



المدرسة وينشستر
The Winchester School
Jebel Ali

Welcome to the Key Stage 1 Parent Aim High Orientation

Monday, 5th September 2022



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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



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



Deepika Dayal
Teaching & Learning Coach
Primary





EXTENDED LEADERSHIP TEAM



Mr Mohamed Nisar
**Lead Practitioner and
Academic Advisor**
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Ms Shirin farzana
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Ms Shalini Rajan
**Future Skills and
Experiential Learning
Advisor for Whole School**



Ms Desiree Scott
**Head of Foundation
Stage**
[DESIREE.S WIN@gemsedu.com](mailto:DESIREE.S_WIN@gemsedu.com)





PRIMARY HEAD OF DEPARTMENTS



Ms. Ruchi Thapar
Head of English



Ms. Mai Elswaf
English Coordinator –
Key Stage 1 (Year 1-2) & ELL Coordinator



Ms. Prerita Sahai
English Coordinator –
Key Stage 2 (Year 3-6)



Ms. Mandeep Kaur
Head of Science



Ms. Mona Mishra
Head of Mathematics



Ms. Michelle Rozario
Head of Humanities



Mr. Saber Bilal
Head of Arabic - A



Mr. Shady Hassan
Head of Arabic - B



Mr. Neijin Pathrose
Head of Physical Education





KEY STAGE 1 TEAM (YEAR 1 & 2)



Ms. Rekha Varghese
Head of Key Stage (Year 1&2)



Ms. Nupur Joshi
Head of Year 1



Ms. Vibha Kapoor
Assistant Head of Year 1



Ms. Nadia Rafique
Head of Year 2



Ms. Jean Koshy
Assistant Head of Year 2



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



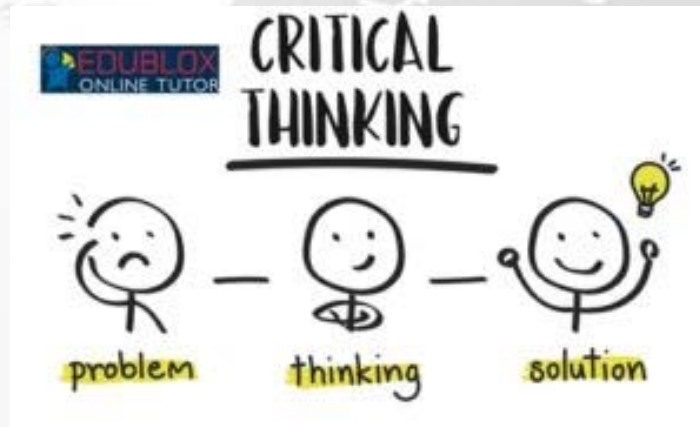
Hands-on learning



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 continue to expand on their knowledge of phonics.
- Phonics lessons are fun which involve games and tasks.
- They will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing.
- They are encouraged to ‘have a go’ at spelling when writing independently, by phonetically sounding out words.
- As the weeks go by, they will learn the correct sounds to replace those guesses.
- At the end of Year 1 students have their phonics skills checked.
- This involves reading 40 words to their teacher. Half the words are real and half are made up. The test allows teachers to see how well children can read and how they pronounce different combinations of letters.

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 Maths & 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.

