



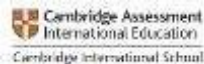
مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

—  
 Al-Futtaim Education Foundation

# Key Stage 3 Handbook

*"Forever learning, forever achieving"*

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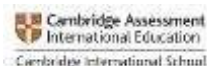


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## Welcome

Dear Parents,

We would like to take this opportunity to welcome both new and returning parents to Key Stage 3 (KS3) at Deira International School (DIS). Thank you for taking the time to read this handbook and hopefully it will give you an insight into KS3 at DIS and what makes it such a special place to learn. As your child moves into a new academic year it will be a huge step in their educational journey. We are extremely excited and proud to join you and your child as we embark on this adventure together.

In KS3 we aim to develop our students holistically by offering them a wide range of experiences both inside and outside the classroom that are equipping them with the skills and knowledge to lead happy and successful lives in the future. We are firm believers that student success is not only measured by results, and the experiences students receive outside of the classroom are just as important as those in it. This said, our curriculum in KS3 is developed to stretch and challenge all our students and is based on a solid grounding of academic excellence. Here at DIS we place a huge emphasis on not ceiling student achievement.

As students return back to school and enter a new academic year, they will be feeling a range of feelings and emotions. At DIS we understand the importance of providing a smooth and seamless transition from one year to the next. Our outstanding pastoral team are on hand to support students every step of the way to ensure all students can excel and achieve their full potential. We strongly believe that a happy student is a successful student.

On reading this booklet, if you have any queries please do reach out to us and we 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.

Your Sincerely



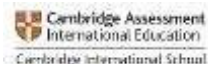
Barry Lomas  
Assistant Head Teacher Pastoral



Mohammad Shah Ali  
Assistant Head Teacher Academics

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## Year Learning Coordinators (YLC) 2020 – 2021

Key stage 3

### Year 7 – Miss Williams



My name is Samantha Williams and this is the start of my sixth year at DIS, third as YLC. In addition to being a YLC, I am also a Physical Education teacher which sees me teaching a vast variety of Sports and Swimming to students in our school, ranging from FS to Year 11. As a YLC, I thoroughly enjoy getting to know the students and their families on a more personal level. Especially, being in a position to offer support and guidance as they settle into secondary school life following their transition from primary. This can be a daunting prospect but with plenty of support and amazing experiences waiting in the wings, a new cohort of students will soon find their feet and this is just such a rewarding journey to be a part of.

I moved to Dubai from my hometown of Manchester in the United Kingdom but I love going back home during the holidays to spend time with my family and little dog, Daisy. As a PE teacher, I have been fortunate enough to have taken part in some incredible sporting opportunities whilst growing up and feel strongly that skills I have learned along the way are often transferred in day to day life. These experiences are something I am keen for our students to enjoy and they certainly have an excellent platform to do this at DIS. I am excited to work with our new Year 7 students and look forward to celebrating all the successes that I am sure they will achieve.

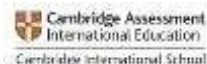
### Year 8 – Miss McDonagh



My name is Gina McDonagh and this will be my second year at DIS as part of the English Department. Prior to this I worked for three years as Head of Department in Dublin, Ireland. I moved to Dubai to benefit from new experiences and challenges both personally and professionally. I thoroughly enjoy getting to know students both inside and outside of the classroom, as they get involved in the many and varied activities and opportunities which DIS provides for them. As part of my position as YLC I look forward to building relationships with students and their families to support and celebrate them as they develop holistically and academically in Year 8.

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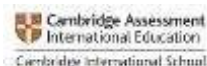
## Year 9 - Miss Pointon



My name is Cherelle Pointon and this will be my first year at Deira International School. I will be teaching Biology alongside my role as Year Learning Coordinator (YLC). I am from Manchester, U.K and I have been teaching for 6 years although my experience in education and working with children has been a passion of mine since leaving school myself. I am very excited to start my role at YLC and will be ensuring that students feel valued, inspired and are constantly celebrated in their achievements. The importance of strong and positive relationships with both my students and parents and the DIS community is an element I will focus on in both my teaching and my role as YLC. Outside of school I am very active, I enjoy playing netball, tennis, badminton and cycling at the weekends. I look forward to the year ahead, meeting all students and continuing their thirst for academia, thriving in all challenges and competitions.

