



المدرسة  
The Winchester School  
Jebel Ali

# Welcome to the Key Stage 1 Parent Aim High Orientation

## Tuesday, 5<sup>th</sup> September 2023



# OBJECTIVES



- To apprise parents of the key information, school's rules, regulations & policies, curriculum expectations, curriculum delivery, 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



**Deepika Dayal**

Deputy Head of Primary



**Kathryn Darashah**

Head of Inclusion



**Elizabeth Jacob**

Head of Professional  
Development



**Anna Francis Cherukara**

Head of Innovation &  
Curriculum Enrichment



**Debbiejo Miranda**

Head of Well-Being



**Nisar Mohamed**

Deputy Head of Secondary  
and Academic Advisor



# EXTENDED LEADERSHIP TEAM



**Ms Desiree Scott**

**Head of Foundation  
Stage**

[DESIREE.S\\_WIN@gemsedu.com](mailto:DESIREE.S_WIN@gemsedu.com)



**Mr Neijin Pathrose**

**Health and Safety Advisor**

[NEIJIN.P\\_WIN@gemsedu.com](mailto:NEIJIN.P_WIN@gemsedu.com)



**Ms. Sujaya Sen**

**Head of Examination**

[sujaya.s\\_win@gemsedu.com](mailto: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](mailto:SHIRIN.F_WIN@gemsedu.com)





# PRIMARY HEAD OF DEPARTMENTS



**Michelle Rozario**  
Head of Humanities



**Mandeep Kaur**  
Head of Science



**Mona Mishra**  
Head of Mathematics



**Pooja Moudgil**  
Second in Department-Maths



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



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



**Mai Elswaf**  
ELL coordinator



**Neijin Pathrose**  
Head of PE – Primary & H&S Advisor



**Saber Belal**  
Head of Arabic & Islamic Education



# KEY STAGE 1 TEAM (YEAR 1 & 2)



**Jenefer David**

**Head of Key Stage 1  
(Year 1 & 2)**



**Nupur Joshi**

**Head of Year – 1**



**Nadia Rafique**

**Head of Year – 2**



**Vibha Kapoor**

**Assistant Head of Year – 1**



**Swapna Sankaran**

**Assistant Head of Year – 2**



# FORM TUTORS -YEAR 1 & 2



Class & Sec	Form Tutor
1A	Sharmin Shaikh
1B	Gauri Ambe
1C	Ayesha Fatima
1D	Nupur Joshi
1E	Tanveer Shaikh
1F	Evita Rodrigues
1G	Santoshi Raman
1H	Shiyaza Deen
1I	Bushra Shaikh
1J	Vibha Kapoor

Class & Sec	Form Tutor
2A	Nidhi Bomb
2B	Heenal Shah
2C	Sujatha Arundikulam
2D	Ameena Ajmal
2E	Heena Tabassum
2F	Nadia Shahid Rafique
2G	Swapna Sankaran
2H	Manpreet Kaur
2I	Sadaf Shaikh
2J	Cynthia Sylvia Pinto

# CURRICULUM DESIGN AND OVERVIEW OF KEY STAGE 1



- As outlined by the national curriculum, primary education is divided into key stages (KS)
- Key Stage-1 covers children between the ages of 5 and 7 in Years 1 and 2
- Key Stage 1 marks a shift from EYFS to more subject-specific learning.
- Key Stage 1 covers **all compulsory** national curriculum subjects.
- At the end of Year 2 (when KS1 finishes) teachers ensure all students' abilities are assessed against the curriculum expectations in the areas of knowledge, understanding, application and skills.





