



# Welcome to the Key Stage 2 Parent Aim High Orientation

## Wednesday, 6<sup>th</sup> September 2023



# OBJECTIVES



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



# SENIOR LEADERSHIP TEAM



**Meenakshi Dahiya**

Principal & CEO



**Harpreet Kaur**

Vice Principal



**Gaber Sayah**

Head of Arabic & Islamic Education



**Jaya Paliwal**

Head of Primary



**Preeti Manoj**

Head of Secondary



**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**

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**Educational Technology  
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**Ms. Sujaya Sen**

**Head of Examination**

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**Ms Shalini Rajan**

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





# 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





# Meet our Key Stage 2 Team

## Lower Key Stage 2 Team Year 3 and 4



**Ms. Manasee Agarwal**  
Head of Key Stage 2 (Year 3 & Year 4)



**Ms. Nikita Sarin**  
Head of Year 3



**Ms. Lena Ignatius**  
Asst. Head of Year 3



**Ms. Angeleena Lepcha**  
Asst. Head of Year 4

## Upper Key Stage 2 Team



**Indu Chandak**  
Head of Key Stage 2  
(Year 5&6)



**Ekta Sahni**  
Head of Year – 5



**Manjusha Mohan**  
Head of Year – 6



**Shifa Shingre**  
Assistant Head of Year – 5



**Vanajakshi Mantri**  
Assistant Head of Year – 6



EDUCATION



# FORM TUTORS -YEAR 3 & 4

Class & Sec	Form Tutor
3A	Manju Varghese
3B	Shaziya Sarfaraz Shaikh
3C	Nikita Sarin
3D	Arya Venugopal
3E	Garima Sood
3F	Shabnam Danish Ali
3G	Sajida Hussain
3H	Parvatha Vardhani Venkataraman
3I	Lena Jacinta Ignatius
3J	Deepa Susan Viji

Class & Sec	Form Tutor
4A	Divya Anilkrishnan
4B	Tahurat Shaikh
4C	Dhanya Krishnan
4D	Monica Fiaz
4E	Huda Khalid Ansari
4F	Sanjana Lawrence
4G	Angeleena Lepcha
4H	Arti Singh
4I	Saher Mohammad Suhail Shaikh
4J	Humera Javid



EDUCATION



# FORM TUTORS -YEAR 5 & 6

Class & Sec	Form Tutor
5A	Nisreen Pardiwala
5B	Gothai Das
5C	Shifaa Zahid
5D	Bhawna Mathur
5E	Ekta Sahni
5F	Kiruthika M
5G	Imama Rizvi
5H	Stemi Mirriya Sajan
5I	Jyoti Jeevan
5J	Samina Lanker

Class & Sec	Form Tutor
6A	Deepa Manocha
6B	Sayali Mhatre
6C	Pankhuri Sharma
6D	Divya Sharma
6E	Manjusha Mohan
6F	Tanvi Kakkar
6G	Neha Sharma
6H	Sangeeta Peter Jacob
6I	Sara Arif
6J	Vanajakshi Mantri



# KEY STAGE-2 PROGRAMME

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



# SUBJECTS TAUGHT IN KEY STAGE-2

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

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

[National Curriculum Framework](#)