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## Key Stage 3 Team

**Barry Lomas Assistant Head Teacher Pastoral Care**

**Year 7 Learning  
Coordinator and  
Assistant**

**Year 8 Learning  
Coordinator**

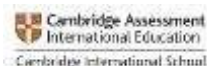
**Year 9 Learning  
Coordinator and  
Assistant**

### Tutor List

Year 7	Year 8	Year 9
David Keating	Irfan Sadiq	Danielle Wright
Adriana Cooke	Lauren Kelly	Suhail Makda
Steven Bond	S. Kundra	Oliver Herbert
Ahmad Almhimid	Abena Thompson	Mohammed Ullah
Annalisa Cleland-Awity	Deirdre Logue	George Stroud
Avas Ali	Yilmaz Yadirgi	Marie – Clemence Jacobs

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## 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:

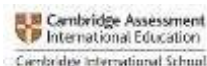
At DIS, Respect, Excellence, Collaboration and Integrity are the values we live by, that help us action our Vision and Mission. These are also the values of Al-Futtaim Group.

### DIS Motto:

"Forever learning, forever achieving"

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## I am DIS

At DIS we pride ourselves on our three core 'I am DIS' values which are Determined, Innovative and Successful. We 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, demonstrate and celebrate 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**

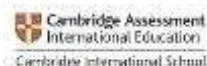
I am **creative** and come up with new ideas. I develop my **curiosity** by looking for new ways to see the world around me. I use my **judgement** to make decisions based on evidence. By giving advice to others I can show **perspective** using my knowledge and experience. I am **prudent** through planning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

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## Key stage 3 curriculum

Our curriculum at Key Stage 3, which includes Year 7 – 9 offers a broad, balanced and inclusive educational experience. We provide the National Curriculum for England (NCfE) adapted to match both the local requirements of the UAE and to prepare students for a rapidly changing world that we live in.

The NCfE provides students with a core curriculum offer of English, Mathematics, Science and PE and a range of other foundation subjects across disciplines such as the arts, technology, language and humanities. In accordance with the UAE's Ministry of Education, we provide Arabic A and B Language, UAE Social Studies and, for Muslim students, Islamic Studies. All these subjects that are taught in Key stage 3 lead on to Key Stage 4 where students complete GCSE/ IGCSE and IBTEC qualifications. As students move through to Sixth Form, they will complete the International Baccalaureate. To ensure students have a smooth and seamless transition as they move through each phase, we share a consistent philosophy from Foundation Stage through to Sixth Form.

The aim of our Key Stage 3 Curriculum is to develop the whole child, whilst also equipping them with a breadth of knowledge and a wide variety of skills which will allow them to excel in the classroom and beyond. We provide our students with extensive opportunities which allows for their talents and aspirations to be nurtured. Through our blended learning approach students will have the opportunity to become more independent and digital literate, whilst developing them into responsible global citizens of the future.

Our Key Stage 3 Curriculum strives to achieve the following:

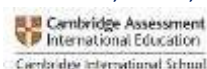
- Provide a broad, balanced and inclusive curriculum allowing **ALL** students to achieve academic excellence.
- Provide the breadth and depth of experience so that students are ready and fully prepared to thrive at GCSE/BTEC and IB qualifications as senior students
- Provide opportunities for our students to explore, debate and solve real life problems and in doing so become confident global citizens of the future who are prepared to meet the challenges of a rapidly changing world. They will be competent digital users, developing a variety of transferable skills in preparation for Further Education and employment.
- Provide explicit opportunities to develop the core 'We are DIS' values and attributes, building students' learner attributes as a means to become well rounded individuals.
- Ensuring subject areas develop confident and resilient individuals, who are equipped with the knowledge and skills to be able to live safe, healthy and fulfilling lives.

**Key Stage 3 students will study the following subjects:**

Core	Specialist	Creative	Emirate
English	History	Music	Social Studies
Maths	Geography	Drama	Islamic
Science	French	Art	Arabic
Physical Education	Spanish	Design Technology	Moral Education
	Computer Science		

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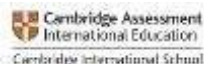
## Go4schools

The Secondary School uses Go4Schools as a method for tracking assessment, homework, behaviour and attendance throughout the year. These will be set through go4schools and accessible to parents. There is no specific data capture point where staff are required to input current grades, as this takes place throughout the year. Data is live and real-time, ensuring that a current working at grade is automatically updated and generated with the weighting of various assessments. Parents and students are able to access all information via the go4schools application.