CROSS-CURRICULAR APPROACH

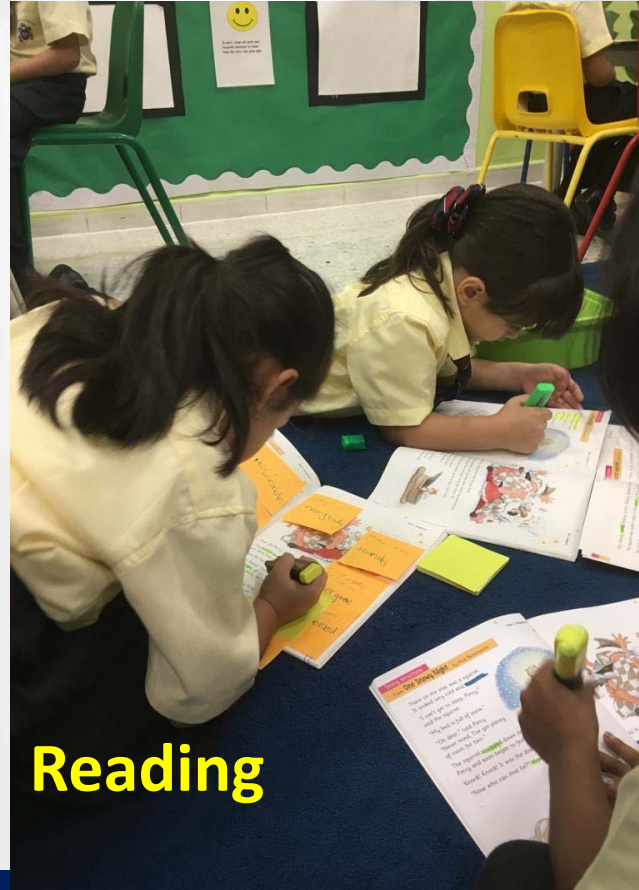


- Some of activities relate to Humanities, PE, ICT and Art & Design and :
 - experiments (Science) product design (Design Technology)
 - learning the history of things (history) and about the local area we live in (geography)
 - dancing, playing games and using PE equipment's (PE)
 - painting, drawing 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



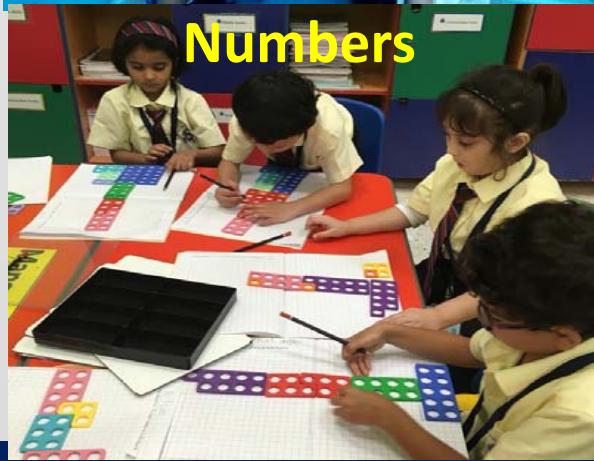
Drama and Expression



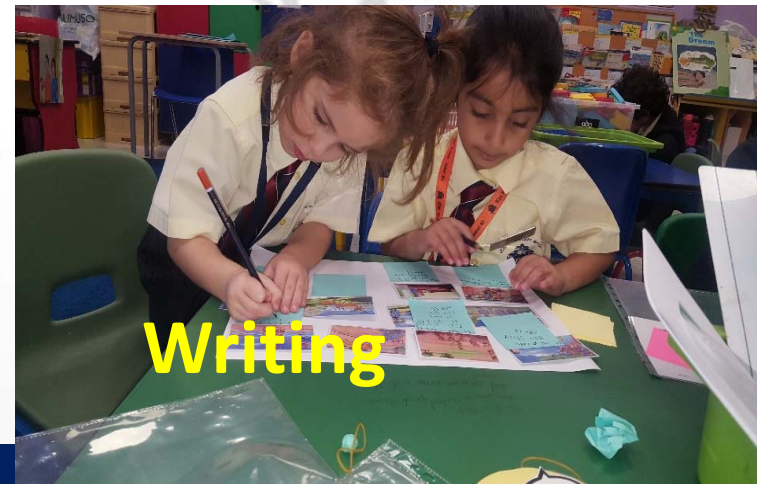
Reading



Language Development



Numbers



Writing

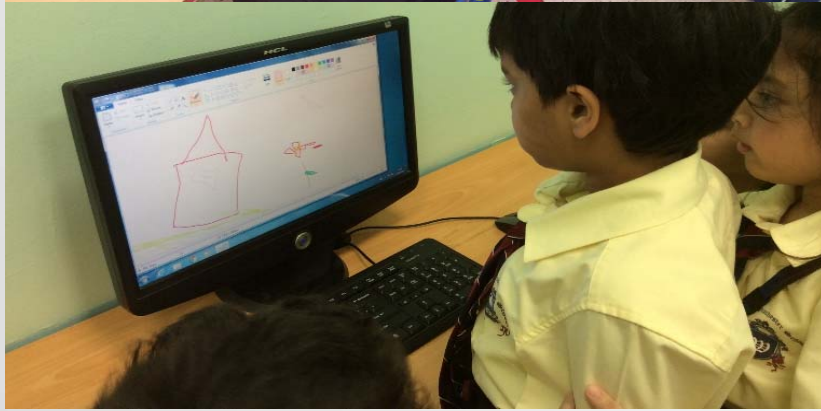
LEARNING STRATEGIES IN THE CLASSROOM AND BEYOND