# Areas of Focus in Core Subjects

## ENGLISH

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

## MATHEMATICS

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

## SCIENCE

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

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



# CURRICULUM OVERVIEW (Cont.)

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



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

# OUR TEACHING STRATEGIES IN KS2



## Investigation-based learning



## Critical-thinking and problem solving



## Concept Application to abstract and real situations

### DESIGN THINKING PROCESS

UNDERSTAND



CREATE



DELIVER



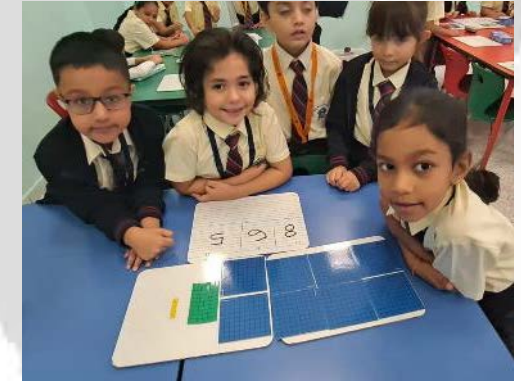
Research



STREAM



## Collaboration and discussion

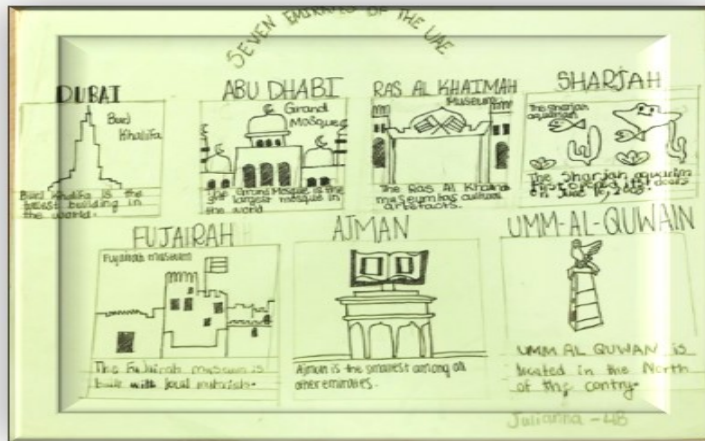


## Project-based learning





# STREAM INTEGRATED LESSONS



# 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



# PERSONALISATION-HOW TEACHERS USE DATA

## Assessment and Data Collection

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

## Identifying learning targets

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

## Differentiated Instruction

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

## Individualized support

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

## Tracking Progress

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

## Parent –teacher communication

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



# HOW PARENTS CAN SUPPORT



**Understanding your  
child's strength and  
weakness**

**Regular review of  
your child's  
portfolio and  
profile**

**Set realistic  
goals**

**Create a  
learning  
environment  
at home**

**Regular  
communication  
with teachers**

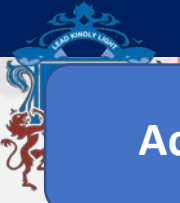
**Set a Routine and  
Manage Screen Time**

**Celebrate  
Achievements**

**Seek additional  
support if needed**

**Promote a growth  
mindset**

# LEARNING BEHAVIOURS FOR SUCCESS



## Active Engagement

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

## Time Management

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

## Active Reading

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

## Self-Motivation

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

## Balancing Screen Time

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

## Collaboration

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

## Healthy Lifestyle

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

## Self Reflection

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

## Resilience

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



- Every child matters, Every voice matters!
- Addressing students' needs through effective differentiation and personalization

# ELL-English Language Learners



- Under the umbrella of inclusion, 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 2



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.
- **NGRT - New Group Reading Test** - It's an adaptive, responding to a pupil's ability as they complete the test so more able readers are challenged and weaker ones remain engaged

# 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 share the reviews in the form of a hard copy with their respective form tutors and the teachers will maintain the record.

➤ Teacher will check and then give award.

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



We conduct the following assessments:

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

# KEY HIGHLIGHTS OF ASSESSMENT POLICY



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



# TYPES OF ASSESSMENT

## Formative Assessment

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

## Summative Assessment

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

# FORMATIVE ASSESSMENT-CONTINUOUS ASSESSMENT IN LESSONS





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



# NATIONAL AGENDA PARAMETER

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



# TIMSS- TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

- TIMSS is an international assessment that has been conducted in over 50 countries every four years since 1995, under the auspices of the International Association for the Evaluation of Educational Achievement (IEA).
- Dubai participated, as part of the UAE, for the first time in 2007. TIMSS measures the achievement of students in **Year 5 and 9** in Mathematics and Science.
- Through this, TIMSS collects extensive, comparative background data about the standards of learning and teaching in these subjects, across primary and lower secondary school, in each of the participating countries.



