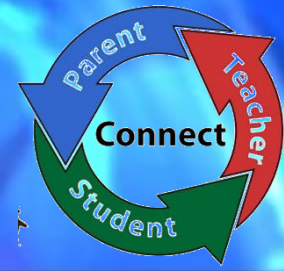


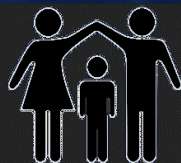
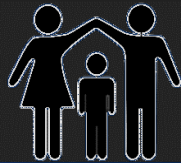


The Winchester School



# Welcome to Key Stage -3

Aim High  
Parent  
Orientation  
September, 2019





# Objective



To engage with parents and share key information and timelines to support student's over all development and achievements.





# Topics- points for sharing

- **An introduction to Safeguarding and Child Protection in Education**
- **BYOD**
- **My Learning Portal**
- **GEMS Connect App**
- **Assessments**
- **Enhanced Curriculum Opportunities**
- **Additional Learning Opportunities**
- **Enrichment Trips**
- **Duke of Edinburgh's**
- **UAE Social Studies**
- **Eco School**
- **Moral Education**
- **Character and Morality**
- **Winchester Student Government**
- **Careers**
- **Behaviour / Stepped Response**
- **Pastoral Care and support**
- **Student Planner**
- **Parent Teacher Meeting –Online Booking**
- **GEMS Reward**
- **Parental Engagement**
- **Calendar 2019-20**
- **Useful Websites**





# An Introduction to Safeguarding & Child Protection in Education



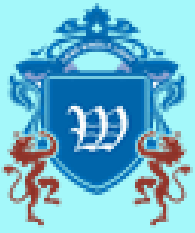
**Every Child Matters**

**Working together to achieve our goals**



EDUCATION





# Safeguarding and Promoting Welfare



- ❑ Protecting children from maltreatment;
- ❑ Preventing impairment of children's health or development;
- ❑ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- ❑ Taking action to enable all children to have the best life chances
- ❑ Children includes everyone under the age of 18.





# Child Protection



- ❑ Child protection is part of safeguarding and promoting the welfare of children.
- ❑ It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.
- ❑ Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.
- ❑ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.





# Child Protection





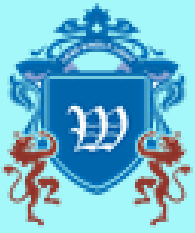


# What is abuse?



- ❑ A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.
- ❑ Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).
- ❑ They may be abused by an adult or adults, or another child or children.





# Categories of Abuse



- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**





# Physical Abuse



- ❑ A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- ❑ Physical harm may also be caused when a parent fabricates the symptoms of or deliberately induces illness in a child.







# Emotional Abuse



- ❑ Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- ❑ It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- ❑ It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- ❑ It may feature age or developmentally inappropriate expectations being imposed on the child. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

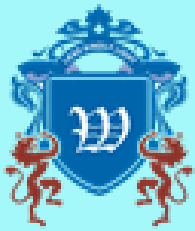


# Emotional Abuse cont.



- ❑ It may involve seeing or hearing the ill-treatment of another.
- ❑ It may involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.
- ❑ Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.



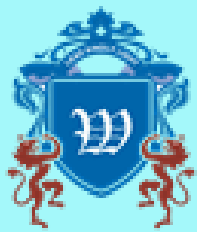


# Sexual Abuse



- ❑ Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- ❑ The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- ❑ They may include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- ❑ Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.





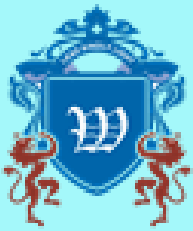
# Neglect



The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- failing to protect a child from physical and emotional harm or danger;
- failure to ensure adequate supervision (including the use of inadequate care-givers);  
or
- failure to ensure access to appropriate medical care or treatment.
- 
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



# SIGNS AND INDICATORS



## **Neglect**

- Tired/listless
- Unkempt
- Poor hygiene
- Untreated medical conditions
- Medical appointments missed
- Constantly hungry or stealing food
- Over eats when food is available
- Poor growth
- Poor/late attendance
- Being regularly left alone or unsupervised
- Dressed inappropriately for the weather condition
- Having few friends and/or being withdrawn
- Ill equipped for school

## **Emotional**

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self harm
- Drink/drug/solvent abuse
- Persistently being over protective
- Constantly shouting at, threatening or demeaning a child
- Withholding love and affection
- Regularly humiliating a child

## **Physical**

- Unexplained injuries
- Injuries on certain parts of the body
- Injuries in various stages of healing
- Injuries that reflect an article used
- Flinching when approached
- Reluctant to change
- Crying/ instability
- Afraid of home
- Behavioural extremes
- Apathy/depression
- Wanting arms and legs covered even in very hot weather

## **Sexual**

- Age inappropriate sexual behaviour/knowledge/promiscuity
- Wary of adults/ running away from home
- Eating disorders/depression/self harm
- Unexplained gifts/ money
- Stomach pains when walking or sitting
- Bedwetting
- Recurrent genital discharge
- Sexually transmitted diseases



# If you have a concern



- Report it to your designated safeguard lead or deputy within the school.
- Do you know who this is?????





# If you have a concern



Designated Safeguarding Lead :

**Dr. Ritika Anand**

Deputy Designated Safeguarding Lead :

**Mr. Neijin Pathrose**





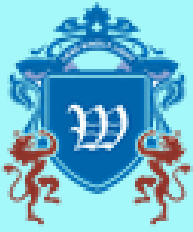


# Confidentiality



- The majority of case we will deal with arise from our knowledge of the children and our observations.
- This enables us to build a picture over time that might constitute a child protection concern.
- Another aspect of our work is dealing with disclosures when children tell us about something.
- What does confidentiality mean to you as an individual and what does it mean in your role in school?





# Final thoughts

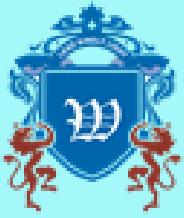


**‘Safeguarding is everyone’s responsibility’**



*Source: Children Act 2004*





# BYOD-Bring Your Own Device Policy

We encourage students to use their devices to explore and research; however, there are few things that students and parents must be aware of:

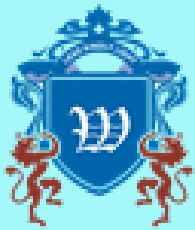
- Students are responsible for their own devices.  
School will not be responsible for any loss or damage.
- Devices must be used in the lessons only when instructed by the teacher.
- Taking photographs/videos/recordings of fellow students and teachers is strictly prohibited and will incur sanctions as per school policy.



# BYOD- Bring Your Own Device Policy

- ❑ Posting unwanted/derogatory comments/photographs/videos about students/teachers and the school on social websites-Facebook/Whatsapp/Snapchat/Twitter etc. and online classrooms like Edmodo is prohibited
- ❑ Resorting to any kind of bullying in school or from home digitally will be considered as Cyber bullying and will incur sanctions as per school policy.



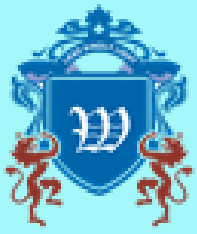


# MOBILE PHONES BANNED



- ❑ Students are not permitted to bring MOBILE PHONES to school
- ❑ This will enable focused learning in lessons as well as a safe and supportive social and digital environment.
- ❑ The students can bring any ONE OTHER device to school like a laptop or a tablet/I pad which does not have any kind of SIM or data package.
- ❑ They will be required to register their device with the school IT system and access internet only through the school WIFI which is controlled and monitored for safe and appropriate use.
- ❑ Use of Mobile phones in school will be strictly prohibited and any violations will lead to sanctions as per school behaviour policy.
- ❑ The students should use the school phones to communicate in case of any urgent need from their respective Key Stage offices or from the reception.
- ❑ Students are not permitted use their mobile phones during the Break time.





# Cyber Safety



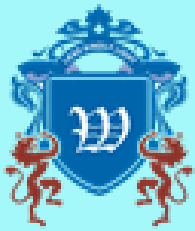
- Please don't block your child's access to technology.
- Help your child learn to use technology safely and positively.
- Set rules and share the expectations on online access and help them have a balance of the screen time
- Take an interest in your child's favourite apps or sites. Co-view or co- create and learn to use those apps.
- Teach your child be safe online by not sharing any personal information ie; passwords, account number, location etc.
- Ensure your child to sign up for sites with age restrictions
- Avoid using devices as rewards or punishments
- Be a role model and help your child to an active digital citizen.

# Student, Parent and Teacher Collaboration

## MY LEARNING



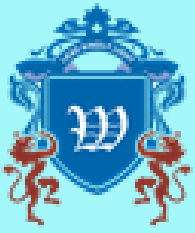
- An exciting, dynamic and online learning system and parent portal, known as 'My Learning'
- My Learning is a digital learning system that provides a truly personalised experience for every student, parent and teacher.
- Meeting the teaching, learning and parenting needs.



# Online Safety

- There is a secure login for all GEMS users, including parents.
- Teachers and parents can, by default, see everything their children do through My Learning.
- Also, the school administrator is able to track all activity, through the use of a customizable profanity filter.





