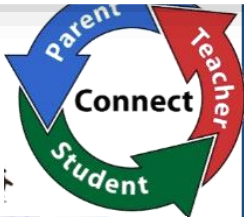


The Winchester School, Jebel Ali



AIM HIGH ORIENTATION- KS3

Ay- 2023-24



Outline

1. Meet the team

3. Assessment and Progress

5. School Policies and Procedures

7. Safeguarding

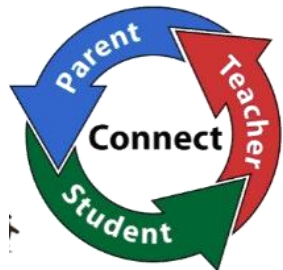
9. Q&A

2. Curriculum Exploration

4. . Learning Behaviors for success

6. Support systems-
Counselling and
Curricular Enrichment

8. Parental Engagement



The Senior Leadership Team



Ms. Meenakshi Dahiya
Principal & CEO



Ms. Harpreet Kaur
Vice Principal



Ms. Jaya Paliwal
Head of Primary



Ms. Preeti Manoj
Head of Secondary



Mr. Gaber Sayah
Head of Arabic



Ms. Anna Cherukara
Head of Innovation &
Curriculum
Enrichment



Ms. Elizabeth Jacob
Head of Professional
Development



Ms. Kathryn Darashah
Head of Inclusion



Ms. Debbiejo Miranda
Head of Well Being



Ms. Deepika Dayal
Deputy Head of Primary



Mr. Nisar Mohamed
Deputy Head of Secondary &
Academic Advisor

Extended Leadership Team



Ms. Sujaya Sen
Head of examinations



Ms. Shirin Farzana
Education Technology Advisor



Ms. Shalini Rajan
Future Learning & Experiential
learning Advisor



Ms. Deisree Scott
Head of Foundation



Mr. Neijin Pathrose
Health & Safety Advisor

Middle Leaders



Head of Key Stage 3-Ms Nirmal Rani



Head of English –Ms Akifa Ijaz



Head of Business Education –Ms Lincy Shibu



Head of French –Mr Jalloul Jari



Head of Key Stage 4-Mr Ernest Musa



Head of Science–Ms Aditi Kapoor



Head of Humanities- Ms Meera Jacob



Head of Art–Mr Angelo Dias



Head of Sixth Form -Ms Seema Vickyraj



Head of Mathematics- Ms Tahmeena Khan



Head of ICT-Ms Shirin Farzana



Head of Physical Education – Mr Libson



Assistant Head of Sixth Form –Ms Syed Shaista



Head of Arabic and Islamic- Mr Ahmed Khalaf



Head of BTEC-Ms Shalini Rajan



Career Counsellor- Ms Reshmi Jayakrishnan



Key Stage Team



Ms Nirmal
Head of Key Stage 3



Ms Harshpreet Kaur
Student Counsellor



Ms Caren
Head of Year 7



Ms Trupti Panicker
Head of Year 8



Ms Jaya Chauhan
Head of Year 9



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.

Parental Responsibility- Chapter 3 - Family Rights - Article 15

The child's parents or their equivalents and the custodian of the child shall provide the requirements of family safety to the child within a coherent and cooperative family.

The child's custodian shall assume the responsibilities and obligations entrusted to him/ her in raising, caring, guiding and developing the child in the best way.

GEMS Safeguarding Policy holds the highest standards of safeguarding practice and works to ensure we keep all children in safe, in line with our own moral, behavioural and professional values, but also, in line with UAE law.



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 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.



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.

Support Positive Behavior and Safe environment through:

- ✓ Positive Behavioral/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





Ms Harpreet Kaur
Vice Principal
Designated Safeguarding Lead

Deputy Safeguarding Leads (DDSL)



Ms Preeti Manoj
Head of Secondary



Mr Gaber Sayah
Head of Arabic and Islamic



Ms Elizabeth Jacob
Head of Professional development



Ms Debbiejo Miranda
Head of Wellbeing



Ms Jaya Palliwal
Head of Primary



Mr Mohammed Nisar
Deputy Head of Secondary



Ms Anna Francis
Head of Curriculum Enrichment and Innovation



Ms Kathryn Darshah
Head of inclusion



Mr Neijin Pathrose
Health and Safety Advisor



Ms Desiree Scott
Head of Foundation Stage

We follow the National Curriculum (NC) of England at Key Stage 3.