# CAT4 – COGNITIVE ABILITY TEST



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

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

# International Benchmark Assessment



• **International Benchmark Assessment:** We conduct the following International Benchmark assessments as part of National Agenda Parameter as well as directive from GEMS:

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



# ASSESSMENT REPORTING AND RECORDING

	Term 1	Term 2	Term 3
<b>Assessment Structure</b>	<p><b>Year 3-6:</b></p> <ul style="list-style-type: none"> <li>➤ Ongoing formative assessments</li> <li>➤ Consolidation of ongoing formative assessment will be recorded on Phoenix</li> </ul> <p><b>Summative assessment</b> (English, Maths, Science, Arabic and Islamic Education) <b>will be conducted for Year 3 - 6.</b></p> <p><b>NGRT</b> <b>CAT 4</b> <b>PASS Test</b></p>	<p><b>Year 3-6:</b></p> <ul style="list-style-type: none"> <li>➤ Ongoing formative assessments</li> <li>➤ Consolidation of ongoing formative assessments will be recorded on Phoenix</li> </ul> <p><b>No summative evaluation for any subjects in any year group in term 2.</b></p> <p><b>NGRT</b></p>	<p><b>Year 3-6:</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>➤ Term 3 grades will be the consolidation of ongoing formative assessments and end of year summative assessment</li> </ul> <p>➤ <b>NGRT</b></p> <p>➤ <b>Progress Test</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>		

# STUDENT GOVERNMENT BODY- Year 4-6



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HEAD BOY & HEAD GIRL

DEPUTY HEAD BOY & DEPUTY HEAD GIRL

STUDENT VOICE GROUP

STUDENT LEADER PROFILES

Head of Wellbeing  
Head of Pastoral  
Head of Community  
Head of Health & Safety  
Head of Cultural Awareness  
Head of Curriculum Enrichment  
Head of Innovation  
Head of Enterprise & Entrepreneurship  
Head of Student Empowerment  
Head of Environment  
Head of UAE Culture & Values

Student Coordinators

Student Representatives

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FEMALE

# HOUSE SYSTEM

There are four houses, namely: WATER, FIRE WIND and EARTH.  
Each house is led by a House Captain and a Vice House Captain.



## Colour Code for different houses

WATER

FIRE

WIND

EARTH



## HEALTH

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

# WELLBEING



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:

- Mandatory Wellbeing modules
- 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