LEARNING SPACES IN THE CLASSROOM AND BEYOND



Digital



LEARNING SPACES IN THE CLASSROOM AND BEYOND



Little explorers



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EDUCATION

LEARNING SPACES IN THE CLASSROOM AND BEYOND



Maths and Movement



INCLUSIVE EDUCATION



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

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-

- **Headline News-** 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.
- **Oxford Owl –Reading Level Assessment-** The main idea behind this assessment is to identify the reading level of the students to further support them with the books which are age appropriate.
- **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.
- **Monthly Reading Challenge, Winter Reading Challenge, Reading Clubs, Reading Competitions,**

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 Year 1 to 9 for Arabic , French 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 upload the book review in the assignment feature of Phoenix.
- Teacher will check and then give award.

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

ASSESSMENT REPORTING AND RECORDING

| | Term 1 | Term 2 | Term 3 |
|-----------------------------|--|--|--|
| Assessment Structure | <p>Year 1 and Year 2:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ Consolidation of ongoing formative assessment will be recorded on Phoenix <p>No summative evaluation for Year 1 and Year 2.</p> | <p>Year 1 and Year 2:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ Consolidation of ongoing formative assessments will be recorded on Phoenix <p>No summative evaluation for any subjects in any year group in term 2.</p> | <p>Year 1 and Year 2:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments for all subjects ➤ End of Year Summative Assessments- English, Maths, Science, Arabic and Islamic Education ➤ Term 3 grades will be the consolidation of ongoing formative assessments and end of year summative assessment ➤ Overall End of Year Grades= 30% T1+30% T2+ 40% T3. Overall End of Year Grade will be recoded on Phoenix. <p>Phonics Screening for Year 1</p> |
| Recording | Recording will be done once at the end of term 1 in December on Phoenix. | Recording will be done once at the end of term 2 in March on Phoenix. | Recording will be done once at the end of year in June on Phoenix. |
| Reporting | Reported at the end of term 1. | Reported at the end of term 2. | Reported at the end of term 3. |
| | 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. | | |

HOUSE SYSTEM



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:

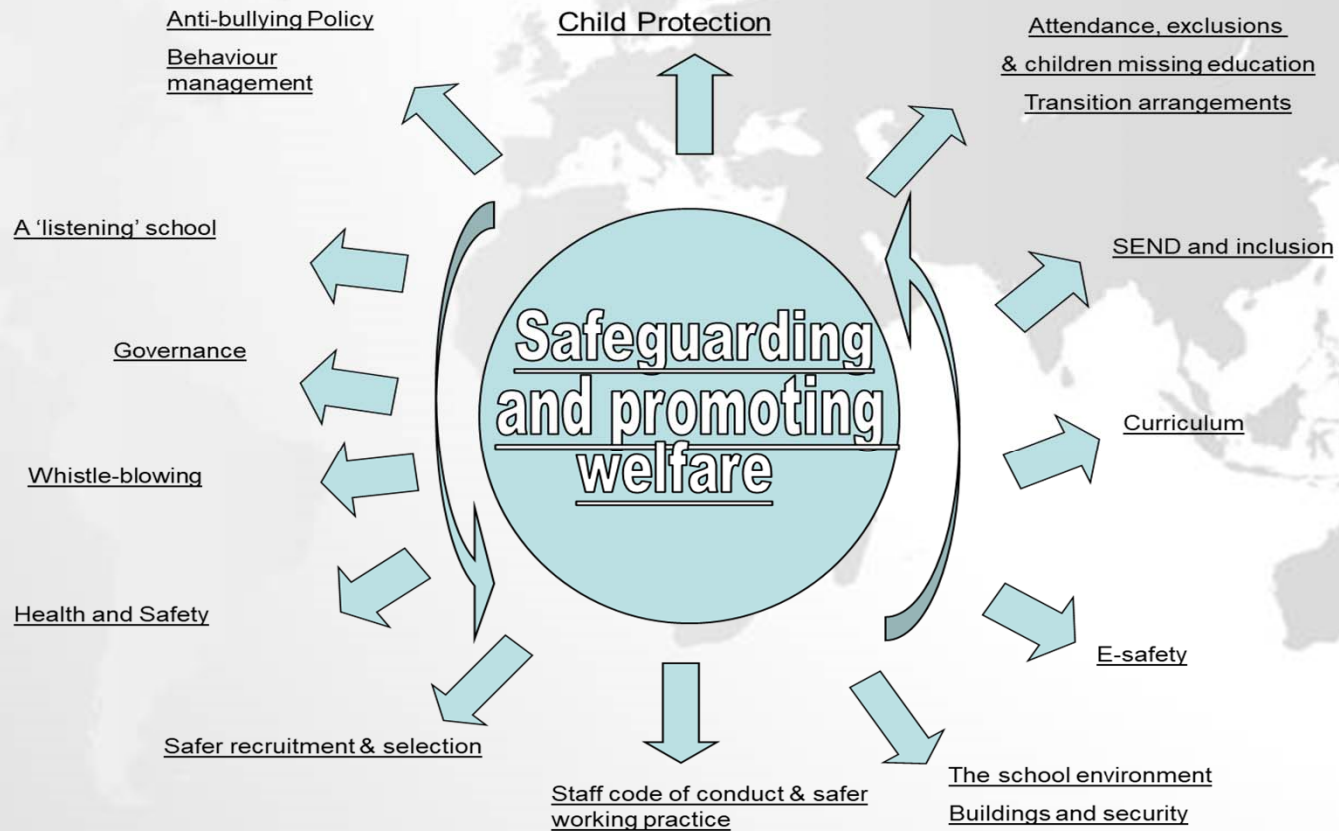
- Positive learning environment and time to reconnect with peers and teachers
- One to one or family counselling sessions & intervention and support
- Growth mindset culture and positive leadership opportunities for students.
- Student-led wellbeing initiatives that focus on physical, social, emotional and academic wellbeing.
- Regular assemblies on healthy lifestyle by school doctor
- Unity and team spirit

