



المدرسة وينشستر
The Winchester School
Jebel Ali

Welcome to the Key Stage 2 Parent Aim High Orientation

Thursday, 29th August 2024



OBJECTIVES



- To apprise parents of the key information, school's rules, regulations & policies, curriculum expectations, curriculum delivery, inclusion, assessment, enrichment, well being and various other aspects of school life
- To encourage parents to collaborate with school to maximise their child's potential and enhance his/her overall development and achievements.



SENIOR LEADERSHIP TEAM



Meenakshi Dahiya

Principal & CEO



Harpreet Kaur

Vice Principal



Gaber Sayah

Head of Arabic & Islamic Education



Jaya Paliwal

Head of Primary



Preeti Manoj

Head of Secondary



Kathryn Darashah

Head of Inclusion



Elizabeth Jacob

Head of Professional
Development



Anna Francis

Head of Innovation &
Curriculum Enrichment



Debbiejo Miranda

Head of Well-Being



Deepika Dayal

Deputy Head of Primary



Nisar Mohamed

Deputy Head of Secondary



EXTENDED LEADERSHIP TEAM



Ms Desiree Scott

**Head of Foundation
Stage**

DESIREE.S_WIN@gemsedu.com



Mr Neijin Pathrose

Health and Safety Advisor

NEIJIN.P_WIN@gemsedu.com



Ms. Sujaya Sen

Head of Examination

sujaya.s_win@gemsedu.com



Ms Shalini Rajan

**Future Skills and
Experiential Learning
Advisor for Whole School**



Ms Shirin farzana

**Educational Technology
Advisor for Whole School**

SHIRIN.F_WIN@gemsedu.com

PRIMARY HEAD OF DEPARTMENTS



Michelle Rozario
Head of Humanities



Mandeep Kaur
Head of Science



Steffe Henriques
Head of Mathematics



Pooja Moudgil
Second in Department-Mathematics



Cynthia Pinto
English Coordinator
(Key Stage -1, Year 1 &2)



Rizwana Azim
English Coordinator
(Key Stage 2, Year 3 to 6)



Mai Elswaf
EAL coordinator



Neijin Pathrose
Head of PE – Primary & H&S Officer



Saber Belal
Head of Arabic for Arabs





MEET OUR KEY STAGE 2 TEAM

Lower Key Stage 2 Team Year 3 and 4



Manasee Agarwal

Head of Key Stage 2 -Year 3 and 4



Angeleena Lepcha

Head of Year – 4



Nikita Sarin

Head of Year – 3



Garima Sood

Assistant Head of Year – 4



Lena Ignatius

Assistant Head of Year – 3

Upper Key Stage 2 Team Year 5 and 6



Indu Chandak

Head of Key Stage 2 -Year 5 and 6



Manjusha Mohan

Head of Year – 6



Ekta Sahni

Head of Year – 5



Vanajakshi Mantri

Assistant Head of Year-6



Nisha Shekhawat

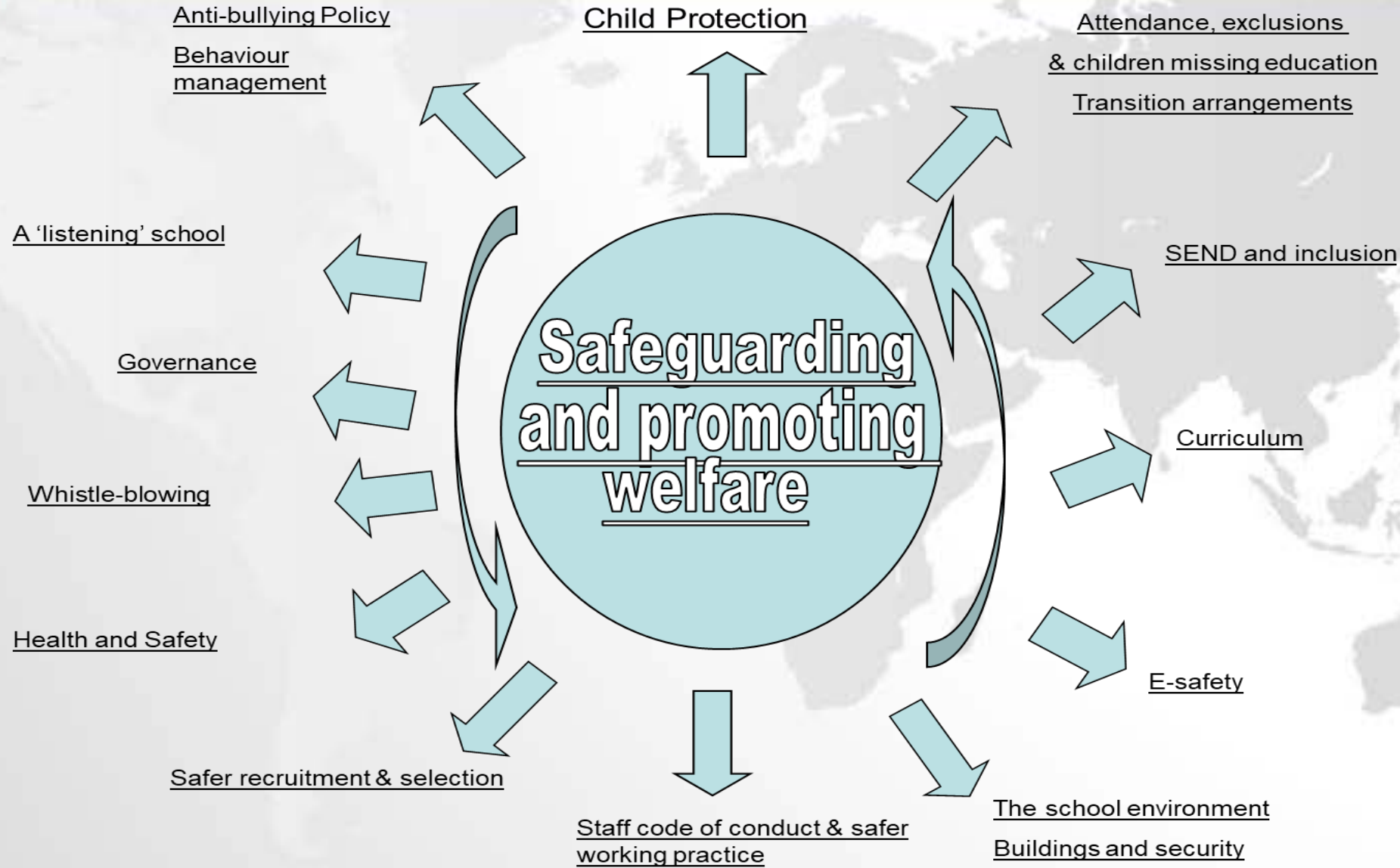
Assistant Head of Year – 5

SAFEGUARDING AND CHILD PROTECTION



- Federal Law No. 3 of 2016 concerning child rights, also known as Wadeema's Law, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, physical and psychological abuses.
- It is the combined duty of the parents and the school to ensure that students are healthy and safe and are able to access education continuously and consistently.
- Students must attend school regularly and parents must engage effectively in their learning and keep themselves updated about the expectations and policies.
- In case there is a valid reason for absence, parents must communicate the same immediately to the Form Tutor and Head of Key Stage.