Arabic

Islamic
education/PSCHEE

English

Mathematics

Science

Geography

History

ICT

French

Physical Education

Art

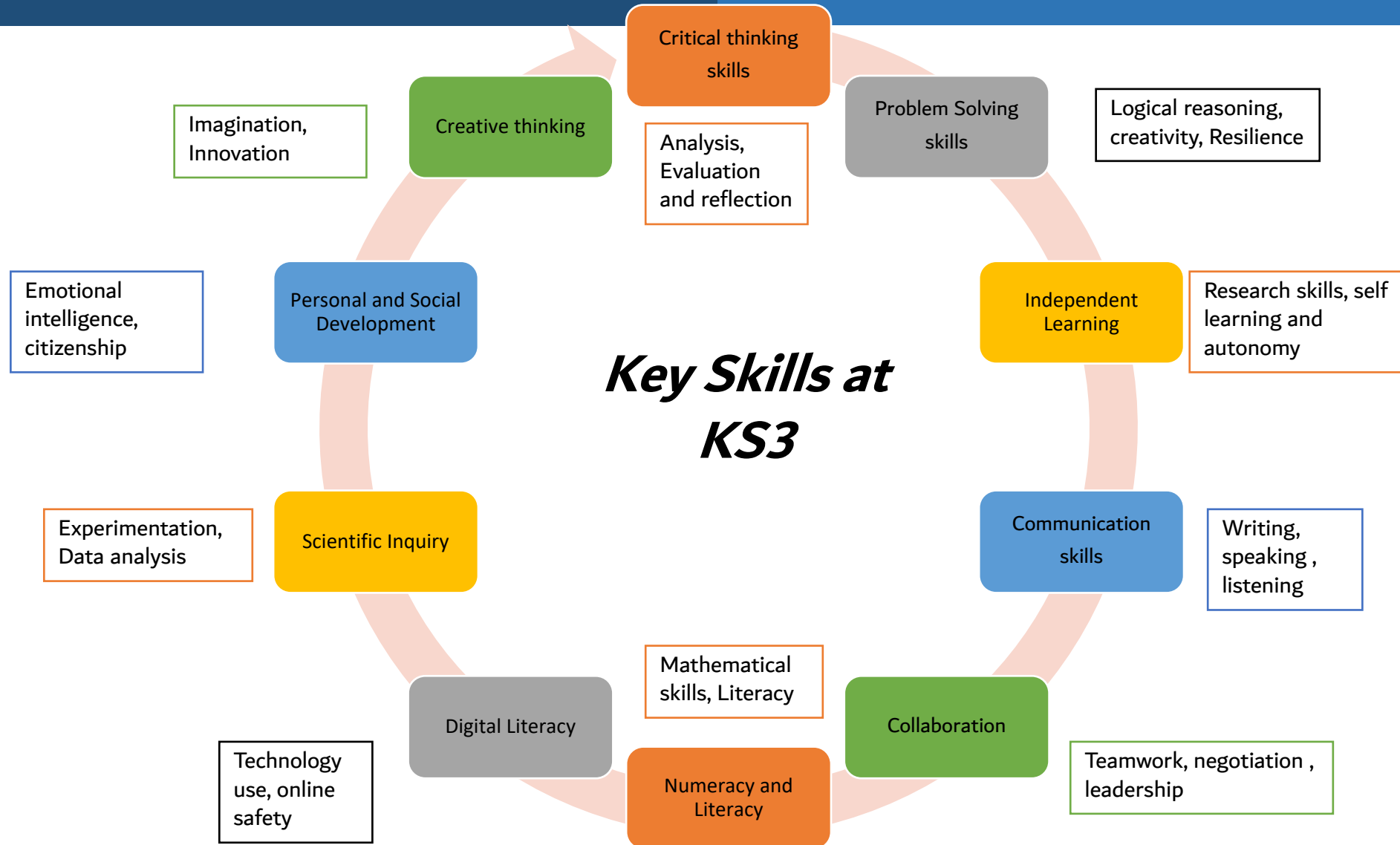
UAE Social Studies

Moral Education



SCAN ME

[Curriculum and Option Booklets \(thewinchesterschool.com\)](http://thewinchesterschool.com)



