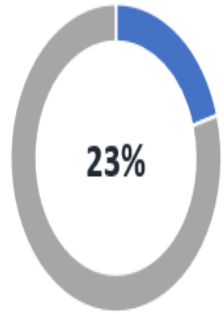
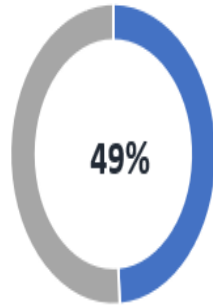


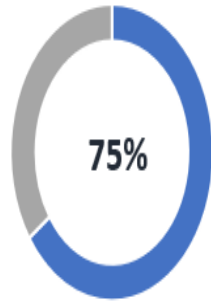
Outstanding IGCSE Result



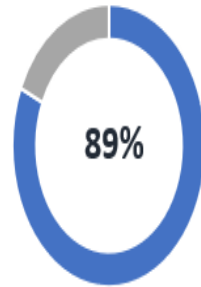
23% of entries are **A***



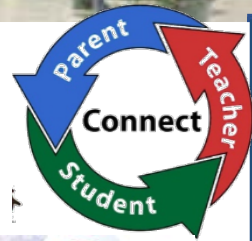
49% of entries are **A* to A**



75% of entries are **A* to B**



89% of entries are **A* to C**



AIM HIGH ORIENTATION- KS4

Ay- 2023-24



Outline

1. Meet the team

3. Assessment and Progress

5. Support systems-
Counselling and Curricular
Enrichment

7. Safeguarding

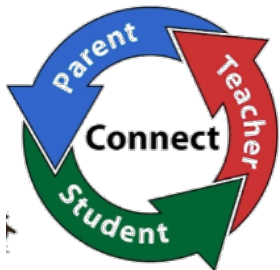
9. Q&A

2. Curriculum
Exploration

4. . Support and Resources

6. School Policies and
Procedures

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



Mr. Ernest Musa
Head of Key Stage 4



Ms Harshpreet Kaur
Student Counsellor



Ms Rekha Deepak
Head of Year 10



Ms. Ammu
Head of Year 10



Ms Jane
Head of Year 11



Ms. Sofia
Head of Year 11



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.



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



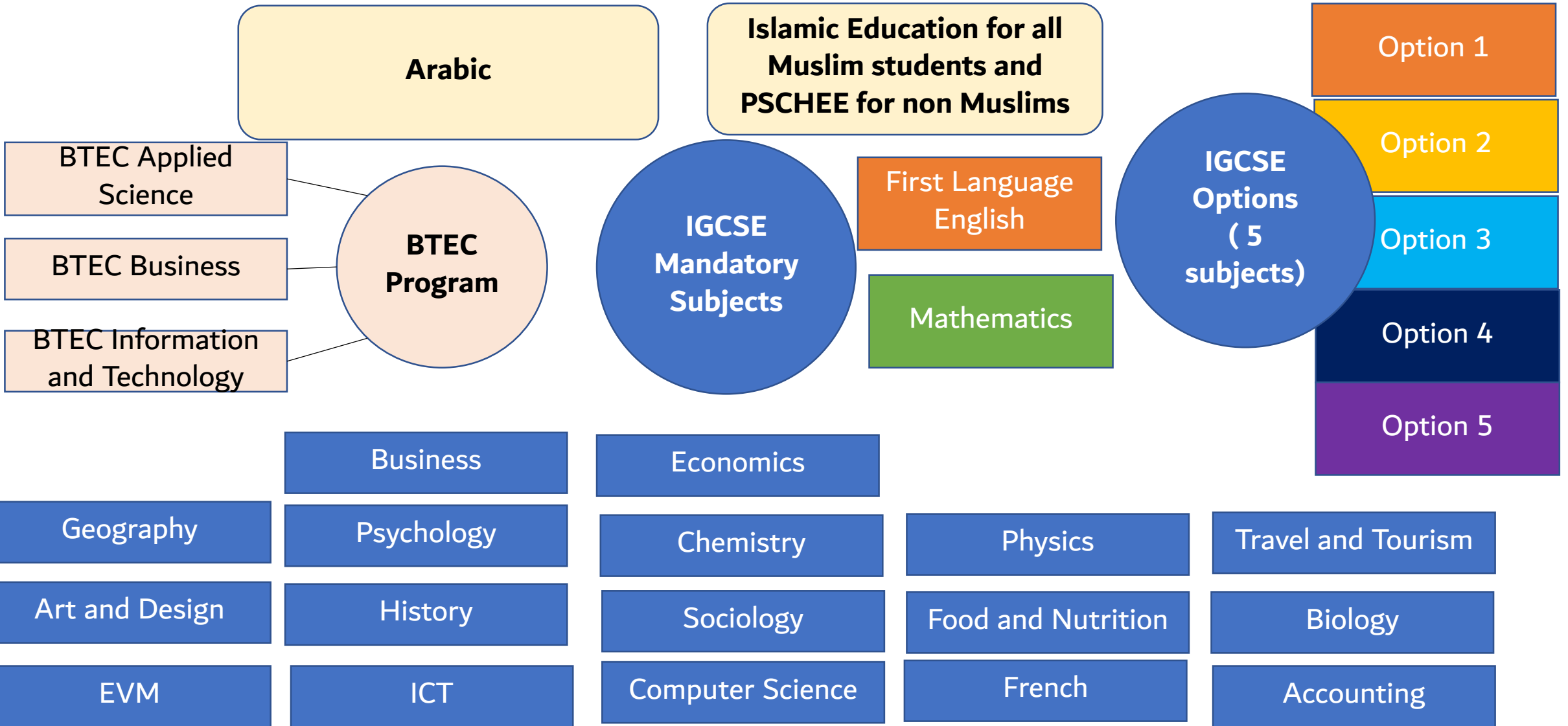
Mr Neijin Pathrose
Health and Safety Advisor



