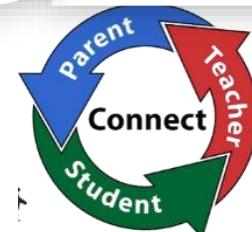




AIM HIGH ORIENTATION- KS3 AY- 2023-24



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 Innovation &
Curriculum Enrichment



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. Deisree Scott
Head of Foundation



Mr. Neijin Pathrose
Health & Safety Advisor



Ms. Shalini Rajan
Future Learning & Experiential
learning Advisor



Key Stage 3 Team



Ms. Nirmal Rani
Head of Key Stage 4



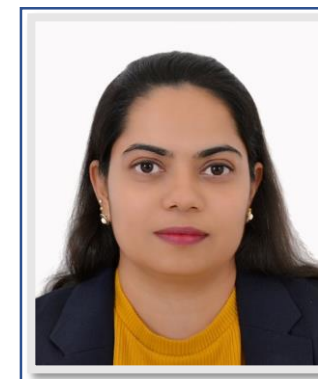
Ms. Trupri Panicker
Head of Year 7



Ms. Meena Airy
Head of Year 7



Ms. Reshma Roy
Head of Year 8



Ms. Dhannya Saseedharan
Head of Year 8



Ms. Cerin Mary Philip
Head of Year 9



Ms. Caren
Head of Year 9

Secondary Team-Head of Department



Ms. Akifa
Head of English



Ms Aditi Kapoor
Head of Science



Ms. Tahmeena
Head of Math



Mr. Jalloul
Head of French



Mr. Ahmed
Head of Arabic



Mr. Libson
Head of PE



Ms. Shirin
Head of ICT



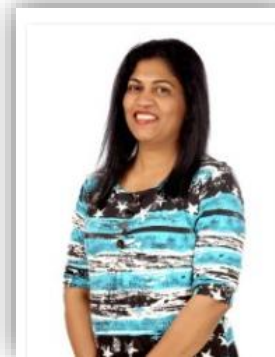
Mr. Angelo Dias
Head of Art



Ms. Lincy Shibu
Head of Business



Ms. Meera Jacob
Head of Humanities



Ms. Shalini Rajan
Head of BTech



Ms. Reshmi Puzhankara
Career Counselor



Ms. Ruchi Bhatia
Student Counselor



Introduction to Key Stage 3 Curriculum

Arabic

Islamic
education/PSCHEE

English

Science

Math

Geography

**We follow the National Curriculum
(NC)**

Key stage 3

Moral Education

History

UAE Social Studies

ICT

French

Art

Physical Education

Assessments



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.

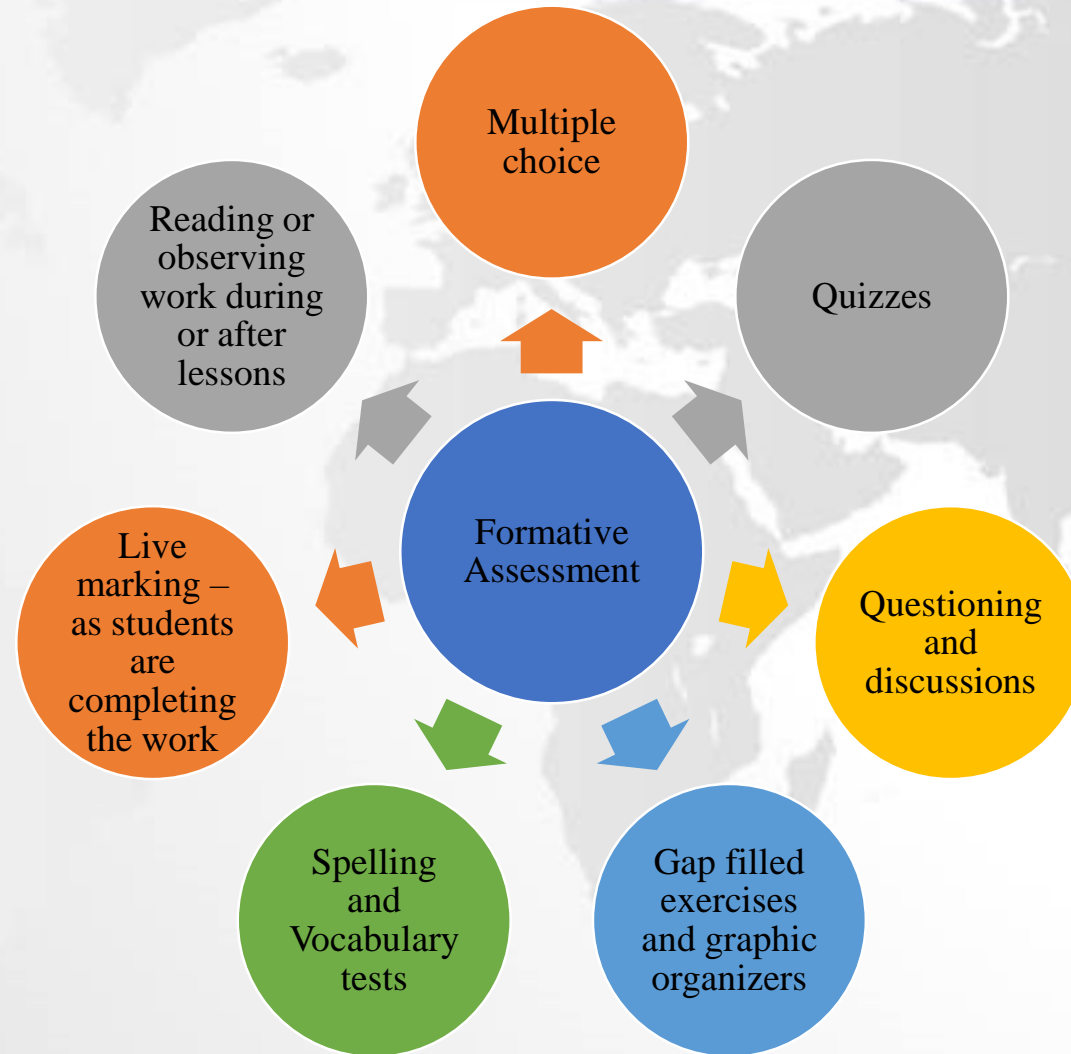
Summative assessment – end of unit, end of term, end of year. It is to measure the level of success that a student has obtained and to evaluate student's learning at the end of the term.