# SUBJECTS TAUGHT IN KEY STAGE-1



There are 12 subjects that are taught in Key Stage 1. 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



# TEACHING PEDAGOGIES IN KEY STAGE-1



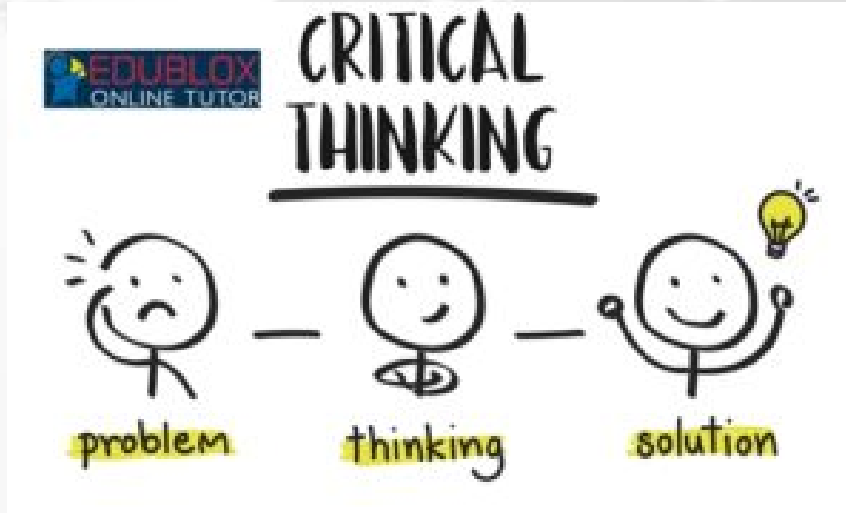
## Hands-on learning



## Concept Application to real situations



## Critical-thinking



## Problem-solving



## Collaboration and discussion



## Research



# CURRICULUM OVERVIEW-YEAR 1



- ❖ Year 1 is a transition year –transition from the FS to KS-1 -A big step for both children and their parents
- ❖ Variety of ways to promote learning in Year 1- experiencing, exploring, listening, sharing, discovering, roleplaying and constructing
- ❖ More structured school day

## 1. Phonics

- Students will secure and expand their knowledge of phonics following Year 1 POS
- Phonics lessons are fun which involve games and tasks.
- Students will learn alternative spellings of phonemes.
- Students will be encouraged to 'have a go' at spelling when writing independently depending on their phonics (teachers will utilise the same to teach the students to spell new words)
- Students will have their phonics skills checked at the end of Year 1. (Phonics Screening Check)



# CURRICULUM OVERVIEW-YEAR 1 (Cont.)



## 2. Topic Time: Topics and stories

- Students learn English through all sorts of wonderful stories and they will also act out stories that may be familiar to you at home.
- They plan and write their own wonderful creative stories, design posters and leaflets.
- They learn to write in sentences and to use exciting language — all while improving their handwriting.

## 3. Math skills (Mathematics Lesson and Math & Movement Lessons)

- Math lessons are enjoyable, with plenty of hands-on activities.
- Year 1 students will count with objects and work in groups to explore shapes and pattern.
- Now that they are using numbers over 20, they learn to count forwards, backwards, in 2s, 5s, 10s, 20s, and they will double and halve.



# CURRICULUM OVERVIEW-YEAR 1 (Cont.)



## 4. Scientific skills (in classroom and Little Explorer Area)

- Learning in science happens indoors and outdoors
- Students learn through exploration, observation, critical thinking, collaboration, research, real-life application and problem-solving
- Area of focus in scientific skills in year 1 include:
  - use of scientific vocabulary
  - ask simple questions
  - identify, group and classify
  - compare and identify similarities and differences
  - answer questions by research



# YEAR 2



- The final year of Key Stage 1 will see students being encouraged to work more independently.
- At this age, most students will have improved:
  - their ability to coordinate movement
  - their language/speech will be increasingly complex and grammatically correct
  - Learning becomes more advanced



# CURRICULUM OVERVIEW-YEAR 2



## 1. Developing literacy skills and grammar

- In English, Year 2 students will continue to work on the phonics they started in Year 1, aiming to read words by sight without having to sound them out.
- They will focus on:
  - spelling patterns and rules, and begin to apply those in their writing
  - possessive apostrophe, homophones, and near-homophones and suffixes
  - handwriting- forming letters correctly, learn which letters are to be joined and make letters a consistent size
  - writing for a range of purposes including stories, poetry and real events.
  - spot the following terms in their reading and apply them in their writing:

*Noun, adjective, adverb, suffix, subordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence, and expanded noun phrase.*



# CURRICULUM OVERVIEW-YEAR 2 (Cont.)



## 2. Mathematics

- Year 2 focuses on the 2, 5, and 10 times tables
- One-step problems involving multiplication and division using concrete objects, pictorial representations
- Add and subtract with two-digit and one-digit numbers
- Fractions-  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and  $\frac{3}{4}$  of a shape or a quantity of objects
- Measures, including weight, capacity, and length, and tell the time to five minutes
- Properties of 2D and 3D shapes, data-handling methods such as bar charts and pictograms.



# CURRICULUM OVERVIEW-YEAR 2 (Cont.)



## 3. Science

- Hands-on approach to learning
- Topics covered- living things and their habitats, plants, animals, and uses of everyday materials
- They will also learn how to work scientifically, how to observe closely, and how to record their observations
- They will learn how to use simple equipment to observe closely including changes over time
- They will learn how to perform simple comparative tests.



# 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

# CROSS-CURRICULAR APPROACH

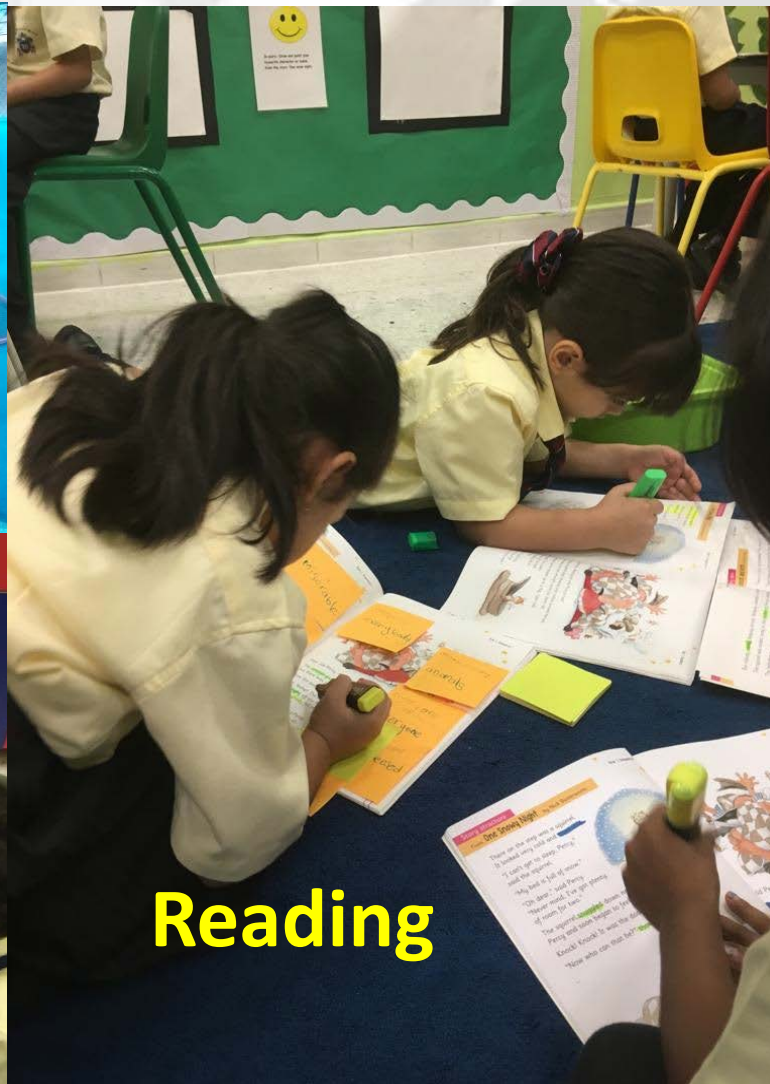


- Some of activities relate to Humanities, PE, ICT and Art & Design and :
  - experiments (Science) product design (Design Technology)
  - learning the history of things (history) and about the local area we live in (geography)
  - dancing, playing games and using PE equipment's (PE)
  - painting, drawing and more creative processes (Art and Design)
- We also develop their social skills and empathy for each other during registration time, regular lessons and Moral Education lessons

