



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

—  
 Al-Futtaim Education Foundation

# KS4 Handbook (I) GCSE

*Determined – Innovative – Successful*

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## Welcome

I would like to take this opportunity to welcome both new and returning parents to Key Stage 5 (KS5) at Deira International School (DIS). Thank you for taking the time to read this handbook and hopefully it will give you an insight into KS5 at DIS. I am extremely privileged to join you as we embark on the most important educational years for you and your child.



In Key Stage 4 at Deira International School, all students study the International General Certificate of Secondary Education (IGCSE) programme of study. Art and Psychology are assessed with the General Certificate of Secondary Education (GCSE). These subjects are traditionally assessed through formal, external examinations in the summer term of Year 11. There may be additional components of assessment taken in some subjects during the two-year course. This is a globally recognised qualification and takes two years to complete, with examinations at the end.

At Deira International School, we also recognise the importance of developing students' social skills. Throughout Key Stage 4 students will have the opportunity to be involved in a wide range of extracurricular activities including Model United Nations, Duke of Edinburgh Awards Scheme, music and talent concerts, sports competitions, art exhibitions, debating conferences, local and national educational trips and educational conferences.

In all areas of school life, students are supported by an outstanding group of teachers. Staff are passionate and dedicated, they will guide and lead through both times of success and uncertainty. Academically, you can expect students to be challenged in all areas of the curriculum with extension or reinforcement work where appropriate.

Every student's progress is tracked and monitored closely throughout the (I)GCSE courses. A variety of intervention strategies will be used to allow students to succeed in all areas of the curriculum. A calm, purposeful and caring environment is created through mutually respectful relationships between staff and students.

On reading this booklet, if you have any queries please do reach out to me and I will be more than happy to support. This booklet has been created based on the current COVID19 situation. As we move through the year, you will be kept up to date on any key changes.

Your involvement throughout the year and in your child's, education can make all the difference and I would like to thank you in advance for your support.

Yours sincerely,

Mr Ali.

Assistant Headteacher Key Stage 4



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“All people have an ocean of achievement inside themselves just waiting to escape.”  
**Sheikh Mohammed bin Rashid Al Maktoum**

## Key stage 4 Team 2020 - 2021

### Assistant Headteacher - Mr Ali (Head of Key Stage 4)



My name is Shah Ali and I have been working in Dubai for 3 years. I have had an amazing first year at Deira International School as a Head of KS4 and teaching mathematics to our lovely students. I am originally from London, UK, I moved to Dubai with my family in 2017 to explore the beautiful middle east and work in a multi-cultural international school. I have a passion for cooking and entertaining my family and friends. My other hobbies include playing football, reading and gardening. I live by the principle that we are all learners and must never seize the opportunity to learn, grow and become the best version of ourselves in this world. Next year, I am excited by the prospect of leading and developing outstanding practices, embedding new initiatives and leading the KS4 team to secure excellent results. I

am looking forward to supporting all our students to achieve their best in their IGCSE subjects and ensuring they have cemented the best foundations for their future careers.

Email: [msali@disdubai.ae](mailto:msali@disdubai.ae)

### Year 10 Learning Coordinator – Miss Robbins



My name is Christie Robbins and it has been my privilege to work at Deira International School as a teacher of English for three years now. Originally from the West Midlands, England, I moved to Dubai in 2017 to pursue my passion for both teaching and travelling. I have been lucky enough to visit a plethora of different countries over the past few years, indulging my hobby of exploring new cultures and cities. Animals are another passion of mine, and I adore hearing all about the pets of the students at our school; I particularly like getting photo updates! The role of the Year Learning Coordinator is incredibly important to me as my favourite part of working at DIS is getting to know each one of the students individually and supporting them through their

educational careers. Next year, I am most looking forward to continuing to strengthen the fantastic house spirit that we have developed across the school.

Email: [crobbins@disdubai.ae](mailto:crobbins@disdubai.ae)

### Year 11 Learning Coordinator - Miss Rawlins



My Name is Jordan Rawlins and this will be my fifth year teaching in Dubai and third year teaching at Deira International School. Originally from North East Lincolnshire, England, I moved to Dubai in 2016 to further pursue my teaching career and experience a multi-cultural way of life. With a love for travel, Dubai has enabled me to visit to many destinations within different continents which I am very grateful for. In addition to my role as the Year 11 Learning Coordinator, I work within the Physical Education Department across the Primary and Secondary School. My passion for sport, alongside my drive to provide students with exceptional pastoral care makes working at Deira International School the perfect job. Building strong relationships with all students and being able to support and develop students' holistic

characters, through their educational journey is a rewarding experience I am pleased to be a part of. Next year, I am looking forward to supporting our student's personal growth and guiding the Year 11 students through their IGCSE examinations and future career pathways.