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





Designated Safeguarding Lead
Ms. Harpreet Kaur, Vice Principal

Deputy Designated Safeguarding Lead
Mr. Neijin Pathrose, Head Health and Safety



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 | 7:40 a.m. - 12:00 p.m. |
| Year 1 to Year 13 | 7:40 a.m. - 2:10 p.m. |

Friday Start and End of day Schedules:

| | New Timings |
|-----------------|-------------------------|
| FS1 and Year 13 | 7:40 a.m.. - 11:30 a.m. |

PRIMARY LESSON TIMINGS -YEAR 1 AND 2



| 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 |
| Snack Time | 2:00 to 2:10 pm |
| Bused 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:

- 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. All students above the age of 6 and all parents/adults must wear mask at all times while at school.

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

| | | |
|---|----------|----------------|
|    | | |
| OT PASS | | |
| 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: Father: | | Mother: |
| Parent's Signature: | | |

| | | |
|---|----------|--|
|    | | |
| Sibling Details | | |
| Name: | | |
| Class: | Section: | |
| Name: | | |
| Class: | Section: | |
| Name: | | |
| Class: | Section: | |
| Name: | | |
| Class: | Section: | |

Link for OT Pass
[Own Transport Pass](#)






OT PASS



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

| | | |
|--|----------|-------------|
|    | | |
| OT PASS -CAR PICK UP | | |
| Name: | | |
| Class: | Section: | Form Tutor: |
| Please tick the mode of transport for your child: Mode of Transport: Car Pick up by Parent/Caregiver/Driver/Neighbour/Friend | | |
| Contact Details: | | |
| Father: | Mother: | |
| Parent's Signature: | | |

| | | |
|---|----------|--|
|    | | |
| Sibling Details | | |
| Name: | | |
| Class: | Section: | |
| Name: | | |
| Class: | Section: | |
| Name: | | |
| Class: | Section: | |
| Name: | | |
| Class: | Section: | |

Link for OT Pass
[Own Transport Pass](#)



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.)



Own Transport- Students with siblings- CAR Pick up- Basketball Area dispersal - Drive through Gate 1 and exit from Gate 2

All Own Transport-Car Pick up students with siblings will be picked up from **2:20 pm only** after the buses leave the school premises.

Parents using their own vehicle/car will enter from **Gate No.1** at **2:20 pm** and collect their child from the **outside basketball court** and **exit through Gate no. 2 ONLY.**

Please avoid queuing outside gate no 1 before 2:20 pm to avoid double parking and overcrowding.

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.

