



# Welcome to the Key Stage 2 Parent Aim High Orientation

## Tuesday, 6<sup>th</sup> September 2022



# 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**  
Educational Technology  
Advisor for Whole School  
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**Mr Neijin Pathrose**  
**Health and Safety Advisor**  
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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



**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





# 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)

## Upper Key Stage 2 Team Year 5 and 6



**Ms. Susan Sajan**  
Head of Key Stage 2 (Year 5 & Year 6)



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



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



**Ms. Rizwana Azim**  
Head of Year 4



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



**Ms. Ekta Sahni**  
Head of Year 5



**Ms. Nikunj Barot**  
Head of Year 6



**Ms. Manjusha Mohan**  
Asst. Head of Year 6

# 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 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

[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.

# OUR TEACHING STRATEGIES IN KS2



## Investigation-based learning

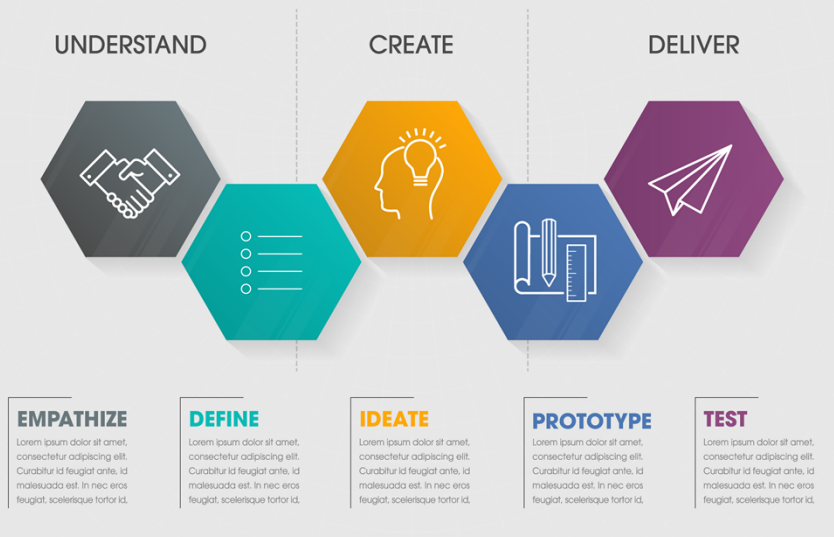


## Critical-thinking

## Problem-solving

## Concept Application to abstract and real situations

### DESIGN THINKING PROCESS



## Research

## STREAM

## Collaboration and discussion



## Project-based learning

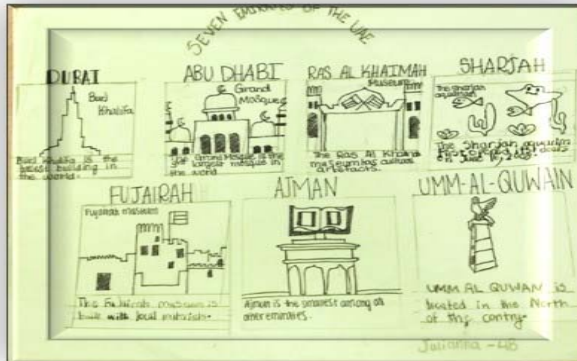


# TEACHING METHODS IN KEY STAGE-2



- 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.

# STREAM INTEGRATED LESSONS



# INCLUSIVE EDUCATION



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

# 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-

- **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.
- **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.
- **Literature Circles-** A very innovative and interactive strategy to make reading comprehension lessons engaging and enriching.
- **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

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.



# ASSESSMENTS



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.

# NATIONAL AGENDA PARAMETER



- 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.