# STEPS TO LOG IN

■ To login to My Learning go to the school website

<http://www.thewinchesterschool.com> and click on the My Learning link available.

Search...     [Get a Call back](#) [Enrol now](#)



[About Us](#)

[Admissions](#)

[Learning](#)

[Tuition fees](#)

[For Parents](#)

[Why GEMS?](#)



# NEXT STEP -Alternatively you can go to [www.gems.ae](http://www.gems.ae) and click on My Learning Link



EDUCATION

GEMS Parent Portal / Education / GEMSNet / MyLearning  
/ Phoenix for Employees/ Find a GEMS School



GEMS Education

For anyone to find out more about GEMS Education around the world, plus search for GEMS Schools and Careers

**GEMS**  
**Parent Portal**

To update their contacts, access reports, make payment and more



**PHOENIX**

For GEMS Employees



**GEMS** Connect

Welcome to GEMS Connect, your one stop shop for range of services related to your child's education!



Use your parent portal credentials to login into GEMS Connect



Intranet Portal for GEMS Staff



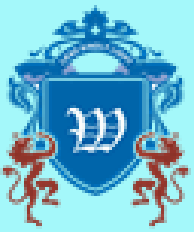
Find a GEMS school

For Parents looking to enrol at a GEMS school



My Learning (Fusion) teaching and learning portal





# Enter your username and password provided

**GEMS**  
EDUCATION



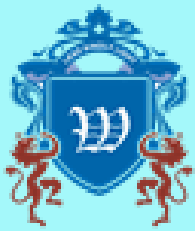
Sign in with your GEMS login account

Sign in

[Forgot Password?](#)

[Change or update your current password?](#)





I am feeling: Sore  
LOGIC

### Events

Today Tomorrow Weekly Monthly Calendar

Apr 2019 May 2019 Jun 2019

Sun	Mon	Tue	Wed	Thu
			1 No events	2 No events
5 No events	6 No events	7 No events	8 No events	9 No events
12 No events	13 No events	14 No events	15 No events	16 No events
19 No events	20 No events	21 No events	22 No events	23 No events
26 No events	27 No events	28 No events	29 No events	30 No events

### Quick links



My Files



Workbook



School spaces



Classes



Learning Spaces



Websites



Content



Kinteract



Home work



Tasks



Forums



Calendar



Create



Notes



### School blog

> [Winchester Blogs](#)

Do check out our latest Blogs. Click here.

### Group blogs

Latest posts [All blogs](#)

> [issue 19 10 march](#)

@tost



### My messages



Click on School Spaces on the Home page to access the Circulars, Newsletters, School Policies etc.



School spaces



**Circulars and Announcemen...**

Circulars and Announcements for P...



**For Parents**

Policies, Options Booklet, Option...



**Newsletters**

School Newsletters



**Principal's Site**

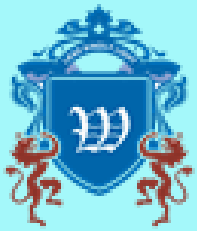
Principal's messages to the WIN co...



**School Calendar**

*No description*





# Click on Learning Spaces to access the Learning resources shared by the Teachers



Learning Spaces

## Groups I belong to



7-13

*No description*



Year 8-2018-2019

Learning Space for Year 8 Students



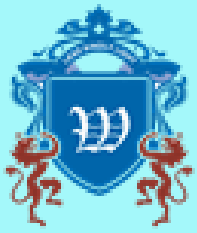


# Home Learning and Resources Folders

Click on the available learning space. You will see Resources folder which will take you to the resources for the year group your child belongs to. Home Learning will be uploaded every week.

- Curriculum Booklet
- Circulars
- KS-3 Aim High Parent Orientation Programme
- Activity Sheet
- Aim High Summer Programme
- Activity Sheet
- Home Learning
- FLN
- Resources



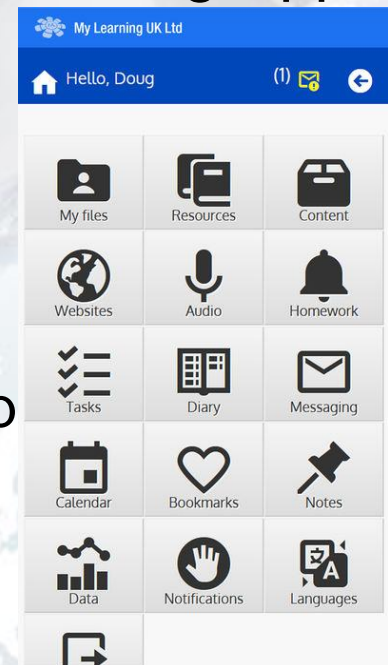


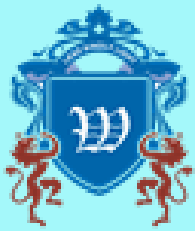
# MY LEARNING APP

Since all communications like Reports, Circulars, FLN, Home Work and other crucial information will be sent through My Learning, we request you to download My Learning App for effective and timely communications.

How do parents get the app ID?

- Log on to [www.gems.ae/](http://www.gems.ae/) Menu/ Mobile access (this will generate a code)
- Refresh it for a new code if there are multiple app users at home.





# Parent Portal Guide

## Finding your way around

Click on this icon to return to the home page at any time

Parent Portal

Home Work | Calendar | Attendance | Classroom

Learning Support | Library | My Day | My 2-er

Taxi List | Resources | My Details | Contact

Latest news

Events

Useful links

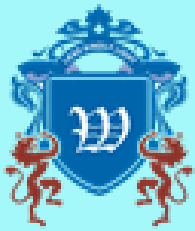
## Select your child

If you have more than one child in the school, your first screen will allow you to choose which student you want to view.

## Choose account

Your e-mail address is registered to the following student accounts. Click on an account to access their school information.

Name
Shaffun Inayat
Shanum Inayat



# My Learning App

## Mobile access

### #1 - Get the App

You can download the latest version from the Google Play or App Store by searching for "My Learning UK"



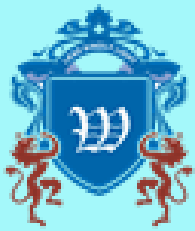
### #2 - Your App ID

pa3336agc - 97399

7. You can check notifications related to all your children (all in one place) in the school by clicking on 'Notifications' and change your notification preference by clicking on the cog wheel.



8. You can change the language/ move to another child's account/update your contact details etc. by clicking on the right hand side menu



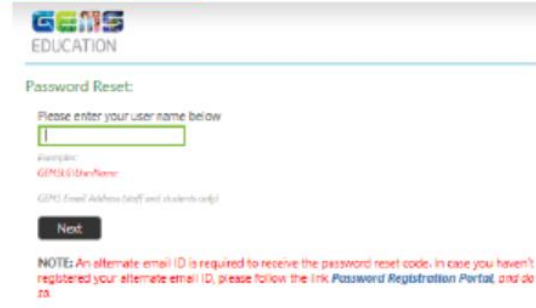
# Reset Password

## Reset your password in case you have forgotten it

In case you forget your password, you can reset it via the self-service system. (If you need help, please contact the school's front office team to assist you with this).



Click on 'Forgot password?'.



## Username and Password:

1. If your Parent username is (Example): **kevin.p**
2. Enter as: **gemsig\kevin.p**
3. You will receive the Security code on your email registered with GEMS.
4. Enter the Security Code received.
5. Enter the new Password. Ensure the password is 8 characters long. Password complexity requirement is displayed on the screen.
  - a. An example of a suitable password would be: **Banana12** or **Sendure!**



# Reporting and Assessments

## Summary Year 7- 9

<b>YEAR 7 to Year 9</b>	<b>FA1 + SA1</b>	<b>FA2 + SA2</b>	<b>SA3</b>
Combination of	<b>FAs and SAs for all subjects</b>	<b>FAs and SAs for all subjects</b>	<b>T3 = report will be the</b>
Formative +	<b>T1 report will be the</b>	<b>T2 = report will be the</b>	<b>consolidation of whole year</b>
Summative	<b>consolidation of FA1 and SA1</b>	<b>consolidation of FA2 and</b>	<b>EOY = reported to parents</b>
Assessments	<b>CAT4 for Yrs 7 &amp; 9 (Yr 8 new students only)</b>	<b>SA2</b>	<b>PROGRESS TEST for Yrs 7, 8 &amp; 9</b>







# National Curriculum Attainment Expectations

## Assessment Descriptor:

	Working Above												Working Within				Working Below											
Grades in reference to curriculum expectation	A*				A				B				C				D				E							
Level of Competency	M	S	D	E	M	S	D	E	M	S	D	E	M	S	D	E	M	S	D	E	M	S	D	E	M	S	D	E

Note: Year group is prefixed before the grade in English, Mathematics and Science only. Grades are further divided into 4 levels of competency.