Ms Deepika Dayal
Deputy head of Primary

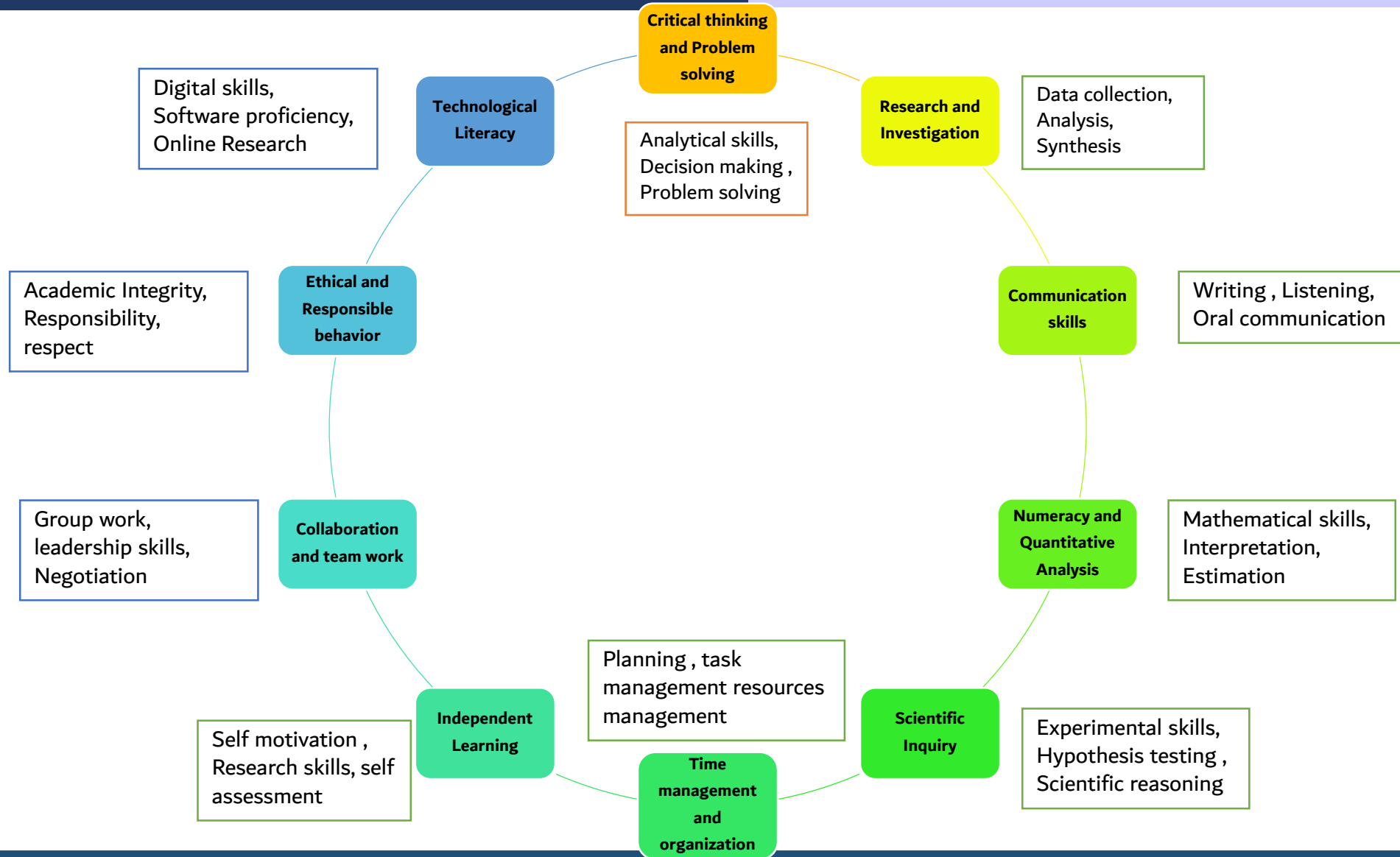
Curriculum

Overview



Curriculum

Key Skills



[Curriculum and Option Booklets \(thewinchester-school.com\)](http://thewinchester-school.com)





Monthly Test

These assess student understanding and progress through brief, targeted evaluations covering recent topics, providing feedback to guide further learning and address gaps.

Summative assessment -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
Summa
mastery
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



Monthly Test

These assess student understanding and progress through brief, targeted evaluations covering recent topics, providing feedback to guide further learning and address gaps.

Pre-Mock and Mock Exam

Simulates real exam conditions, helping students practice and prepare by assessing their knowledge and exam strategies, identifying strengths, and highlighting areas for improvement.

examination
comprehension
standardized
final
appraisal
overview
Summa
mastery
analysis
evaluative
conclusive

This comprehensive assessment programme replicates real exam conditions, providing a practice opportunity for students to experience the format, timing, and pressure of the actual exam, helping to refine their performance and exam strategies.



Standardized assessments – PASS, NGRT



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



