme. Each week the children are encouraged to explore and extend their ideas through a selection of planned and self-chosen themes.

Key Stage 1 – Years 1 and 2

At Repton Abu Dhabi, we meet each child’s individual educational needs by creating a carefully planned environment and curriculum that enables learning to be enjoyable, yet purposeful and stimulates every child’s development. We ensure that all children are prepared educationally, with a developed sense of responsibility.

All of our experienced and enthusiastic Teachers are individually supported by a qualified Teaching Assistant, enabling each child to be given the attention that they require. There is a great deal of emphasis placed on the core subjects- English, Mathematics, Science and Arabic- with a strong emphasis on preparing our children for life in a rapidly changing global society.

The aim of Key Stage 1 is to give children the best possible start to a more formal education. Entering a more structured curriculum can be daunting but by providing a welcoming and caring environment the children are able to grow into independent and self-confident individuals.

Our goal is to enable all children to be working at a level above what would be expected in most other schools.

Although using and following many aspects of the English National Curriculum we are not bound by it, ensuring that we can offer a broad, exciting and rich curriculum whereby the children are constantly challenged to excel. The culture and heritage of the UAE are also integral to our curriculum and are included in all curricular areas.

Junior School - Fry Campus

Key Stage 2 – Years 3 to 6

Our aim in Key Stage 2 is to equip children with the skills, attitudes and confidence they need to thrive as independent 21st-century learners. We place a strong emphasis on the meaningful use of technology, which is embedded across all curriculum areas to enhance teaching and deepen learning.

From the age of 7, our curriculum increasingly reflects the expectations of the UK National Curriculum. It is adapted thoughtfully for our international context, incorporating local cultural heritage and drawing upon global educational practices that enrich the learning experience. We maintain the high academic standards expected of any leading UK independent school.

Reading sits at the heart of our provision. It is a vital tool for self-directed learning and intellectual growth. We prioritise both comprehension and reading for pleasure, encouraging children to read at home with their families as well as during the school day. Our well-resourced library supports both enjoyment and purposeful research.

Strong communication skills are essential for future success. We build students' confidence to speak clearly and express themselves with accuracy and impact. Public speaking, listening and performance are woven into our curriculum, alongside a focus on high-quality writing, grammar, spelling and handwriting. We take pride in ensuring that every child achieves and sustains excellence in the presentation of their work.

Mathematics is taught in a way that is engaging, interactive and rooted in problem solving. Fluency in key number facts – including multiplication tables – underpins our approach. Regular practice and assessment help secure accuracy and confidence in core calculation strategies.

Our curriculum is broad, balanced and rich in opportunity. In addition to English and Mathematics, children engage with high-quality teaching in Science, Humanities (History and Geography), French, Arabic, Islamic Studies (where applicable), Art, Music and Physical Education.

Technology is seamlessly integrated throughout the curriculum. We recognise and nurture children's natural confidence with digital tools and believe that technology, when used with purpose, can enhance creativity, collaboration and critical thinking across all areas of learning.

Senior School - Fry Campus

Key Stage 3 - Years 7 to 9

The Senior School is a vibrant and multifaceted environment, offering students a stimulating set of opportunities and challenges. As students' progress, they are expected to hone their study techniques and foster a growing independence in their academic endeavours.

We actively encourage students to ignite their intellectual curiosity and harness their academic initiative. This approach cultivates a sense of personal responsibility, preparing them to shape their future and make mindful decisions. In the Senior School, we implement a British independent school curriculum that seamlessly merges the elements of the English National Curriculum while also providing space for our proficient teachers to design a suitable curriculum operating in a global context.

The curriculum's unique structure aims to cultivate independent, lifelong learners who are spurred by intellectual curiosity and a quest for knowledge that transcends the classroom's four walls. This educational aspiration is not limited to the syllabus but extends to formal preparation periods and fosters connections between academic learning and co-curricular activities.

Key Stage 4 - Years 10 and 11

This is a pivotal time that marks the launch of the GCSE examination courses, a remarkable milestone for our dynamic Senior School students.

Here, each young mind embarks on a thrilling voyage, discovering and exploring a spectrum of subjects - some chosen, some obligatory. The richness and diversity of these GCSE courses are not just designed for academic growth but to ignite a spark, opening doors to a multitude of A-Level, University, and career possibilities.