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## Assessment

Assessment is an integral part of teaching and learning and is inextricably linked to the curriculum. Professor Dame Alison Peacock Chief Executive, Chartered College of Teaching, articulates what great assessment looks like. 'Great assessment enables both children and teachers to understand what has been learnt and identifies specific areas where misconceptions have occurred or where more practice is needed. Assessment that is used formatively, actively informs pedagogy.'

Good and well-planned assessment provides the basis of informed teaching, helping students to overcome their difficulties and ensuring that teaching builds on what has been learned. Assessment should be evident in every lesson; effective assessment is key to high-quality teaching and learning and successful learners.

### What is assessment?

Assessment is the opportunity to demonstrate knowledge and abilities. Therefore, any opportunity that students have to demonstrate their learning could be deemed an 'assessment event', whereby a student's level of understanding can be judged. An assessment event could be anything from a formal exam to a Q&A session, a low stake quiz to a role-play, a presentation to a mind-map.

One principle that is clearly agreed upon is that classroom assessment is central to the teaching and learning process. It must be collaborative and focused; assessment must be an interactive process. Teachers need to know about their existing students' progress and next steps in learning so that they can adapt their lessons to meet their needs – needs which are often unpredictable and which vary from one student to another.

Assessment is the process by which students, teachers and parents are able to make judgements that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalisation and improve the quality of teaching and learning.

### Types of Assessment

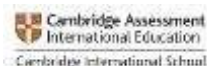
**Summative Assessment** – Previously and often referred to as assessment of learning. This covers assessment events that aim to provide information about how much a student has actually learned at the end of a particular section/unit of work. Our end-of-year exams and key assessments are summative assessments and this data is recorded in Go4schools and is a **key data DROP**.

**Formative Assessment** – Often referred to as assessment for learning. This is the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go, and how best to get there. Formative assessment is less formal than summative assessment and therefore it is more regular and is recorded in Go4schools as a **data DRIP**.

**Diagnostic Assessment** – Any assessment event that seeks to identify a student's strengths and weaknesses including how they like to learn.

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Teachers use a variety of methods for assessment, which include:

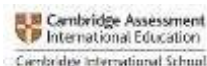
- Self-evaluation and reflection
- Questioning and immediate verbal feedback
- Collaborative assessment and feedback
- Quality feedback for learning / marking
- Examinations and Key Assessments
- Controlled assessments
- Homework / coursework tasks
- Self and peer assessment

### **End of Year Assessments**

At the end of each academic year, students will sit an end of year examination in most subjects. Where this is not the case, assessments will be conducted in lessons under the supervision of the teacher. In most cases the examination will be sat in the MPH under formal examination conditions. This helps prepare and support students as they move closer to their IGCSE and IB examinations.

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## Key stage 3 Target Setting, Grading and Reporting

### Target setting

Target setting is important at DIS to ensure student progress is accelerated. Target setting should be used to motivate and aspire students to achieve the highest grade possible. Our philosophy believes that every student can achieve the very highest grades and that there should be NO ceiling on this. So that teachers are even more aspirational for their students, we set them an **Aspirational Target (ATG)**. The ATG is set using a range of indicators such as CAT, MEG and a teacher's professional judgment to give an indication to students of the grade they could really go for and achieve if they give it their all.

### Grade Descriptors

Attainment Grades	Description
<b>CWG – Currently Working at Grade</b>	The grade the student is presently working at, based on accurately assessed work.
<b>AG – Anticipatory Grade</b>	This is the grade the teacher believes the student will get, based on their current performance. This is always a whole grade.
<b>End of Year Grade</b>	The Grade achieved at the end of the year. This is always a whole grade.
<b>Mock</b>	This is the full grade achieved in mock examinations. This is always a whole grade.

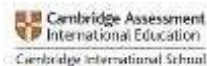
Target Grades	Description
<b>ATG – Aspirational Target Grade</b>	This is the grade the teacher believes the student could get if they worked to the best of their ability. It is based on prior attainment, what the teacher knows about the student and their professional judgement. This is always a whole grade.

### Attainment

At KS3, subject leaders have created assessment rubrics, descriptors and mark schemes that are in line with the UK National Curriculum standards and expectations for their subject to benchmark attainment. Our assessment method works backwards and forwards; the criteria for IGCSE has been mapped backwards to Year 7 to ensure students are developing skills that they will need to develop further at iGCSE and beyond.