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

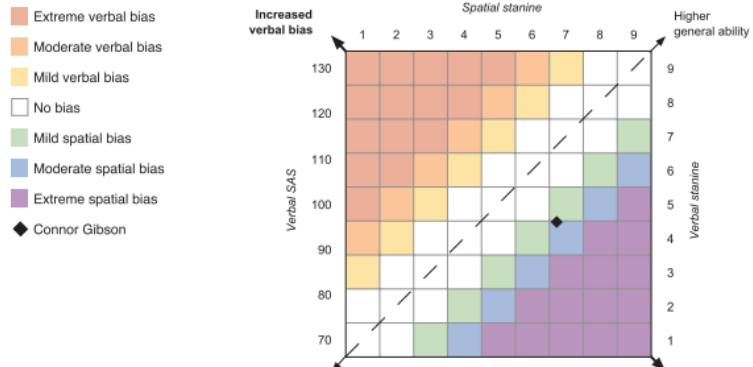
Scores

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.



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



Format-Based on the subjects .

Eg.

Multiple Choice

Structured Paper

Alternative to Practical

Reading and Writing

Duration and Timings

Varies with subjects

Weighting

Based on subjects

Written Assessments, Practical

Assessments in ICT, Coursework in

Art and PE , Speaking and Listening

in Languages

IGCSE Mathematics -0580

Core assessment

Core candidates take Paper 1 and Paper 3. The questions are based on the Core curriculum.

Paper 1 (Core)

1 hour

35%

56 marks

Short-answer questions

Externally assessed

Paper 3 (Core)

2 hours

65%

104 marks

Structured questions

Externally assessed

Extended assessment

Extended candidates take Paper 2 and Paper 4. The questions are based on the Extended curriculum.

Paper 2 (Extended)

1 hour 30 minutes

35%

70 marks

Short-answer questions

Externally assessed

Paper 4 (Extended)

2 hours 30 minutes

65%

130 marks

Structured questions

Externally assessed

- Candidates should have a scientific calculator for all papers.
- Three significant figures will be required in answers (or one decimal place for answers in degrees) except where otherwise stated.
- Candidates should use the value of π from their calculator or the value of 3.142.