M - Mastered	S - Secure	D- Developing	E - Emerging
--------------	------------	---------------	--------------

## Effort Descriptor:

Key	Attitude towards the Subject:	Involvement with the Subject:	Independent Learning :
Excellent: 1	Excellent attitude towards the subject	Positive involvement in learning	Evidence of independent learning
Good: 2	Positive attitude towards the subject	Guided engagement in learning	Occasionally demonstrates independent learning
Satisfactory: 3	Satisfactory level of interest in the subject	Guided to a very large extent in learning	Very rare and needs frequent reminders and guidelines
A concern: 4	No commitment to the subject	Chooses not to participate in anything	No evidence. Needs constant reminders and constant monitoring

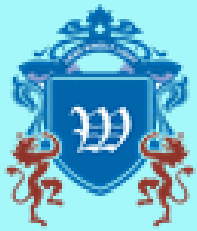


# International Benchmark Assessments



**We conduct the following International Benchmarking assessments as part of National Agenda Parameter as well as directive from GEMS:**

- CAT 4 ( this Year for 7 ,9 and Year 8 all new students**
- Progress Test for Year 7 for English Math**
- Progress Test for Year 8 and 9 for English Math and Science**
- PASS- Pupil Attitudes to Self and School**



# Cognitive Abilities Test (CAT4)

- ❑ *CAT4 is a suite of tests developed to support schools in understanding students' abilities and likely academic potential.*
- ❑ *It is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be.*
- ❑ *It assesses how students think in areas that are known to make a difference to learning. designed to give schools a much*
- ❑ *CAT4 is broader, more rounded view of each child, their potential and how they learn.*
- ❑ *Results have helped our teachers to personalise their teaching strategies and decide about the pace of learning that is right for a student and whether additional support or challenge is needed.*
- ❑ *CAT4 involves thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).*
- ❑ (For more information, please read:

<https://www.gi-assessment.co.uk/products/cognitive-abilities-test-cat4/>





# Cognitive Abilities Test (CAT4)

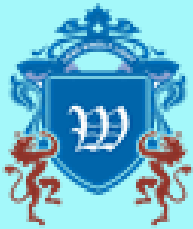
**CAT4 assessment by GL Education are conducted for Year groups in KS3 and KS4 as specified by KHDA. These reports are valid for three years.**

**This year, CAT4 assessments will be conducted for Year 7 and 9 in the month of October.**

**The reports for parents will be uploaded on My Learning so that parents can understand and support in the maximisation of their child's potential in collaboration with the school.**







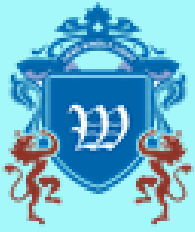
# PASS- Pupil Attitudes to Self and School

*PASS is a robust survey that measures students' attitudes towards themselves as learners and their school. It helps teachers drill down into any negative mind-sets that may not be obvious in the classroom. We call them as fragile learners.*

## **How does PASS help us learn more about our pupils?**

- ❑ Possible hidden causes of under-achievement: The extent to which pupils' attitudes to learning help or hinder their progress in lessons.
- ❑ Attitudes and behaviours: The impact of the school's strategies to improve behaviour and attendance.
- ❑ Pupil Voice: The views expressed by pupils, including different groups of pupils, of their experiences of others' behaviour and attitudes towards them.

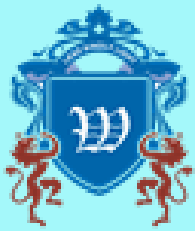




# What information do you get on your students? ( 9 – PASS Factors)

1. Feelings about school
2. Perceived learning capability
3. Self-regard as a learner
4. Preparedness for learning
5. Attitudes to teachers
6. General work ethic
7. Confidence in learning
8. Attitudes to attendance
9. Response to curriculum demands





# Progress Test



PROGRESS TESTS also from GL Education are conducted for Year 7 to 10 in English, Maths and Science as recommended by KHDA and GEMS. These tests are conducted annually in May.

Progress Tests in English (PTE) measures pupils' progress in English (spelling, punctuation, grammar and reading comprehension).

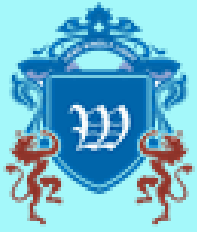
Progress test in Maths (PTM) measures mathematical skills – understanding and applying mathematical processes through reasoning and problem solving, and content knowledge in areas such as number, shape, data handling and algebra).

Progress Test in Science (PTS) evaluates two dimensions of science learning: science content knowledge and understanding, and working scientifically – applying science skills).

These tests are conducted year on year and provide accurate information about the pupils' attainment and progress, strengths and weaknesses so that learning can be personalised. It identifies the need for additional support or extension work. It evaluates teaching and learning strategies.

(For more information, please read:

<https://www.gl-assessment.co.uk/products/progress-test-series/>)



# Aim High Targeted Assistance Programme

*Any child having the ability to reach, but not achieving the expected academic levels is a part of our Target group.*

## **How do we support-**

- **Mentoring**
- **Buddy Support**
- **Break time support**
- **After school support classes for examination years**

## **How can you help-**

- **Effective communication**
- **Conducive routine and time management.**



# Personalisation

Based on the evaluation of the student's academic, social and personal development through various assessments and observations, we personalise our provision in a variety of ways:

- **Enrichment**
- **Extension**
- **Acceleration**
- **Individual career paths**







# INNOVATION



- @ WIN, Innovation is defined as 'The act or process of introducing new ideas, devices and methods designed to improve overall quality of life and work'.
  - The culture of innovation is created within and outside meaningful classroom through learning opportunities with elements of enterprise, enquiry research, critical thinking and use of learning technologies.
  - This will enhance students- Learning skills & Social responsibility
- Examples - Learning Market, FLL, Global Innovation Challenge/  
Accelerators programme Ibtikar

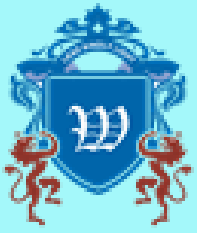




# STREAM Learning



- ❑ STREAM Learning is an approach to education that emphasizes on the integral role of innovation which remains tightly coupled with Science, Technology, Reading, Engineering , Art and Math.
- ❑ At Winchester, STREAM learning has poised to transform our students into 21st century learners. Our students experience various opportunities to work on STREAM projects like VEX robotics, Lego, printing 3D models, etc.
- ❑ Students are also given platforms to participate in events within and outside school, to enhance their critical thinking, problem solving and innovation skills.



# STREAM Learning



❑ STREAM is an educational approach to learning that uses Science, Technology, Reading, Engineering, the Arts and Mathematics as access point for guiding student's inquiry, dialogue and critical thinking. It change traditional teaching methods and develop 21st Century skills like:

- ❖ Critical thinking ,
- ❖ independent learning
- ❖ collaboration skills.





# STREAM Learning

In our school, we effectively facilitate students during the lesson  
So that they will:

- ❖ Engaged in experiential learning.
- ❖ Persist in problem-solving
- ❖ Embrace collaboration, and
- ❖ Work through the creative process.



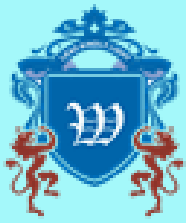


# Enhanced Curriculum Provisions

- ❖ **Steam café**
- Vex robotics kits**
- 3D Printer**
- Lego kits**
- ❖ **3D Theatre**
- ❖ **VR/AR room**
- ❖ **Art Room**
- ❖ **Science Labs**
- ❖ **Food and Nutrition Lab**
- ❖ **Sports Areas**







# Additional Learning Opportunities

- ❑ **In secondary** school students have many options like , a wide range of field trips and overseas trips, local trips and overnight camps.
- ❑ **Break Time Club** - Astronomy club, Win Optimists, Cooking Club, MUN, Science Club, Envinch Club, Business Club, Cooking Club, First Aid Awareness club and many more.
- ❑ **Additional Learning Opportunities-** After school activities which includes will send out a circular with different options on different days.
- ❑ **Outside Events** – Participation in LEGO, Race for line, Robotics, EXPO 2020 etc

We strive to give opportunities to all our students.







# INTERNATIONAL AND LOCAL TRIPS

## ❖ Overseas trips – World without Walls

Switzerland, Cern – March 2020

NASA, USA – June 2020

❖ Overnight trips - We also include overnight local trips and other local trips to appreciate the culture and heritage of UAE

These activities and trips will help the students to intrinsically embed the learning skills so that they become confident global citizens with a thirst for lifelong learning.



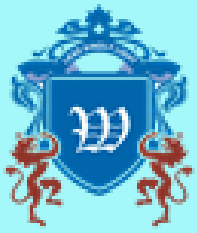


# The Duke of Edinburgh's International Award

Proud to be doing

**THE DUKE OF EDINBURGH'S  
INTERNATIONAL AWARD**





# The Duke Of Edinburgh's International Award

## What is involved?

The Award is comprised of three levels and four sections. Participants complete all four sections at each level in order to achieve their Award. At Gold level, participants also complete a Residential Project.

## The three levels to the Award:

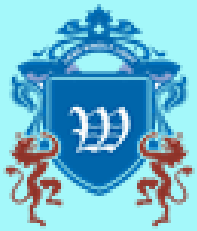
**Bronze:** for those over 14 years.  
6 months minimum participation.