Key Teaching Methods



Group Work



Independent study



Hands on Activities



Technology integration



Discussion based learning



Inquiry based learning



Differentiated instruction



Project Based learning



Formative assessment

is **ongoing** , based on **day to day** classroom practice. Assignments , projects where **both teacher and student** use feedback to improve learning and identifying what the next steps should be. This helps us to form groups of children who are given specific support.

Summative assessment – end of unit, end of term, end of year. It is to measure the level of success that a student has obtained and to evaluate student's learning at the end of the term.

examination
comprehension
standardized
final appraisal
overview
mastery
Summa
analysis
evaluative
conclusive

This comprehensive assessment programme helps in obtaining a clear picture of where a student is relative to learning targets. The more we know about individual students as they engage in the learning process, the better we can support to ensure that **all** students continue to achieve and move forward in their learning.



Standardized assessments – CAT4 ,PASS, NGRT, PT

Formative Assessment Overview



Formative Assessment Marking



Peer and Self Marking



Target Setting



- **Purpose**
- Evaluate overall learning and measure achievement.



- **Types**
- End of Unit Tests
- Term exams



- **Impact**
- Reflects Understanding
- Guides Learning



- **How to support**
- Establish study routines
- Discuss results
- Provide Resources

These are marked according to National Curriculum level descriptors and IGCSE grade bands for Year 9 English ,Science and Mathematics.





CAT4

CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides you with an accurate analysis of potential student achievement.



New Group Reading Test

The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills to help you get to the root of any problems precisely and quickly.



PASS

A tool that supports students' wellbeing in learning and offers practical next steps.



Progress Test Series

The Progress Test Series (PT Series) helps accurately measure how your school and your students are performing in [English](#), [maths](#) and [science](#) – and measure both in-year, and year on year progress.

[NAP Booklet.pdf](#)



SCAN ME



Assessments

Benchmark Assessments

CAT4 Individual report for teachers



Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	Level: D	Age: 11:11	Sex: Male

Scores

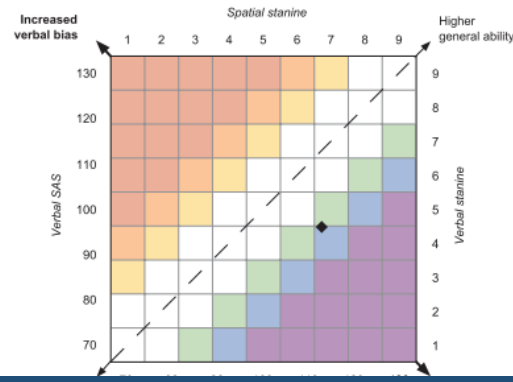
Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)														
						60	70	80	90	100	110	120	130	140						
Verbal	48/48	96	40	4	=37															
Quantitative	18/36	93	32	4	=41															
Non-verbal	42/48	117	87	7	4															
Spatial	35/36	113	80	7	=11															
Mean	-	105	-	-	-															

Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The black diamond shows Connor's profile, which is indicated by the coloured band.

- Extreme verbal bias
- Moderate verbal bias
- Mild verbal bias
- No bias
- Mild spatial bias
- Moderate spatial bias
- Extreme spatial bias
- Connor Gibson



CAT4 Individual report for teachers



Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	Level: D	Age: 11:11	Sex: Male

Moderate spatial bias

- This profile demonstrates a moderate preference for spatial over verbal learning.
- Connor's performance should be markedly better when engaged in tasks that require visualisation and he will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods.
- His weaker verbal skills suggest he will perform at a low average level when learning through written texts, writing and discussion.
- Connor is likely to prefer active learning methods such as modelling, demonstrating and simulations, but should also be able to engage with most written material.
- Connor's attainment should be average or above in subjects that make the most of his spatial ability such as science, technology, design and geography, but may find language-based subjects such as English, humanities, history and modern foreign languages more challenging unless teaching methods are adapted to suit his profile.