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At KS3 in most subjects, student-friendly assessment rubrics and grids provide learners with a clear breakdown of what each descriptor means, detailing precisely what knowledge, understanding and skills are required to attain each new grade threshold. The table below shows assessment grades we use in each year group and the attainment pathway from Year 7 through to IB2. It also highlights how they align to KHDA expectations.

Attainment Grade Descriptor							
The table below show grade equivalencies across qualifications. Expected attainment considered a recognised pass.							
Key Stage 3			Key Stage 4 - IGCSE		Key Stage 5 - IB		BTEC
Year 7	Year 8	Year 9	Year 10 and 11		Year 12 and 13	Extended Essay and TOK	BTEC Level 1
9	9	9	9				
8	8	8	8	A*			Distinction*
7	7	7	7	A	7	A	Distinction
6	6	6	6	B	6	B	Merit
5	5	5	5	C	5	C	Pass
4	4	4	4	C	4	D	Distinction
3	3	3	3	D	3	E	Merit
2	2	2	2	E	2		Pass
1	1	1	1	F/G	1		Working Towards
U	U	U	U	U	U	U	U
Above Expected Attainment							
Expected Attainment							
*Attainment as defined by KHDA. As a school we expect our students to achieve significantly higher than expected attainment.							

## Students Attitude to Learning and Homework Grading

It is important to have accurate data on a student to find out where the student is underperforming or where they could improve. To support this, teachers can make a judgement on each student's attitude to learning and home learning throughout the year by adding this to the respective markbook in Go4schools. To ensure we have consistency across all subjects, the below definitions and descriptors should be referred to when making a judgement on a student.

## Descriptors

Key	Descriptor
<b>Attitude to Learning (ATL)</b>	This is an overview grade of a student's attitude to their studies and lessons. It will also reflect how well the student is adhering to and developing the IB Learner Attributes.
<b>Home Learning (Homework)</b>	This is a grade that reflects the completion and quality of home learning. This is based on an average of all home learning completed across the whole term.

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ATL Grade	Description
<b>Outstanding*</b>	A highly motivated and committed student with an outstanding attitude to learning.
<b>Very good</b>	A hard-working and committed student with a very good attitude to learning.
<b>Good</b>	A hard-working student with a good attitude to learning.
<b>Satisfactory</b>	A student working at a standard level with an acceptable attitude to learning.
<b>Weak</b>	A student who does not always participate effectively with an unsatisfactory attitude to learning.
<b>Unacceptable</b>	A student who is not motivated or committed and their attitude to learning is a cause for concern.
<b>n/a</b>	Not applicable for this subject – This should not be used unless approved by SLT and Data Manager

Home Learning	
<b>Green**</b>	Usually completed to above expected standards.
<b>Amber</b>	Usually completed to expected standards.
<b>Red</b>	Usually incomplete or below expected standards.
<b>n/a</b>	Not applicable for this subject – This should not be used unless approved by SLT and Data Manager

### 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.

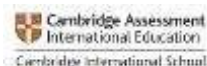
### Reporting periods

At DIS we understand the importance of regular monitoring of students. Every student will receive an achievement report on attainment, progress, attitude to learning and attendance and punctuality 3 times each academic year. All students will receive a written report once per year for each subject.

Year 7, 8 and 9	
December	End of Term 1 Report Grade
March	End of Term 2 Report Grade
June	End of Term 3 Report/ Written Report

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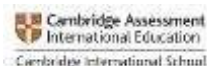