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.





Formative Assessment-Continuous Assessment in lessons





Marking and Reporting

Formative:- Peer and Self Marking

- Diagnostic Marking
- Target setting

Summative:- End of unit tests, termly assessments and end of year exams. These are marked according to National Curriculum level descriptors, IGCSE grade bands for year 9 English and Mathematics.

- Tracking and recording data – Students' progress is tracked and monitored regularly.
- Underachieving students are identified and offered intervention



Assessment

International benchmark Assessments

- 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

ASSESSMENT AND 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	Summative Assessment at the end of Term	Consolidation of Term 1 , 2 and 3 grades.

International Benchmark Assessment CAT 4 Report -Sample

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

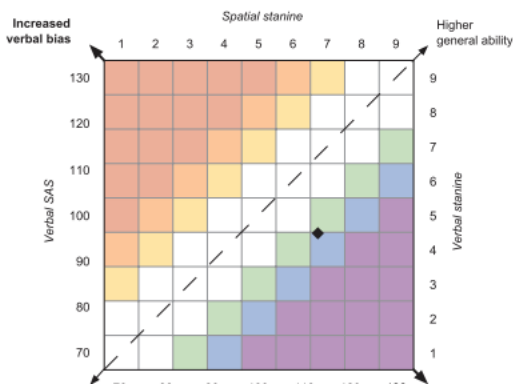
Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)												
						60	70	80	90	100	110	120	130	140				
Verbal	48/48	96	40	4	=37													
Quantitative	18/36	93	32	4	=41													
Non-verbal	42/48	117	87	7	4													
Spatial	35/36	113	80	7	=11										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

What is a student Portfolio?



A student portfolio is a collection of your child's work, projects, ,assessments, extracurricular participation, awards and achievements organized in a systematic manner. It serves as a dynamic record of their academic progress and personal growth over time.





What is a student Profile?

A student profile is a summary document that accompanies the portfolio. It highlights key information about your child, such as their interests, strengths, and areas for improvement, in a concise format.

- Students have completed their student profiles last year. They must update the information for this academic year and share with their form tutors.
- New students can prepare the profiles and share with their respective Form tutors.