Implications for teaching and learning

- A lack of relative progress in verbal reasoning may be preventing Connor from accessing key areas of the curriculum.
- A test to establish a reading age is recommended to ascertain whether Connor is able to access the curriculum.
- Connor may benefit from some targeted additional support, with a focus on strategies to develop greater verbal ability.
- This may include opportunities for discussion, support with specialist vocabulary, and opportunities to develop presentational skills.
- Pairing Connor with someone who is stronger in this area may support his progress.
- Paired work is likely to be more beneficial than group work.
- Connor is likely to perform better where both spatial and visual approaches to learning are used.
- Connor should be encouraged and helped to use his better spatial ability in subjects which depend on verbal skills. So encourage him to use visual material (pictures to support text, videos, etc), create visual representations of events in history, use mind maps as an aid to remembering the key events and characters in a text in English and annotate text to reinforce key facts and information in science.
- Connor may find extended pieces of writing easier to do if he plans them using flow charts, putting down ideas in note form and then deciding how to sequence these before starting the actual writing.

All reports are uploaded for parents on Phoenix



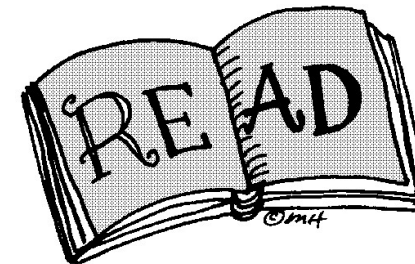
Assessments

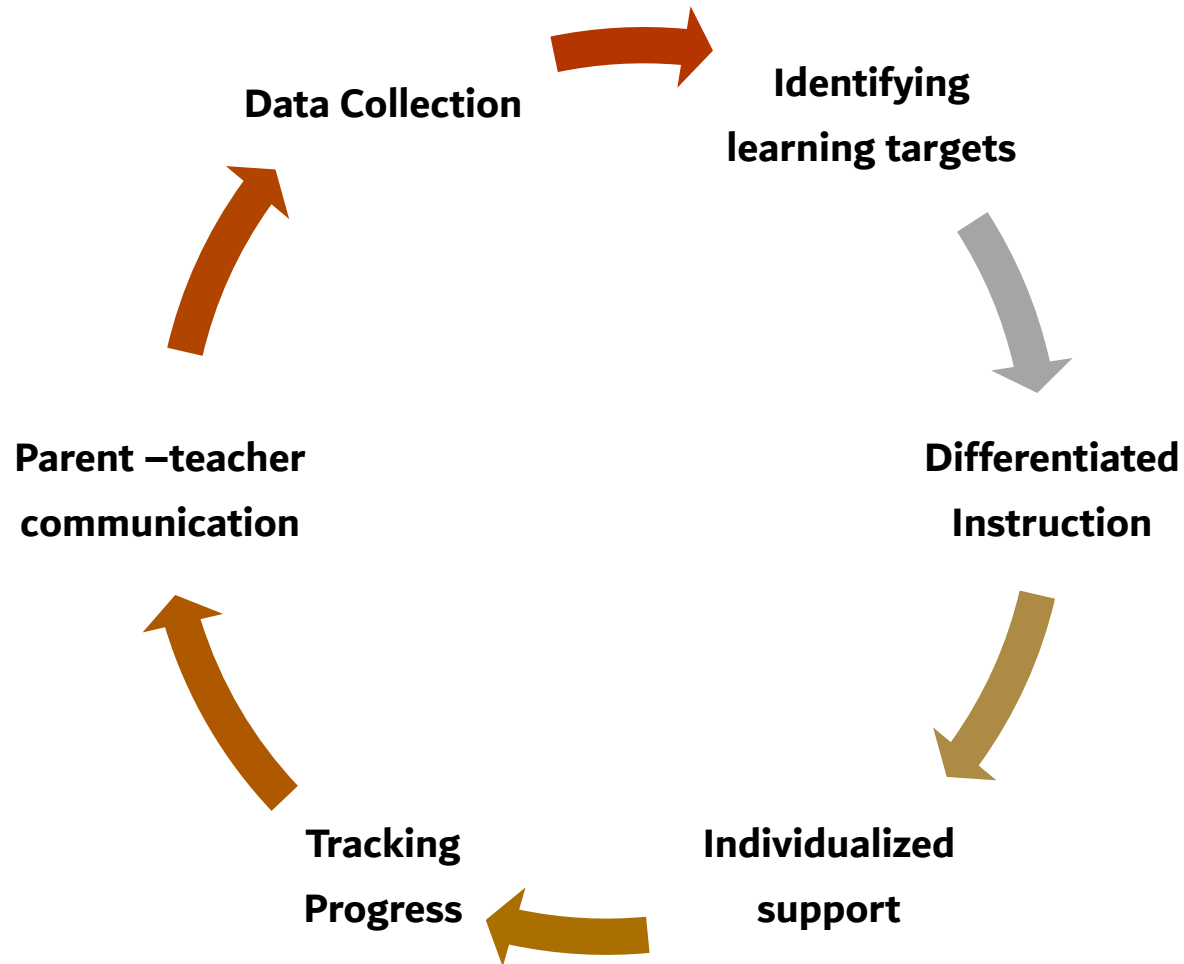
Reporting System

	TERM 1	TERM 2	TERM 3	Overall Grade at the end of year
YEAR 7 TO 9	Ongoing Formative captured in lessons+ Summative Assessment	Ongoing Formative captured in lessons	Ongoing Formative captured in lessons+ Summative Assessment	Consolidation of Term 1 , 2 and 3 grades.

International Benchmark Assessments
<ul style="list-style-type: none"> CAT4 for Year as per the requirement Progress Tests in English and Maths for Year 7-9 and in Science for 8 and 9 PASS for Year 7-9 NGRT For Year 7 to 9

Award	Term 1	Term 2	Term 3
Bronze	3 books read and review submitted	6 books read and review submitted	9 books read and review submitted
Silver	4 books read and review submitted	7 books read and review submitted	10 books read and review submitted