Your sons and daughters will be sculpting their future paths, informed and inspired by this transformative educational journey. Our teaching experts and devoted students are privileged to follow the acclaimed Pearson-Edexcel or Oxford-AQA GCSE courses. These distinguished exam boards have international reputations for excellence, both within the UK and across the globe. We firmly believe in their ability to provide the platform from which our Senior School students can shine, demonstrating their unique abilities and talents to the world.

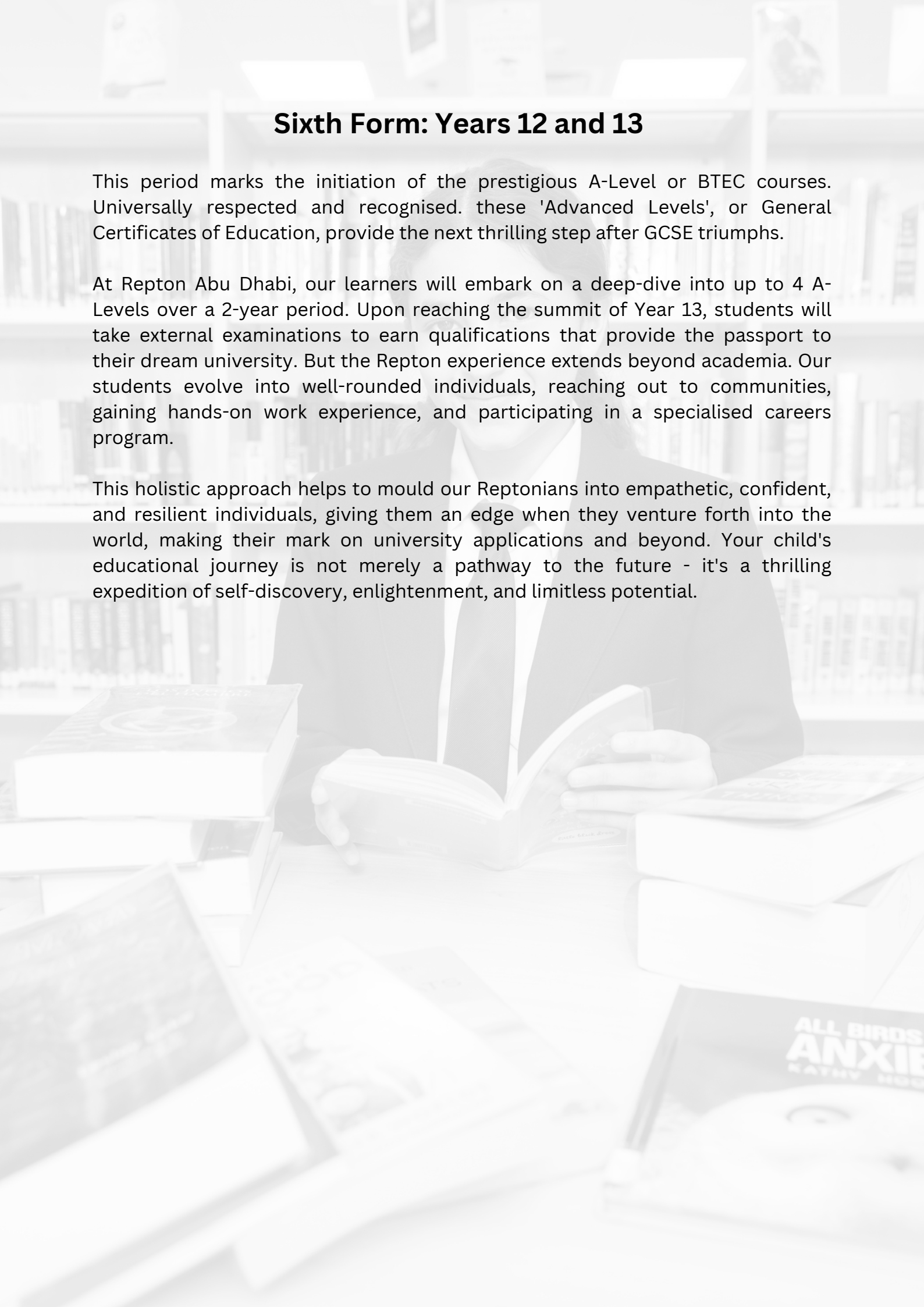
Moreover, our Key Stage 4 students will benefit from invaluable guidance on their potential career paths and academic trajectories. Our counselors are always ready to unlock the vast world of possibilities that lie ahead.