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# 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 3 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 will be conducted for Year 3 - 6.</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>Year 3-6:</b></p> <ul style="list-style-type: none"> <li>➤ Ongoing formative assessments <b>for all subjects</b></li> <li>➤ End of Year Summative Assessments- <b>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> <li>➤ <b>Overall End of Year Grades= 30% T1+30% T2+ 40% T3. Overall End of Year Grade will be recoded on Phoenix</b></li> </ul>
<b>Recording</b>	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.
<b>Reporting</b>	Reported at the end of term 1.	Reported at the end of term 2.	Reported at the end of term 3.
	<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



**WINCHESTER STUDENT GOVERNMENT BODY**

↓

**HEAD BOY & HEAD GIRL**

**DEPUTY HEAD BOY & DEPUTY HEAD GIRL**

**STUDENT LEADERS**

**COORDINATORS FROM EVERY YEAR GROUP – YEAR 4 TO YEAR 13**

**CLASS REPRESENTATIVES FROM EVERY SECTION – YEAR 4 TO YEAR 13**

**STUDENT VOICE GROUP**

**MALE & FEMALE STUDENT VOICE GROUP FROM EVERY YEAR GROUP- YEAR 4 TO YEAR 13**

# 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 (a girl and a boy for each house).



## Colour Code for different houses

WATER

FIRE

WIND

EARTH

# 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:

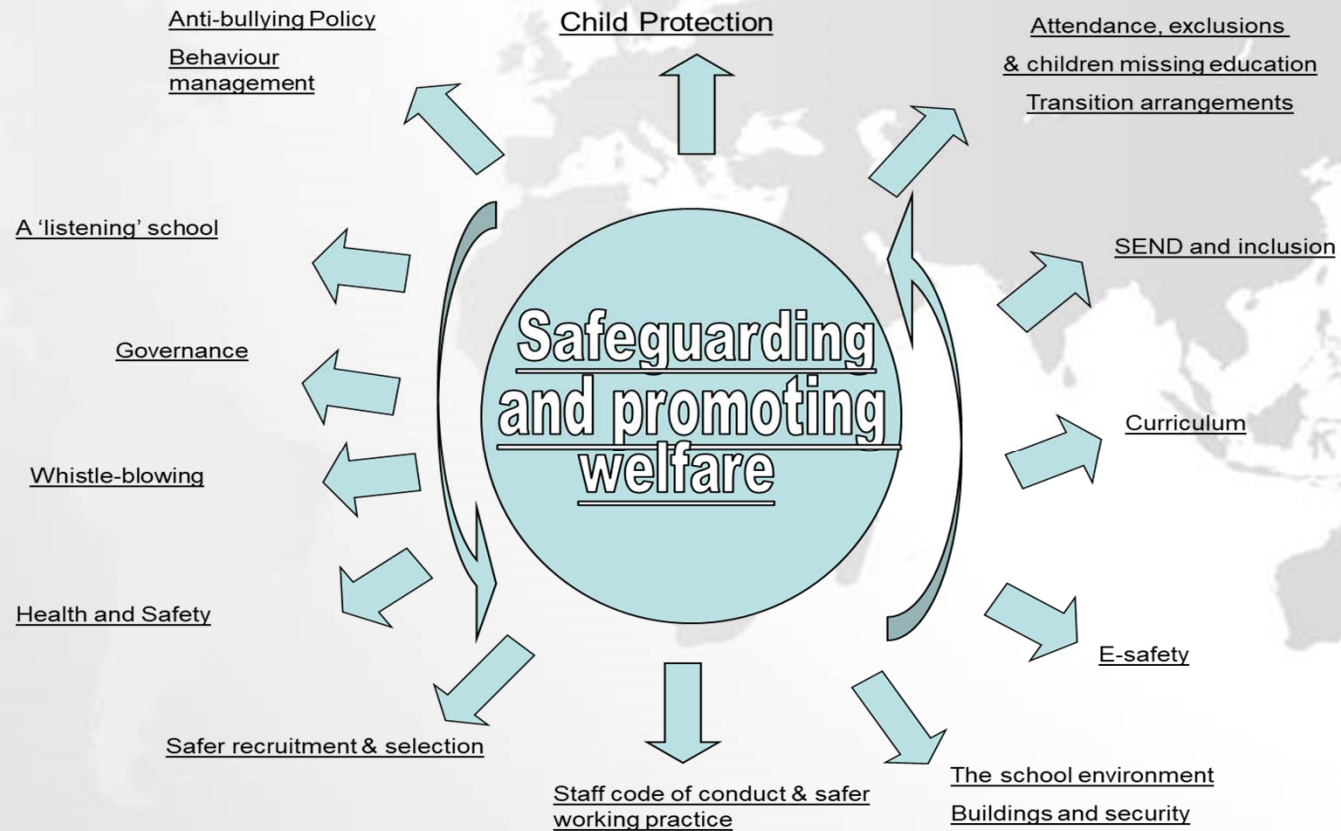
- Positive learning environment and time to reconnect with peers and teachers
- One to one or family counselling sessions & intervention and support
- Growth mindset culture and positive leadership opportunities for students.
- Student-led wellbeing initiatives that focus on physical, social, emotional 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 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