## Example of student Report

Subject	ATG	AG	Progress	Attitude to Learning (ATL)	Home Learning	Group teacher(s)
Arabic A	6	6	On target	Good	Green	Mr A Jabali
Computing	6	7	Above target	Very good	Amber	Ms K Akhtar
Design and Technology	6	5	Below target	Very good	Amber	Ms R Pryce
Drama	5	5	On target	Very good	Amber	Ms S Keyworth
English	5	5	On target	Good	Green	Ms B Evans
French	6	5	Below target	Satisfactory	Amber	Mrs M Bigot
Humanities	5	5	On target	Good	Amber	Mr M Thomasson
Islamic A	6	6	On target	Good	Green	Mr M Alkalou
Mathematics	5	3	Well below target	Satisfactory	Amber	Ms K Fairman
Music	6	5	Below target	Weak	Red	Mr N Riley
Physical Education (Core)	6	5	Below target	Satisfactory	n/a	Mr M West
Science	6	6	On target	Very good	Amber	Mr J O'Toole
Social Studies	6	5	Below target	Very good	Green	Mrs N Mohyuddin
Visual Arts	6	6	On target	Very good	Amber	Ms R Pryce
Report Key						
ATG	This is the grade the teacher believes the student could get if they worked to the best of their ability. It is based on prior attainment, what the teacher knows about the student and their professional judgement.					
AG	This is the grade the teacher believes the student will get based on their current performance.					
Attitude to Learning (ATL)	This is an overview grade of a student's attitude to their studies and lessons. It will also reflect how well the student is adhering to the IB Learner Profile.					
Home Learning	This is a grade that reflects the completion and quality of home learning. This is based on an average of all home learning completed across the whole term.					
Attitude to Learning (ATL)						
Outstanding	A highly motivated and committed student with an outstanding attitude to learning.					
Very good	A hard-working and committed student with a very good attitude to learning.					
Good	A hard-working student with a good attitude to learning.					
Satisfactory	A student working at a standard level with an acceptable attitude to learning.					
Weak	A student who does not always participate effectively with an unsatisfactory attitude to learning.					
Unacceptable	A student who is not motivated or committed and their attitude to learning is a cause for concern					
n/a	Not applicable for this subject					
Home Learning						
Green	Usually completed to above expected standards.					
Amber	Usually completed to expected standards.					
Red	Usually incomplete or below expected standards.					
n/a	Not applicable for this subject.					
Session Attendance Information				Behaviour Information		
Percentage attendance:		100.00%		Positive points:		79
Attendance:		225		Negative points:		-12
Authorised absences:		0		Current ranking:		116/125
Unauthorised absences:		0				
Possible sessions:		225				

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## Home Learning

Homework tasks are appropriate for the age group and are embedded in each Department's scheme of work. Homework at KS3 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.

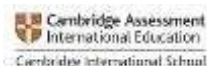
Broadly speaking, there are three main types of homework:

- 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.

All homework will be set and tracked through Go4schools. 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 a minimum in KS3 and reviewed on a regular basis using feedback from both parents and students.

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## School Timings and structure of the day

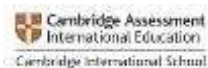
In order to have an orderly start to the day adhering to social distancing measures it is vital that we have a daily staggered start. Students arriving by car must do so at the times stated below.

Lesson 1	07:50-08:50
Lesson 2	08:50-09:50
Break	09:50-10:10
Lesson 3	10:10-11:10
Lesson 4	11:10-12:10
Lunch	12:10-13:10
Lesson 5	13:10-14:10
Tutor Time	14:10-14:30
Lesson 6	14:30-15:30
CCA	15:30-16:30

**\*\*\*Please note the National Anthem will play at 7:48am, students should be in class by then to avoid being marked as late.**

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## Registration

Students are late if they are not sat down in their first lesson by 7.45am. The national anthem starts at 7.48am.

Punctuality and lateness is recorded and monitored every lesson. It is essential that students are on time for school and each lesson to ensure they are safe and learning time is maximized. Arriving on time for school/lessons is rewarded regularly by the school and reported to parents annually.

## Student Drop Off Times

To ensure we can adhere to social distances measures, we are staggering the number of students and families entering the school site in the morning by asking families to arrive according to their House Group. These times are as follows:

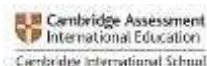
Saluki and Falcon: 7.25 - 7.35am

Oryx and Tahr: 7.35 - 7.45am

Where siblings are in different House Groups, the **older sibling** will dictate the House to use as the arrival time. By the end of this academic year, all siblings will be organised into the same House.

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## Attendance

### Everyday 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 – everyday 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

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

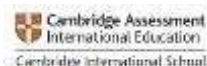
## ATTENDANCE MATTERS

WHAT DO YOUR  
ATTENDANCE  
FIGURES  
ACTUALLY MEAN?

**BE SMART BE THERE!**

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## **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 7.30am to inform our reception team of your child's lateness.

### **After 8am, only gate 1 will be open to enter the school site.**

If your child arrives after 8am he/she must go to the Secondary 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.

Any arrivals after 8.30am will have to enter the school via the main school reception, as the secondary reception will be closed.

## **Absences**

If your child will be absent due for any reason please email [sabsences@disdubai.ae](mailto:sabsences@disdubai.ae) explaining your child's illness/reason for absence.