**Silver:** for those over 15 years.  
12 months minimum participation

**Gold:** for those over 16 years.  
18 months minimum participation







# THE FOUR SECTIONS

**Volunteering** (Helping younger children at brownies / cubs, charity shop, student librarian, volunteer at park run (Lydiard park), helping older People, gardening or cleaning, coaching at a sports club, etc. )

**Physical** (Running or cycling, either with a club or keeping a log of personal achievements, dance, any sports club, fitness classes, horse riding, etc.)

**Skill** (Music exam, any extra GCSE tutoring outside school, dog training, drama (Les Miserables), flying / gliding, public speaking, art, painting, sketching, dance, cooking etc.)

**Expedition (2 day, 1 night expedition,** Must undertake a practice expedition and training first, You will plan your own route, be completely self-sufficient for 2 days, walking in groups of 4-7 friends)

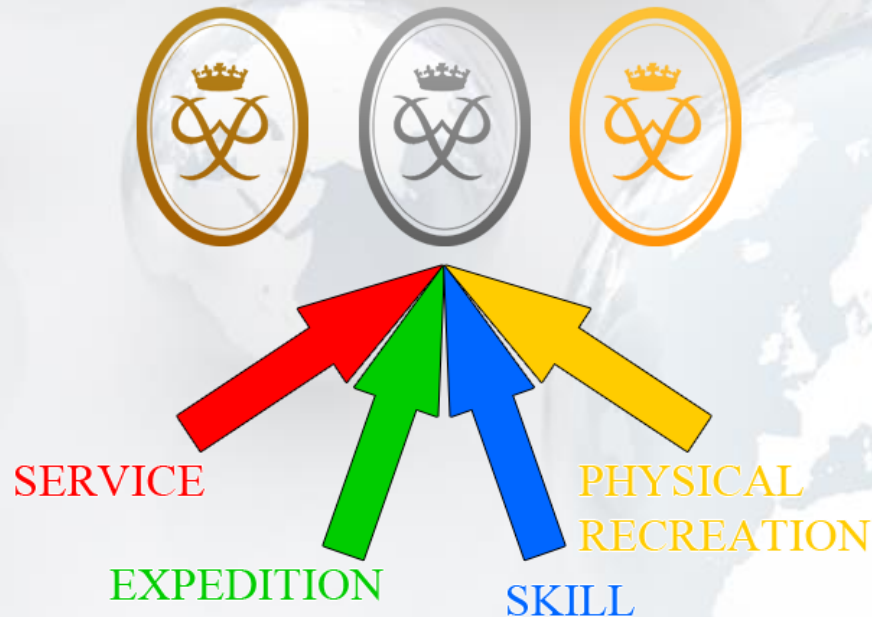
About  
an  
hour  
per  
week



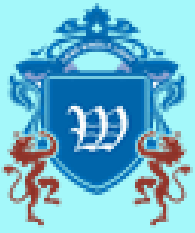
# The 4 Sections

Volunteering	Physical	Skill	Expedition
3 months	3 months	3 months	Plan, train for and undertake a 2 day, 1 night expedition

All participants must undertake a further 3 months in one of the volunteering, physical or skills sections



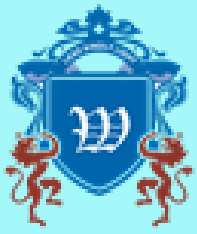




# The Duke of Edinburgh's The Winchester School, Jebel Ali

## WHOM TO MEET?

- Ms. Anna Francis (Head of Innovation, Curriculum & Enrichment)
- Mr. Sushil Kumar (PE Department)
- Ms. Mini Pushpakaran (HOY Year 11)



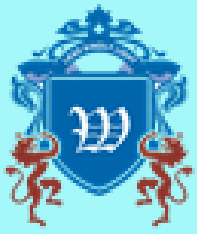
# Eco School

Eco-Schools is an initiative designed to encourage whole-school action for the environment.

The Eco-Schools programme engages children and young people in key issues including the

- environment,
- sustainability,
- global citizenship and
- the value of a low carbon future.





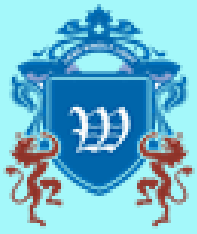
# UAE Social Studies



In line with the **UAE National Priorities** and the Dubai Strategic Plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE Social Studies curriculum into their programmes of study.

We have integrated **UAE SST** particularly in Humanities and English Curriculum. There will be 60 minutes of teaching per week. Students will be assessed for **UAE SST** and it will be reported to Parents.





# Moral Education



UAE Moral Education is one of the National priorities.

MORAL EDUCATION plays an integral role in students' personal and social development. The programme is built around four pillars

- ❑ Character and Morality
- ❑ Individual and Community
- ❑ Cultural studies
- ❑ Civic Studies



We have integrated Moral Education into our curriculum.

There will be 40 minutes of teaching every week for Years 7 to 10.

It will be assessed and reported to parents.



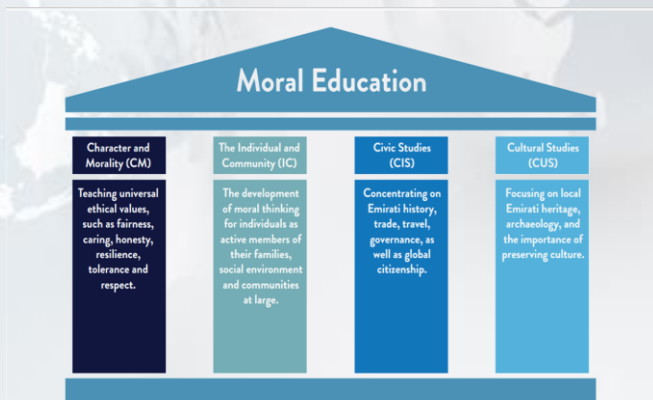




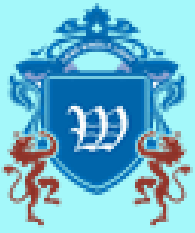
# Character and Morality

The Educational vision of the UAE Centennial Vision for 2021, focusses on the importance of Moral development and Well being with the intention of helping young people to acquire those virtues and moral habits that will help them live good lives.

“Values are the foundation of a nation’s stability, and the spirit of its laws. Without Values, a country has no security, stability or continuity” HH Sheikh Khalifa Bin Zayed Al Nahyan







# Character Education important @ WIN

## We aim

to continue to help prepare students to face the many opportunities and unknown dangers that are in today's society to know how to handle the negative influences – through the media and their peers

## How?

Character Education will be incorporated into our Curriculum across all subjects, during our assemblies as well as during the registration time activities. Students will be given the opportunity to be aware of the link between various values and what they learn.



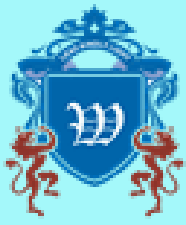
# What can parents do?

Our character is what we do when we think no one is looking. ~ H. Jackson Brown, Jr.

Continue to instill, develop and encourage your child to embed strong moral values into their thinking, behaviours and attitudes.



Curiosity  
Optimism  
Perseverance  
Honesty  
Grit  
Resilience  
Focus  
Confidence  
Drive  
Conscientiousness  
Neighbourliness  
Dignity  
Community  
Spirit  
Integrity  
Ambition  
Respect  
Tolerance  
Motivation



# Winchester Student Government

## Every child is a Leader

- ❑ To support the progressive changes being introduced by our National leaders and keeping in mind the 2021 Vision for the UAE of empowerment at all level, we are keen to provide opportunities to all students to be a leader.
- ❑ The structure consists of a Head Boy and Head Girl who will be supported by the leaders with ten different profiles at different levels

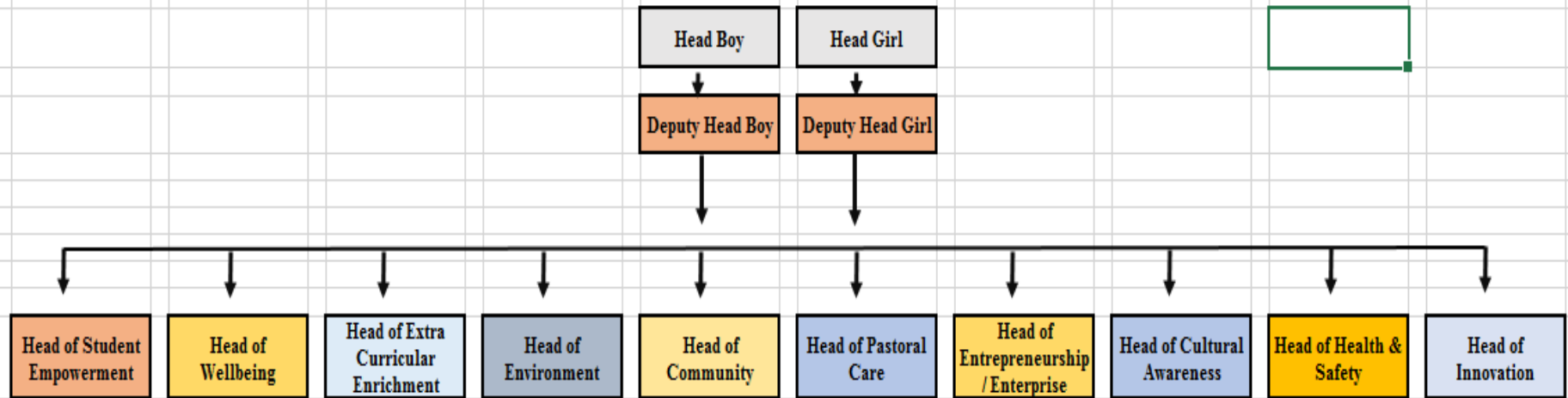




# Winchester Student Government

## Winchester Student Government

2019 - 2020



Each Head will be supported by 10 Coordinators from each group (Years 7 to 13)

Each Coordinator will be supported by 3 Representatives from every class

In addition to these profiles, we will also have four House Captains and Vice House Captains each for boys and for girls. In addition, there will be an elected Student Voice Group member from each class and a Head of SVG from Year 12 or 13.