My Profile					
<p>Name:</p> <p>Class and Section:</p> <p>Age as on 31st August 2021:</p> <p>Medical conditions/allergies/dietary restrictions:</p> <p>My siblings (Name, Age, School and Class):</p>					<p>My Photograph</p>
<p>My Strengths (Any three):</p> <p>My areas of further development (Any three):</p> <ul style="list-style-type: none">• My likes:• My dislikes:					
<p>My Academic Record</p>					
Subjects and Grades	English	Maths	Science	Arabic	Humanities
EOY Grades 2020-21					
CAT 4	Verbal Score	Quantitative Score:	Spatial Score	Non-Verbal Score	
Progress Test	PTE:	PTM:	PTS:		



Continued Focus on Reading

- Our focus on Reading continues and this forms a part of our reporting .
- Students are shared with a list of books they must read along with digital links for online versions.
- Each student is expected to read a minimum of 3 books per term.
- Based on the number of books read students are provided with awards and rewards.

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



Personalisation-How do teachers use data



Assessment and Data Collection

Assess students' performance using various tools such as 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**

Curriculum Enrichment



COMPETITION

Sports

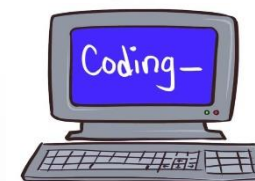
We have opportunities for our students to showcase their sports skills and we have various sports team for both the boys and girls- Football, Basketball, Cricket, Volley ball, Net ball, Tennis, athletics, swimming etc

Arts and Performing arts

School choir



EMIRATES
LITERATURE
FEST



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





Career Counselling at WIN

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



Learning Behaviors 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.



Notebooks and Workbooks

Notebooks

All students must have notebooks in English, Math, Science , French, Arabic , Islamic , UAE SST.

Will be used in classes and marked by teachers and students.

Rubrics will be pasted in the notebooks and reflect their progress in learning.

Notebook guidelines shared in the notebooks must be closely followed by students to maintain a high standard in work.

Workbooks

Workbooks are provided in Arabic, Islamic ,English , Math, Science , French, ICT ,History and Geography.

Students are expected to complete the work in workbooks as per teacher direction and the remaining work can be used for practice and self assessed.



Safeguarding

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.

Designated Safeguarding Lead:

Ms Harpreet Kaur

Email id: harpreet.k_WIN@gemsedu.com

Deputy Designated Safeguarding Lead:

Mr Neijin Pathrose

Email id: neijin.p_WIN@gemsedu.com

Deputy Designated Safeguarding Lead:

Ms Preeti Manoj

Email id: preeti.m_win@gemsedu.com

Deputy Designated Safeguarding Lead:

Ms Jaya Paliwal

Email id: jaya.p_win@gemsedu.com



Expectation Attendance, Uniform and Punctuality



- Attendance of 96% and more is required to be reenrolled
- Both Class and Subject attendance will count for overall attendance
- The school expects all children/students to be in school latest by **7:30 am** and in their respective classroom/form rooms by **7:35 a.m.**



- Students entering the form class after 7:40am will be marked **late** and late SMS will be sent to the parents.
- Registration is between 7:40 a.m. and 8:00a.m. The school gate will close at **7:35 a.m.**
- Any child arriving after **7:55 a.m.** is required to log in at the security, and has to report to main reception. The child will be escorted to respective school secretary to mark the late attendance.

Uniform Policy



- Students are required to come to school in school uniform and Should wear Lanyard at all time
- **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. 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. Outrageous hairstyles, highlights, outrageous colours, streaks, dip dying etc. are not permitted. Hair gel and spikes are not allowed. For Boys Hair must be evenly cut. Mohawk or other styles are not permitted.
- **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.

Responsible Use of devices and social media

Before You Post

THINK

T - is it True?

H - is it Helpful?

I - is it Inspiring?

N - is it Necessary?

K - is it Kind?



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

At school

Please note mobile phones are not allowed in school premises. If your child is carrying phone to school for some reason, the phone should be on silent or switched off and must be kept either in bag or in the locker. If we find any students using phone inside the school premises they will be asked to deposit for the day at Head of school office and will be returned to the parent only. This will lead to a warning letter and child be placed on a behavior contract with a condition to be re-enrolled.



A **mentor** is a wise and trusted friend.

Mentoring is a structured and trusting partnership that brings young people together with individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

Peer mentors are close in age to their mentees – for instance high school students mentoring elementary or middle schoolers.

Why Peer Mentoring?

In general, people take their peers' perspectives very seriously. This means that a positive peer mentoring session can have profound effects on a mentee's sense of self-worth. Due to the similarity in age of peer mentors to their mentees, mentees might also feel more comfortable sharing concerns and problems with their mentors. This increases mentee access to appropriate support and resources during times of struggle.

A peer mentor is



A peer mentor is not....



Peer Mentoring

MENTORING





Parent-Teacher 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





Thank you for attending the Orientation

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

www.bit.ly/47QALr1