Email: [jrawlins@disdubai.ae](mailto:jrawlins@disdubai.ae)

**Mr Shah Ali Assistant Headteacher Key Stage 4**

**Year 10 Learning Coordinator  
Ms Jordan Rawlins**

**Year 11 Learning Coordinator  
Ms Christie Robbins**

House	10
Falcon 1 (Blue)	Breidin Boyle
Falcon 2 (Blue)	Karl Markey
Oryx 1 (Red)	Robert Orr
Oryx 2 (Red)	Kirsty Fairman
Saluki 1 (Yellow)	Khalil Obeid
Saluki 2 (Yellow)	Bethan Evan
Tahr 1 (Green)	Sophie Tahir
Tahr 2 (Green)	Carmel Tobin
House	11
Falcon 1 (Blue)	Neil Riley
Falcon 2 (Blue)	Ambreen Ahmed
Oryx 1 (Red)	Rhiannon Wright
Oryx 2 (Red)	Kaltrina Gjata
Saluki 1 (Yellow)	Michael Thomasson
Saluki 2 (Yellow)	Danielle Wright
Tahr 1 (Green)	Charlie Samaan
Tahr 2 (Green)	Aidan Ryan

## DIS Vision, Mission and Values

### **DIS Vision:**

To create an outstanding, multi-cultural learning community which empowers students to achieve their potential, become life-long learners and responsible global citizens.

### **DIS Mission:**

At DIS we believe all students fulfil their potential in an inclusive, forward thinking, and safe environment, in which each child's individuality is valued and encouraged. Our committed team of educators provide opportunities for creativity and global awareness through a holistic and nurturing curriculum. They hold high expectations, use innovative learning and teaching approaches, and encourage the celebration of cultural diversity. We foster partnerships where students, parents, staff and the wider community actively support and contribute to the achievement of the DIS Vision.

### **DIS Values:**

At DIS, Respect, Excellence, Collaboration and Integrity are the values we live by, that help us action our Vision and Mission. These are also the values of Al-Futtaim Group.

### **DIS Motto:**

"Forever learning, forever achieving"

## I AM DIS

At DIS we pride ourselves on our three core values Determined, Innovative and Successful and expect our students to develop and model these values in all areas of school life. As students move through the academic year, they will be given various opportunities to develop and demonstrate our core values both in and out of the classroom.

### ***Determined***

I show **bravery** by accepting challenges even when they are difficult. I am **grateful** and thankful for the opportunities I have. I am **kind** and respectful to pupils and staff without expecting anything in return. I am resilient and show **perseverance** even in the face of disappointments. By treating everyone equally I show **fairness**. I am **honest** about myself and others and take responsibility for my actions.

### ***Innovative***

I am **creative** and come up with new ideas. I develop my **curiosity** by looking for new ways to see the world around me. I use my **judgement** to make decisions based on evidence. By giving advice to others I can show **perspective** using my knowledge and experience. I am **prudent** through planning carefully for my future. By contributing to group work I demonstrate my **teamwork** skills.

### ***Successful***

I can recognize and **appreciate excellence** of others. I know my strengths and talents but demonstrate **humility** as I am humble in my efforts to succeed. I show good **leadership** by working in groups and ensuring all in the group contribute and work cohesively. I have a **love of learning**, therefore I am motivated to deepen my knowledge or achieve new skills. My energetic attitude and enthusiasm is a result of my **zest for life**. I show **self-regulation** and self-control of my emotions, feelings and actions in my strive to be the best version of myself.

## Curriculum for Years 10 and 11

### **(I)GCSE**

The General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE) are the principle means of assessing student attainment at the end of Year 11. The GCSE examinations are devised to satisfy United Kingdom nationally agreed criteria and any syllabi followed must be approved by the Qualifications and Curriculum Authority (QCA).

In keeping with UK educational practice, we aim to offer a broad and balanced curriculum for students of compulsory age.