Cambridge
Assessment



Each subject receives a separate grade.


- ▶ Grades are from A* to G, with A* being the highest.
- ▶ Highest possible grade for subjects that offer core curriculum is C.


June 2022


Option	Maximum mark after weighting	Combination of Components	A*	A	B	C	D	E	F	G
BX	200	21, 41, 51	156	130	104	79	66	54	42	30
BY	200	22, 42, 52	157	132	107	83	68	54	40	26
BZ	200	23, 43, 53	143	122	101	80	68	57	44	31

June 2023


Option	Maximum mark after weighting	Combination of components	A*	A	B	C	D	E	F	G
BX	200	21, 41, 51	165	137	109	82	69	57	46	35
BY	200	22, 42, 52	164	140	116	93	79	65	51	37
BZ	200	23, 43, 53	164	137	110	84	71	59	48	37

 **Consistent Standards- Aligned Preparation:** Assessments reflect IGCSE expectations, easing students into the exam framework seamlessly.


 **Effective Practice Tools-Simulated Exams:** Access to practice materials that replicate actual IGCSE conditions, boosting exam readiness.

 **Time Management Focus- Efficient Pacing:** Strategies taught for effective time allocation during exams ensure optimal performance.

 **Study Skills Enhancement-Workshops Available:** Targeted workshops improve study techniques, note-taking, and revision practices.

 **Exam Strategy Training-Tactical Exam Prep:** Students learn to navigate different question types and manage time effectively, ensuring clear and impactful answers.

 **Supportive School Environment-Continuous Support:** Non-contact time assistance available to support ongoing learning needs.

 **Guidance and Counseling-Personalized Advising:** Academic and career counseling tailored to help students align their educational efforts with future goals.



Support and Resources

External Resources

Revision checklists

Reading

You should be able to	Ways to practise the skills	R	A	G	Comment
Understand main ideas by skim reading and select exact details by scanning texts.	<ul style="list-style-type: none"> Read a text quickly, deciding what each paragraph is mainly about. Then read the text more slowly, looking for certain words, phrases or information. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Read short texts.	<ul style="list-style-type: none"> Read newspaper or magazine advertisements. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Read longer texts.	<p>Read:</p> <ul style="list-style-type: none"> blogs or web pages articles from newspapers and magazines which also state a viewpoint articles in textbooks and journals a newspaper or your favourite magazine regularly. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understand certain ideas, opinions and views of a writer in a text.	<p>Read any text and answer the following:</p> <ul style="list-style-type: none"> What specific ideas are included? What are the writer's opinions/thoughts on the ideas given? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Show some awareness of ideas that are not actually written down.	<p>Read any text and answer the following:</p> <ul style="list-style-type: none"> What is the real purpose of this writing? What does the writer really think/feel? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learner Guides

Now let's look at the sample candidate's response to the question and the examiner's comments on this response.

C. Example candidate response and examiner comments

The examiner comments are in the orange boxes.

Dear Mary,

You are you! I hope you and your family are away! I sent you this letter to tell you something unusual that happened on my last school trip last week. ~~My~~ My classmates and I went to the Mall of Cyrus with our teacher for an extra trip, because we were in a school competition. We were shopping in the mall and while we were shopping, one of my classmates saw my favourite singer sitting in a cafe with her friends. I was very happy to see her live, but you know that I'm very shy and I really wanted to speak with her or have a picture photo with her but I didn't. I know that I ~~have~~ should have gone but I was really nervous and I didn't want to see something live. That night, my classmate went and bring me an autograph and she also, she turn and told my "hello". I want to tell you much more, but I have a private lesson. I'm doing for your letter! I hope you answer soon.

Friendly,
Madalina!

1 Simple past is one of the main tenses for narrative pieces. Make sure you use the past simple correctly.

2 Good use of informal expression. You will gain marks for giving the sense of a relationship with the person you are writing to.

3 Say more about the audience here, e.g. Ask her a question. This helps to give the examiner the idea that you really know the person you are writing to.