# LEARNING SPACES IN THE CLASSROOM AND BEYOND



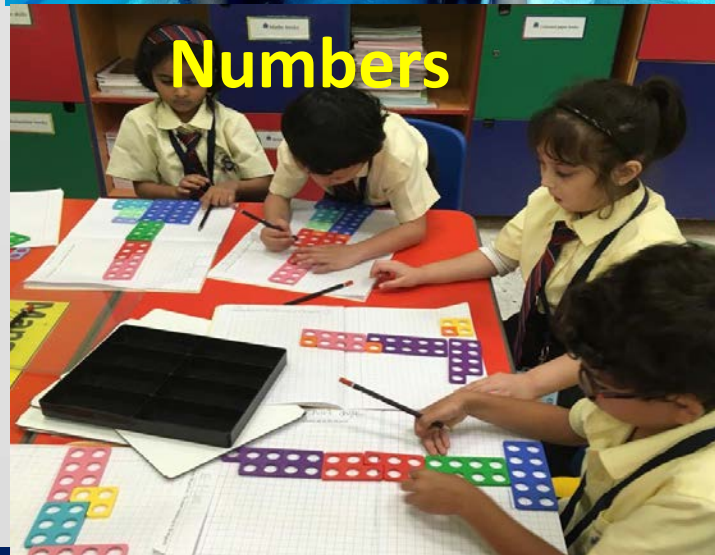
**Drama and Expression**



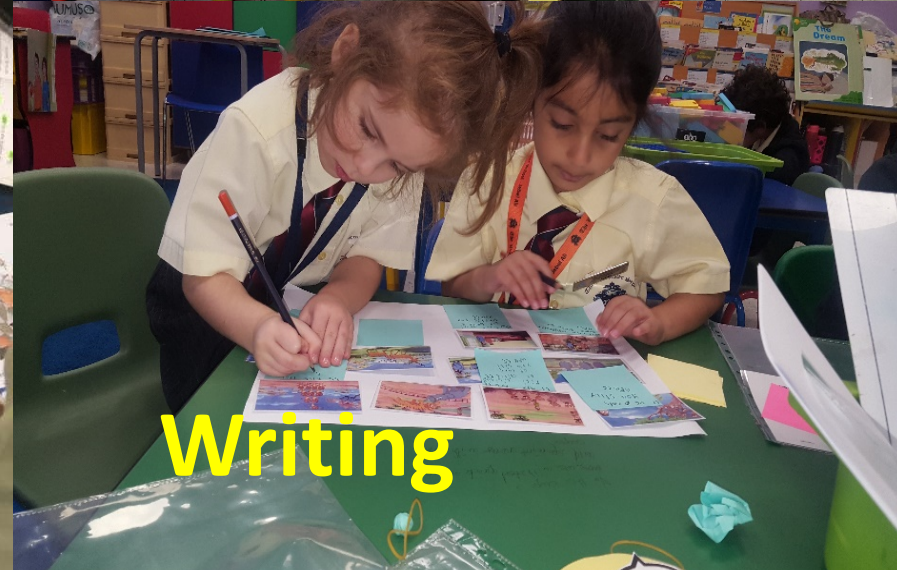
**Reading**



**Language Development**



**Numbers**

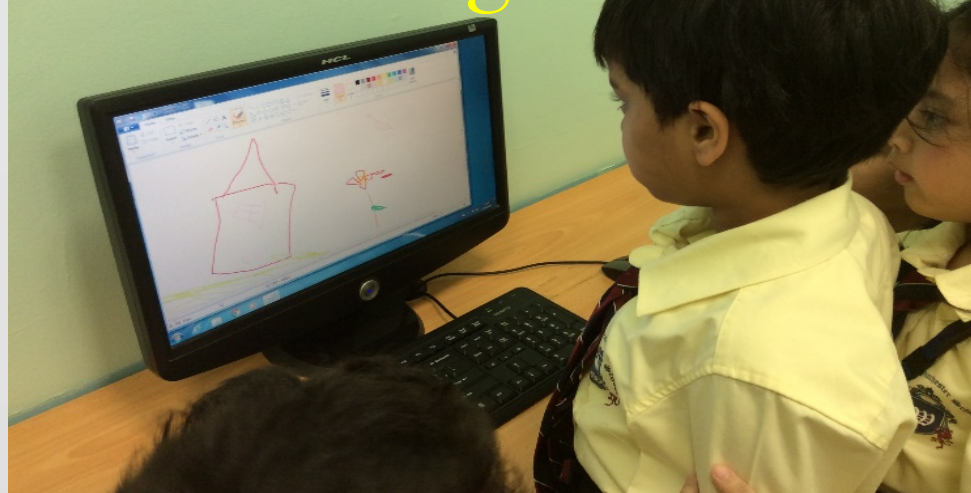


**Writing**

# LEARNING STRATEGIES IN THE CLASSROOM AND BEYOND



# LEARNING SPACES IN THE CLASSROOM AND BEYOND



# LEARNING SPACES IN THE CLASSROOM AND BEYOND



EDUCATION



# LEARNING SPACES IN THE CLASSROOM AND BEYOND



## Maths and Movement



# ELL-English Language Learners



English Language Learners



- The school caters to the needs of our students who are working towards developing better English language proficiency (listening, speaking, reading and writing)
- The students are identified using admission data, internal school data and teachers' observation
- Students receive support in class through effective personalization and outside the class in small groups as pull-out sessions
- Progress is assessed termly

# READING STRUCTURE FOR KEY-STAGE 1



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-

- **News Headline-** 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.
- **Phonics Screening (Year 1):** In Term 3, the school conducts the Phonics Screening Check to assess how well Year 1 children can use and apply the phonic skills that they have learnt so far in Year 1 and to identify students who need extra phonics help.
- **NGRT - New Group Reading Test (Year 2)-** 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.

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