SAFEGUARDING AND CHILD PROTECTION



SAFEGUARDING AND CHILD PROTECTION



Safeguarding is the action that is taken to **promote the welfare of children and protect them from harm.**

Safeguarding means:

- **protecting children** from abuse and maltreatment
- **preventing harm** to children's health or development
- ensuring children grow up with the **provision of safe and effective care**
- taking action to enable all children and young people to have the **best outcomes.**

Child protection is part of the safeguarding process.

It focuses on **protecting individual children** identified as suffering or likely to suffer significant harm. This includes **child protection procedures** which detail how to respond to concerns about a child.

POTENTIAL SIGNS & INDICATORS OF ABUSE



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
- Change in behaviour

Emotional

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self-harm
- Drink/drug/solvent abuse
- Not wanting to leave school at the end of the day
- Persistently being overprotective
- Constantly shouting at, threatening or demeaning a child
- Withholding love and affection
- Regularly humiliating a child
- Change in behaviour

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
- Change in behaviour

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
- Change in behaviour



- ✓ A child's behaviour can help us determine if there are concerns.
- ✓ Most importantly- the child's voice is what will guide us.
- ✓ Embedding a safeguarding culture of care, support, listening allows us to differentiate between behaviours concerns and safeguarding concerns.

In Summary



Support Positive Behaviour and Safe environment through:

- ✓ Positive Behavioural/Pastoral System
- ✓ Embedded Safeguarding Culture
- ✓ Understanding your students

A negative/ harmful behavior that is repeated even with intervention and support- may warrant further investigation as a safeguarding concern.... Investigate the why?? **Investigate via Guard**

Protect, Prevent, Provide= Safeguarding



Designated Safeguarding Lead

Ms. Harpreet Kaur, Vice Principal

- We have designated members of staff who are specifically trained as Designated or Deputy Designated Safeguarding Leads.
- These individuals are responsible for overseeing safeguarding matters and acting as the primary points of contact for any concerns related to the well-being of our students.
- They work closely with to ensure appropriate action is taken when necessary.

SAFEGUARDING TEAM



Ms. Meenakshi Dahiya	Principal and the CEO	<u>meenakshi.d_win@gemsedu.com</u>
Ms. Harpreet Kaur	Designated Safeguarding Lead and the Vice Principal	<u>harpreet.k_win@gemsedu.com</u>
Mr. Neijin Pathrose	Deputy Designated Safeguarding Lead, Head of Physical Education-Primary and Health and Safety Advisor	<u>neijin.p_WIN@gemsedu.com</u>
Ms. Jaya Paliwal	Deputy Designated Safeguarding Lead and Head of Primary	<u>jaya.p_win@gemsedu.com</u>
Ms. Preeti Manoj	Deputy Designated Safeguarding Lead and Head of Secondary	<u>preeti.m_win@gemsedu.com</u>
Mr. Gaber Hamed Mohamed	Deputy Designated Safeguarding Lead and Head of Arabic and Islamic Education, Whole School	<u>gaber.h_win@gemsedu.com</u>
Ms. Elizabeth Jacob	Deputy Designated Safeguarding Lead and Head of Professional Learning and Development	<u>elizabeth.j_win@gemsedu.com</u>
Ms. Kathryn Noreen Darashah	Deputy Designated Safeguarding Lead and Head of Inclusion	<u>kathryn.d2_win@gemsedu.com</u>
Ms. Debbiejo Miranda	Deputy Designated Safeguarding Lead and Head of Well Being	<u>debbiejo.m_win@gemsedu.com</u>
Ms. Anna Francis Cherukara	Deputy Designated Safeguarding Lead and Head of Innovation, Curriculum & Enrichment	<u>anna.c_win@gemsedu.com</u>
Mr. Nisar Mohamed	Deputy Designated Safeguarding Lead and Deputy Head of Secondary	<u>mohamednisar.v_win@gemsedu.com</u>
Ms. Desiree Scott	Deputy Designated Safeguarding Lead and Head of Foundation Stage/Early Stages	<u>desiree.s_win@gemsedu.com</u>



KEY STAGE-2 PROGRAMME



- **Key Stage 2** consists of four year groups: Year 3, 4, 5 and 6 (*Age 7 years old to 11 years old*) which is split into **Lower and Upper Key Stage 2**.
- It is often in **Key Stage 2** where children really start to develop their independence and discover their unique interests.
- It is for this reason, that we encourage so much variety into our topics and lessons, to allow children to explore their lines and enquiry and develop their curiosity.
- Towards the end of Key Stage-2, students are introduced to elements of the Secondary curriculum through transition assembly, webinars and transition days.

SUBJECTS TAUGHT IN KEY STAGE-2



There are 12 subjects that are taught in Key Stage 2. Here's the list in full:

- Arabic
- Islamic Education/PSHCEE
- English
- Mathematics
- Science
- Humanities- History and Geography
- UAE Social Studies
- ICT (Computing)
- Music
- Physical Education
- Moral Education
- French (Year 5 and 6)

[National Curriculum Framework](#)

CURRICULUM OVERVIEW (Cont.)



- Year 3 is transition year from KS1 to KS2
- Year 4 is the beginning of formal preparations, building on the skills and knowledge children have acquired in previous years and progressing towards the demands of Upper Primary.
- Year 5 is a year to embed all of the knowledge learnt in lower Key Stage 2; a year to start the preparations for transition to secondary school.
- As in all other year groups, Year 6 follow statutory schemes of learning set down by the government.
- Towards the end of Year 6, it is assessed whether children have met the 'expected' national standard.