# 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:
<b>Mode of Transport:</b> 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:	

**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**

  		
<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/Neighbour/Friend		
Contact Details:		
Father:	Mother:	
Parent's Signature:		

  		
<b>Sibling Details</b>		
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 3



## Primary Time Table 2022-23

### Class Time Table - Year 3 Section G (Form Tutor: Ms. Lena Ignatius)

DAYS	REGISTRATION TIME	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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
<b>Monday</b>	Moral Education	English	Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE		Mathematics	Arabic for Arabs/ Arabic for Non-Arabs	Science	English
<b>Tuesday</b>	Reading Activity	English	Mathematics		Science	Humanities	Physical Education	Arabic for Arabs/ Arabic for Non-Arabs
<b>Wednesday</b>	Moral Education	English	Science		Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE	Mathematics	Arabic for Arabs/ Arabic for Non-Arabs	UAE Social Studies
<b>Thursday</b>	Quizzes/Puzzles/Riddles	Physical Education	English		Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE	Music	Arabic for Arabs/ Arabic for Non-Arabs	Mathematics
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		
<b>Friday</b>	Multiple Choice Questions	Arabic for Arabs/ Arabic for Non-Arabs	Information & Communication Technology		Mathematics	English		

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

# TIME TABLE-YEAR 4



## Primary Time Table 2022-23

### Class Time Table - Year 4 Section C (Form Tutor: Sana Peerzada)

DAYS	REGISTRATION TIME	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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
<b>Monday</b>	Moral Education	Physical Education	Mathematics		Science	English	UAE Social Studies	Arabic for Arabs/Arabic for Non Arabs
<b>Tuesday</b>	Reading Activity	Science	Mathematics		English	Physical Education	Arabic for Arabs/Arabic for Non Arabs	Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE
<b>Wednesday</b>	Moral Education	Music	English		Information and Communication Technology	Arabic for Arabs/Arabic for Non Arabs	Mathematics	Humanities
<b>Thursday</b>	Quizzes/Puzzles/Riddles	English	Arabic for Arabs/ Arabic for Non-Arabs		Mathematics	Science	English	Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE
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		
<b>Friday</b>	Multiple Choice Questions	Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE	Arabic for Arabs/Arabic for Non Arabs		Mathematics	English		

# TIME TABLE-YEAR 5



The Winchester School  
Jebel Ali Gardens, Dubai

## Primary Time Table 2022-23

### Class Time Table - Year 5 Section A (Form Tutor: Maryanne Araujo)

DAYS	REGISTRATION TIME	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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
<b>Monday</b>	Moral Education	French	Mathematics		English	UAE Social Studies	Arabic for Arabs and Arabic for Non Arabs	Science
<b>Tuesday</b>	Reading Activity	English	Islamic Education for Arabs/ Islamic Education for Arabs/ PSHCEE		Mathematics	Arabic for Arabs and Arabic for Non Arabs	Humanities	Science
<b>Wednesday</b>	Moral Education	Arabic for Arabs and Arabic for Non Arabs	French		Library	Music	English	Mathematics
<b>Thursday</b>	Quizzes/Puzzles/Riddles	Arabic for Arabs and Arabic for Non Arabs	English		Physical Education	Humanities	Science	Mathematics
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		
<b>Friday</b>	Multiple Choice Questions	Information and Communication Technology	Mathematics		Islamic Education for Arabs/ Islamic Education for Arabs/ PSHCEE	English		