5 GCSEs at grades A\* - C are often used as a benchmark of reasonable attainment for students of average ability, with many expecting English Language and Mathematics to be included. GCSEs are undertaken over the two years of Key Stage 4, i.e. Years 10 and 11. Many GCSE courses have an element of coursework known as Controlled Assessment which is prepared in class and at home but completed under examination conditions in College. Tasks are marked by our teachers then externally moderated by the examination board. All controlled assessments must be completed before examinations can be undertaken. Examinations will take place at the end of the two years of study in the final term of Year 11.

This is according to regulations issued by the UK Government. Further information can be found at: <https://www.gov.uk/government/organisations/>

### **CORE REQUIREMENTS**

All students must take the following subjects to the end of Year 11:

English, Mathematics, Science, PE, Social Studies, Arabic (for Arabic passport holders) and Islamic Education (for Muslim students) as well as UAE social Studies and UAE Moral Education

#### Further Notes on Core Subjects

1. English: Students will study both English Language and English Literature in a single course leading to two GCSE subject certificates.
2. Mathematics: This is the only GCSE subject to group by attainment.
3. Science: Biology, Chemistry and Physics are studied separately leading to the double or Triple Award qualification.
4. PE: Students will continue to study core Physical Education where they participate in activities ranging from competitive sports to those promoting and developing health and fitness. This is separate to the IGCSE PE option.
5. Arabic (for Arabic passport holders): Arabic passport holders are required to study the Ministry of Education Arabic course and this forms one of their option choices (leading to three option choices rather than four).
6. Islamic Education Muslim students attend two lessons of Islamic Education per week and follow the Ministry of Education curriculum.



## OPTIONS

Students choose four subjects from the list below ensuring as broad a balance of subjects as possible: Art, Business Studies, Computer Science, Design & Technology, Drama, Economics, Enterprise, French, Geography, History, ICT, Music, Psychology, PE, Spanish

Subject	Examination Board	% Examination External Assessment	% Internal Assessment
<b>GCSE Arabic (non-native speakers)</b>	Edexcel 1AA0	75	25
<b>IGCSE Art &amp; Design: Fine Art</b>	Edexcel 4FA1	50	50
<b>IGCSE English Language</b>	Edexcel 4EA1	60	40
<b>IGCSE English Literature</b>	Edexcel 4ET1	60	40
<b>IGCSE Mathematics</b>	Edexcel 4MA1	100	
<b>GCSE Music</b>	Edexcel 1MU0	40	60
<b>GCSE Psychology</b>	Edexcel 1PS0	100	
<b>IGCSE Arabic</b>	Cambridge International 0544	66.6	33.3
<b>IGCSE Biology</b>	Cambridge International 0610	100	
<b>IGCSE Business Studies</b>	Cambridge International 0450	100	
<b>IGCSE Chemistry</b>	Cambridge International 0620	100	
<b>IGCSE Combined Science</b>	Cambridge International 0653	100	
<b>IGCSE Computer Science</b>	Cambridge International 0478	100	
<b>IGCSE Co-ordinated Sciences (Double Award)</b>	Cambridge International 0654	100	
<b>IGCSE Design &amp; Technology</b>	Cambridge International 0455	50	50
<b>IGCSE Drama</b>	Cambridge International 0411	40	60
<b>IGCSE Economics</b>	Cambridge International 0455	100	
<b>IGCSE Enterprise</b>	Cambridge International 0454	50	50
<b>IGCSE First Language Arabic</b>	Cambridge International 0508	100	
<b>IGCSE French</b>	Cambridge International 0520	75	25
<b>IGCSE Geography</b>	Cambridge International 0460	72.5	27.5
<b>IGCSE History</b>	Cambridge International 0470	73	27
<b>IGCSE Physical Education</b>	Cambridge International 0413	50	50
<b>IGCSE Physics</b>	Cambridge International 0625	100	

IGCSE Spanish	Cambridge International 0530	75	25
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## How students will learn this year in Key Stage 4

As a result of the extensive facilities at DIS, we are in a rare position to be able to have all students in school, all the time, and throughout the term. At Key Stage 4 we will be offering all parents the choice of two learning models: - onsite blended learning and distance learning from home.

In order to meet the needs of all our learners and the context of every DIS family, we are organising our learning via three distinct groups.