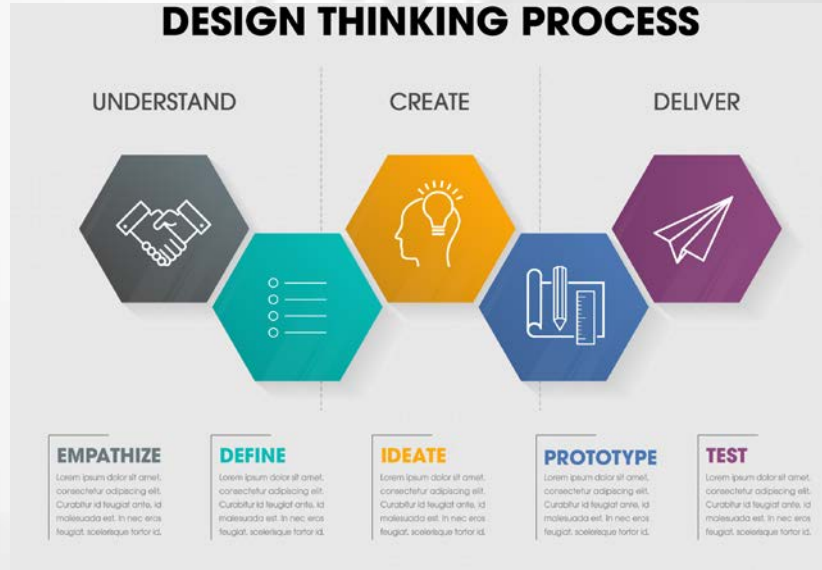
OUR TEACHING STRATEGIES IN KS2



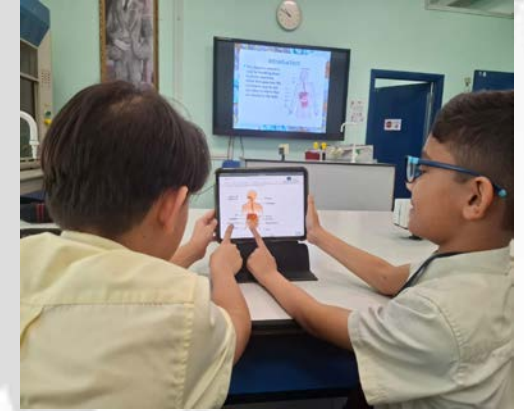
Investigation-based learning



Concept Application to abstract and real situations



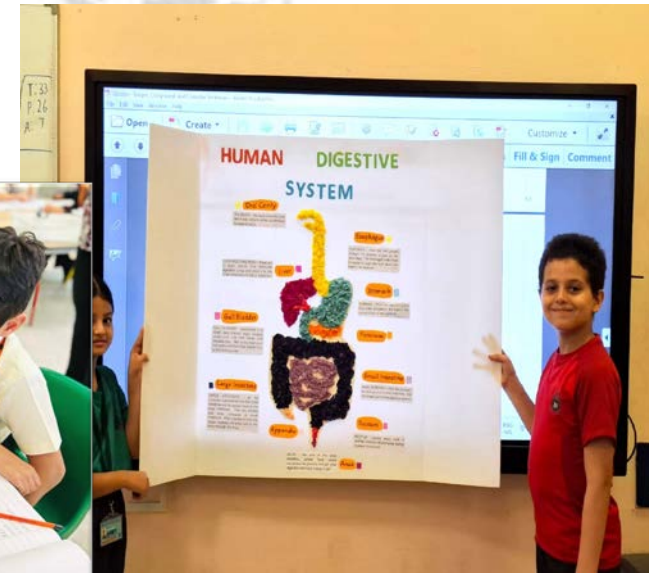
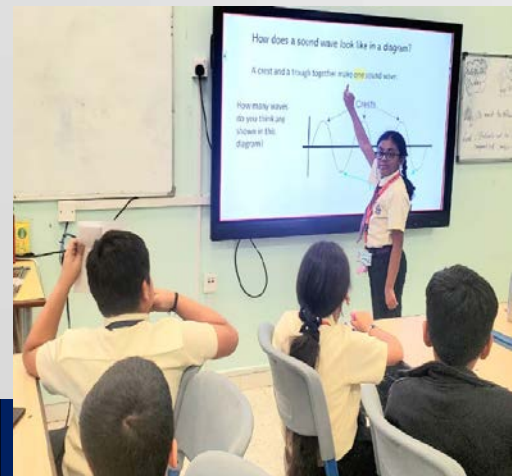
Collaboration and discussion



Project-based learning

Critical-thinking

Research Problem-solving STREAM

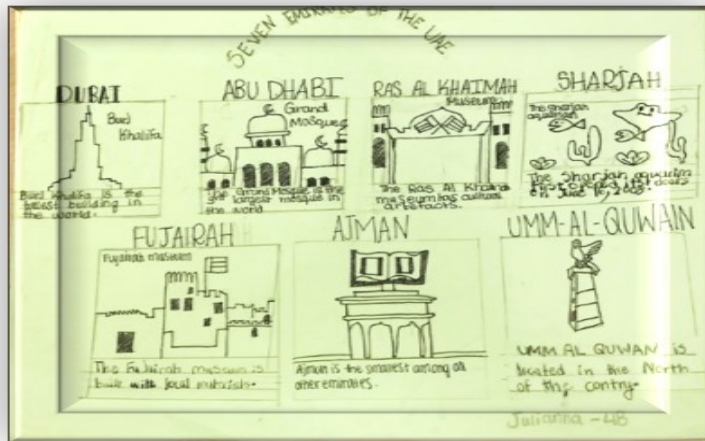


TEACHING METHODS IN KEY STAGE-2



- Learning menus, differentiation/personalisation and challenge
- Design Thinking as a problem-solving approach
- Big Question/ Big Idea, to develop critical thinking
- Use of Padlet wall, Nearpod, Rubrics are being used for self-marking, peer making to enhance collaboration and promote reflective learning among students and set targets.
- Use of Quizizz, Nearpod for Formative Assessment.

STREAM INTEGRATED LESSONS



Areas of Focus in Core Subjects



ENGLISH

- Listening and Spoken language
- Reading-
 - word reading
 - comprehension
- Writing
 - transcription (spelling and handwriting)
 - composition (articulating ideas and structuring them in speech and writing).
- Spelling, vocabulary, grammar and punctuation

MATHEMATICS

- **Arithmetic**
 - Fluency in the fundamentals of mathematics
- **Reasoning**
 - Mathematical reasoning
 - Application and solving problems

SCIENCE

- Scientific vocabulary
- Scientific knowledge and conceptual understanding
- Application of concepts to real life
- Working scientifically

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study specified for that key stage.

Areas of Focus in English



As part of our whole school goal, we majorly emphasize on reading. There are varied activities which we conduct in our lessons to encourage and develop reading skills-

- **Headline News-** Students write their thoughts based on the given news headline in form of poem/articles/news report/video etc. establishing reading based writing.
- **Wordless Literature-** With the use of inferential/retrieval/prediction skills they visualize the given visual and scribe their thoughts and responses.
- **Literature Circles-** A very innovative and interactive strategy to make reading comprehension lessons engaging and enriching.
- **ORT Books-** Our Primary Library is well equipped with variety of fiction and non-fiction books, which are being levelled as per the Oxford Level Bands, students read them as per their age and develop love for reading.
- **NGRT - New Group Reading Test** - It's an adaptive, responding to a pupil's ability as they complete the test so more able readers are challenged and weaker ones remain engaged
- **Monthly Reading Challenge, Winter Reading Challenge, Reading Clubs, Reading Competitions and Reading Ambassadors**

The main purpose is to evaluate the students for reading and consolidate their learning through varied forms of assessments in the entire academic year.

Areas of Focus in English - Reporting of Reading



- **Reading to be reported in report card:**

- Reading is reported in the report card for Year 1 to 9 for Arabic and English.

- **Process**

- Students are assigned list of 9 books for the whole year .

- The minimum expectation is that each student must read 3 books in a term.

- They can read more. The award will be based on the number of books read .

- Students need to send the book review to their respective English teacher.

- Teacher will check and then give award.