Students leaders will to be proactive, expected to prepare action plans, plan events, attend meetings and take decisions, all of which will further enhance the 21st Century skills.





# Winchester Student Government

## Winchester Student Government

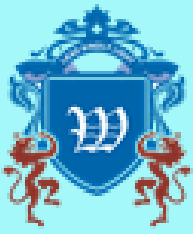






# Careers





# Career Counselling



Career Counselling is about understanding the value and role of education in shaping up the future.



Career Counselling



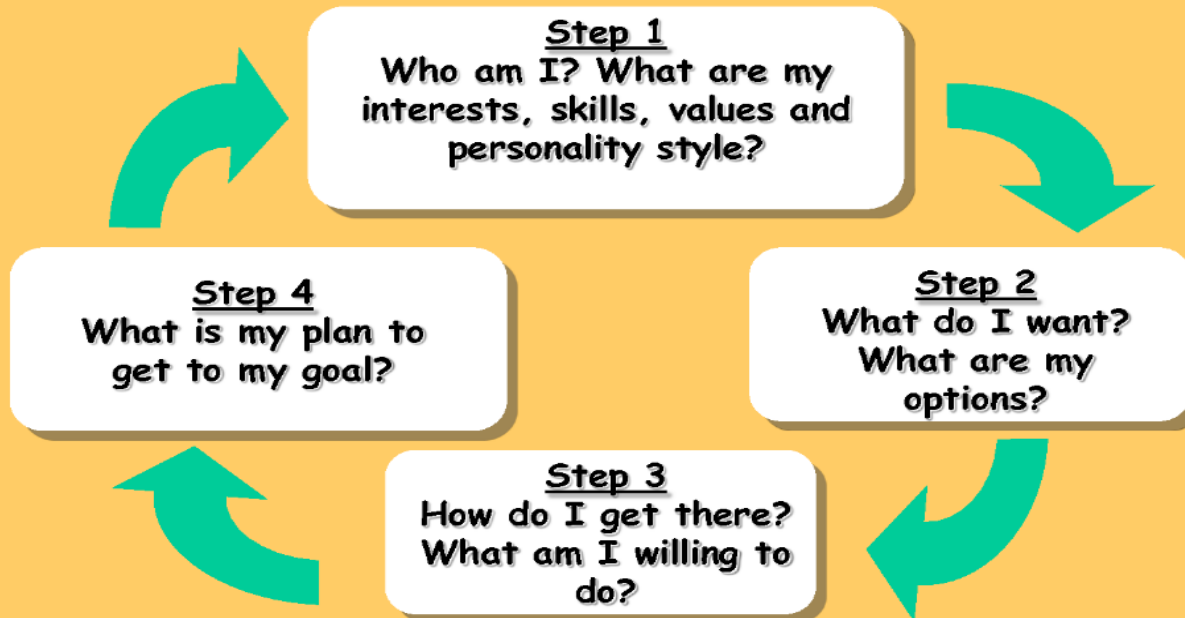


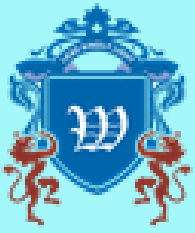
# Career Planning



Career Planning is a deliberate process of knowing **WHO** you are so that you can be sure of **WHERE** you want to go on **WHAT** you want to be at some defined point in future.

## Career Planning A Life-Long Process

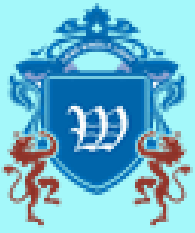




# Role of Parents in Shaping Child's Future

- ❑ Talk to them from time to time about possible careers they might be interested in and why they appeal. There will be plenty of opportunities for such an exchange of ideas that crop up naturally while you are doing something else.
- ❑ Help them to explore the possible employers, internships and apprenticeship providers.
- ❑ Please start your research on the destinations and universities keeping in mind course selections/ fee structure/ accommodation/ cultural/ geographical aspects. Universities requirements may differ.





# Career Counselling in KS 3

## Year 7

Record of Activities- per term



## Year 8

Track of Activities from Year 7 Career assembly



## Year 9

Track of Activities from Year 7

Options assembly for students

Options Evening for students and parents.

Career Assemblies and Fairs





# We Encourage:

- **School Clubs**

- **Outdoor Activities**

Be connected to different age groups and develops communication skills

Team Spirit, organizing and discipline

Taster to outside world, On-the-job training under supervision.

Empathy, Giving , helping , responsible

- **Internship**

- **Community Services**



# Role of School in Shaping Your Child's Future

1. Provide you with extensive activity based learning methods.
2. Keeps track on each child's ability, aptitude and interest.
3. Make sure each child gets an opportunity to display their creativity.
4. Exposing each child to varied career options through motivational speeches, career fair, internal assessment/monitoring /mentoring at very early stage, so that they can build strong understanding regarding their future career choices.



Working together to achieve our goals



# BEHAVIOURAL POLICY – STEPPED RESPONSE



- Kindly read the Stepped Response along with your child.
- Understand how the stepped response works and use it at all times to establish good behaviour in school .
- Stepped Response is displayed in every class room and also available in the school planner.





# Stepped Response



## The Golden Rules

- We are polite – We greet each other, we are honest, we don't cover up the truth
- We are kind and helpful – We don't hurt others and help them socially and academically
- We are focused and work hard – We do not waste time, have high aspirations and consistently work towards improving ourselves
- We look after personal and school property and work and play safely – We do not damage things and keep ourselves and others safe
- We are environmentally responsible – We keep our premises litter free and conserve energy
- We are punctual and organised – We are always on time and well equipped for our lessons
- We are well groomed – We take pride in wearing our uniform perfectly throughout the day
- We are respectful – We are proud to be a part of UAE and respect all religions and cultures.

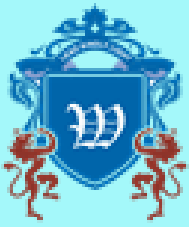
LEVEL	REWARD	EXAMPLES OF POSITIVE BEHAVIOUR	FREQUENCY	BY WHO
12	Shahin Fatima Award	Given to one outstanding girl student from the school for consistently outstanding performances and guidelines of the award	Annually	DEMS
11	Annual Graduation Celebrations-Year 11 Principal's Ais High Award- One outstanding student who has made exceptional endeavour in Year 11	Nomination: One outstanding – all-nominate student from Year 11 Principal's Ais High Award- One outstanding student who has made exceptional endeavour in Year 11	Annually	Principal and SLT
10	Annual Prize Evening Principal's Award given to one outstanding student each from Secondary and Primary Academic excellence award given for high achievement in external as well as internal examination Endeavour award for consistent and accelerated progress throughout the year IGSIS Core Value Award for exceptional standards in all IGSI's core values through their actions Awards for outstanding achievements in sports, music, art, innovation, philanthropy-one each from primary and secondary.		Annually	Principal and SLT
9	Udd Leaf Award	Given for consistent and exceptional contribution to community, personal, social and emotional, exceptional academic, artistic, writing and kindness to peers. Passionate and committed to positive attitude of self and positive environment.	Formly 1 per year group	Principal
8	Principal's Letter of Commendation	Given for consistent improvement in academics and dedicated efforts	Monthly 3 per class	Principal
7	Certificate of Appreciation Note to the principal for parents	Certificate given for exceptional work, projects, excellent behaviour, helpfulness, contribution to community, representation of the school or participation/achievement in activities outside school	As achieved	MSD/MSD HODS/HODS HODS/HODS
6	Platform House Point Award	A platform certificate is awarded for 100 house points - signed by the Head of School	As achieved	DMSP/HOD
5	Gold House Point Award	A gold certificate is awarded for 75 house points - signed by Head of Form Stage	As achieved	HODS
4	Silver House Point Award	A silver certificate is awarded for 50 house points-signed by Head of Year	As achieved	Head of Year
3	Bronze House Point Award	A bronze certificate is awarded for 25 house points - signed by Form Tutor	As achieved	Form Tutor
2	House Points Noted in students' planner	Awarded for: <ul style="list-style-type: none"> <li>• Positive learning, engaging effectively in lessons and producing excellent quality of work</li> <li>• Prompt and high quality home learning submission</li> <li>• Positive behaviour in and outside classes and during trips/events</li> <li>• Self-responsibility and positive attitude in lessons and at all times in an out of school</li> <li>• Cooperative, supporting peers needs/help and respectful towards all</li> <li>• Outstanding attendance punctuality and uniform</li> </ul>	As per need  Maximum 5 house points at a time	Subject Teachers and Form tutors
1	Verbal Praise And Encouragement Parent Informant Phone call/text/planner/mt	Appreciated for: <ul style="list-style-type: none"> <li>• Good quality and timely submission of work</li> <li>• Meeting targets in all areas</li> <li>• Responsible behaviour and positive attitude even when no adult is watching</li> <li>• Positive and effective collaboration with others</li> <li>• Displaying creativity - innovation</li> <li>• Good punctuality, attendance and uniform</li> </ul>	Be generous and fair in use of praise words and notes in planner	Subject Teachers and Form tutors