Sixth Form: Years 12 and 13

This period marks the initiation of the prestigious A-Level or BTEC courses. Universally respected and recognised, these 'Advanced Levels', or General Certificates of Education, provide the next thrilling step after GCSE triumphs.

At Repton Abu Dhabi, our learners will embark on a deep-dive into up to 4 A-Levels over a 2-year period. Upon reaching the summit of Year 13, students will take external examinations to earn qualifications that provide the passport to their dream university. But the Repton experience extends beyond academia. Our students evolve into well-rounded individuals, reaching out to communities, gaining hands-on work experience, and participating in a specialised careers program.

This holistic approach helps to mould our Reptonians into empathetic, confident, and resilient individuals, giving them an edge when they venture forth into the world, making their mark on university applications and beyond. Your child's educational journey is not merely a pathway to the future - it's a thrilling expedition of self-discovery, enlightenment, and limitless potential.



Trips

To enrich and extend our students' learning, we organise field trips which support the curriculum or benefit from the many exceptional events which arise in Abu Dhabi.

Please note that all school trips must be paid for in advance. Students will be unable to attend a trip without payment being made to accounts before the given deadline for payments..



Staff Absence and Cover

On rare occasions, a Teacher may fall ill. Our cover policy is as follows

Plan A - Children stay in their own class all day with Repton Teachers teaching the lessons planned by their teacher.

Plan B - Children are split across the other classes in their own year group, maintaining delivery of lessons via Repton teaching staff.

Extra-Curricular Activities (ECAs)

At Repton, we aim to provide an education that guides children on the path to success.

This involves not only academics, but also a strong provision of extra-curricular activities. These activities will provide our students with the opportunity to develop their talents and explore new interests. Our varied list of activities includes both individual and team building activities.

Here is a small selection of activities, which have been offered to students before:

- Creative Art
- Ball games
- Swimming
- Drama
- Science
- Ukulele
- Chess
- Choir
- Eco
- Arabic
- Yoga
- DJ
- Bands



Repton Sports Academies

If you would like to sign your child up for one of the below sports academies please follow this link to reserve a place:

<https://clubs.reptonabudhabi.org/>

Tennis Academy
Basketball Academy
Swimming Academy
Football Academy
Cycling Academy
Fitness Academy



Assessment & Reporting

Formative assessment - Assessment for Learning (AfL).

At Repton, we assess learning in every lesson. This is known as formative assessment or Assessment for Learning (AfL). It allows teachers to gather evidence of understanding in real time, enabling them to adapt their teaching to ensure all students are progressing, appropriately challenged and receiving the support they need.

Formative assessment helps identify:

- where students are in their learning
- what they need to learn next
- how they can achieve it

Our approach is rooted in clear principles:

- Teachers and students know what has been learned and what is to be learned next
- Success criteria are shared and understood
- Feedback is timely, constructive, and actionable

Assessment includes rich, high-quality interactions – both oral and written – with thoughtful questioning, active listening, and reflective student responses. AfL goes beyond marks or levels; it focuses on growth, understanding and improvement.

Students are encouraged to take ownership of their learning through goal-setting, self-assessment and peer feedback. These skills are explicitly taught and supported, and the curriculum is flexible enough to accommodate their use meaningfully.

Assessment information is used not only to guide individual learning but also to inform year group planning and monitor the effectiveness of provision across the school.



Assessment & Reporting

Assessment

At Repton, we use summative assessment to formally evaluate student progress at key points throughout the academic year. These assessments typically take place at the end of a unit or topic and provide valuable insight into a student's understanding, application and retention of key knowledge and skills.

In Years 2 to 10, students complete GL Assessments at the end of the academic year. These standardised tests provide reliable external data to support teacher judgement and help monitor long-term progress.

In Years 11 to 13, formal assessment takes the form of GCSE and A Level examinations, which follow the expectations of the British curriculum and are externally certified.

Reporting

Repton reports are issued at the end of each term and are designed to give a holistic picture of each child's progress and development.

Every report includes:

- Repton Levels (1–9) to indicate attainment in each subject
- A summary of the student's attitude to learning and how they engage in class
- Identified strengths and targets to guide future improvement
- A personalised comment from the class teacher or tutor providing further context and encouragement

These termly reports are complemented by regular communication with parents, including scheduled parent consultations and individual follow-up where necessary. Our aim is to ensure families remain well-informed and actively involved in their child's learning journey.

Behaviour & Pastoral Care

Code of Conduct

At Repton we aim to foster compassion, tolerance, honesty and integrity in our students.