The candidate wrote about the three bullet points. The introductory paragraph addressed the reader and used appropriate informal expressions. The candidate wrote a very straightforward story line which lacked development or original ideas. The task was fulfilled but lacked ambition. The style was simple. The meaning was clear and there was brief evidence of more complex structures, e.g. 'I should have gone'. Grammar errors showed that the candidate was not totally in control of verbs in the simple past. There was some mixing of tenses. More development would have improved this answer.

Total mark awarded = 11 out of 19
Content = 6 out of 10
Language = 5 out of 9

From 2019 the total marks will be 16.
The standard of marking remains the same.

1 The introductory paragraph addressed the reader of the email directly in the first line.

2 The candidate could have introduced the topic using words to create more interest or excitement. 'You'll never guess ...'

3 Use the past continuous and other past tenses in the story, as this candidate did. You will gain marks.

4 Explained why she was there and what she was doing. Extra detail will help you achieve more marks.

5 Mixing of tenses, 'was happy to see her live', but you know that I'm very shy and I really wanted to speak with her or have a picture photo with her but I didn't. I know that I should have gone but I was really nervous and I didn't want to see something live. That night, my classmate went and bring me an autograph and she also, she turn and told my "hello". I want to tell you much more, but I have a private lesson.

6 The candidate used common words and expressions throughout. Think of other words for 'happy' here, e.g. 'thrilled'.

B. Mark scheme

The examiner uses the band descriptors in the mark scheme below to assess your response to this question. The band descriptors describe the specific evidence examiners are looking for to award a mark in a certain band. The descriptors in the mark scheme are based on the assessment objectives being tested in the question. Remember, assessment objectives are the areas of knowledge, understanding and skills you need to show you have by the end of your course. Assessment objectives W1 to W5 are tested here (You saw these in Section 3).

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7-8	<p>Relevance</p> <ul style="list-style-type: none"> Task is fulfilled. Consistently appropriate style and register for the task type. Excellent sense of purpose and audience. <p>Development of ideas</p> <ul style="list-style-type: none"> Content is very well developed, at appropriate length. Content is communicated skilfully and effectively. 	7-8	<p>Range and accuracy</p> <ul style="list-style-type: none"> Uses a wide range of common and less common vocabulary effectively. Uses a wide range of structures, both simple and complex, effectively. High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication. Errors are related to less common vocabulary or more complex structures. <p>Organisation</p> <ul style="list-style-type: none"> Effectively organised and sequenced. Uses a wide range of linking words and other cohesive devices, effectively.

To achieve this band you need to:

- Write about all the bullet points in the question in some detail
- Use an excellent style of writing throughout
- Write in the correct register (informal) throughout
- Give a clear sense that you are writing for a real person
- Write a story that has several ideas in it - make it fun and interesting

To achieve this band you need to:

- Use plenty of interesting words
- Use lots of different and complex sentence types
- Use different sentence lengths effectively, for simple and short for longer and more complex
- Use a wide range of linking words and other cohesive devices, effectively

Marking Schemes

Principal Examiner Report for Teachers

MATHEMATICS

Paper 6666/1
Paper 11 (Core)

Key message

To succeed in this paper, candidates need to have completed the full Core syllabus. Candidates should read the question carefully, focusing on key words and instructions and should check their answers for sense, in the correct form and accuracy.

General comments

Candidates should pay attention to how a question is phrased, the command words used and what form the answer should take.

Candidates must show all their working to enable correct marks to be awarded. Such steps should be shown separately to maximise the chance of gaining marks.

The questions that presented most difficulty were Questions 1, 14(a), 14(b) and 20(b)(ii). Those that proved to be the most challenging were Questions 10 (part) and 16 (part). 16 (part) was also an unexpectedly wordy, also mark 3 for three sub-questions 16 (a), 16(b)(i), 16(b)(ii) and 16 (c). It is likely that the time constraints were due to the hybrid answer being better than a lack of time.

Comments on specific questions

Question 1

Most candidates were successful with this first question and gave the correct answer. The few incorrect answers that were seen included 75, 70% and 1.6. The last two have been an unnecessary wordiness. Also mark 3 for three sub-questions 16 (a), 16(b)(i), 16(b)(ii) and 16 (c). It is likely that the time constraints were due to the hybrid answer being better than a lack of time.

Question 2

This question produced a variety of incorrect answers with the percentage given as 13.33, 16 + 1.2, 19.2 (1.2 + 16), 1.2 or 0.12, showing a lack of understanding of the type of percentage calculation. Sometimes the answer was a power of 10 but, for example 10%, or 0.01%.