# REPORTING OF READING



## • Reading to be reported in report card:

➤ This year, reading will be reported in the report card for Arabic and English.

## • Process

- Students will be assigned list of 9 books for the whole year
- The minimum expectation is 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 submit their book reviews to their teacher
- Teacher will check, keep a report and then give award accordingly.

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

# ASSESSMENTS



The Winchester School follows several 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
<b>Assessment Structure</b>	<p><b>Year 1 and Year 2:</b></p> <ul style="list-style-type: none"> <li>➤ Ongoing formative assessments</li> </ul> <p><b>No summative evaluation for Year 1 and Year 2.</b></p> <p><b>NGRT –Year 2</b></p>	<p><b>Year 1 and Year 2:</b></p> <ul style="list-style-type: none"> <li>➤ Ongoing formative assessments</li> </ul> <p><b>No summative evaluation for any subjects in any year group in term 2.</b></p> <p><b>NGRT –Year 2</b></p>	<p><b>Year 1 and Year 2:</b></p> <ul style="list-style-type: none"> <li>➤ Ongoing formative assessments <b>for all subjects</b></li> <li>➤ <b>End of Year Summative Assessments- English, Maths, Science, Arabic and Islamic Education</b></li> <li>➤ EOY grades will be the consolidation of ongoing formative assessments and summative assessments.</li> </ul> <p><b>NGRT –Year 2</b></p> <p><b>Phonics Screening for Year 1</b></p>
	<p>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.</p>		