If a student is absent for more than one day, a medical certificate should be emailed to [sabsences@disdubai.ae](mailto:sabsences@disdubai.ae). As part of our first response procedures, should you not have emailed us by the time we have taken registrations we will text/call you asking where your child is and why they are absent.

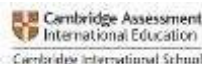
### **Planned Absences Other Than School Holidays:**

#### **Planned absence from the school is actively discouraged.**

Any planned medical leave should be emailed to [sabsences@disdubai.ae](mailto:sabsences@disdubai.ae). Please email a scanned copy of the medical certificate provided by the doctor/clinic. This applies if the student will be absent for 3 days or more.

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## Dress Code

We are all proud to be a part of the DIS community and our uniform allows us to celebrate this. Our uniform reflects the high standards that we set for ourselves on a daily basis and through this it supports positive attitudes to our peers and our learning. Developing an understanding of how to dress in a smart and professional manner at a young age helps to create good habits for when pupils leave education and enter the world of work. Uniform also protects children from social pressures, for example, to dress in a particular way which adheres to current fashion trends. It is for these reasons that we insist not only on having a school uniform, but that it is adhered to at all times.

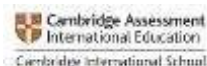
Full and correct uniform must be worn in and whilst travelling to and from school. This also applies after school and travelling home after activities and on all school trips unless otherwise instructed by a member of staff. Also, full uniform must be worn to all Parent Teacher consultations and other formal School events.

Shirts/blouses should be of an appropriate size (not overlarge). Black leather shoes (not trainers) should be worn and polished regularly. School uniform and personal items are the responsibility of the students and their family.

Please ensure that all items of clothing and personal possessions are clearly labeled. Any lost items will be placed in the 'Lost and Found' baskets at the Secondary School Reception.

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## GIRLS UNIFORM Year 7 – 11



WHITE BLOUSE  
[YEAR 1 - YEAR 11]



KNEE LENGTH SKIRT  
[YEAR 6 - YEAR 11]



GREEN GIRLS TROUSER  
[YEAR 1 - YEAR 11]

- School blouse can be worn with white (not visible) undergarment
- School skirt with hemline below the knee or trousers
- **Plain black shoes** with no heels or coloured markings (no trainers)
- Socks must be black with trousers or white with skirts
- Black or white shaylas
- Make up must be subtly applied. No nail polish or artificial nails
- Watch, small ear studs. No bracelets.
- Presentable hair, off the face. No bright and unnatural hair colours permitted
- No visible undergarments
- Only school uniform jumpers are to be worn. Tour or sports hoodies are not acceptable.
- **Uniform substitutes or additional non-uniform garments are not acceptable**



V-NECK SWEATER  
[EYFS1 - YEAR 11]



GREEN FLEECE JACKET  
[EYFS1 - YEAR 11]



GREEN CARDIGAN  
[EYFS1 - YEAR 11]

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## BOY'S UNIFORM YEAR 7 -11



WHITE SHIRT  
[YEAR 1 - YEAR 11]



GREEN BOYS TROUSER  
[YEAR 1 - YEAR 11]

- ❑ School shirt—only plain white t-shirt may be worn under the shirt
- ❑ School trousers
- ❑ **Plain black shoes** without coloured markings (no trainers)
- ❑ Watch, small ear stud
- ❑ Religious medallion out of sight. No bracelets
- ❑ No visible undergarments
- ❑ Only school uniform jumpers are to be worn
- ❑ Facial hair is to be trimmed and presentable.
- ❑ Presentable hair, off the face. No bright and unnatural hair colours permitted
- ❑ Only school uniform jumpers are to be worn. Tour or sports hoodies are not acceptable.
- ❑ **Uniform substitutes or additional non-uniform garments are not acceptable**



V-NECK SWEATER



GREEN FLEECE JACKET

### Winter Uniform (Unisex)

- School V-Neck pullover
- School V-Neck cardigan

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### Acceptable Shoes

- ❑ Shoes must be plain black with no coloured markings, contrasting colours, flashes or branding
- ❑ Trainers will only be permitted for Physical Education or sporting events
- ❑ Girls shoes should be flat. No heels