Question 3

This question caused some confusion as candidates tried to combine the two units terms such as kg² or kg + 30. 10% including questions like this, it is not correct to give an answer such as 30 + 1.20% as the marks must not be used inside the brackets.

Examiner's Report

Sample Student Responses



Q. When do the IGCSE exams take place?

A. IGCSE exams are held at the end of two year program in Year 11 in May/June.

Q. What happens if a student fails an IGCSE exam?

A. English and Mathematics are mandatory for students to pass IGCSE. For other subjects students may retake the exam in the next exam session but will not be able to take the subject for AS.

Q. Can IGCSE students switch subjects midway through the course?

A. Switching subjects is generally discouraged as it can disrupt learning progress.

Q. How can my child prepare for IGCSE exams?

A. Preparation should include a combination of reviewing course materials, completing past papers, participating in revision classes, and utilizing school-provided resources like study guides and extra support sessions.

Q. What support is available for students struggling with the curriculum?

A. There are extra support sessions scheduled, one to one support from teachers and sessions with academic counselors to help students manage the curriculum demands.

Q. What is core and extended program and what is the criteria?

A. The Core curriculum is designed for students who are aiming to achieve grades between C and G on the IGCSE scale. It covers the basic knowledge and understanding required in a subject. This track is generally recommended for students who may find the subject challenging or who do not need an advanced understanding of the subject for their future studies or career plans. The Extended curriculum includes all the material covered in the Core curriculum, but it also requires additional study and covers more complex topics. This track is designed for students aiming for higher grades, from A* to C.



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

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

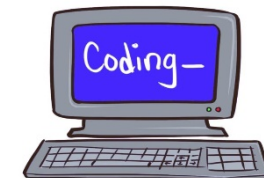


Arts and Performing arts

School choir



EMIRATES
LITERATURE
FEST



Building student profiles and career action plan from Year 7

Volunteering opportunities

Option assemblies and taster lessons at year 9

Career assemblies and career fairs

Study skills workshops

Career talks with specialists and alumni

Individual counselling





- 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.



Scenario 1: Time Management Struggle

Situation: Your child is overwhelmed with multiple deadlines for assignments and exam preparation. They feel they don't have enough time to complete everything.

Scenario 2: Subject Difficulty Situation:

Your child is struggling with a particular subject (e.g., Mathematics) and is starting to lose confidence.

Handling a Poor Report

Card Scenario: Your child receives a poor report card, which is causing frustration and discouragement.

Scenario 4: Conflict with a Teacher

Situation: Your child has a disagreement or issue with their teacher regarding grading or classroom behavior.

Scenario 3: Exam Anxiety Situation:

Your child is experiencing significant anxiety before their IGCSE exams, affecting their performance and well-being.

Navigating Social Pressures

Scenario: Your child is feeling pressured by peers to prioritize social activities over their IGCSE studies, leading to a decline in academic focus.

Scenario 5: Balancing Extracurriculars and Academics

Situation: Your child is heavily involved in extracurricular activities but is struggling to keep up with academic responsibilities.

Scenario 6: Lack of Motivation Situation:

Your child has lost motivation and interest in their studies, impacting their performance.



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



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:
 - 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!



GEMS
EDUCATION

GEMS
REWARDS

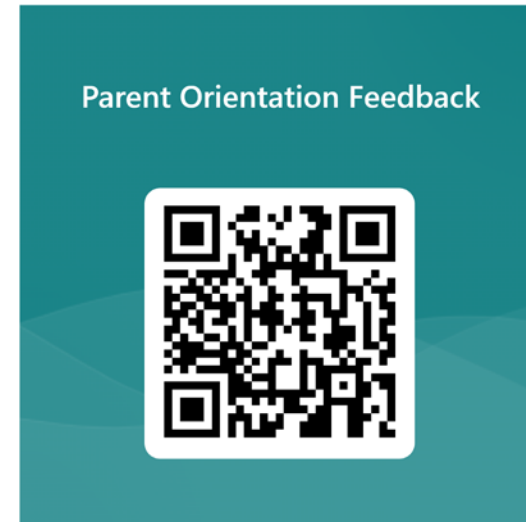
www.gemseducation.com



GEMS
EDUCATION

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>