Areas of Focus in Mathematics



Lower Key stage 2 (Year 3 and Year 4)

Math Skills	Enrichment
<ul style="list-style-type: none">▪ Number fluency▪ Mental Calculations▪ Mathematical reasoning▪ Problem Solving▪ Application <p>By the end of Year 4, students should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.</p>	<ul style="list-style-type: none">- Interactive lessons with the use of manipulatives and hands on resources.- Weekly mental math lessons- Student led Math week- STEAM based math investigation lessons- Connect Math with real life scenarios- Interschool competitions Eg.: Ken Ken

Areas of Focus in Mathematics



Upper Key stage 2 (Year 5 and Year 6)

Math Skills	Enrichment
<ul style="list-style-type: none">▪ Number fluency▪ Mental Calculations▪ Mathematical reasoning▪ Critical thinking▪ Problem Solving▪ Application <p>By the end of year 6, students should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.</p>	<ul style="list-style-type: none">- Interactive lessons with the use of manipulatives and hands on resources.- Weekly mental math lessons- Student led Math week- STEAM based math investigation lessons- Connect Math with real life scenarios- Interschool competitions Eg.: Ken Ken

Areas of Focus in Science



- ***Foster a sense of excitement and curiosity*** about science through engaging activities.
- Provide opportunities for students to design and conduct their own experiments, analyze data independently, and draw conclusions
- ***Focused lab lessons to enhance students' practical understanding of scientific concepts***, develop critical thinking and problem-solving skills, and foster a deeper engagement with the scientific method through hands-on experimentation and inquiry-based learning

Areas of Focus in Science



In upper KS2, we provide opportunities for **design challenges** where students apply scientific principles to solve real-world problems or create innovative solutions.

➤ **Enrichment opportunities such as**

- *Science Week*
- Podcast,
- Design thinking challenges,
- **writing blogs and research articles** at the school level, and competitions like the **Science Olympiad** at both school and national levels provide students with diverse ways to deepen their scientific understanding, showcase their talents, and engage with the broader scientific community.

PERSONALISATION-HOW TEACHERS USE DATA



Assessment and Data Collection

Assess students' performance using AFL and various tools such as AFL tests, quizzes, and observations. Collect student interests from their profiles. These assessments and information provide valuable data points that help identify individual strengths and areas where your child may need additional support.

Identifying learning targets

Once data is collected, teachers use it to set specific learning target for each student. These targets are personalized based on your child's current abilities and areas that require improvement.

Differentiated Instruction

Teachers adapt their teaching methods to address the diverse needs of students. Your child may receive additional challenges, remedial support, or alternative approaches to learning based on their data.

Individualized support

Data helps teachers identify struggling students early on, allowing for timely interventions and support. Teachers may provide break time and registration time , small group instruction, or resources to help your child succeed.

Tracking Progress

Teachers continuously monitor your child's progress and adjust their instruction accordingly. This ensures that your child is making steady improvements toward their learning goals.

Parent –teacher communication

Teachers share your child's data with you during parent-teacher conferences to keep you informed about their progress. You can also reach out to teachers to discuss your child's data and any concerns you may have.

HOW PARENTS CAN SUPPORT



Understanding your child's strength and weakness

Regular review of your child's portfolio and profile

Set realistic goals

Create a learning environment at home

Regular communication with teachers

Set a Routine and Manage Screen Time

Celebrate Achievements

Seek additional support if needed

Promote a growth mindset

LEARNING BEHAVIOURS FOR SUCCESS

Active Engagement

Actively participate in class discussions, ask questions, and express thoughts and opinions. Engagement enhances comprehension and retention of information.

Time Management

Learn setting priorities, creating schedules, and meeting deadlines. This is essential for balancing academic and extracurricular activities.

Active Reading

Have active reading habits, such as annotating texts, summarizing main ideas, and asking questions while reading to enhance comprehension.

Self-Motivation

Encourage self-motivation and a growth mindset. Effort and persistence can lead to improvement and success.

Balancing Screen Time

Strike a balance between screen time for educational purposes and leisure activities. Limit distractions during study sessions.

Collaboration

Have collaborative learning experiences that involve group projects, discussions, and teamwork, helping students develop interpersonal skills.

Healthy Lifestyle

Prioritize physical well-being through regular exercise, proper nutrition, and sufficient sleep. A healthy body supports a healthy mind.

Self Reflection

Reflect on your learning experiences, strengths, and areas for improvement. Regular self-assessment helps you track progress.

Resilience

Handle setbacks and failures with resilience. Learning from mistakes is part of the learning process.



We conduct the following assessments:

- **Internal Assessment**-Formative and Summative
- **International Benchmark Assessment:**We conduct the International Benchmark assessments as part of National Agenda Parameter as well as directive from GEMS.

KEY HIGHLIGHTS OF ASSESSMENT POLICY



- The Winchester School follows several different AfL (assessment for/of learning) strategies. These include:
 - **Formative Assessment (Assessment for Learning)**
 - **Summative Assessment (Assessment of Learning)**
- **Formative Assessment** is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
- **Formative Assessment-**
 - happens during the learning.
 - helps to improve learning.
 - assists in growing learning.
 - is done with learners.
 - is personally referenced.
 - is focused on the process.
- **Summative Assessment:** At The Winchester School summative assessments take the form of termly assessments and end of year exams. These are marked according to National Curriculum criteria and outcomes.



TYPES OF ASSESSMENT

Formative Assessment

- Clear communication of Learning objectives and Learning Outcomes
- Effective Questioning
- Various AFL Strategies in lesson to check learning and adapt teaching strategies
- Self-assessment / peer assessment /teacher assessment
- In the form of quizzes, multiple choice questions, true/false, short or long answer type questions, discussions, assignments, projects, end of unit review etc.
- Set against success criteria tracked through assessment trackers.

Summative Assessment

- Involves judging students' performance against National Curriculum standard.
- It is carried out at the end of a period of learning, e.g.:
 - Termly/yearly internal school examinations

FORMATIVE ASSESSMENT-CONTINUOUS ASSESSMENT IN LESSONS



ASSESSMENT REPORTING AND RECORDING

	Term 1	Term 2	Term 3
Assessment Structure	<p>Year 3-6:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ Consolidation of ongoing formative assessment will be recorded on Phoenix <p>Summative assessment (English, Maths, Science, Arabic and Islamic Education) will be conducted for Year 3 - 6.</p>	<p>Year 3-6:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ Consolidation of ongoing formative assessments will be recorded on Phoenix <p>No summative evaluation for any subjects in any year group in term 2.</p>	<p>Year 3-6:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments for all subjects ➤ End of Year Summative Assessments- English, Maths, Science, Arabic and Islamic Education ➤ Term 3 grades will be the consolidation of ongoing formative assessments and end of year summative assessment ➤ Overall End of Year Grades= 30% T1+30% T2+ 40% T3. Overall End of Year Grade will be recoded on Phoenix
Recording	Recording will be done once at the end of term 1 in December on Phoenix.	Recording will be done once at the end of term 2 in March on Phoenix.	Recording will be done once at the end of year in June on Phoenix.
Reporting	Reported at the end of term 1.	Reported at the end of term 2.	Reported at the end of term 3.
	Attainment will be reported in the reports as Grades A*- E for all subjects. Arabic, Islamic Education, PSHCEE, UAE Social Studies and Moral Education are reported in marks 1-100.		

NATIONAL AGENDA PARAMETER



- At the beginning of 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum launched the UAE National Agenda, which includes a set of educational development programmes in the UAE.
- The educational targets cover a wide range of areas affecting the quality of education and student achievement across the different phases.
- Two of the major targets are concerned with the UAE ranking in PISA (Programme for International Student Assessment) and in TIMSS (Trends in International Mathematics and Science Study).