Gold	5 books read and review submitted	8 books read and review submitted	11 books read and review submitted
Platinum	6 books read and review submitted	9 books read and review submitted	12 books read and review submitted





How Teachers Use Data to Personalize Learning



Learning Behaviors

Active Engagement

Engage in class to improve understanding and information retention.

Time Management

Set priorities, create schedules, and meet deadlines for balanced activities.

"Success is not just about learning; it's about learning how to learn. The behaviors and attitudes you cultivate in the process of learning can be the difference between simply gaining knowledge and achieving lasting success."

Active Reading

Annotate, summarize, and question texts to improve reading comprehension.

Balancing Screen Time

Balance screen time between education and leisure; limit study distractions.

Self motivation

Foster self-motivation and growth mindset; effort and persistence drive success.

Collaboration

Engage in group projects and discussions to build interpersonal skills

Healthy Lifestyle

Exercise regularly, eat well, and sleep enough for optimal health

Self-assessment

tracks progress by reflecting on strengths and improvements.

Resilience

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



Support Systems

Curricular Enrichment



Sports

We have opportunities for our students to showcase their sports skills and we have various sports team for both the boys and girls- Football, Basketball, Cricket, Volley ball, Net ball, Tennis, athletics, swimming etc

Student Led Clubs

Book Club, Cooking Club, MUN, Debate, Dance, Music, Chess, Art, Science Club and many more

Leadership Enhancement-All students get opportunities to enhance leadership by leading and organising assemblies, leadership positions, clubs and initiatives etc.

Additional Learning Opportunities

- International School Trips, Overnight Camping Trips, Field trips, Participations in MUN, Debates, Diplomathon, World Scholars Cup, Olympiads, Participation in FLN, Technovision, Learning Market, WIN MUN, STEAM Carnival, International Coding Competition etc

Student Initiatives

- All Students are encouraged to share their talents, community awareness by initiating programmes/ activities for their peers