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

# TIME TABLE-YEAR 6



The Winchester School  
Jebel Ali Gardens, Dubai

## Primary Time Table 2022-23

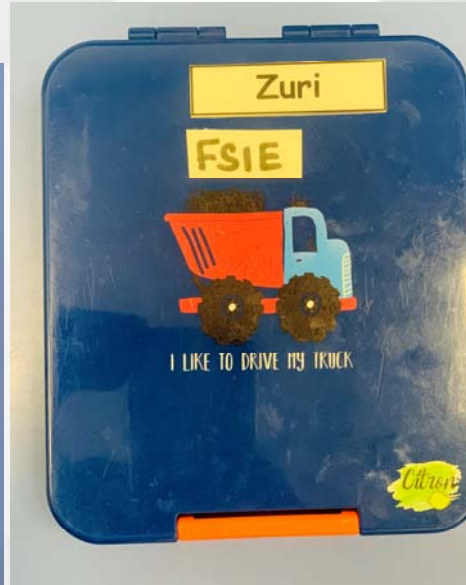
### Class Time Table - Year 6 Section J (Form Tutor: Smeeta Mukesh Malani)

DAYS	REGISTRATION TIME	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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
<b>Monday</b>	Moral Education	Arabic for Arabs and Arabic for Non-Arabs	English		Science	Library	Humanities	Mathematics
<b>Tuesday</b>	Reading Activity	English	Arabic for Arabs and Arabic for Non-Arabs		Physical Education	French	Mathematics	UAE Social Studies
<b>Wednesday</b>	Moral Education	Mathematics	English		Science	Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE	French	Music
<b>Thursday</b>	Quizzes/Puzzles/Riddles	English	Islamic for Arabs/ Islamic for Non-Arabs /PSHCEE		Humanities	Mathematics	Science	Arabic for Arabs and Arabic for Non-Arabs
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		
<b>Friday</b>	Multiple Choice Questions	Mathematics	Information & Communication Technology		Arabic for Arabs and Arabic for Non-Arabs	English		

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

EDUCATION

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



Say **NO** to **TROLLEY** bags!



# 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
- 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 15<sup>th</sup> 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.

# 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, 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.










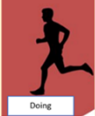
# CANTEEN



- 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):					<b>My Photograph</b>    
I like to learn about:					
 Maths		 Information Technology		 Physical education	
 Humanities		 Science		 Arabic	
 Music					
My Academic Record					
Subjects and Grades	English	Maths	Science	Arabic	Humanities
EOY Grades 2020-21					
Things I enjoy most in my lessons or like about my learning:					
Things I like the least in lessons/about my learning:					
Strategies that I use or will use to I engage better and maximise my participation in my lessons:					
I learn best by:					
 Seeing		 Listening		 Reading and Writing	
		 Doing			

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))

- 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.