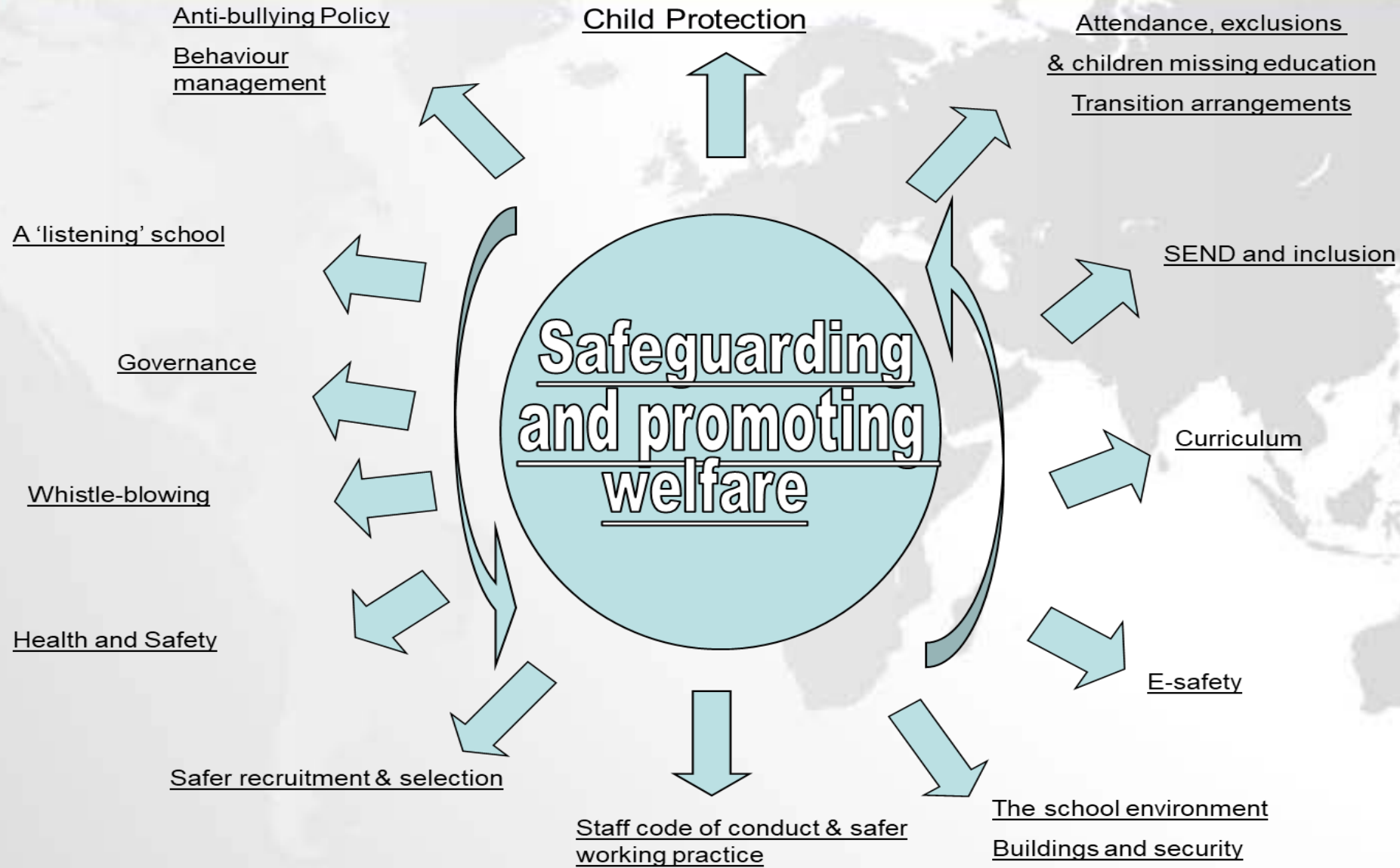
# WELL- BEING

The Wadeema's Law on Child rights: UAE Federal Law No 3 of 2016 and the Schools Child Safeguarding policies, child's wellbeing and basic rights should be kept foremost in all endeavors by parents and school.

- It is the combined duty of the parents and the school to ensure that students are healthy and safe and are able to access education continuously and consistently.
- Students must attend school regularly and parents must engage effectively in their learning and keep themselves updated about the expectations and policies.
- In case there is a valid reason for absence, parents must communicate the same immediately to the Form Tutor and Head of Key Stage.



# SAFEGUARDING AND CHILD PROTECTION



# SAFEGUARDING AND CHILD PROTECTION



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

Safeguarding means:

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

**Child protection** is part of the safeguarding process.

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





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



# In Summary

Support Positive Behaviour and Safe environment through:

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

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

**Protect, Prevent, Provide= Safeguarding**



Designated Safeguarding Lead  
**Ms. Harpreet Kaur, Vice Principal**

Deputy Designated Safeguarding Lead  
**Mr. Neijin Pathrose, Head Health and Safety**  
**Ms. Jaya Paliwal, Head of Primary**  
**Ms. Preeti Manoj, Head of Secondary**



# ENRICHMENT OPPORTUNITIES



## Class Level

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

## School Level

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

## National Level

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

## International Level

- Olympiad
- Hackathon
- WINMUN
- IYLS



# SCHOOL TIMINGS

## Monday to Thursday Start and End of day Schedules:

	New Timings
FS1 and FS2	7:40am – 12:00pm
Year 1 to Year 13	7:40am - 2:00pm

## Friday Start and End of day Schedules:

	New Timings
FS1 and Year 13	7:40am - 11:20am

# PRIMARY LESSON TIMINGS -YEAR 3 TO 6



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

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

# MORNING DROP OFF & END OF DAY PICK UP TIMINGS



## **Morning Drop Off-OT Students:**

### **Monday to Friday**

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

## **End of Day Pick Up-OT Students**

### **Monday to Thursday:**

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

### **Friday:**

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

# ENTRY GUIDELINES –OWN TRANSPORT STUDENTS



- **OT Drop offs:** The main gate – **Gate 3** will open for all students and parents at **7:05 am**.
- **Car Drop offs:** **Gate 3** will be open for cars to drop off students at **7: 10 am**.
- **The gate will close at 7:35 am**
- **Students of FS1, FS2 and Y1** can be dropped off to their classroom, a max of 10 minutes for entry and exit for all parents.
- Students from **Year 2 and above** will be escorted to their respective classes by their **Secondary student buddies from day 1**.
- We will continue to follow the safety guidelines- Only one member per family to drop or pick the child.