# 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.

## **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](mailto:harpreet.k_WIN@gemsedu.com)

### **Deputy Designated Safeguarding Lead:**

**Mr Neijin Pathrose**

Email id: [neijin.p\\_WIN@gemsedu.com](mailto:neijin.p_WIN@gemsedu.com)

### **Deputy Designated Safeguarding Lead:**

**Ms Preeti Manoj**

Email id: [preeti.m\\_win@gemsedu.com](mailto:preeti.m_win@gemsedu.com)

### **Deputy Designated Safeguarding Lead:**

**Ms Jaya Paliwal**

Email id: [jaya.p\\_win@gemsedu.com](mailto:jaya.p_win@gemsedu.com)



# 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



# HOUSE SYSTEM



**WIND**



**FIRE**



**WATER**



**EARTH**

# 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.
- School Choir

## National Level

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

## International Level

- Olympiad
- Hackathon
- WINMUN
- IYLS

# 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.**

# BOOKS, STATIONERY AND DEVICES



## • **BOOKS & NOTEBOOKS**

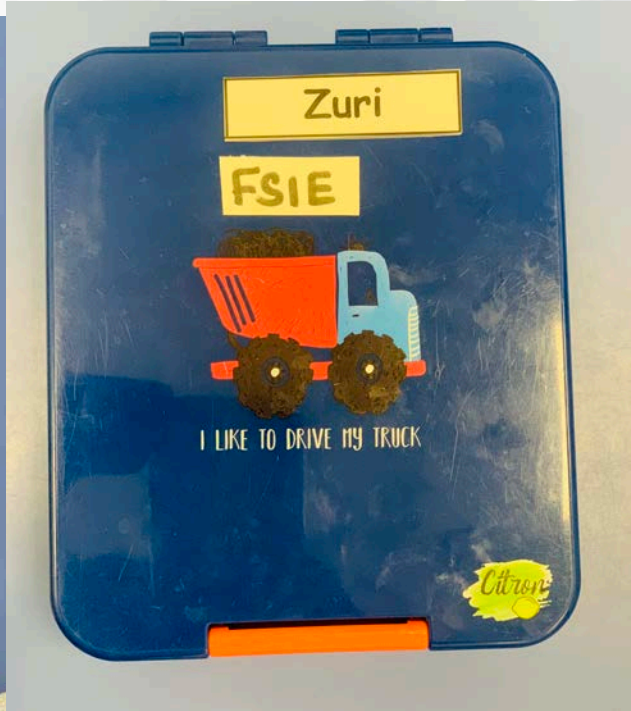
- Students must bring their textbooks and notebooks as per their timetable as directed by the teacher.
- Stationery, water bottles, lunch box, books and bags must be clearly labelled with you child's name, class and section.

## • **DEVICES**

- Year 1 and Year 2 students will be provided with the devices for their ICT and other lessons. We request parents not to send any devices with their child/ren.



# LABEL BAGS, LUNCH BOX, STATIONERY BOX & WATER BOTTLE



# 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!





# COMMUNICATION



- 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.





## Whom to Contact

<b>Pastoral Issues</b>	<b>Subject Issues</b>	<b>Specific Issues</b>
Form Tutor	Subject Teacher	Head of Key Stage
Head of Year	Head of Department	Student Counsellor
Head of Key Stage	Deputy Head of Primary	Head of Well Being
Deputy Head of Primary/Head of Primary	Head of Primary	Head of Primary

# 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, therefore 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

# UNIFORM FOR GIRLS



# UNIFORM FOR BOYS



# P.E. UNIFORM



# 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 walking or running black shoes suitable for PE are permitted. Neon/flashy shades or spikes or studs are not permitted.