TIME TABLE-YEAR 1



Primary Time Table 2022-23

Class Time Table - Year 1 Section J (Form Tutor: Vibha Kapoor)

| DAYS | REGISTRATION TIME | Lesson 1 | Lesson 2 | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Snack Time |
|------------------|---------------------------|-----------------|---|------------------|--|--------------------|---|---|-------------------|
| Time | 7:40 am-8:00 am | 8:00 am-8:55am | 8:55am-9:50 am | 9:50 am-10:20 am | 10:20 am-11:15 am | 11:15am -12:10 pm | 12:10 pm-1:05 pm | 1:05 pm -2:00 pm | 2:00 pm-2:10 pm |
| Monday | Moral Education | Topic time | Arabic for Arabs/ Arabic for Non-Arabs | | Mathematics | Digital Zone | Humanities | Islamic Education for Arabs/ Islamic Education for Non-Arabs /PSHCEE | Snack Time |
| Tuesday | Reading Activities | Topic Time | Mathematics | | Arabic for Arabs/ Arabic for Non-Arabs | UAE Social Studies | Islamic Education for Arabs/ Islamic Education for Non-Arabs /PSHCEE | Little Explorer (Outdoor Area) | Snack Time |
| Wednesday | Moral Education | Mathematics | Little Explorers (In the classroom) | | Arabic for Arabs/ Arabic for Non-Arabs | Physical Education | Topic Time | Big Write | Snack Time |
| Thursday | Quizzes/Puzzles/Riddles | Mathematics | Little Explorers (Outdoor area) | | Arabic for Arabs/ Arabic for Non-Arabs | Topic Time | Maths and Movement | Music | Snack Time |
| DAYS | REGISTRATION TIME | Lesson 1 | Lesson 2 | Break | Lesson 3 | Lesson 4 | | | |
| Time | 7:40 am-8:00 am | 8:00 am-8:45 am | 8:45 am-9:30 am | 9:30 am-9:50 | 9:50 am-10:35 am | 10:35 am-11:20 am | | | |
| Friday | Multiple Choice Questions | Humanities | Leap Mathematics | | Physical Education | Phonics | | | |

*** PSHCEE - Personal, Social, Health, Community, Enterprise/Entrepreneurship Education

TIME TABLE-YEAR 2



Primary Time Table 2022-23

Class Time Table - Year 2 Section J (Form Tutor: Cynthia Sylvia Pinto)

| DAYS | REGISTRATION TIME | Lesson 1 | Lesson 2 | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Snack Time |
|------------------|---------------------------|--|--------------------------------|------------------|--|--|--|--------------------|-------------------|
| Time | 7:40 am-8:00 am | 8:00 am-8:55am | 8:55am-9:50 am | 9:50 am-10:20 am | 10:20 am-11:15 am | 11:15am -12:10 pm | 12:10 pm-1:05 pm | 1:05 pm -2:00 pm | 2:00 pm-2:10 pm |
| Monday | Moral Education | English | Mathematics and Movement | | Arabic for Arabs/ Arabic for Non-Arabs | Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE | UAE Social Studies | Physical Education | Snack Time |
| Tuesday | Reading Activity | Arabic for Arabs/ Arabic for Non-Arabs | Mathematics | | English | Music | Science | Humanities | Snack Time |
| Wednesday | Moral Education | English | Arabic for Arabs and Non-Arabs | | Physical Education | Mathematics | Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE | Science | Snack Time |
| Thursday | Quizzes/Puzzles/Riddles | English | Mathematics | | Science | Arabic for Arabs/ Arabic for Non-Arabs | Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE | English | Snack Time |
| DAYS | REGISTRATION TIME | Lesson 1 | Lesson 2 | Break | Lesson 3 | Lesson 4 | | | |
| Time | 7:40 am-8:00 am | 8:00 am-8:45 am | 8:45 am-9:30 am | 9:30 am-9:50 am | 9:50 am-10:35 am | 10:35 am-11:20 am | | | |
| Friday | Multiple Choice Questions | Information and Communication Technology | Mathematics | | Arabic for Arabs/ Arabic for Non-Arabs | English | | | |

*** PSHCEE - Personal, Social, Health, Community, Enterprise/Entrepreneurship Education

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!