## STEPPED RESPONSE

The purpose of Stepped Response: To understand and imbibes excellent behaviour and be aware of and refrain from unacceptable behaviour

LEVEL	SANCTION	EXAMPLES OF NEGATIVE BEHAVIOUR	DURATION	BY WHO
1	Verbal reminder/warning and note to teacher's diary	<ul style="list-style-type: none"> <li>• Possessive talking in class</li> <li>• Not acclimated for lesson, poor learning and attitude in lessons</li> <li>• Not following school's policies and expectations, being disrespectful towards peers or adults</li> <li>• Inappropriate uniform, unacceptable hairstyles or makeup</li> <li>• Chewing gum</li> <li>• Lack of meeting in class or home learning</li> </ul>	Maximum 5 verbal warnings	Subject teacher or Form tutor
2	Exclusion within the class for quiet reflection time followed by incident also. (parents informed and incident also signed)	<ul style="list-style-type: none"> <li>• Repeated level 1 behaviour</li> <li>• Provocative others from non-constructive lesson</li> <li>• Not focused and consistent talks</li> <li>• Late for lesson</li> <li>• Leaving class without permission</li> <li>• Not returning to lesson after meeting with self pass</li> <li>• Challenging teacher's authority</li> </ul>	Isolation in class/ 1 day break detention	Subject teacher or Form tutor
3	Exclusion away from the class to do community service in HODS room followed by Yellow report for two weeks. (parents informed and yellow report signed)	<ul style="list-style-type: none"> <li>• Repeated level 1 or level 2 behaviour</li> <li>• Comments are belted related in more than one subject area</li> <li>• Constructively not dealing on talks, avoidance or constructive talks, submittion/submission disarrange-learn-to describe verbosely</li> <li>• Verbal bullying (insulting, belittling, intimidating, name-calling/teasing)</li> <li>• Showing aggressive body language and disrespectful behaviour</li> </ul>	2 hours suspension away from class in HODS' office or 2 days break detention followed by Yellow report for 2 weeks, incident also	Head of Year
4	1 day suspension away from the class to do community service in HODS office followed by Orange report for two weeks to take responsibility of behavior and conduct in school and home (parents called for a meeting with HODS and orange report signed)	<ul style="list-style-type: none"> <li>• Repeated level 3 behaviours</li> <li>• Truancy from lesson, using inappropriate or foul language, bullying</li> <li>• Using mobile phones/PDA/other devices without the knowledge of the teacher or not for learning</li> <li>• Use Carry/Purses Inappropriate/Illegal substances/objects</li> <li>• Involvement in cyber bullying</li> <li>• Concomitant the health and safety of self or others</li> <li>• Misbehaviour in the bus- serious health and safety risk to others</li> </ul>	1 full day suspension in HODS office community service followed by two weeks on orange report. Sus. exclusion for a week.	Head of Key Stage
5	2 days suspension away from the class to do community service in HODS office followed by Red report and two weeks to take responsibility of behavior and conduct in school and home. (parents called for a meeting with HODS and red report signed)	<ul style="list-style-type: none"> <li>• Repeatedly disrupting teaching and learning in the school</li> <li>• Constructive solutions during submission of work and/or cheating during any assessments</li> <li>• Malicious peer behaviour (direct/indirect) towards or belittling of self and others</li> <li>• Committing an offense deemed serious enough to warrant such a strict sanction. like:               <ol style="list-style-type: none"> <li>1. Damaging school property</li> <li>2. Physical fight or bullying</li> <li>3. Misuse of devices, sending harmful and derogatory material about others and self</li> <li>4. Talking inappropriately about/behaviour of self or others and causing an incident</li> <li>5. Misleading social media or other behavior</li> </ol> </li> <li>• Misbehaviour in the bus- serious health and safety risk to others</li> </ul>	2 full day exclusion in HODS office community service followed by community service for 2 weeks in break time and 2 weeks on red report	Principal And SLT
6	3 days suspension for self reflection followed by meeting SLT meeting with parents and behavior contract signed. Also the need to Non-renewal for placement in school for next academic year	<ul style="list-style-type: none"> <li>• Repeated level 4 or 5 behaviour again and failed to meet the requirement</li> <li>• Poor behaviour choices compromising health and safety of self and others</li> </ul>	Exclusion for three days and behavior contract signed. Parent to be called and meet with SLT. Non-renewal for next	Principal And SLT

Certain disciplinary action will be fast tracked by Principal depending on the seriousness of the incident  
For further details, please refer to our school policies



# Attendance

*Attendance is directly related to performance and progress.*

- KHDA- 98% is outstanding attendance, 96% is good and less than 92 % is unsatisfactory.
- Punctuality – Be in school by 7:40 am.
- Parents are not expected to be around the classes/corridors during contact time especially after 7:40 am and before 2:00 pm.
- Parents are requested to fix prior appointments to meet teachers.



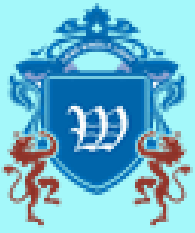
# Secondary School Uniform



**PE shirts are as per house colour.**

**Skirt must be knee length**





# Student Planners

**Please read carefully and action as needed**

- **Home School Agreement**
- **Policy on Plagiarism and Cheating**
- **Behaviour policy- Stepped Response**
- **Uniform Policy**
- **Allergy Action Plan**
- **My Health and Wellbeing Log**
- **Internship Program and Work Experience policy**
- **Reward System/ House Points**
- **My Achievements**
- **Important dates**
- **Late comer/Attendance log**



## My Health and Well Being Log



Name: \_\_\_\_\_

Class: \_\_\_\_\_

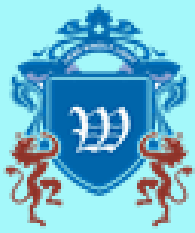
Age: \_\_\_\_\_

Height: \_\_\_\_\_ cm

Weight: \_\_\_\_\_ Kgs

BMI: \_\_\_\_\_

	Sports I play	Hobbies I enjoy	Books I am reading	Sleeping routine	I like to drink	I like to eat	Device time (Minutes/hours)
Term 1				Sleep time:  Wake up Time:			
Term 2				Sleep time:  Wake up Time:			
Term 3				Sleep time:  Wake up Time:			



# Locker Facility

Lockers are available for all students at an annual fee of AED 50 ( Non-refundable)

Lockers are mandatory for all students

Students can access locker facility ONLY thrice in a day

- Before registration time to collect books and stationary for first three lessons
- During break time to collect the required materials for last two lessons
- And at home time to collect the required materials for home learning and revisiting topics



# Cashless Canteen Counter

Students can benefit cash less counters at Winchester for any purchase at school canteen.

We will be encouraging only cashless transactions at the canteen.

Benefit of cashless counters –

- Convenience for both students and parents
- Tracking spends
- Online top up
- Budget discipline







# GEMS Rewards

**GEMS REWARDS**

Exclusively for GEMS parents

Home screen (left):  
- Location: Dubai & N. Emirates  
- Time: 13:08  
- Personalized message: "Hello Megan, you've saved AED 50 so far!"  
- GEMS REWARDS WE CARE logo  
- Navigation icons: FOOD & DRINK, BEAUTY & FITNESS, ATTRACTIONS & LEISURE, RETAIL & SERVICES, HOTELS WORLDWIDE  
- Section: More Ways to Save (NBA, EDUCATION)

Offers page (right):  
- Location: Dubai & N. Emirates  
- Time: 13:08  
- Section: Food & Drink  
- Title: ALL OFFERS  
- List of offers with categories like Informal Dining, Middle Eastern, Japanese, Indian.

UAE KSA TOGETHER 18:09

**Food & Drink**  
in Dubai & N. Emirates

ALL OFFERS CHEERS

Search by name, places & more ...