# EXIT PROCEDURES









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



# OT PASS

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




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




  	
<b>Sibling Details</b>	
Name:	
Class:	Section:
Name:	
Class:	Section:
Name:	
Class:	Section:
Name:	
Class:	Section:
Name:	
Class:	Section:

# OT PASS



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

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

  The Winchester School Jebel Ali Gardens, Dubai	
<b>Sibling Details</b>	
Name:	
Class:	Section:
Name:	
Class:	Section:
Name:	
Class:	Section:
Name:	
Class:	Section:



# EXIT PROCEDURES (CONT.)

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

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



# EXIT PROCEDURES ( CONT.)

## NOTE:

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



# BOOKS, STATIONERY AND DEVICES

## BOOKS & NOTEBOOKS

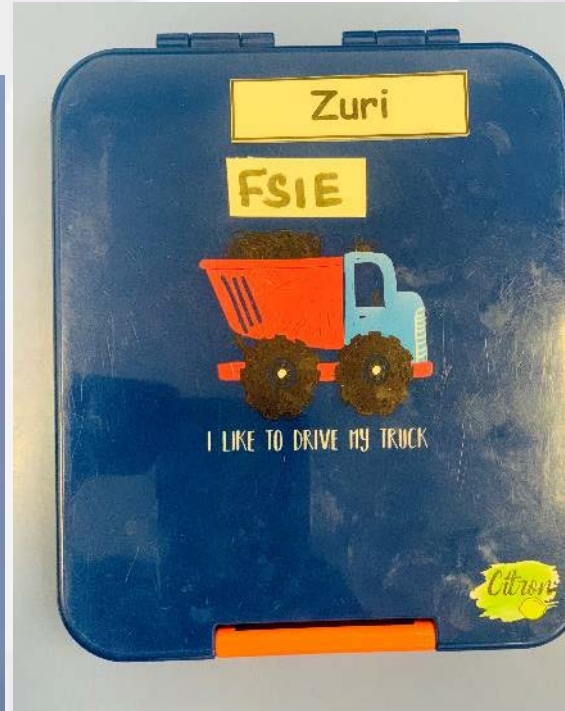
- Students must bring their textbooks and notebooks as per their timetable as directed by the teacher.
- Stationery, water bottles, lunch box, books and bags must be clearly labelled with you child's name, class and section.

## DEVICES

- Students are required to bring devices (tablet/iPad/laptop) to school on these designated days.
- Device Days – Year 3-6
- Tuesdays and Wednesdays



# 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!





# LOCKERS/HOOKS

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

Year 1 to 3 will use hooks.

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

- ☐ Students can access their bags in the locker/on the hooks **ONLY thrice** in a day
  - ✓ **Before registration time** to collect books and stationery for the first three lessons
  - ✓ **During break time** to collect the required materials for last two lessons
  - ✓ **And at home time** to collect the required materials for home learning and revisiting topics.



# HEALTH AND SAFETY GUIDELINES

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



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



# COMMUNICATION

## 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



# UNIFORM FOR GIRLS



EDUCATION



# UNIFORM FOR BOYS





# P.E. UNIFORM





## 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.



# ATTENDANCE AND PUNCTUALITY



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

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



# CANTEEN

- There are two mobile canteens in Primary (one on the first floor and other on the second floor in both schools-primary) in addition to the main canteen on the ground floor and students can buy food or water if needed.
- Buying of food and water is allowed only during break time.

# CELEBRATIONS



We have a very strong REWARD system-

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





# 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 of the Student:  
Class and Section:  
Age as on 31st August 2022:  
Medical conditions/allergies/dietary restrictions:  
My siblings (Name, Age, School and Class & Section):

My Photographs

My Strengths (Any three):  
1.  
2.  
3.  
My areas of further development (Any three):  
1.  
2.  
3.

My Academic Record

Subjects and Grades	English	Maths	Science	Arabic	Humanities
EOY Grades 2021-22					
Term 1 (2022-23)					
Term 2 (2022-23)					
Term 3 (2022-23)					

I learn best by:

CAT 4	Verbal Score	Quantitative Score	Spatial Score	Non-Verbal Score
Progress Test	PTE:	PTM:	PTS:	

My participation in the extracurricular/enrichment activities:

- WINMUN: Yes/No
- Technobizad: Yes/No
- Leading/participating in Clubs: Yes/No
- Debates: Yes/No
- Poem Recitation: Yes/No
- Story Writing: Yes/No
- Diplomathon: Yes/No
- Learning Market: Yes/No
- Subject Weeks: Yes/No
- Any Other activity/event/competition: Yes/No, if yes, mention name of the event.