**Group 1** – Face to face learning, where the student is in the classroom interacting with the teacher.

**Group 2** – Flipped learning, where the student is directed to work on pre-planned learning activities that are explicitly linked to the overall scheme of learning which compliments the face to face classroom learning.

**Group 3** – Home based online learning, where the student is accessing the face to face learning in the classroom via TEAMS and engaging in the flipped learning at the designated times.

## Home Learning

Homework tasks are appropriate for the age group and are embedded in each Department's scheme of work. Homework at KS4 is designed to be reasonable, purposeful and challenging. Tasks may be singular and discreet or form part of an on-going project over a period of weeks, such as coursework.

Broadly speaking, there are three main types of homework:

- Preparation: tasks that require students to draft work, to take notes or to deepen and broaden their knowledge of the subject through research and background reading;
- Extension: tasks that require problem-solving, the handling of evidence investigation, evaluation or creativity;
- Practice: tasks that enable students to consolidate their knowledge, to practise subject-specific skills or to revise.

When setting homework teachers take into account student wellbeing and the amount of time spent behind a screen. For this reason, due to the current situation, homework will be kept to the required amount in KS4 and reviewed on a regular basis using feedback from both parents and students.

## Examinations

### The Exams and What They Mean:

We use three different Examination Boards – Edexcel (now known as Pearson), Cambridge International Examinations (CIE) and Assessment and Qualification Alliance (AQA). The Head of each subject Department will decide which Exam Board their students sit at the end of Year 11.

IGCSE (International General Certificate of Secondary Education). These are the international versions of the GCSE and are highly regarded academically inside and out of Education. Grades range from A\* to U but grades A\* to C are considered a 'high level pass' and only U a fail.

This system is gradually being replaced by a numerical scale of 9 to 0. Grade 9/8 is equivalent to an A\*, grades 5 or 4 are equivalent to a C, grade 5 will be classed as a 'strong pass' and 4 will be classed as a 'standard pass'. Grade 0 is equivalent to the old U grade. A grade 9 is only awarded to the top 2% of students.

NEW grading structure	U	1	2	3	4	5	6	7	8	9
Old grading structure	U	G	F	E	D	C	B	A	A*	

Some exams have tiered papers. The terms "Core" and "Foundation" tiers are used to describe exams in which the highest grade that can be gained is a C or 5. "Extended" and "Higher" indicate that grades A\* to E or 9 to 3 can be achieved.

For more information on the 9 to 1 grading system, please visit <https://qualifications.pearson.com> <https://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets>

At the end of Year 11, all students will undertake their final (I)GCSE examinations. These examinations dates are set by the UK based examination boards and are out of the control of Deira International School.

Most exams are usually set during May and June but be aware, that there may be exceptions. It is advised that students should not arrange travel plans around this time.

In addition to this, some examinations may be sat on Friday as this is a working day in England. Any student sitting an examination must wear school uniform, this includes Fridays.

All results will be issued via email in August. Detailed information upon this will be provided prior to students completing Year 11.

## Parent Communication

We are strongly committed to working in a meaningful and positive partnership with parents to support the best possible education for all our students. It's important that both parents and students are actively engaged, and parents are informed on what their child is learning. To support parents and students, you will receive a fortnightly update on what and how your child will be learning in each subject for the two weeks ahead. This allows both you and your child to plan and prepare two weeks in advance.

**Year Group**  
**Fortnight Ahead**  
**Term 1 Week 1 and 2**

  
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DUBAI FESTIVAL CITY

The following document outlines the learning for your child in the next two weeks. It displays **what** and **how** learning will take place (Outline of the learning), **what** students are aiming to achieve (Learning outcome), **where** to find the resources to be successful (Resources) and **how** students can extend their learning (homework). We are strongly committed to working in a meaningful and positive partnership with parents to support the best possible education for all our students. The purpose of this document is to allow parents to actively engage in their child's learning, whilst also allowing both parents and students to plan and prepare in advance of their learning that will take place in classroom or online. We hope you find this document helpful as we launch our blended learning programme. If you have any suggestions to make this document more useful for parents, please let us know. You will also receive separate bulletins for your English, Maths and Science teachers, who will give you a lesson by lesson guide of what will be taking place.

	Outline of the Learning taking place	Learning Outcome(s)	Resources	Homework
Arabic A				
Islamic A				

Parents receive further information throughout the school year via the ISAMS Parent Portal, Head of School bi-weekly newsletters and a host of social media celebrations. We also offer a wide range of parent events and we are actively championed and supported by DISPA (Deira International School Parent Association.) During the course of the year we will also host Parent Consultation Conferences to celebrate student achievement.