HEALTH AND SAFETY GUIDELINES



- **‘Stay at home if Unwell’** policy to be followed by everyone to maintain health and safety standards
- Mask is compulsory indoors for all above the age of 6.
- Please encourage students to
 - maintain physical distance where possible and wear masks at all times.
 - maintain good hand hygiene by frequently and properly washing hands or using hand sanitizers.
 - Bring their own hand sanitizers.

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.

BOOKS, STATIONERY AND DEVICES

ONLINE BOOK SALE:

- Online Book Sale has already started from 15th August.
- We will share the schedule for collection once we have confirmed information of shipment arrival

BOOKS & NOTEBOOKS

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

DEVICES

- Students may only use devices (laptop/iPad /tablet which does not have any kind of SIM or data package) when in lessons and **if and only if, directed to do so, by the supervising teacher.**
- Students must register their device with the school **WIFI system only** as it has screens in place to ban access to unwanted and unsafe sites. Please do not provide data packages with 3G/4G to your children.

MOBILE PHONES

- Students are not permitted to use mobile phones in school premises (including in lessons, lunchtimes, and break times or after school lessons/ activities whilst still on the premises).
- If they need to bring mobile phones to contact parents after school, then mobile phone must be switched off or silenced at all other times. They can only use them after school outside school premises. If the child needs to contact the parent during school hours, they must use the school phone at the respective key stage offices or at the reception.

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UNIFORM POLICY



NOTE: Students are required to come to school in school uniform. In case, uniform of their size is not available at Threads, the uniform store, they need to wear the shirt/trousers/skirt as applicable, closer to the colour of our school uniform.

Please refer to the uniform policy below.

Uniform for Girls

- **School shirt** 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:** Black school trousers of waist height and ankle length.
- **Skirts:** School Black skirt 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

- **School shirts** need 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/ Black school 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, 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/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.

STUDENT INDIVIDUAL PROFILE



| 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: | | | | | |
| | | | | | |
| 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: | | | | | |
| | | | | | |

| |
|---|
| <p>My participation in the extracurricular/enrichment activities (Last academic year 2020-21): (Please mention by writing Yes/No against each category and, if the response is Yes, also mention the capacity in which you participated. e.g. I chaired/cochaired/participated in debates or discussion /led the debate or any session/presented paper on /won the best delegate awards, certificates or accolades etc. Or I participated in the inter or intra school competition or national or international competition held by..... (Name of the organising authority)</p> <ul style="list-style-type: none"> • WINM: • Technobizad: • Leading/participating in Clubs: • Debates: • Poem Recitation: • Story Writing: • Diplomathon: Yes/No • Learning Market: Yes/No • Any Other activity/event/competition: Yes/No, if yes, mention name of the event. |
| <p>Awards/Prizes/Certificates/Medals I received last year:</p> <div style="text-align: right;"> </div> |
| <p>Books I read last year:</p> <ul style="list-style-type: none"> • English: • Arabic: • Any other language: <p>(Please mention the names of the books and their authors)</p> <p>Books I want to read this year:</p> <ul style="list-style-type: none"> • English: • Arabic: • Any other language: <p>(Please mention the names of the books and their authors)</p> |
| <p>My favourite sport/Sport that I play: (Cricket/Basketball/Baseball/Hockey/Football/Swimming/Running/Cycling/Chess/Any other sport)</p> <p>Musical instrument that I play: (Guitar/Recorder/Piano/Drums/Ukulele/Saxophone/Flute/Trumpet/Cello/Accordion/any other)</p> <p>Things I like to do in your free time</p> <ul style="list-style-type: none"> • Hobbies I engage in • Chores I help my parents/siblings with at home • Community initiatives I engage in • Charity events I participate in /lead: <p>Countries/Cities/Places/Monuments I want to visit:</p> |



| |
|---|
| <p>My dreams or aspirations: How I prepare myself to achieve my dreams/aspirations: How I want my teacher to support me: How I want my parents to support me:</p> |
| <p>My leadership profile (Head Boy or Head Girl/Deputy Head Boy/Head Girls/ Student Representative/Year Coordinator/Head/Sports Captain/ SVG):</p> |
| <p>How I spend time with my siblings: How I spend time with my parents: What I do in my pastime:</p> |
| <p>What I like to do the most this year: What I should do less of this year:</p> <p>My Holistic Target:</p> |