NATIONAL AGENDA PARAMETER



- KHDA introduced the UAE National Agenda Parameter in 2015-16 as a way of measuring the progress that Dubai Schools are working towards achieving their individual TIMSS and PISA assessment targets.
- Schools are required to participate in international benchmarking tests and use the results to evaluate their progress towards meeting their National Agenda targets.

International Benchmark and Other Assessments



International Benchmark and Other Assessments: We conduct the following International Benchmark and other assessments as part of National Agenda Parameter as well as directive from GEMS:

- **CAT 4** (Cognitive Ability Test)- Year 3-6
- **PASS Test** (Pupil's Attitude To Self And School) - Year 3-6
- **Progress Test** (Progress Test)- PTE/PTM/PTS-Year 3-6
- **TIMSS** (Trends In International Mathematics And Science Study)- conducted for Year 5 and Year 9 every 4 years
- **PISA** (Programme For International Student Assessment) Conducted for 15 year old students every 3 years
(Not conducted in Primary)
- **PIRLS** (Progress in International Reading Literacy Study) –Year 5 students
- **NGRT (New Group Reading Test)** A standardised, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made. -**Year 2 to 6.**
- **ABT-Arabic Benchmark Test-** Conducted once a year from Year 2 to 10

CAT4 – COGNITIVE ABILITY TEST



CAT4 tests help students and their teachers understand how they learn and what their academic **potential** might be-

- **Non verbal reasoning** – Reasoning, logical and Analytical thinking (thinking with shapes).
- **Verbal reasoning** – Language skills (thinking with words)
- **Quantitative-** Numerical reasoning and number skills (thinking with numbers)
- **Spatial** – Generating and transforming visual images (thinking with shape and space)

STUDENT GOVERNMENT BODY- Year 4-6



WINCHESTER STUDENT GOVERNMENT BODY



HEAD BOY & HEAD GIRL

DEPUTY HEAD BOY & DEPUTY HEAD GIRL

STUDENT LEADERS

COORDINATORS FROM EVERY YEAR GROUP – YEAR 4 TO YEAR 13

CLASS REPRESENTATIVES FROM EVERY SECTION – YEAR 4 TO YEAR 13

STUDENT VOICE GROUP

MALE & FEMALE STUDENT VOICE GROUP FROM EVERY YEAR GROUP– YEAR 4 TO YEAR 13

HOUSE SYSTEM

There are four houses, namely: WATER, FIRE WIND and EARTH.
Each house is led by a House Captain and a Vice House Captain (a girl and a boy for each house).



Colour Code for different houses

WATER

FIRE

WIND

EARTH



HEALTH

It almost goes without saying, but our physical health is a core aspect of our wellbeing. We need to take care of our bodies because they affect all aspects of our being, including our thinking and feeling.

ENRICHMENT OPPORTUNITIES



Class Level

- Assembly
- Leadership positions
- Subject weeks
- International days
- Sport days
- Field trips
- Celebration of International days

School Level

- Art competitions
- Mathogram
- Project RONA
- WIN Restores
- Wide range of subject specific projects to enrich the skills and content.

National Level

- Learning Market
- Steam Carnival
- Technovision
- MUNs
- Debates
- Clean UP drives
- Spelling Bee

International Level

- Olympiad
- Hackathon
- WINMUN
- IYLS

WELL-BEING



Physical, social, and emotional well-being activities will continue to be integrated into every aspect of school life to develop resilience, optimism, self-confidence and a sense of belonging in our students through:

- Positive learning environment and time to reconnect with peers and teachers
- One to one or family counselling sessions & intervention and support
- Growth mindset culture and positive leadership opportunities for students.
- Student-led wellbeing initiatives that focus on physical, social, emotional and academic wellbeing.
- Regular assemblies on healthy lifestyle by school doctor
- Unity and team spirit

SCHOOL TIMINGS



Monday to Thursday Start and End of day Schedules:

	New Timings
FS1 and FS2	7:40 a.m. – 12:00 noon
Year 1 to Year 13	7:40 a.m. - 2:00 p.m.

Friday Start and End of day Schedules:

	New Timings
FS1 and Year 13	7:40 a.m. - 11:20 a.m.

PRIMARY LESSON TIMINGS -YEAR 3 TO 6



Primary Daily Schedule (Monday to Thursday)	
Lessons	Timings
Registration time	7:40 to 8:00 am
Lesson 1	8:00 to 8:55 am
Lesson 2	8:55 to 9:50 am
Break (30 mins)	9:50 to 10:20 am
Lesson 3	10:20 to 11:15 am
Lesson 4	11:15 to 12:10 pm
Lesson 5	12:10 to 1:05 pm
Lesson 6	1:05 to 2:00 pm
Buses Leave	2:15 pm
After School Activities	2:30 to 3:40 pm
Buses Leave	4:00 pm

Whole School Friday Schedule	
Lessons	Friday Timings
Registration time	7:40 to 8:00 am
Lesson 1	8:00 to 8:45 am
Lesson 2	8:45 to 9:30 am
Break (20 mins)	9:30 to 9:50 am
Lesson 3	9:50 to 10:35 am
Lesson 4	10:35 to 11:20 am
Buses Leave	11:30 am

MORNING DROP OFF & END OF DAY PICK UP TIMINGS



Morning Drop Off-OT Students:

Monday to Friday

- Foundation Stage 1- to Year 13: Between 7:05 am and 7:30 am
- School gates will close at 7:35 am.

End of Day Pick Up-OT Students

Monday to Thursday:

- Foundation Stage -1 and Foundation Stage -2: 12:00 pm -12:20 pm
- Year 1 to Year 13: 2:20 pm to 2:40 pm

Friday:

- Foundation Stage -1 to Year 13: 11:40 am -12:00 pm

EXIT PROCEDURES









- We request parents for **Own Transport** children to arrive at school **as per the timings shared.**
- **Please avoid arriving earlier and blocking roads as authorities will fine anyone who is blocking the roads.**
- Students must wear their **Own Transport** pass with lanyard clearly filled with all details as per the sample in next slide.

OT PASS



OT Pass for the students who use Public Transport/Bicycle/Go Walking/are picked up Parent or Care Giver or Neighbour or Friend

  		
OT PASS		
Name:		
Class:	Section:	Form Tutor:
Mode of Transport: Please <u>tick</u> the mode of transport for your child.		
Public Transport/ Bicycle/ Go Walking independently /Pick up by Parent/		
Pick up by Care Giver/Pick up by <u>Neighbour</u> /Pick up by Friend		
Contact Details: Father:		Mother:
Parent's Signature:		



  		
Sibling Details		
Name:		
Class:	Section:	
Name:		
Class:	Section:	
Name:		
Class:	Section:	
Name:		
Class:	Section:	





OT PASS



OT Pass for the students who are picked up by car: Parent/care giver/parent's neighbor/parent's friend/driver

 The Winchester School Jebel Ali Gardens, Dubai		
OT PASS -CAR PICK UP		
Name:		
Class:	Section:	Form Tutor:
Please tick the mode of transport for your child: Mode of Transport: Car Pick up by Parent/Caregiver/Driver/ <u>Neighbour</u> /Friend		
Contact Details: Father: _____ Mother: _____		
Parent's Signature: _____		

 The Winchester School Jebel Ali Gardens, Dubai	
Sibling Details	
Name:	
Class:	Section:
Name:	
Class:	Section:
Name:	
Class:	Section:
Name:	
Class:	Section:



EXIT PROCEDURES (CONT.)