- 25 Degrees North Barsha Heights (395m, Indian)
- Dunkin Donuts - Dubai Barsha Heights (743m, Baked Goods)
- Bakers Kitchen Auris Metro Central Hotel Apartments (774m, International)
- Little Bangkok Dubai Media City (807m, Thai)
- Rupee Room, The Internet City (827m, Indian)
- Al Safer Internet City (3m, Middle Eastern)

otisalat 12:21

Library lounge

OFFERS DETAILS

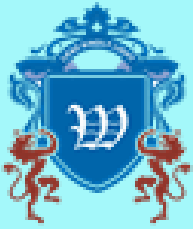
**Congratulations!**

You've just saved **AED 100**

**GEMS REWARDS WE CARE**

VALID TO 30 DEC 2016

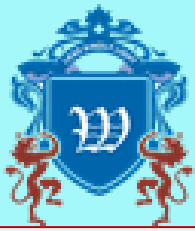
House Spirit with Mixer 1000 TO BUY BACK



# Competitions

We encourage our students to participate in various competitions both inside and outside school

- WIN MUN
- Robotics
- Stemathon
- Taqaddam
- Star Quiz Challenge
- Gulf Debate
- Dimplomathon
- Choir Fest
- World Scholars National and Global rounds
- Race for line
- DEWA Conservation Award
- Inter school Sports Competitions and much more



# Major Events

**Taqaddam- Skill Development Programme**



تقديم  
taqaddam



the World  
Scholar's Cup



**WIN SMILES**



**Hair for Hope**



**VEX Robotics**



**SKYPE Lessons**



**WIN CREATES**



**ENVINCH**



**Bab Al Taleem**



**HAPPINESS  
Road Show**

**Major Events of the Year**



**Interschool Gulf Debate**



**NASA Talk**



*Coste Blanche*



**WIN GREEN**



**WIN SHINES**



**WINTED**



**WINTASTIC**



**MUN (AUS)**



**Global Future Curriculum (Singularity Community)**

**Major Events of the Year**



# Online - Booking procedure for PTM

Browse to <https://thewinchester.parentseveningsystem.co.uk/>

## Parents' Evening System

Welcome to the Green Abbey parents' evening booking system. Appointments can be amended via a link from the email confirmation - please ensure your email address is correct.

Parent Login Code  Date Of Birth

Email  Confirm Email

Log In

## Step 1: Login

Enter your unique login code and other details found in the e-mail. And

press Login. A confirmation of your appointments will be sent to

the email address you provide. Please make sure that you enter the correct email address.

## Parent Teacher Meeting Year 1

Parent Teacher Meeting Year 1

Monday, 2nd July

## Parent Teacher Meeting Year 3

Parent Teacher Meeting Year 3

Monday, 2nd July

## Step 2: Select Year Group

If you have more than one child studying in Winchester School, it will show all the year groups.

Please select one and go to the next step.

## Choose Teachers

If you don't wish to see any teacher below, deselect them before clicking the button to continue.

### Ben

Mr J Brown  
SENCO

Mrs A Wheeler  
Class 11A

### Andrew

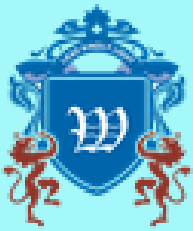
Miss B Patel  
Class 10E

Continue to Book Appointments

## Step 3: Choose Teachers

Select the teachers you'd like to book appointments with. A green tick indicates they're selected. To de-select, click on their name





# Online - Booking procedure for PTM

## Add Appointment

Confirm appointment with Mrs D Mumford at 15:10.

Add a message for Mrs D Mumford:

I'd like to discuss Ben's homework.

Save

## Step 4 Book Appointments

Click any of the green cells to make an appointment. Blue cells signify where you already have an appointment. Grey cells are unavailable.

To change an appointment, delete the original by hovering over the blue box and clicking *Delete*. Then choose an alternate time.

After clicking on a green cell to make an appointment, a pop-up box appears where you can optionally leave a message for the teacher to say what you'd like to discuss or raise anything beforehand. Once you're finished booking all appointments, at the top of the page in the alert box, press *click here* to finish the booking process.

## Step 5:

**Finished You're now on the My Bookings page and all your bookings are below. An email confirmation has been sent and you can also print appointments from this page by pressing Print. To change your appointments, click on Amend bookings.**

Year 11 Subject Evening  
A appointment from 15:00 to 18:00  
Thursday, 12th April

Print Amend Bookings

This parent evening is for pupils in year 11. Please enter the school via the main entrance and follow the signs for the Main Hall where the evening is taking place. Parking is available in the main school car park.

	Teacher	Student	Subject	Room
15:00	Mr J Brown	Ben	SPSC0	A2
15:10	Mr J Brown	Ben	English	01
15:15	Mr J Brown	Andrew	English	01
15:20	Mr S Jacobs	Ben	History	06
15:25	Miss P Barton	Andrew	Mathematics	02
15:30	Miss J Foster	Andrew	Science	02



# Parental Engagement



According to a 2007 study, parental engagement can add the equivalent of **two to three years** of formal education.  
(Harris & Goodall, 2007)

## ***Consistent parental engagement:***

- Impacts on student achievement
- Adds the equivalent of 2-3 years of formal education
- Results in higher grades and test scores
- Improves effort, confidence, attitude, attendance, life choices, social skills and behaviour



# Introducing '3-a-day'



# Talk About Learning



**Talk - Have regular two-way conversations about what your child is thinking/learning**

- **2-way means listening too**
- **Ask clever, open-ended questions**
- **Without TV, phones or distractions**

**Teachers may assign “talk about” as a home-learning task**





# Share Learning Experiences



**Let the child share their learning.**

- **Read together - #**
- **1 primary activity**
- **Experience new things**
- **Do activities**
- **Learn together**

**Teacher may assign “share this at home” as a home-learning task**



# Encourage Learning

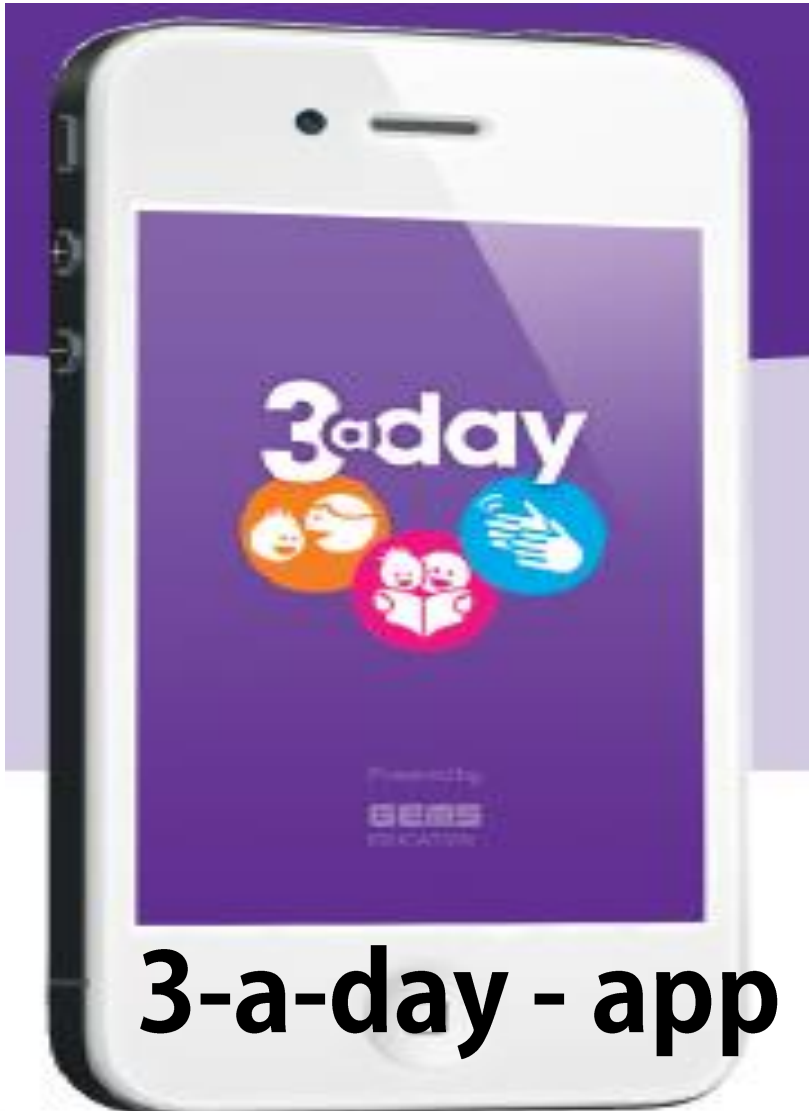
**Praise both effort and progress:**

- **Give specific feedback**
- **Role model a positive attitude towards learning**
- **Role model perseverance and discipline**
- **Guide routines**
- **Set standards and expectations**

**Teachers may give parents learning objectives to encourage at home**

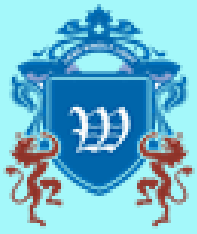


# 3-a-day- Activities



**3-a-day - app**





# Parent Reps



We welcome Parent Reps for Academic Year 2019- 20  
Parent Reps have a very important role supporting in:

- School development
- Reading
- Mathematics
- School events- Fun fair, Language Fest, Art festival,
- Parental engagement activities

Please leave your contact details with Ms. Michelle or email  
[meenakshi.d\\_win@gemsedu.com](mailto:meenakshi.d_win@gemsedu.com)





# The Parent Reps Role



The Parent Representatives play a key role in strengthening the connectivity between the school, the parents and the children. They are the parent face and voice in school activities and events, in support of the children, the institution and the parent body.