Students are expected to respect the rights, feelings and property of classmates, teachers and others and to be cooperative, courteous, considerate and well-mannered.

Our school code serves to ensure that all of our students follow these principles at all times and are aware of their responsibilities and rights as part of our school community, even from a very young age.

The Code of Conduct embraces the Behaviour Policy, Repton values, ADEK SCF values, e-Safety and Child Protection. All policies can be found through the iSAMs parent portal.

Incentives and Rewards

Good behaviour is promoted through the development of good relationships between staff and students, teaching social and personal skills and rewarding appropriate behaviour.

By working together we can devise effective, consistent strategies to maintain good behaviour.

It is our intention to reinforce good behaviour by the use of a positive approach by:

- Focusing on what is expected rather than what is not;
- Reinforcing appropriate actions and behaviour with praise and rewards;
- Making clear the consequences of undesirable behaviour.

House Point System

Each child is a member of a house. Through demonstrating the Repton Aims and Values outlined on page 14, students are able to receive house points for their house.

Students are rewarded with house badges at specific milestones of their personal culmination of house points. These badges are awarded during whole key stage assemblies.

School Uniform Code

The aim of the Repton Uniform Code is for students to present a neat appearance while feeling comfortable in what they wear. The basic design and colours of the uniform derive from Repton Derbyshire in England, reflecting the closeness of the relationship between our schools, while also accommodating the distinct climate of the UAE.

From Year 3 upwards, students are expected to wear their blazer and tie as part of the formal school uniform. PE kit should only be worn on days when students are timetabled for PE lessons or participating in a sports-related ECA. In these instances, students must wear the official Repton PE kit; branded sweatpants, shorts, or non-uniform sportswear are not permitted.

All items of uniform, bags, towels etc. must be clearly marked with the owner's name either in indelible pen or, preferably, by means of sewn-on name tapes.

During non-uniform days students are required to continue to respect the UAE dress code (no midriff showing, short skirts). Students wearing makeup and nail varnish will be asked to remove it. We also request that students do not wear high heels.

[Detailed information on each year group can be found here](#)

Footwear

Students should wear practical black leather shoes designed specifically with school wear in mind. The shoe should be fastened by laces or Velcro or can be slip on. Ballet pumps or trainer type shoes should not be worn. Dark blue, black or white trainers/running shoes only for PE or Sport ECAs.

Make-up, nail varnish and Jewellery

Students are allowed to wear a watch, and female students can wear one pair of stud earrings only. Hooped earrings, necklaces and bracelets are not permitted for safety reasons. Students wearing make-up and nail varnish will be asked to remove it.

Class Placement



While we understand that parents may have preferences, school policy does not allow for teacher requests. We kindly ask that families trust in the professional judgment of our leadership team, as all of our teachers are highly experienced, qualified, and dedicated to providing the best possible learning environment for every child.

Our class teachers and tutors provide the utmost pastoral care, ensuring that each child is supported not only academically but also socially and emotionally throughout their time at school.

Child Protection

Repton Abu Dhabi takes Safeguarding and Child Protection very seriously.

We have a Child Protection Policy and a **Designated Safeguarding Lead** based at each campus

Rose Campus	Fry Campus
	
<p>Sneha Kukreja sneha.kukreja@reptonabudhabi.org</p>	<p>Aya Salem aya.salem@reptonabudhabi.org</p>

Please find our full policy on the school website and Parent Portal. Parent training on safety and child protection is conducted in the first month of every school year. Please refer to the parent calendar for dates.

Ms. Salem and Ms. Kukreja are also full time counsellors based at each campus. They support children's social, emotional wellbeing. Please feel welcome to make contact with them through the class teachers or via email to talk about difficulties like adjustment in school, anxiety or fear, friendships, tantrums, change, anger, etc.

Inclusion Department

At both Rose Campus and Fry Campus, we are proud to have a strong and experienced Inclusion team who provide tailored support to ensure all students can thrive. Led by our Assistant Head for Inclusion, Mrs Lisa Watson (Early Years to Year 13), the team work closely with teachers, students, and families to provide the right level of support at the right time.

Support is available for students with diagnosed learning needs, those with gaps in their learning, or those facing language barriers as new English speakers. This may include targeted breakout group sessions, in-class support, or specific intervention programmes, all designed to make learning accessible and meaningful.