# STEPPED RESPONSE TO BEHAVIOUR- Reward System

## REWARDS LADDER

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- Reward System

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 behavior in and outside classes and during trips/events</li><li>• Self-responsibility and positive attitude in lessons and at all times in and 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 behavior and positive attitude even when no adult <u>is</u> 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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LE	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>	1 Full day suspension in HOKS office/ community service followed by two weeks on orange report Bus exclusion for a week	Head of Key Stage



# STEPPED RESPONSE TO BEHAVIOUR- Sanction System

5	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)	<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>Damaging school property</li> <li>Physical fight or bullying</li> <li>Misuse of devices, posting hurtful and derogatory material about others and self</li> <li>Taking inappropriate photos/videos of self or others and posting on internet</li> <li>Misusing social media or cyber bullying</li> </ol> </li> <li>Misbehaviour in the bus- serious health and safety risk to others</li> </ul>	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  Permanent suspension from bus	Principal And SLT
6	3 days suspension for self-reflection followed by meeting SLT meeting with parents and behavior contract signed. May also	<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>	Suspension for three days and behavior contract signed signed by student and parents.	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](#)

# Apply for Leave Request Online



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

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

# Apply for Leave Request Online



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

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

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

A screenshot of a web form titled 'Leave request- Dia Mehta'. The form has a close button (X) in the top right corner. It contains the following fields: 'From\*' and 'To\*' date pickers, a 'Remark\*' text area, a 'Leave Reason\*' dropdown menu with 'Select' as the current option, and a large dashed box for attachments with the text 'Drag and drop any supporting doc (Max 1 File)'. Below the attachment box is a purple 'BROWSE' button. At the bottom right are 'Cancel' and 'Save' buttons.

# Apply for Leave Request Online



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

Note:

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

A screenshot of a web form titled "Leave request- Dia Mehta". The form contains several fields: "From\*" and "To\*" with calendar icons, a "Remark\*" text area, a "Leave Reason\*" dropdown menu with "Select" as the current option, and a large dashed box for "Drag and drop any supporting doc (Max 1 File)". At the bottom, there is a "BROWSE" button, and at the very bottom right, "Cancel" and "Save" buttons.



# POLICIES

## Declaration Form

https://forms.office.com/Pages/ResponsePage.aspx?id=3Kez0n7Vf0GQrRSbhy6aoXgAMnwRBxFlH3S...

### 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=3Kez0n7Vf0GQrRSbhy6aoXgAMnwRBxFlH3S...

### 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.**



# SUMMARY OF TERM DATES-2023-2024



## Term 1 (August – December 2023)

New Student Induction	Monday, 28 August (All new students)
Start of term for All Students	Tuesday, 29 August
Half Term	Thursday, 19 October until Wednesday, 25 October (students)
National Commemoration Day & UAE National Day Holiday	Friday, 1 December to Sunday, 3 December (inclusive)
Last day of term for Students	Friday, 8 December
Winter break	Monday, 11 December to Friday, 29 December

## Term 2 (January – March 2024)

Start of Term	Tuesday, 2 January
Half Term	Friday, 16 February until Monday, 19 February (students & staff)
Last day of term for students	Friday, 22 March
Spring break	Monday, 25 March to Friday, 5 April

## Term 3 (April – July 2024)

Start of term	Monday, 8 April
*Last day of term for students & Staff	Wednesday, 3 July

**\*All Islamic holidays are subject to confirmation from the Ministry of Education**



# Parent Reps and Parent Volunteers

We welcome Parent reps and Parent Volunteers for this academic year. They have a very important role in supporting:

- School Development
- Reading
- Mathematics
- School events
- Parental engagement activities

## The Role of the Parent Representative

**The Parent Representatives play a key role in strengthening the connectivity between the school, the parents and the children.**

**They are the parent face and voice in school activities and events, in support of the children, the institution and the parent body.**





# FEEDBACK

<https://forms.office.com/r/Y7J8mgTDNW>

**Do share your valuable feedback using the given QR code. You may also use the iPads for this.**

**KS2 Parent Aim High Orientation  
Feedback 2023-24**