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"> • Positive learning, engaging effectively in lessons and producing exemplar quality of work • Prompt and high quality home learning submission • Positive behaviour in and outside classes and during trips/events • Self-responsibility and positive attitude in lessons and at all times in an out of school • Cooperative, supporting peers needing help and respectful towards all • Outstanding attendance punctuality and uniform | 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"> • Good quality and timely submission of work • Meeting targets in all areas • Responsible behaviour and positive attitude even when no adult is watching • Positive and effective collaboration with others • Displaying creativity - innovation • Good punctuality, attendance and uniform | 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"> • Positive learning, engaging effectively in lessons and producing exemplar quality of work • Prompt and high-quality home learning submission • Positive behavior in and outside classes and during trips/events • Self-responsibility and positive attitude in lessons and at all times in an out of school • Cooperative, supporting peers needing help and respectful towards all • Outstanding attendance punctuality and uniform | 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"> • Good quality and timely submission of work • Meeting targets in all areas • Responsible behavior and positive attitude even when no adult <u>is</u> watching • Positive and effective collaboration with others • Displaying creativity - innovation • Good punctuality, attendance and uniform | 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"> • Purposeless talking in class • Not equipped for lesson, poor learning and attitude in lessons • Not following school's policies and expectations, being disrespectful towards peers or adults • Improper uniform, unacceptable hairstyles or makeup • Chewing gum • Lack of learning in class or home learning | 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"> • Repeated level 1 behaviour • Preventing others from learning-disrupting lesson • Not focused and completing tasks • Late for lesson • Leaving class without permission • Not returning to lesson after leaving with exit pass • Challenging teacher's authority | 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"> • Repeated level 1 or level 2 behaviour • Concerns are being raised in more than one subject areas • Continuously not staying on tasks, engaging or completing tasks, submitting/not submitting class/home-learning despite reminders • Verbal bullying (Hurting others by deliberate ignoring/snide remarks/teasing) • Showing aggressive body language and disrespectful behaviour | 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"> • Repeated level 3 behaviour • Truanting from lesson, using inappropriate or foul language, bullying • Using mobile phones/IPODS/other devices without the knowledge of the teacher or not for learning • Use/Carry/Posses inappropriate/illegal substances/objects • Inappropriate display of affection • Compromising the health and safety of self or others • Misbehaviour in the bus- health and safety risk to others | 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 | <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"> Repeatedly disrupting teaching and learning in the school Committed plagiarism during submission of work and/or cheating during any assessments Making poor behaviour choices impacting seriously on wellbeing of self and others Committed an offence deemed serious enough to warrant such a direct sanction like: <ol style="list-style-type: none"> Damaging school property Physical fight or bullying Misuse of devices, posting hurtful and derogatory material about others and self Taking inappropriate photos/videos of self or others and posting on internet Misusing social media or cyber bullying Misbehaviour in the bus- serious health and safety risk to others | <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"> Repeated level 4 or 5 behaviour again and failed to meet the requirement Poor behaviour choices compromising health and safety of self and others | <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

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
- ✓ Principals' Letter of Commendation
- ✓ Gold Leaf Award
- ✓ Sheikha Fatima Award
- ✓ Prize Day
- ✓ House points



PHOENIX CLASSROOM

The step by step manuals to access PHOENIX are provided in the links below:

Parent Manual:

[Classroom 3.0 Parent User Guide.pdf](#)

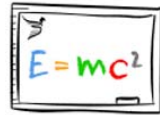
Student Manual:

[Classroom 3.0 Student User Guide.pdf](#)