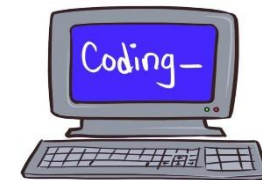


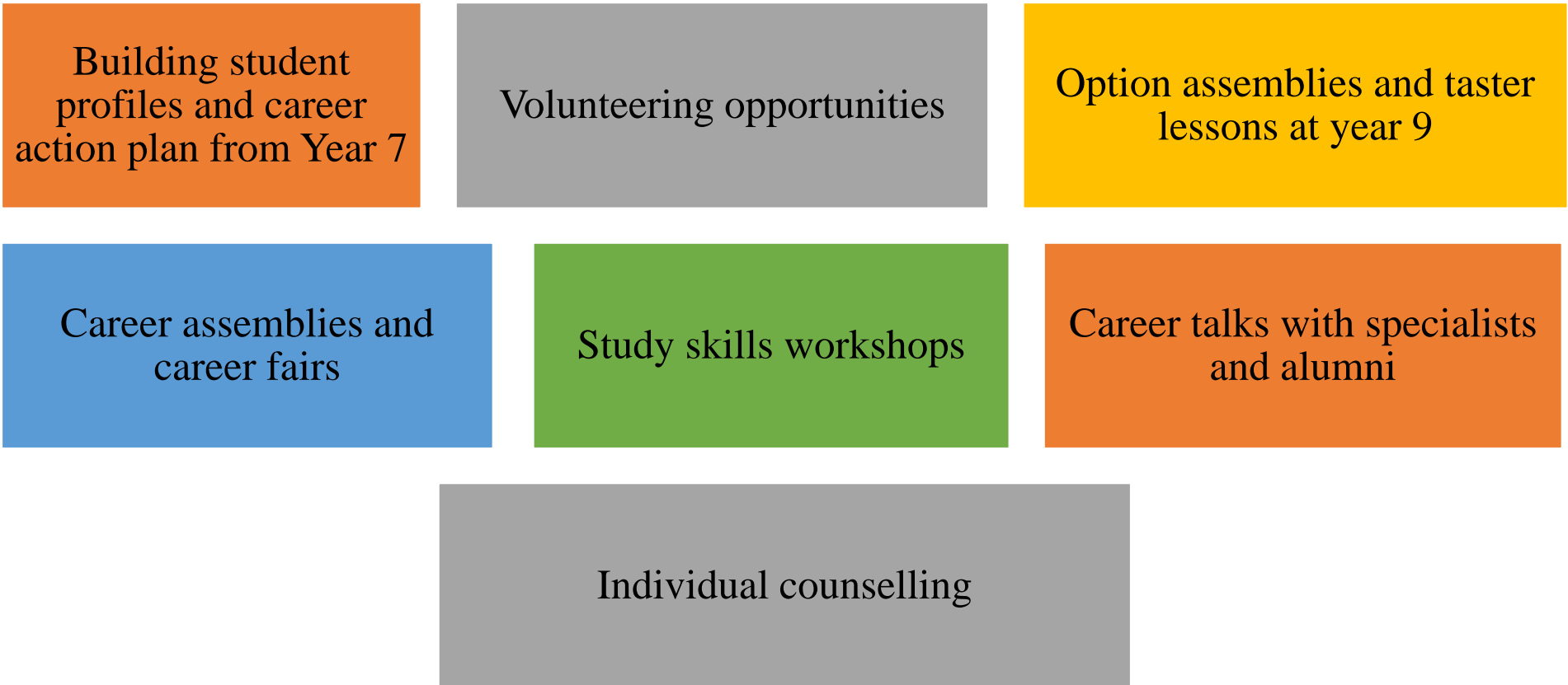
Arts and Performing arts

School choir



EMIRATES
LITERATURE
FEST







- All students should arrive by 7:30 a.m. and be in their classrooms by 7:35 a.m.
- To ensure re-enrollment, students must maintain a 96% attendance rate.
- Both class and subject attendance are considered.



Importance of Punctuality for Students

- Registration is from 7:40 a.m. to 8:00 a.m., and the school gate closes at 7:35 a.m.
- Students arriving after 7:40 a.m. will be marked late, with parents notified via SMS.
- Latecomers after 7:55 a.m. must check in at security and report to the main reception, where they will be escorted to the secretary to record their late arrival.