Awards/Prizes/Certificates/Medals I received last year:

Books I read last year:

- English:
- Arabic:
- Any other language:

(Please mention the names of the books and their authors)

Books I want to read this year:

- English:
- Arabic:
- Any other language:

(Please mention the names of the books and their authors)

My favourite sport/Sport that I play:  
 (Cricket/Basketball/Baseball/Hockey/Football/Swimming/Running/Cycling/Chess/Any other sport)

Musical instrument that I play:  
 (Guitar/Recorder/Piano/Drums/Ukulele/Saxophone/Flute/Trumpet/Cello/Accordion/any other)

Things I like to do in your free time

- Hobbies I engage in
- Chores I help my parents/siblings with at home
- Community initiatives I engage in
- Charity events I participate in /lead:

Countries/Cities/Places/Monuments I want to visit:





<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><b>My Holistic Target:</b></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"> <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 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 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



LEVEL	SANCTION	EXAMPLES OF NEGATIVE BEHAVIOUR	DURATION	BY WHO
1	Verbal reminders/warning and log in teacher's diary	<ul style="list-style-type: none"> <li>• Purposeless talking in class</li> <li>• Not equipped for lesson, poor learning and attitude in lessons</li> <li>• Not following school's policies and expectations, being disrespectful towards peers or adults</li> <li>• Improper uniform, unacceptable hairstyles or makeup</li> <li>• Chewing gum</li> <li>• Lack of learning in class or home learning</li> </ul>	Maximum 3 verbal warnings	Subject teacher or Form tutor
2	Exclusion within the class for quiet reflection time followed by incident slip. (Parents informed and incident slip signed)	<ul style="list-style-type: none"> <li>• Repeated level 1 behaviour</li> <li>• Preventing others from learning-disrupting lesson</li> <li>• Not focused and completing tasks</li> <li>• Late for lesson</li> <li>• Leaving class without permission</li> <li>• Not returning to lesson after leaving with exit pass</li> <li>• Challenging teacher's authority</li> </ul>	Isolation in class/ <u>1 day</u> break detention	Subject teacher or Form tutor
3	Exclusion away from the class to do community service in HOKS room followed by yellow report for two weeks. (Parents informed and yellow report signed)	<ul style="list-style-type: none"> <li>• Repeated level 1 or level 2 behaviour</li> <li>• Concerns are being raised in more than one subject areas</li> <li>• Continuously not staying on tasks, engaging or completing tasks, submitting/not submitting class/home-learning despite reminders</li> <li>• Verbal bullying (Hurting others by deliberate ignoring/snide remarks/teasing)</li> <li>• Showing aggressive body language and disrespectful behaviour</li> </ul>	2 hours suspension away from class in HOKS' office or 2 days break detention followed by yellow report for 2 weeks Incident slip	Head of Year
4	<u>1 day</u> suspension away from the class to do community service in HOKS office followed by Orange report for two weeks to take responsibility of behavior and conduct in school and bus. (parents called for a meeting with HOKS and	<ul style="list-style-type: none"> <li>• Repeated level 3 behaviour</li> <li>• Truanting 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

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# STEPPED RESPONSE TO BEHAVIOUR- Sanction System

5	<p>2 days suspension away from the class to do community service in HOS office followed by Red report and break time community service for two weeks to take responsibility of behavior and conduct in school and bus. (parents called for a meeting with HOS and red report signed)</p>	<ul style="list-style-type: none"> <li>Repeatedly disrupting teaching and learning in the school</li> <li>Committed plagiarism during submission of work and/or cheating during any assessments</li> <li>Making poor behaviour choices impacting seriously on wellbeing of self and others</li> <li>Committed an offence deemed serious enough to warrant such a direct sanction like:             <ol style="list-style-type: none"> <li>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>	<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>	<p>Principal And SLT</p>
6	<p>3 days suspension for self-reflection followed by meeting SLT meeting with parents and behavior contract signed. May also</p>	<ul style="list-style-type: none"> <li>Repeated level 4 or 5 behaviour again and failed to meet the requirement</li> <li>Poor behaviour choices compromising health and safety of self and others</li> </ul>	<p>Suspension for three days and behavior contract signed signed by student and parents.</p>	<p>Principal And SLT</p>

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:**

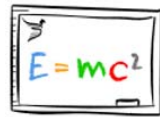
[Classroom 3.0 Parent User Guide.pdf](#)