# STUDENT INDIVIDUAL 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**


Name: \_\_\_\_\_  
 Class and Section: \_\_\_\_\_  
 Age as on 31st August 2021: \_\_\_\_\_  
 Medical conditions/allergies/dietary restrictions: \_\_\_\_\_  
 My siblings (Name, Age, School and Class): \_\_\_\_\_


My Photograph


I like to learn about:


  
Maths


  
Information Technology

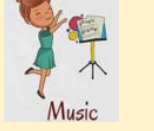
  
Physical education

  
English

  
Humanities

  
Science

  
Arabic  
عربي

  
Music

**My Academic Record**


Subjects and Grades	English	Maths	Science	Arabic	Humanities
EOY Grades 2020-21					


Things I enjoy most in my lessons or like about my learning: \_\_\_\_\_

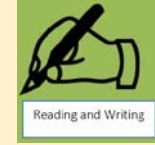
Things I like the least in lessons/about my learning: \_\_\_\_\_

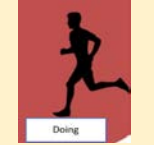
Strategies that I use or will use to I engage better and maximise my participation in my lessons: \_\_\_\_\_

I learn best by:

  
Seeing

  
Listening

  
Reading and Writing

  
Doing



# 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
- ✓ 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

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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.	Termly 1 per year group	Principal
8	Principal's Letter of Commendation	Given for consistent improvement in academics and dedicated efforts	Monthly 3 per class	Principal
7	Certificate of Appreciation Note in the planner for parents	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 Point Award	A platinum certificate is awarded for 100 house points - signed by the Head of School	As achieved	DHOS/HOS
5	Gold House Point Award	A gold certificate is awarded for 75 house points – signed by Head of Key Stage	As achieved	HOKS
4	Silver House Point Award	A silver certificate is awarded for 50 house points-signed by Head of Year	As achieved	Head of Year
3	Bronze House Point Award	A bronze certificate is awarded for 25 house points – signed by Form Tutor	As achieved	Form tutor
2	House Points Noted in students' planner	Awarded for: <ul style="list-style-type: none"> <li>Positive learning, engaging effectively in lessons and producing exemplar quality of work</li> <li>Prompt and high quality home learning submission</li> <li>Positive behaviour in and outside classes and during trips/events</li> <li>Self-responsibility and positive attitude in lessons and at all times in an out of school</li> <li>Cooperative, supporting peers needing help and respectful towards all</li> <li>Outstanding attendance punctuality and uniform</li> </ul>	As per need  Maximum 5 house points at a time	Subject Teachers  and  Form tutors
1	Verbal Praise And Encouragement Parent informed Phone call/note in planner/email	*Appreciated for <ul style="list-style-type: none"> <li>Good quality and timely submission of work</li> <li>Meeting targets in all areas</li> <li>Responsible behaviour and positive attitude even when no adult is watching</li> <li>Positive and effective collaboration with others</li> <li>Displaying creativity - innovation</li> <li>Good punctuality, attendance and uniform</li> </ul>	Be generous and fair in use of praise words and notes in planner	Subject Teachers  and  Form tutors