Uniform Policy

- Students must wear school uniform and a lanyard at all times.
- Accessories are limited: girls can wear a watch and small ear studs, while boys may only wear a watch. Friendship bands and extra jewelry are not allowed.
- Hair should be neat and away from the face; long hair must be tied back, and extreme styles such as spikes, hair gels or colors are not permitted. Boys' hair should be evenly cut with no Mohawks.
- Makeup, including eye shadow and mascara, is not permitted; only colorless lip balm is allowed.



Before You Post

THINK

T - is it True?

H - is it Helpful?

I - is it Inspiring?

N - is it Necessary?

K - is it Kind?



Mobile phones are not permitted on school premises. If a student must bring a phone, it should be kept on silent or turned off, and stored in their bag or locker. If a phone is used within the school, it will be confiscated and held at the Head of School's office, to be collected only by a parent. This will result in a warning letter and the student will be placed on a behavior contract for re-enrollment consideration.

Please visit the UAE cyber law website : [Cyber safety and digital security](#) - The Official Portal of the UAE Government for more details.



GEMS Ambassador Programme

GEMS
AMBASSADOR
PROGRAMME



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.



GEMS
AMBASSADOR
PROGRAMME

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:
 - The child has been successfully enrolled
 - First term tuition fees have been paid
 - 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!



GEMS
EDUCATION

GEMS
REWARDS

www.gemseducation.com

GEMS
EDUCATION



Scenario 1: Social Media and Peer Pressure

Scenario: A parent is worried about their child's involvement with social media and the pressure they feel from peers to conform to certain behaviors.

Scenario 4: Navigating Social Media Issues

Situation: The child has been facing issues with social media, such as cyberbullying or excessive screen time, which is affecting their mood and academic performance.

Scenario 2: Academic Pressure and Stress

Scenario: A parent is worried about their child experiencing high levels of stress due to academic pressure and the fear of not meeting expectations.

Scenario 3: Managing Time :

A parent notices that their child is struggling to balance homework with extracurricular activities and social time. The child is often stressed and has started to fall behind in their studies.

Scenario 5: Improving Communication

Situation: There's a breakdown in communication between the parent and the child. The child is withdrawing and not sharing their feelings or issues.

Scenario 6 : Supporting Academic Struggles

Situation: The child is struggling with a particular subject and is losing confidence in their academic abilities.



Parent Communication

Face to face meetings

For Any meeting with the teacher , parents need to write an email and take prior appointment. All meetings with teacher will take place after 2: 30 p.m.

Emails and phone calls

Teachers will get back to you within 24 hours. Teachers will be unable to reply to any emails during contact time. If there is any urgent message, we request you to call the School reception and leave a message. The teachers will call you back during their non-contact time

Other Communication channels

We will stay in close contact with you. This will be through our website, e-learning platform, calls, meetings, webinars, orientation workshops, assemblies, weekly updates and emails

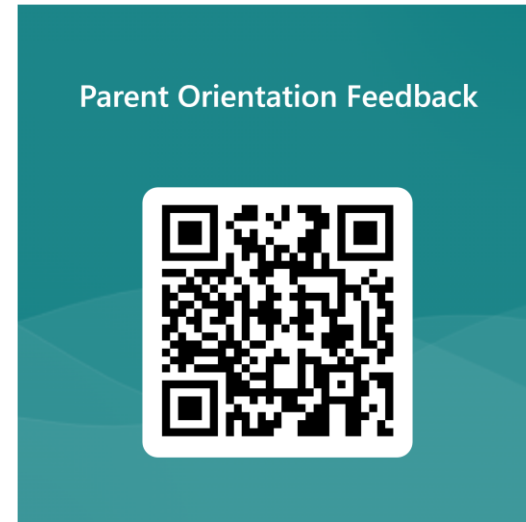
Whom to Contact

Pastoral Issues	Subject Issues	Specific Issues
Form Tutor	Subject Teacher	Head of Key Stage
Head of Year	Head of Department	Student Counsellor
Head of Key Stage	Deputy Head of Secondary	Head of Well Being
Head of Secondary	Head of Secondary	Head of Secondary



Question and Answer Session **Feedback**

**USE THE BELOW LINK OR SCAN THE
QR CODE
TO SHARE YOUR VALUABLE FEEDBACK**



<https://forms.office.com/r/gA3M107dLp>