Own transport- Students with/without siblings going home independently by RTA/Bicycle/walking- will exit from the Gate 3

- All Own Transport students must carry OT pass with sibling details they may need to pick up. This must be shown at the exit point.
- All Students (Year 5 to Year 13) with siblings who will go home by walking/ bicycle/RTA transport pick up their sibling from the respective collection rooms (will be shared by respective form tutor below) will exit through primary building; and exit from Gate 3
- Own transport- Students with/out siblings- picked up by parents from the designated collection classrooms- will exit from Gate 3
- Parents/Caretakers or neighbors authorized by the parents, who **walk or use RTA bus/taxi/public transport, bicycle etc.** will enter the school from main reception and collect the children from respective collection rooms and exit from primary building next to FS area and exit through **Gate no. 3.**

EXIT PROCEDURES (CONT.)



NOTE:

- The older siblings (in Primary) of students of Year 1 will go to their younger Year 1 sibling's collection room. Please share the same information with your child in Year 1 and his/her older sibling/s as well.
- Secondary students who have siblings in the primary will enter the primary building to pick their younger siblings and leave through Gate 3 if their parents have chosen for them to walk independently out of the school. If not, the secondary student can wait in the class of his/her youngest most sibling's collection room until the parent comes to pick them up. Please share the same information with both your children.

BOOKS, STATIONERY AND DEVICES



BOOKS & NOTEBOOKS

- Students must bring their textbooks and notebooks as per their timetable.
- Stationery, water bottles, lunch box, books and bags must be clearly **labelled** with you child's name, class and section.

DEVICES

- Students may only use devices (laptop/iPad /tablet which does not have any kind of SIM or data package) when in lessons and **if and only if, directed to do so, by the supervising teacher.**
- Students must register their device with the school **WIFI system only** as it has screens in place to ban access to unwanted and unsafe sites. Please do not provide data packages with 3G/4G to your children.

MOBILE PHONES

- Students are not permitted to use mobile phones in school premises (including in lessons, lunchtimes, and break times or after school lessons/ activities whilst still on the premises).
- If they need to bring mobile phones to contact parents after school, then mobile phone must be switched off or silenced at all other times. They can only use them after school outside school premises. If the child needs to contact the parent during school hours, they must use the school phone at the respective key stage offices or at the reception.



LABEL BAGS, LUNCH BOX, STATIONERY BOX & WATER BOTTLE



Say NO to TROLLEY bags!



SAY NO TO TROLLEY BAGS!



- Although bags on wheels look user friendly, they can be a tripping hazard in the hallways or while walking up or down a staircase. So request you to support the **NO TROLLEY BAG** Policy of the school.

Say **YES** to
BACKPACK!!



Say **NO** to
TROLLEY bags!



LOCKERS/HOOKS



Lockers/Hooks are available for students from Year 1 to 6.

Year 1 to 3 will use hooks.

Some classes of Year 4 will use hooks and some will use lockers.

- Students can access their bags in the locker/on the hooks **ONLY thrice** in a day
- ✓ **Before registration time** to collect books and stationery for the 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.

HEALTH AND SAFETY GUIDELINES



- **‘Stay at home if Unwell’** policy to be followed by everyone to maintain health and safety standards
- Please encourage students to maintain good hand hygiene by frequently and properly washing hands or using hand sanitizers.
- All students must come to school wearing **their lanyards**.
- Please note that parents are required to wear their yellow lanyard with parent ID card issued from school to access the school premises, to pick up and drop off their children and attend events.



- We value our connect and communication with our parents and all stake holders.
- For any meeting with the teacher, parents need to write an email and take prior appointment.
- If there is any urgent message, we request you to call the School reception and leave a message. The teacher will call you back during her non-contact time.
- **Emails** -Teachers will get back to you within 24 hours. Teachers will be unable to reply to any emails during contact time.

UNIFORM POLICY

Uniform for Girls: Year 1 to 6



- **Blouse-** Cream colour blouse needs to be buttoned up. Inner shirts have to be white, especially if the shirt is see through. Shirts may or may not be tucked in.
- **Trousers:** Navy blue pinstriped school trousers of waist height and ankle length.
- **Skort/Skirt:** Navy blue pinstriped skort (Year 1 to Year 4) and navy-blue pinstriped skirt (Year 5 and 6) of knee length or ankle length. Skirts above knee length are not permitted even with stockings.
- **School neck tie** is mandatory for all girls.
- Prescribed School jumpers from the uniform shop are only permitted.
- **Shoes:** All students must wear proper hard soled full black leather shoes without any sequins. Trainers (regardless of colour), canvas shoes or boots of any description are not permitted.
- **Socks:** Navy blue/black socks till ankle length must be worn.
- **Accessories:** Jewellery should not be worn with exception of a watch and 1 pair of small ear studs for girls. Friendship bands are not permitted.
- **Hair** must be brushed/combed neatly and out of the eyes. Long hair must be tied back. Outrageous hairstyles, highlights, outrageous colours, streaks, dip dying etc. are not permitted. Hair gel and spikes are not allowed.
- **Make Up:** Make-up is not permitted at all throughout the school day. Even eye shadow / mascara is not permitted. Lip balm should be colourless.

UNIFORM POLICY



Uniform for Boys

- **Shirt: Cream shirt** needs to be tucked in and buttoned up till top button with school tie.
- Inner shirts have to be white and should not be seen at the collar.
- **Trousers:** Navy blue pinstriped trousers of waist height and ankle length should be worn.
- Prescribed School jumpers from the uniform shop are only permitted.
- **Shoes:** All students must wear proper hard soled full black leather shoes. Trainers (regardless of colour), canvas shoes or boots of any description are not permitted.
- **Accessories:** Jewellery should not be worn with exception of a watch for boys. No ear studs for boys.
- **Hair** must be brushed/combed neatly and out of the eyes. Long hair must be tied back off the forehead. Outrageous hairstyles, hair colour, hair gel and spikes to hair are not allowed. Hair must be evenly cut. Mohawk or other styles are not permitted.
- **Belts:** Students may wear black belts if they fit within the belt loops of the trousers and are plain.

PE Uniform

- PE trousers must be till ankle length.
- Students must wear PE Uniform only on the days that they have PE.
- Only white walking or running shoes suitable for PE are permitted. Neon/flashy shades or spikes or studs are not permitted.



UNIFORM FOR GIRLS



EDUCATION

UNIFORM FOR BOYS



P.E. UNIFORM



ATTENDANCE AND PUNCTUALITY



To ensure your child's attainment and progress, it is imperative that your child maintains a healthy attendance record.

- Since attainment and progress is directly linked to attendance, we expect all children to be regular and punctual to school and to their lessons. We expect them to have at least 96% attendance per term.
- 'Stay at home if Unwell' policy to be followed by everyone to maintain health and safety standards
- The latest your child should arrive by is 7:30 am in school. The school gate closes by 7:35 am.
- Students entering the form class after 7:40 am will be marked late and late SMS will be sent to the parents.
 - If your child is absent, for any reason, parents must email the teachers before 7.45am.
 - After 3 late slips, parents will be required to have a meeting with the Head of Primary/Secondary.