ISAMS Parent Portal is our secure parent website that can only be accessed by enrolled parents, and a unique username will be issued to parents. ISAMS Parent Portal is a source of a lot of useful information to keep you up to date with communication from the school. ISAMS Parent Portal can also be downloaded as an application.

Parents can register at <https://iparents.disdubai.ae>.

## Key Stage 4 School Timings

### Our school day timings from Sunday to Thursday are as follows:

In order to have an orderly start to the day adhering to social distancing measures, it is vital that we have a daily staggered start. Students arriving by car must do so at the following times

Please note that new Year 10 and 11 students will return to school on the 30<sup>th</sup> of August for an induction day. Year 10 and 11 students will officially start on the 2<sup>nd</sup> of September.

### Our school day timings from Sunday to Thursday are as follows:

School Arrival	
Oryx:	7.20 -7.30am
Tahr	7.30 - 7.40am
Saluki	7.40 – 7.50am
Falcon	7.50 – 8.00am

### Key Stage 4 School Day: 7:30 am to 15:30 pm

07:20 - 08:00	Arrival to School
08:10 - 08:55	Lesson 1
08:55 - 09:40	Lesson 2
09:40 - 10:00	<b>Break</b>
10:00 - 10:45	Lesson 3
10:45 - 11:30	Lesson 4
11:30 - 12:15	Lesson 5
12:15 - 13:05	<b>Lunch</b>
13:05 – 13:55	Lesson 6
13:55 - 14:45	Lesson 7
14:45 – 15:30	Intervention

Students will not be allowed to enter the school building until 7.20am. Parents not allowed in the building, they are only allowed to drop students off or pick students up unless there is a prior arrangement or appointment made with a member of staff.

If a student for some reason requires to leave the school site during the day they are not allowed to return to school, however once home they must continue with their blended learning.

Students when arriving on site are to enter the school building via two designated entrances. At these entrances there will be thermal imaging cameras to check temperature and ensure that all students are wearing their face mask. From here, students must go directly to their period 1 lesson.

### **Break and lunch times**

To minimise the risk of infection we have decided that all students will stay in their classrooms for break times and to eat lunch. If students have bought a lunch from the school canteen, they will be allowed to collect it at a designated time.

The cafeteria will be using the new safety protocols required by the Municipality. This means parents will have the option to select, order and pay for a meal plan for their child via the Abela online portal. Students can collect the order from a collection point in the cafeteria. There will also be a selection of pre-packed food for sale, this can be purchased using the cashless system on the student ID which parents can top up from the Abela portal.

### **End of the day**

To facilitate an orderly finish and exit we have decided to implement a staggered finish, where year groups will leave at designated times. The multi-purpose hall will be staffed and available for students to wait for siblings who may have lessons or after school activities until 3:30pm. Once learning has finished (except for waiting siblings) students must leave the school site.

## Attendance

### Every Day Matters

Keeping students in education is vital for their success at school and in later life. Research tells us that student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. The fewer days that students are at school, the less chance they have of achieving. Missing school isn't just about missing learning, it's also about all the opportunities that are missed – every day matters.



At Deira International School, we encourage students to attend school as much as possible and educate students on how missing a day 'here and there' can influence final grades. Poor school attendance can also result in the following issues;

- Students fall behind in their work
- Can lead to a decrease in motivation levels
- Can affect their enjoyment of learning
- Can affect their desire to attend school regularly
- Can affect their confidence in school
- Can mean they miss out on the social life of school and extra-curricular opportunities and experiences

### Punctuality

We expect students to arrive punctually at school and we place great importance on developing punctuality as a sign of respect towards others in the community. Persistent lateness will be followed up by the senior leadership team and where needed, the school Head Teacher. We understand that there may be infrequent situations when you are unavoidably delayed if this is the case, please call the school by 7.40am to inform our reception team of your child's lateness.

If your child arrives after 8am he/she must go to the Reception desk to collect a 'late slip' before going to join his/her class. This ensures that the Reception Team marks the child as 'present' in the Register so that we always know how many students are on site in case of an emergency. If the child arrives at class and does not have this 'Late Slip' from Reception, the teacher will ask him or her to return to Reception to collect one; this ensures all students are accounted for.