**Student Manual:**

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



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

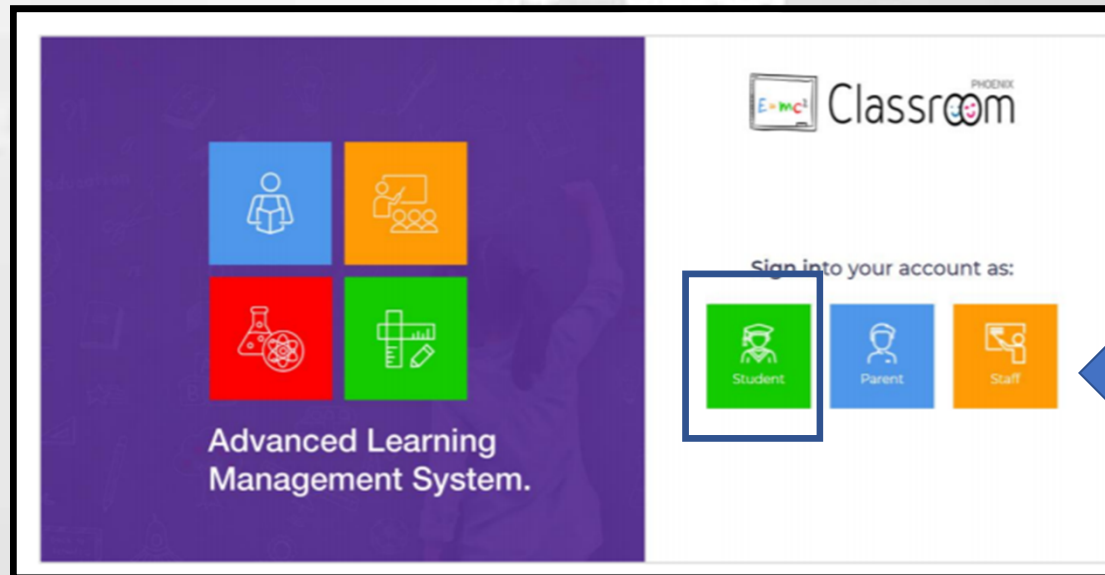


PHOENIX  
Classroom

# ACCESSING PHOENIX CLASSROOM



- To access Phoenix Classroom, go to [www.gems.ae](http://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](mailto: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)**


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**Other Groups (4)**


Navigation menu: Home, Academics, **Groups**, Assignments, Student's Corner, About Me, School




**Academic Information**  
FS2- 2022-23



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 288 (Members)

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## 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=3Kez0n7Vf0GQrRSbhy6aobqdxadG2\_ICqZUY...

### 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 12<sup>th</sup> September.



# SUMMARY OF TERM DATES-2022-2023



New Staff Training Days

All staff join

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)

Thursday, 18 August until Friday, 19 August

Monday, 22 August

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

Monday, 2 January

Half Term (students & staff)

Thursday, 16 February until Friday, 17 February

Last day of term for students

Friday, 24 March

Spring break

Monday, 27 March to Friday, 7 April

## Term 3 (April – July 2023)

Start of term

Monday, 10 April

Last day of term for students

Monday, 26 June

Last day for teachers

Tuesday, 4 July

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





# Parent Reps and Parent Volunteers

## 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.**

# Important Dates and Upcoming events



**7<sup>th</sup> September**

KS3 Aim High Orientation & Workshop

**8<sup>th</sup> September**

International Literacy Day

**13<sup>th</sup> September**

Roald Dahl Day

**22<sup>nd</sup> September**

Primary English Reading Workshop for  
KS2 (Year 3 ,4 ,5 &6)

**26<sup>th</sup> September**

Science Week

**3<sup>rd</sup> October**

World Habitat Day

**4<sup>th</sup> October**

SEWA Day/ Career Week / World  
Space Week /Parent Rep Meeting

# FEEDBACK



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

KS2 AIM HIGH PARENT ORIENTATION 2022

We would love your feedback!