Step By Step Guide for Parents to view resources- 2022-2023



PHOENIX
Classroom

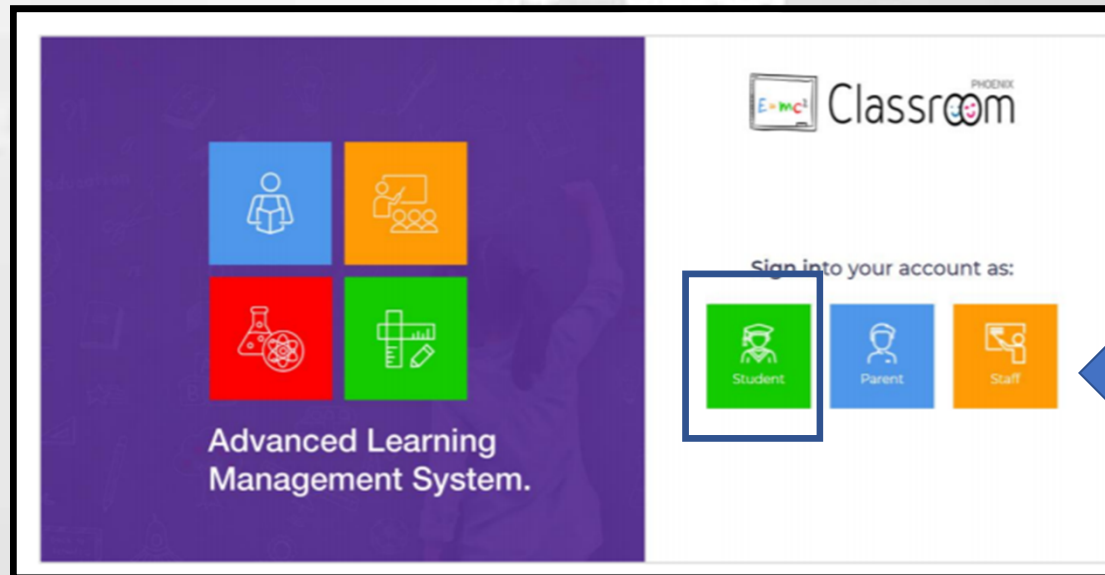


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Accessing Phoenix Classroom



- To access Phoenix Classroom, go to www.gems.ae and click on Phoenix Classroom tile. Alternatively use this direct Uniform Resource Locator (URL): <https://gems.phoenixclassroom.com>
- Use your GEMS email and password. For example, Username: J.smith_mhs@gemselearning.com
Password: your GEMS password
- If you do not have a username and password, please contact helpdesk_win@gemsedu.com to obtain a username and password.





- Home
- Academics
- Student's Corner
- About Me
- School



Badges


Badges yet to be earned

Today's Schedule

What's New ★


No events to display


Class Groups



Other Groups



 Classroom PHOENIX




 Home


 Academics 

 Groups

 Assignments

 Student's Corner 

 About Me 

 School 





Classroom

The Winchester School

Home / Academics / Groups

Groups

Expand All Collapse All

Class Groups (4)


Other Groups (4)


The screenshot shows the 'Groups' section of the Classroom interface. The left sidebar contains navigation options: Home, Academics (selected), Groups (highlighted with a black box), Assignments, Student's Corner, About Me, and School. The main content area shows the breadcrumb 'Home / Academics / Groups', a search bar for groups, and two sections: 'Class Groups (4)' and 'Other Groups (4)'. A blue arrow points to the 'Other Groups (4)' section.






Academic Information
FS2- 2022-23



 288 (Members)







Group(s)

FS2- 2022-23 2022-2023 

Academic Information

 288

Chatter

Activities and Resources



 Search



| Resources | Date/Time |
|--------------------|---------------------|
| RESOURCES | Wed - Aug 31, 07:46 |
| CIRCULARS | Tue - Aug 30, 08:33 |
| FLN | Tue - Aug 30, 08:32 |
| WEEKLY UPDATES | Tue - Aug 30, 08:32 |
| CURRICULUM BOOKLET | Tue - Aug 30, 08:05 |
| ORIENTATION | Tue - Aug 30, 08:05 |

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 *

2. Year group *

3. Section * <https://tinyurl.com/WIN-DECLARATION>

search

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 *

2. Year Group *

3. Section * <https://tinyurl.com/WIN-Allergy>

search

It is mandatory for all students and parents to read the policies and agreements and fill the forms by the 2nd September.



SUMMARY OF TERM DATES-2022-2023



New Student Induction

Start of term for ALL Students

Half Term

*National Commemoration Day & UAE National Day

Last day of term for students

Winter break

Term 1 (August – December 2022)

Monday, 29 August (all NEW students)

Tuesday, 30 August

Friday, 21 October until Tuesday, 25 October (students)

Thursday, 1 December to Friday, 2 December (inclusive)

Friday, 9 December

Monday, 12 December to Friday, 30 December

Term 2 (January – March 2023)

Start of term

Half Term (students & staff)

Last day of term for students

Spring break

Monday, 2 January

Thursday, 16 February until Friday, 17 February

Friday, 24 March

Monday, 27 March to Friday, 7 April

Term 3 (April – July 2023)

Start of term

Last day of term for students

Last day for teachers

Monday, 10 April

Monday, 26 June

Tuesday, 4 July

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







**Thank you for joining the
webinar**



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