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"Eighty percent of success is showing up." **Woody Allen**

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## Key Stage 4 Grading and Reporting

### Minimum Expected Grades

#### What is a minimum expected grade?

Minimum expected grades give students a target to exceed and is intended to inspire and motivate students. Undoubtedly, students need a target to work towards and, bearing this in mind, students, parents and teachers will clearly know what they are aiming towards.

Students' progress beyond their minimum expected grades are closely monitored and support is given by subject teachers and form tutors. Students who are identified of underperformance will be carefully tracked and a mentoring programme may be put in place.

#### How do we set minimum expected grades?

Each student at Deira International School will undertake a CAT4 GL Assessment to obtain their targets. CAT 4 is an academically recognised testing system that tests students' cognitive ability to obtain 'Baseline data'. This test provides each teacher with a minimum expected grade (MEG) per student, per subject. The minimum expected grades are internationally and national recognised as the benchmark to which we can assess student progress.



### Intervention

During students IGCSE's at Deira International School, staff will regularly provide a range of intervention strategies to help improve student performance. These strategies often include after school sessions, breakfast clubs and break/ lunch time activities. Students are advised to attend these activities on a regular basis, especially in the run up to exam periods. As a result of monitoring, students may be requested to attend intervention sessions by the Key Stage leader.



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“The most effective way to do it, is to do it!” **Amelia Earhart**

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## Reporting

### How we report student achievement?

Throughout the year we will measure student achievement through attainment, attitude to learning and attendance and punctuality. Please see the below which gives a breakdown of what these terms mean and how they will be measured.

#### Attainment

Attainment is measure of a child's achievement in school which compares every child to a standardised expectation for their age level, regardless of individual starting points. When measuring attainment, the (I)GCSE use a numeric and alphabetic system from 1-9 or A\*-U. The below table allows you to see how attainment looks from Year 7 through to the IB Curriculum.

Attainment	On Track For			
	Year 7-9 (9-1)	Year 10-11 IGCSE (A*-G)	Year 10-11 I/GCSE (9-1)	IB1-IB2 IB (7-1)
Above Expected	9	A*	9	7
	8		8	
	7		7	
	6		6	
At Expected	5	C	5	4
	4		4	
Below Expected	3	D	3	3
	2	E	2	
	1	F	1	
		G		2
	U	U	U	

#### Progress

Progress is the different between a student's on track for attainment grade and their minimum expect grade.

Subject	Minimum Expected Grade	On Track For	Progress
English	5	6	Above Expected
French	5	5	Expected
Chemistry	6	5	Below Expected

#### Attendance and Punctuality

On each report parents will receive a percentage for their child's attendance up until that date along with the number of times they have been late. Please refer to the attendance section of this handbook for further details.

## Attitude to Learning

When reporting on the 'Attitude to Learning', the following criteria is considered by teachers. Whichever category the majority of the student's behaviour's fit into, should be the value which is awarded.

	Classwork	Homework	Participation in Class	Personal Organisation
<b>Outstanding</b>	Completes all work to a high standard, independently and goes above and beyond	Completes all homework set on time and to a high standard and completes extra work	Enthusiastic and regularly volunteers and contributes to class discussions	Always brings equipment, is punctual, organized, and is always ready to learn
<b>Well Developed</b>	Completes all work to a high standard and is able to work independently	Completes all homework set on time and to a high standard	Joins in class discussions and answers questions	Brings correct equipment, is punctual and organised most of the time
<b>Developed</b>	Usually completes tasks set to a satisfactory standard and is starting to work independently	Usually completes homework on time and to a satisfactory standard	Sometimes joins in class discussion and answers questions	Sometimes brings correct equipment and can sometimes be late to class
<b>Emerging</b>	Tasks not often completed to a satisfactory standard and struggles to work independently	Homework is below expected standard and deadline is not often met	Avoids answering questions and joining in discussions	Rarely brings in correct equipment, can be disorganised and should work on punctuality

## Sample report

A student report at KS4 will report the teacher, level, attitude to learning and on track for grade for each subject.