# STEPPED RESPONSE TO BEHAVIOUR- Sanction System



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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"> <li>• Purposeless talking in class</li> <li>• Not equipped for lesson, poor learning and attitude in lessons</li> <li>• Not following school's policies and expectations, being disrespectful towards peers or adults</li> <li>• Improper uniform, unacceptable hairstyles or makeup</li> <li>• Chewing gum</li> <li>• Lack of learning in class or home learning</li> </ul>	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"> <li>• Repeated level 1 behaviour</li> <li>• Preventing others from learning-disrupting lesson</li> <li>• Not focused and completing tasks</li> <li>• Late for lesson</li> <li>• Leaving class without permission</li> <li>• Not returning to lesson after leaving with exit pass</li> <li>• Challenging teacher's authority</li> </ul>	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"> <li>• Repeated level 1 or level 2 behaviour</li> <li>• Concerns are being raised in more than one subject areas</li> <li>• Continuously not staying on tasks, engaging or completing tasks, submitting/not submitting class/home-learning despite reminders</li> <li>• Verbal bullying (Hurting others by deliberate ignoring/snide remarks/teasing)</li> <li>• Showing aggressive body language and disrespectful behaviour</li> </ul>	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"> <li>• Repeated level 3 behaviour</li> <li>• Truancing from lesson, using inappropriate or foul language, bullying</li> <li>• Using mobile phones/IPODS/other devices without the knowledge of the teacher or not for learning</li> <li>• Use/Carry/Posses inappropriate/illegal substances/objects</li> <li>• Inappropriate display of affection</li> <li>• Compromising the health and safety of self or others</li> <li>• Misbehaviour in the bus- health and safety risk to others</li> </ul>	<u>1 Full day</u> 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"> <li>• Repeatedly disrupting teaching and learning in the school</li> <li>• Committed plagiarism during submission of work and/or cheating during any assessments</li> <li>• Making poor behaviour choices impacting seriously on wellbeing of self and others</li> <li>• Committed an offence deemed serious enough to warrant such a direct sanction like:             <ol style="list-style-type: none"> <li>1. Damaging school property</li> <li>2. Physical fight or bullying</li> <li>3. Misuse of devices, posting hurtful and derogatory material about others and self</li> <li>4. Taking inappropriate photos/videos of self or others and posting on internet</li> <li>5. Misusing social media or cyber bullying</li> </ol> </li> <li>• Misbehaviour in the bus- serious health and safety risk to others</li> </ul>	<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"> <li>• Repeated level 4 or 5 behaviour again and failed to meet the requirement</li> <li>• Poor behaviour choices compromising health and safety of self and others</li> </ul>	<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:

[Parent Manual to access Phoenix Classroom Step by Step Guide](#)

[Student Manual to access Phoenix Classroom Step by Step Guide](#)





# POLICIES

## Declaration Form

https://forms.office.com/Pages/ResponsePage.aspx?id=3Kez0n7Vf0GQrRSbhy6aoXgAMnwRBxFH3S...

### 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 \*

Enter your answer

2. Year group \*

Select your answer

3. Section \*

Select your answer

[Declaration Form](#)

## Medical and Allergy Form

https://forms.office.com/Pages/ResponsePage.aspx?id=3Kez0n7Vf0GQrRSbhy6aoXgAMnwRBxFH3S...

### Medical and Allergy Action Plan

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

\* Required

1. Name of the Student \*

Enter your answer

2. Year Group \*

Select your answer

3. Section \*

Select your answer

[Medical and Allergy form](#)

## Parent Representative Form

**Parent Representative (Letter)**

Dear Parents/Parent Reps,

Following our tremendously successful Parental Engagement at The Winchester School we actively seek parent reps who can be Parental Engagement Class Champions to further our development and network with other parents in the class. **No class should miss out!**

If you are:

- actively engaged in your children's learning
- would like to share your ideas with other parents
- have the time to make a small but significant difference
- do not mind your e-mail id being given to the other parents in your child's class

Please fill in your details in the slip below and return it to your child's Class Teacher (Primary) / Form Tutor (Secondary)

We will soon inform you about the first meeting of the Parent Representative Group for Academic Year **2023-24**.

Yours sincerely,

Meenakshi Dahiya  
Principal

Harpreet Kaur  
Vice principal

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**Please complete and return this slip to your child's Class Teacher/Form Tutor if you would like to join the Parent Representative Group or be a Parent Engagement Class Champion.**

Student Names: \_\_\_\_\_ Class: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Signature: \_\_\_\_\_

Telephone number: \_\_\_\_\_

E-mail: \_\_\_\_\_

[Parent Representative.docx](#)

**It is mandatory for all students and parents to read the policies and agreements and fill the forms by the 1<sup>st</sup> September.**









**Thank you for attending the Orientation  
SCAN THE QR CODE  
TO SHARE YOUR VALUABLE FEEDBACK**

**KS1 Parent Orientation  
Feedback\_2023-24**