Our Inclusion team are not only highly trained but deeply committed to ensuring every child is included, supported, and challenged through a curriculum that is both ambitious and adaptable.

For any queries or to learn more, please contact Mrs Lisa Watson at lisa.watson@reptonabudhabi.org.



Health, Safety & Wellbeing

Medical and illnesses

Repton has purpose built medical rooms and fully qualified Nurses on each campus.

Rose Campus - roseclinic@reptonabudhabi.org

Fry Campus - clinic@reptonabudhabi.org

The School Nurse, provides professional nursing care throughout the day and is equipped to deal with both sickness and physical injury.

Children who are taken ill at school will be cared for until they are fit enough to return to class or their parents can be contacted and arrangements made for them to be collected as soon as possible. The staff will also deal with minor ailments and should the need arise, arrange transportation to hospital. If parents are contacted to collect their child due to illness, **they must do so within 1 hour.**

We request parents not to send a child to school if he or she has been unwell the previous night or that morning.

If a child has experienced sickness (vomiting) or has suffered from high temperature, fever or diarrhoea, **the child must remain at home the next day.** To stop the spread of infection, children must remain away from school until they are clear of symptoms for a minimum of 24 hours, without the need of medication to control symptoms.

Students who are absent for **1 day ONLY**, regardless of symptoms can return to school without any requirement as long as they remain symptom free for 24 hours.

Students who are absent for **3 days or more** regardless of their symptoms, are required to provide a sick leave certificate prior to their return to school.

Students who are sent home due to illness, will only be required to provide a sick leave certificate if they will be absent for **3 consecutive days.**

It is essential for the school to have access to a child's medical details in case he or she is taken ill or is injured at school. If at any time parents wish to discuss the health needs of their child, they should contact the School Nurse in the first instance.

At no time should a child be given medication to take during the school day. Please give all of your child's medication to the school nursing staff together with a full written prescription and instructions.

Sun Protection

To protect children during outdoor play, all students must wear a Repton sunhat. No hat, no play unless in shaded areas. Students are not permitted to remove their shirts while outside. Sunscreen should be applied at home each morning using a high SPF. This is the responsibility of parents and forms part of our daily safeguarding expectations.

Parent Lanyards

For safeguarding purposes, all parents and carers must wear a red lanyard while on school grounds. If you require a lanyard, please speak to reception.

Toileting

All children are expected to be fully toilet trained and able to use the bathroom independently.

Healthy Eating

We promote healthy eating and encourage balanced, nutritious lunches. Lunchboxes will be monitored, and teachers may contact parents if needed.

We kindly ask that parents:

- Do not send sweets, chocolate, or nuts to school.
- Refer to our Nut-Free Policy and avoid sending pork products.
- Refrain from sending birthday cakes or party treats to school.

Birthdays

We make children feel special on their birthday through small classroom gestures such as a badge, song, or special seat. However, birthday parties during school hours can disrupt learning and conflict with our healthy eating ethos.

If you would like to send in a small treat, it must be:

- Individually wrapped
- Accompanied by a full list of ingredients
- Taken home rather than consumed in school

We kindly ask families to celebrate birthdays outside of school hours.

Breaks, Lunches and Water Bottles

School lunch caterers are Food Nation. For further details on how to purchase a hot lunch, please [click here](#) or email reegan@foodnationme.com

Packed lunches should be healthy and nutritious. The school nurse will be happy to offer support and guidance in the matter.

Parents are asked to send their child to school with a healthy snack for break time.

Students should have their own labelled plastic water bottle, which can be refilled as needed during the school day. No glassware is allowed.

Car Parking

Although every effort has been made to cater for and streamline this aspect of the school, inevitably a great deal of cooperation and compliance is needed to minimise problems at drop off/ pick up. Of paramount importance is the safety of the children and we therefore respectfully ask all parents/drivers to follow the procedures in place, which may be updated periodically.

School Bus Provider

School buses are available to all students and can accommodate after ECAs.

For more information please contact Bright Bus Transportation directly by emailing christo.joseph@sts-group.com or by calling
M: +971 56 994 6071 T: +971 2 553 4121

Friends of Repton

The school benefits from a very successful and productive parent committee called 'Friends of Repton', comprised of parent representatives from each class. We welcome all parents to read their Newsletters and Charter which form part of your induction pack, and to enjoy being involved with activities and events over the year.

Suggestions

Think we could improve this handbook somehow? Please feel welcome to give us your ideas!

www.reptonabudhabi.org
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