## Example of student Report

Subject	Teacher	Attitude to Learning	On track for
Arabic A	S Shaaban	Well developed	8
Computing	Y Yadirgi	Well developed	6
Design Technology	K McDonagh	Well developed	6
Drama	M Holmes	Developed	6
English	C Jefferson	Outstanding	8
French	A Oulghazi	Well developed	7
Geography	T Marshall	Outstanding	8
History	N Stanley	Well developed	8
Islamic A	M AlKalou	Well developed	8
Mathematics	K Phillips	Well developed	8
Moral Education	D Logue	Outstanding	Exceeding Expectations
Music	M Harding	Developed	5
Physical Education	J Bland	Emerging	4
Science	H Smith	Outstanding	7
Social Studies	M Al Kutich	Developed	8
Visual Arts	A Ahmed	Outstanding	5
Attendance		95%	

## Reporting Periods

At Deira International School we understand the importance of regular monitoring of student progress. At DIS, we use an 'on track for' reporting grade for attainment, therefore the report grade received by students is a reflection of the grade they expect students to achieve in the May (I)GCSE examination in Year 11. Every student will receive an Effort and Achievement grade at three periods each academic year. In addition to this, students will sit an end of year examination at the end of Year 10 and a mock examination half-way through Year 11.

Year 10	
Date	Grade Reported
<i>September</i>	Tutor Report
December	End of Term 1 Report Grade
March	End of Term 2 Report Grade
June	End of Term 3 Report Grade and EOY Examination Grade

Year 11	
Date	Grade Reported
December	End of Term 1 Report Grade
December Mock Examinations (Achievement only)	End of Term 1 Examination Grade
March	End of Term 2 Report Grade and Written Report



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“It always seems impossible until it's done.” **Nelson Mandela**

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## KS4 Students Dress Code 2020 - 2021

We are very excited to introduce our new uniform supplier Sumeru. Please browse the catalogue (link below) or visit <https://www.shopatsumeru.com/>

### DIS Uniform Catalogue

#### GIRL'S UNIFORM YEAR 7-11

- School shirt with white undergarment
- School skirt with hemline below the knee/trousers
- Plain black leather shoes with no heels or coloured markings
- Socks must be black with trousers or white with skirts
- Black or white shaylas
- No make-up
- No nail polish
- Small ear studs. No bracelets
- Presentable hair. No bright and unnatural hair colours permitted
- No visible undergarments



Boys' Shirt



Girls' Blouse



Sweater-Unisex



Boys' Trousers



Girls' Trousers



Girls' Long Skirt

#### BOY'S UNIFORM YEAR 7 -11

- School shirt—only plain white t-shirt may be worn under the shirt
- School trousers with belt
- Plain black leather shoes (not trainers) without coloured markings
- Watch, one small earlobe stud
- Religious medallion out of sight. No bracelets
- No visible undergarments
- Uniform substitutes are not acceptable



House Colour  
PE Green



House Colour  
PE Royal Blue



House Colour  
PE Yellow



House Colour  
PE Red



PE Short



PE Skort



PE  
Trouser



PE Jacket

#### **Store Location:**

J3 Mall, Level 1, 983 Al Wasl Road, Umm Suqeim. Purchases can be made in store from September 5<sup>th</sup>.

Uniform pop up shop will be available in school from August 16<sup>th</sup> – August 29<sup>th</sup>, 8:30am-2:30pm. Purchases can also be made online through the Sumeru website.

## PE Kit



House Colour  
PE Green



House Colour  
PE Royal Blue



House Colour  
PE Yellow



House Colour  
PE Red



PE Short



PE Skort



PE  
Trousers



PE Jacket

We appreciate your support in helping our students be the best that they can possibly be. A full uniform list for both Secondary students and IB students is provided on our website.

<https://www.disdubai.ae/home/admissions/Uniform+Policy>

## Equipment

To ensure the health and safety of students and the continuation of effective learning the following equipment must be brought into school on a daily basis.

### Sanitization list

- Face Masks (at least three)
- Hand sanitization
- Wipes
- Gloves (Optional)

### Equipment list

- School Bag
- Mobile learning device (fully charged) - \*see below for specification
- Charger for mobile learning device
- Earphones/earpods
- Large water bottle

### Pencil Case

- Pens
- Pencil/ Rubber
- Ruler/ Sharpener
- Highlighters
- Maths Equipment (Calculator/ Compass/ Protractor)

### For students to engage in Art lessons they will need to following equipment:

- Pack of coloured pencils
- Felt tip pens
- Water colour palette
- Black Fine liner
- Black Marker
- Drawing pencil
- Sharpener

- Eraser
- Paint brushes
- Water pot
- Glue stick
- Scissors
- Other glue if possible

**All devices must:**

- Have a camera
- Have a keyboard (attached or detachable)
- Be fully compatible with Office 365 Apps

**In order to use the device to its full educational potential, it is highly recommended that:**

- A stylus is provided for tablets for writing and drawing (digital inking)
- There is both a front and rear camera for taking photos
- The device runs Windows 10

We highly recommend avoidance of iPad mini's and iPad's because these devices have a very limited functionality on Class Notebook.