CANTEEN



- We have canteen provision by SLICES Catering Services at our school.
- The canteen follows a cashless card system. Parents or students can get this card from the STS counter. We follow a healthy menu.
- The Health and Safety Officer and Medical Team regularly monitor the provision.
- There are two mobile canteens in Primary (one on the first floor and other on the second floor in both schools-primary) in addition to the main canteen on the ground floor and students can buy food or water if needed.
- Primary and Secondary students have different canteen timings.
- **Canteen timings are:** 7:05 am – 7:30 am

Break Timings

2:10 pm – 2:30 pm

CELEBRATIONS



We have a very strong REWARD system-

- ✓ Star of the week
- ✓ Certificates to recognise students' attendance, punctuality, uniform, moral values, good habits, efforts, initiatives and achievements in class during Celebration Assembly which is conducted each term
- ✓ Certificates of participation
- ✓ Principals' Letter of Commendation
- ✓ Gold Leaf Award
- ✓ Sheikha Fatima Award
- ✓ Annual Prize Day
- ✓ House Points
- ✓ House Rewards- bronze, silver, gold and platinum
- ✓ Reading Rewards- bronze, silver, gold and platinum
- ✓ Verbal Praise, recognition and acknowledgment
- ✓ Positive calls and mails to the parents.

STEPPED RESPONSE TO BEHAVIOUR- Reward System

R
E
W
A
R
D
L
A
D
D
E
R

Level	Reward	Examples of Positive Behaviour	Frequency	By who
12	Sheikha Fatima Award	Given to one outstanding girl student from the school for consistently outstanding performances and guidelines of the award.	Annually	GEMS
11	Annual Graduation Celebrations- Year 13	Valedictorian- One outstanding – all-rounder student from Year 13 Principal's Aim High Award- One outstanding student who has made exceptional endeavour in Year 13	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 GEMS Core Value Award for exceptional standards in all 4 GEMS 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	Gold Leaf Award	Given for consistent and exceptional contribution to community, personal, social and emotional, exceptionally empathetic, selfless, caring and kindness to peers. Passionate and committed to positive attitude of self and positive environment.	Monthly- 1 student per section	Principal
8	Principal's Letter of Commendation	Given for consistent improvement in academics and dedicated efforts	Termly- 3 students per section	Principal
7	Certificate of Appreciation	Certificate given for exceptional work, projects, excellent behaviour, helpfulness, contribution to community, representing the school or participating/achieving in activities outside school	As achieved	HOS/ DHOS HOKS/ HOD/ HOY
6	Platinum House Class Points Award	A platinum certificate is awarded for 100 house points - signed by the Head of School	As achieved	DHOS/HOS
5	Gold House Class Points Award	A gold certificate is awarded for 75 house points – signed by Head of Key Stage	As achieved	HOKs
4	Silver House Class Points Award	A silver certificate is awarded for 50 house points-signed by Head of Year	As achieved	HOY
3	Bronze House Class Points Award	A bronze certificate is awarded for 25 house points – signed by Form Tutor	As achieved	Form Tutor
2	House Points	Awarded for: Positive learning, engaging effectively in lessons and producing exemplar quality of work Prompt and high-quality home learning submission Positive behaviour in and outside classes and during trips/events Self-responsibility and positive attitude in lessons and at all times in an out of school Cooperative, supporting peers needing help and respectful towards all	As per need Maximum 5 house points at a time	Subject Teachers and Form tutors
1	Verbal Praise and Encouragement Parent informed Phone call /email	Appreciated for good quality and timely submission of work Meeting targets in all areas Responsible behaviour and positive attitude even when no adult <u>is</u> watching Positive and effective collaboration with others; displaying creativity - innovation Good punctuality, attendance and uniform	Be generous and fair in use of praise words and notes in books	Subject Teachers and Form tutors

STEPPED RESPONSE TO BEHAVIOUR- Sanction System

S
A
N
C
T
I
O
N
S

L
A
D
D
E
R

LEVEL	SANCTION	EXAMPLES OF NEGATIVE BEHAVIOUR	DURATION	BY WHO
1	Verbal reminders/warning and log in teacher's diary	<ul style="list-style-type: none"> • Purposeless talking in class • Not equipped for lesson, poor learning and attitude in lessons • Not following school's policies and expectations, being disrespectful towards peers or adults • Improper uniform, unacceptable hairstyles or makeup • Chewing gum • Lack of learning in class or home learning 	Maximum 3 verbal warnings	Subject teacher or Form tutor
2	Exclusion within the class for quiet reflection time followed by incident slip. (Parents informed and incident slip signed)	<ul style="list-style-type: none"> • Repeated level 1 behaviour • Preventing others from learning-disrupting lesson • Not focused and completing tasks • Late for lesson • Leaving class without permission • Not returning to lesson after leaving with exit pass • Challenging teacher's authority 	Isolation in class/ <u>1 day</u> break detention	Subject teacher or Form tutor
3	Exclusion away from the class to do community service in HOKS room followed by yellow report for two weeks. (Parents informed and yellow report signed)	<ul style="list-style-type: none"> • Repeated level 1 or level 2 behaviour • Concerns are being raised in more than one subject areas • Continuously not staying on tasks, engaging or completing tasks, submitting/not submitting class/home-learning despite reminders • Verbal bullying (Hurting others by deliberate ignoring/snide remarks/teasing) • Showing aggressive body language and disrespectful behaviour 	2 hours suspension away from class in HOKS' office or 2 days break detention followed by yellow report for 2 weeks Incident slip	Head of Year
4	<u>1 day</u> suspension away from the class to do community service in HOKS office followed by Orange report for two weeks to take responsibility of behavior and conduct in school and bus. (parents called for a meeting with HOKS and	<ul style="list-style-type: none"> • Repeated level 3 behaviour • Truanting from lesson, using inappropriate or foul language, bullying • Using mobile phones/IPODS/other devices without the knowledge of the teacher or not for learning • Use/Carry/Posses inappropriate/illegal substances/objects • Inappropriate display of affection • Compromising the health and safety of self or others • Misbehaviour in the bus- health and safety risk to others 	1 Full day suspension in HOKS office/ community service followed by two weeks on orange report Bus exclusion for a week	Head of Key Stage

STEPPED RESPONSE TO BEHAVIOUR- Sanction System

5	<p>2 days suspension away from the class to do community service in HOS office followed by Red report and break time community service for two weeks to take responsibility of behavior and conduct in school and bus. (parents called for a meeting with HOS and red report signed)</p>	<ul style="list-style-type: none"> • Repeatedly disrupting teaching and learning in the school • Committed plagiarism during submission of work and/or cheating during any assessments • Making poor behaviour choices impacting seriously on wellbeing of self and others • Committed an offence deemed serious enough to warrant such a direct sanction like: <ol style="list-style-type: none"> 1. Damaging school property 2. Physical fight or bullying 3. Misuse of devices, posting hurtful and derogatory material about others and self 4. Taking inappropriate photos/videos of self or others and posting on internet 5. Misusing social media or cyber bullying • Misbehaviour in the bus- serious health and safety risk to others 	<p>2 full days exclusion in HOS office / community service followed by community service for 2 weeks in break time and 2 weeks on red report</p> <p>Permanent suspension from bus</p>	Principal And SLT
6	<p>3 days suspension for self-reflection followed by meeting SLT meeting with parents and behavior contract signed. May also</p>	<ul style="list-style-type: none"> • Repeated level 4 or 5 behaviour again and failed to meet the requirement • Poor behaviour choices compromising health and safety of self and others 	<p>Suspension for three days and behavior contract signed signed by student and parents.</p>	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