# Parent Reps Achievements



**The Parent Representatives have made numerous contributions to support the smooth running of the school.**

**Our major activities and achievements in the year 2018 have been :**

- **The Fun Fair**
- **Parents Teaching Parents - The English and Arabic classes for parents**
- **We had as many as 20 parents from as many nationalities and the learning was mutual.**
- **The support towards the school's Reading, Maths and Arabic programme.**

**This year we look forward to planning and organizing events for:**

- **Enhancing the entrepreneur and enterprising skills**
- **A programme for vocabulary enhancement.**
- **Parents teaching Parents French**





# Parent Reps and Parent Volunteers





# The Joys Of Being A Parent Rep

**Each of us in the Parent Representative Group felt that through our work, we too enriched ourselves in many ways.**

**The two major areas were**

**Understanding the expectations of the school from both the parents and the students, which was very necessary to benefit from the numerous activities planned by the school for the children.**

**Understanding the curriculum and its demands better.**

**Also when the children see their parents working as a team with the school it impacts their outlook and attitude positively**





# Important Dates and Upcoming Events

## Calendar 2019-20

### Winter Term 2019

All staff join Sunday, 25 August

Staff Training Days - Sunday, 25 August until Thursday, 29 August New

Student Induction - Sunday, 1 September (all NEW students)

\*Islamic New Year - Sunday, 1 September

Start of term for All Students Monday, 2 September

If Islamic New Year is on 1st September, then all new student induction will be Monday, 2nd September and all students start on Tuesday, 3rd September

PTM (students not in school)-Saturday, 12 October

PD Staff Training Day (Students not in school)- Thursday, 17 October / Sunday, 20 October/ Monday, 21 October

Half Term -Sunday, 20 October until Thursday, 24 October (students) Tuesday, 22 October until Thursday, 24 October (staff)

\*National Commemoration Day -Saturday, 30 November to Monday, 2 December (inclusive)  
& UAE National Day Holiday

Last day of term - Wednesday, 11 December PTM (students not in school) Thursday, 12 December



# Important Dates and Upcoming Events

## **Spring Term 2020**

Start of term Sunday, 5 January

PD Staff Training Day (Students not in school) -Thursday, 13 February / Sunday, 16 February until Tuesday, 18 February

Half Term -Sunday, 16 February until Thursday, 20 February (students) Wednesday, 19 February and Thursday, 20 February (staff)

Last day of term -Wednesday, 25 March PTM (students not in school) Thursday, 26 March

## **Summer Term 2020**

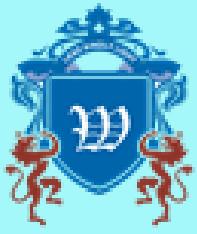
Start of term - Sunday, 12 April

\*Eid Al Fitr - Sunday, 24 May until Tuesday, 26 May

PTM (students not in school)- Wednesday, 1 July

Last day of term Wednesday, 2 July

\*All Islamic holidays are subject to confirmation from the Ministry of Education



# How can you help?



## Healthy living-

- Eating healthy - plenty of water
- Diet rich in fibre - vitamins and proteins
- Healthy routine - sleep, exercise, playtime, reading
- Quality family time

## Engage in your child's learning-

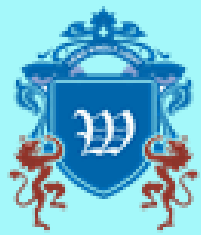
- Do suggested activities in the FLN
- Use Resources on My Learning
- Ensure Weekly Home Learning is completed.
- Encourage your child to study daily
- Play educational games
- Ensure they catch up with important dates



# POINT OF CONTACT

<b>Whom to Contact</b>		
<b>Pastoral Issues</b>	<b>Subject Issues</b>	<b>Specific Issues</b>
Form Tutor	Subject Teacher	Student Counsellor
Head of Year	Head of Department	Career Counsellor
Head of Key Stage	Deputy Head of Sec.	Head of Well Being
Deputy Head of Sec.	Head of Secondary	Head of Examinations
Head of Secondary		

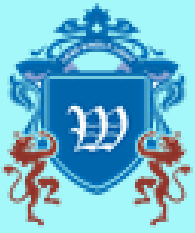




# PARENT AND SCHOOL COMMUNICATION

## How to Contact at Winchester **PARENTS**





# Useful Science Websites

## BBC Bitesize

<http://www.bbc.co.uk/bitesize/ks3/science/>

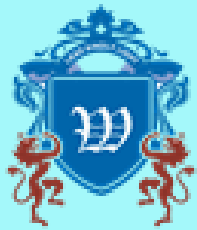
<http://www.scibermonkey.org/level.asp?page=KS3>

<http://lgfl.skool.co.uk/keystage3.aspx?id=80>

[https://www.cgpbbooks.co.uk/interactive\\_ks3\\_science](https://www.cgpbbooks.co.uk/interactive_ks3_science)

<http://www.docbrown.info/ks3science.htm>

<http://www.dontstoplearning.com/ks3science/contents.htm>



# Useful Maths Websites

**Useful Mathematics web sites include:**

[www.myimaths.co.uk](http://www.myimaths.co.uk)

[www.bbc.co.uk/schools/websites/11\\_16/site/maths.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml)

[www.mathsisfun.com/](http://www.mathsisfun.com/)

[www.kangaroomaths.com](http://www.kangaroomaths.com)

[www.mathsnet.net](http://www.mathsnet.net)

[www.subtangent.com](http://www.subtangent.com)

[www.NGfL.co.uk](http://www.NGfL.co.uk)

[www.nrich.org.uk](http://www.nrich.org.uk)

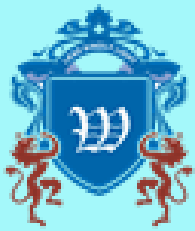
[www.mathplayground.com/games.html](http://www.mathplayground.com/games.html)

[www.bbc.co.uk/skillswise/maths](http://www.bbc.co.uk/skillswise/maths)

[www.emaths.co.uk/](http://www.emaths.co.uk/)

[www.kutasoftware.com](http://www.kutasoftware.com)

[www.math-aids.com](http://www.math-aids.com)



# Useful Literacy Websites

[www.bbc.co.uk/schools/spellits/ad\\_menu\\_flash](http://www.bbc.co.uk/schools/spellits/ad_menu_flash)

[www.english-online.org.uk](http://www.english-online.org.uk)

[www.readingmatters.co.uk](http://www.readingmatters.co.uk)

[www.spinebreakers.co.uk](http://www.spinebreakers.co.uk)

[www.cool-reads.co.uk](http://www.cool-reads.co.uk)

[www.teenreads.com](http://www.teenreads.com)

[www.writebuzzschools.com](http://www.writebuzzschools.com)

[www.bbc.co.uk/schools/ks3bitesize/](http://www.bbc.co.uk/schools/ks3bitesize/)

<http://www.bbc.co.uk/worldservice/learningenglish/teach/>

[www.nationalstrategies.standards.dcsf.gov.uk/secondary](http://www.nationalstrategies.standards.dcsf.gov.uk/secondary)

<http://www.parentcentre.gov.uk>

<http://www.dfes.gov.uk/popularquestions/>

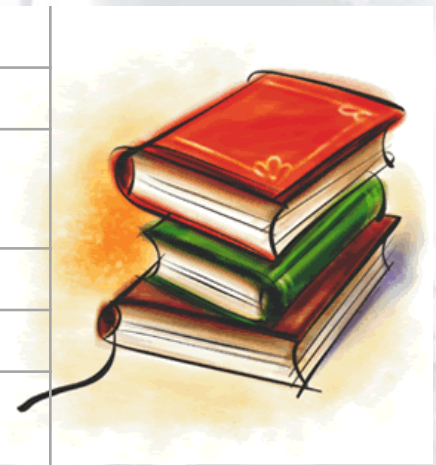
<http://www.learn.co.uk>





# Reading Book List – For KS3

<b>Island of Blue Dolphins</b>	<b>Scott O'Dell</b>
<b>Noughts and Crosses</b>	<b>Malorie Blackman</b>
<b>Curious Incident of the Dog in the Night-time</b>	<b>Mark Haddon</b>
<b>Frankenstein's Aunt</b>	<b>Allan Rube Pettersson</b>
<b>The Railway Children</b>	<b>E. Nesbitt</b>
<b>The Family from One End Street</b>	<b>Eve Garnett</b>
<b>The Alchemist</b>	<b>Paolo Coelho</b>
<b>Wuthering Heights</b>	<b>Emily Bronte</b>
<b>Paddy Clarke Ha</b>	<b>Roddy Doyle</b>
<b>Empire of the Sun</b>	<b>J. G. Ballard</b>
<b>The Hobbit</b>	<b>J.R. R. Tolkien</b>
<b>Jane Eyre</b>	<b>Charlotte Bronte</b>
<b>Ramona Forever</b>	<b>Beverly Cleary</b>
<b>Little Women</b>	<b>Louisa M. Alcott</b>
<b>Billy Elliot</b>	<b>Melvin Burgess</b>





**Thank you for coming.**

**Any questions ?**

**Please use the Ipads placed on the tables  
on your right for feedbacks.**

**You can also use the link below for feedback**