One of the significant changes this year is that most of the work will be administered and recorded online using Office 365 e.g. Teams etc. Therefore, it is imperative that a learning device is fully charged and brought into school every day. Students will have an exercise book for taking notes, but this will be one book across all subjects to minimise the chance of infection.

**Mobile Phones**

Mobile phones are allowed in school, but they must be turned off and in bags throughout the school day. Teachers may allow students to use mobile phones in the lesson for educational purposes if it is appropriate. This will be communicated well in advance.

Mobile phones are not to be used on the school site.



## HARD WORK BEATS TALENT particularly if talent doesn't work hard

People used to think that intelligence was fixed at birth. You were either talented in specific areas or you weren't. Some still think it now, saying things like 'I was never any good at maths, so it's no wonder my child struggles too... it's obviously not in our genes'. However, modern studies have shown this belief to be false. The biggest influence on someone's success is not their genetic make-up, it is how hard they work, how focused they are and how determined they are to succeed. At Deira International School we firmly believe in this idea of a "growth mindset" and recognise the huge importance of perseverance, resilience, focused practise and hard work. We thus value effort above attainment, hard work above high scores. We ask all members of the school community - students, staff, parents and governors - to adopt the principles of a Growth Mindset where they:

- Accept that talent can be developed
- Embrace challenges and difficulties
- Persist in the face of setbacks
- View effort as a path to mastery and success
- Try to learn from criticism
- Get inspiration in the success of others (rather than feel threatened by it)
- Be the best you can possibly be
- Realise that if you can't understand something, it is just because you can't do it yet
- Understand that real mastery doesn't come easy... it is the result of hard work over time
- Embrace deferred gratification, accepting that effort may not pay off immediately, but will bring its own rewards over time



## GET INTO THE HABIT OF ASKING

Key Stage 4 is a very important phase in your school career. It is during these two years that you will be working towards the qualifications that may shape your destiny. You will also develop as a person - becoming more confident, more self-assured and more socially aware. You will find that you will be treated more as an adult, with teachers expecting a level of maturity from you that you would have found hard to manage in younger years. You will be expected to be more organised than you might have been in the past, and to take more responsibility for your own successes and achievements. But you are not going to be left entirely on your own. There will be lots of people available to help you if you find yourself getting into difficulties, and lots of other ways of providing you with the support you will sometimes need. This guide is to provide you with some of the information to help you make the most of the next two years. But always remember, if you don't know or don't understand — **ASK!**

## What Makes A Successful Key Stage 4 Student?

There are lots of ideas about how to succeed at Key Stage 4 and get the best exam grades you can. Everybody will tell you that it is important to work hard, to keep up to date, to be punctual to your lessons and to attend school regularly. It is also important to get enough sleep, to have breakfast in the morning and to drink plenty of water. There are also other ways in which you can improve your chances of success which some people don't discover until it is too late. Speak to any sixth former and they will tell you how quickly their Key Stage 4 years went, and how they wish they had got into the habit of revising so much earlier. We expect 15 hours per week home study in total, including homework.

- ◆ Half the battle with revision is getting started.
- ◆ Make revision a standard part of how you work, not just something you do before exams.
- ◆ Revise little, but often. 30-minute sessions for a subject followed by similar slots for other subjects is usually best.
- ◆ Treat all subjects equally when revising but put more time into those subjects or topic areas that you find difficult.
- ◆ Discuss your revision (and your work in general) with friends and family.
- ◆ Use a variety of revision techniques. Methods that feel more difficult are often more effective but do practise the exam questions to test yourself.
- ◆ Draw up a revision timetable and stick to it.
- ◆ Keep your revision notes, and keep things organised.
- ◆ Do not panic. Remember Key Stage 4 is a marathon, not a sprint.



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“If you care at all, you’ll get some results. If you care enough, you’ll get incredible results.” **Jim Rohn**

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