PHOENIX CLASSROOM

The step by step manuals to access PHOENIX are provided in the links below:

Manual for Parents (Phoenix Classroom)	<u>Manual For Parents WIN 2024-2025.pdf</u>
Manual for Parents for Leave Request in Gems Connect	<u>Leave Request Gems Connect Win-2024-2025.pdf</u>
Manual for Parents for Document Upload and Photo upload in Gems Connect	<u>Document Upload and Photo update Gems Connect WIN-2024-2025.pdf</u>
Parent Orientation Presentation (Phoenix Classroom, Gems Connect)	<u>PHOENIX CLASSROOM Orientation 2024-2025.pdf</u>
Manual for Students (Phoenix Classroom)	<u>Manual For Students WIN 2024-2025.pdf</u>



APPLY FOR LEAVE REQUEST ONLINE



1. To apply for a leave request, select Parent's Corner -> Leave Request from the left navigation menu.
2. If you have more than one child studying in the same school, observe that their names are listed in the form of tabs.
3. Select the child for whom you are applying the leave request for and then select the Leave request tab.

The screenshot shows a web application interface for submitting a leave request. On the left is a navigation menu with options: Leave Request, Planner, Points Redemption, Select Course, Set Subjects For Exam, TC Request, Update Student Details, and School. The main content area is titled 'Leave request / Leave letter' and includes an 'Apply Leave Request' button. Below the title, there are two tabs for 'Dia Mehta' and 'Rivan Mehta'. The 'Leave request' tab is active, showing a search bar and a filter dropdown. A table below displays a list of leave requests with columns for From, To, Leave Type, Remark, Approver Comments, Approval Status, and Action. One entry is visible: From 15-Jun-2021, To 15-Jun-2021, Leave Type MEDICAL APPOINTMENT, Remark Advance leave, Approver Comments approved -kiran, Approval Status Approved, and Action with a refresh icon.

From	To	Leave Type	Remark	Approver Comments	Approval Status	Action
15-Jun-2021	15-Jun-2021	MEDICAL APPOINTMENT	Advance leave	approved -kiran	Approved	

APPLY FOR LEAVE REQUEST ONLINE



4. Click on Apply Leave Request located at the top-right corner of the page.

5. A Leave request side-tab is displayed for the specific child. Enter the following details:

- a. From & To Date – Enter the dates of leave
- b. Remark – Provide leave details if required.
- c. Leave Reason – Select a reason for the leave request.
- d. Attachment – Provide proof of reason for the leave.

Leave request- Dia Mehta

From* To*

Remark*

Leave Reason*
Select

Drag and drop any supporting doc (Max 1 File)

APPLY FOR LEAVE REQUEST ONLINE



6. Enter all the above-mentioned details and click Save. Observe that the newly raised leave request will be listed in the Leave request page with the Approval Status as Pending. It has been sent to the class teacher for approval.

Note:

- Only those leave requests whose approval status is pending can be edited. Once approved, you will not be able to make any changes to it.
- You can filter leave requests based on their Approval Status.
- In the Search field, type the keywords to narrow down the search.

Leave request- Dia Mehta

From* To*

Remark*

Leave Reason*
Select

Drag and drop any supporting doc (Max 1 File)

BROWSE

Cancel Save

POLICIES



Declaration Form

https://forms.office.com/Pages/ResponsePage.aspx?id=3Kez0n7Vf0GQrRSbhy6aoXgAMnwRBxFHi3S...

Declaration Form

I acknowledge that my son/daughter and I have read through, understood the following policies carefully and will support my child to abide by the schools expectations.

* Required

1. Student Name *

2. Year group *

3. Section *

Medical and Allergy Form

https://forms.office.com/Pages/ResponsePage.aspx?id=3Kez0n7Vf0GQrRSbhy6aobqdxadG2_ICqZUY...

Medical and Allergy Action Plan

Instruction: Kindly fill all the details. Please write NA if not applicable.

* Required

1. Name of the Student *

2. Year Group *

3. Section *

It is mandatory for all students and parents to read the policies and agreements and fill the forms by 30th August.



SUMMARY OF TERM DATES-2024-2025



Term 1 (August – December 2024)

New Staff Training Days	Wednesday, 14 August to Friday, 16 August
All staff join	Monday, 19 August
New Student Induction	Monday, 26 August (All new students)
Start of term for All Students	Tuesday, 27 August
PTM	Wednesday, 9 October (non-instructional day/students not in school)
Staff Wellbeing Day	Thursday, 10 October (non-instructional day/students not in school)
Half Term	Thursday, 17 October until Tuesday, 22 October (students & staff)
National Commemoration Day & UAE National Day Holiday	Monday, 2 December to Tuesday, 3 December (inclusive)
Last day of term for Students	Friday, 13 December
Winter break	Monday, 16 December until Friday, 3 January

Term 2 (January – March 2025)

Start of Term	Monday, 6 January
Half Term	Friday, 14 February until Monday, 17 February (students & staff)
Last day of term for students	Friday, 21 March
Spring break	Monday, 24 March to Friday, 4 April

Term 3 (April – June 2025)

Start of term	Monday, 7 April
*Last day of term for students & Staff	Friday, 27 June



The Role of the Parent Representative

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.



INVITE, INSPIRE, EARN

The GEMS Ambassador Programme is our way of saying 'thank you' to our best advocates, our parent community. Through this programme, parents are given the opportunity to be rewarded for successful student referrals. For each referred child enrolled in one of the selected GEMS schools, the referring parent receives 4% of the referred child's school fees as GEMS Points.



Step-by-Step Guide

To submit your referral, simply...



Approval Process



Terms and Conditions

- The referred child should not be from the GEMS Education network of schools.
- The referrer must be a parent with a child, or children, already enrolled in a GEMS school. (This condition is not applicable to GEMS Staff, except teaching staff).
- Referral rewards (GEMS Points) are paid once:
 - o The child has been successfully enrolled
 - o First term tuition fees have been paid
 - o The student has attended school for at least 2 weeks
- Referral rewards are not applicable for siblings of existing GEMS students.
- Referral rewards are not applicable for students transferring within the GEMS network.
- Multiple referrals of the same student will be rewarded on a first referral-first reward basis.
- Referrals must be submitted online prior to registration and admission through the GEMS Rewards App, GEMS Connect App.
- Student referral is possible only among schools participating in the Ambassador programme.
- GEMS reserves the right to withdraw or change the terms of the promotion.



Download the app
& start earning today!



Feedback time



Key Stage 2 Parent Aim High
Orientation Feedback_2024-25



<https://forms.office.com/r/E3nWgJUj6d>