### Unacceptable Shoes

- ❑ No trainers, pumps, plimsolls or sports trainer type shoes
- ❑ No branded trainers such as Nike, Puma, Sketchers, Adidas, Vans, Converse and Ralph Lauren
- ❑ Boots are not allowed. Only shoes below the ankle
- ❑ If you are unsure on what shoe to purchase please speak with the appropriate Year Learning Coordinator for further guidance



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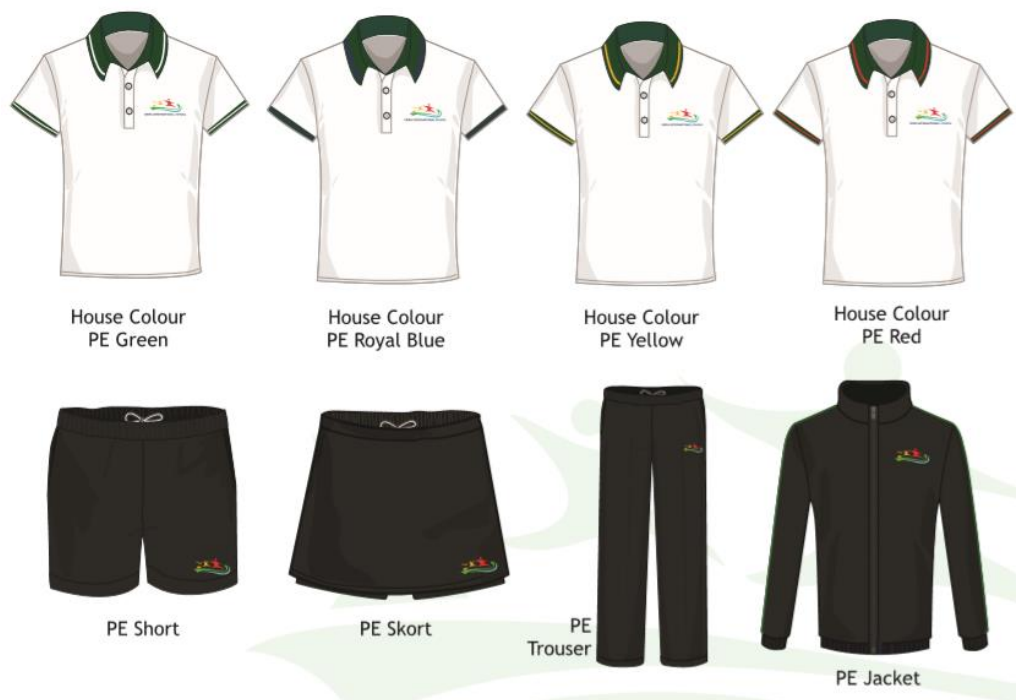
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## PE Kit

DIS will be continuing to ask students to attend school in their PE kits (team kits not permitted for lessons) on days where they have PE timetabled. This is to ensure we are doing everything we can to reduce the risk of spreading COVID-19 and also to maximise the students' activity time.

Additionally, in a continued attempt to improve the consistency, standards and health and safety at DIS, students will not be permitted to wear their green school jumpers during PE lessons from the start of the new academic year. Due to the nature of the subject, students should never be cold within the lesson, however, we do understand that some students may wish to cover their arms during PE time.

To help with this, the school's uniform supplier offers a made to measure long sleeve PE shirt which can be ordered at the shop. Alternatively, students may wear a long sleeve white sports undershirt.



The days that students have PE they will be allowed to attend school in their full PE kit.

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## School Lanyard

- It's requirement for ALL students to wear their school lanyard.
- Safeguarding – Students must visibly wear their student lanyard and ID card as show in the picture. This will allow us to safeguard all students in the building.
- Teamwork and Collaboration – Allows for further teamwork and collaboration opportunities, further enhancing the learning of our students.
- House Spirit and Community Cohesion – Allows students to demonstrate house spirit and to feel a part of the DIS community.
- Digital – Allows students to access contactless facilities such as the library and the canteen.



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## DIS Learning Essentials and Equipment

It's important that students are prepared for learning each day, so they can maximise their full potential. Students have the following equipment each day:



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 two)
- Hand sanitization
- Wipes
- Gloves (Optional)

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### **All devices must:**

Please find below the criteria for your child's electronic learning device.

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.

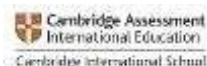
### **Mobile Phones and Devices**

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. Students are not allowed to use their electronic device during lunchtime.

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

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## What makes a successful Key Stage 3 Student?

There are lots of ideas about how to succeed at KS3 and how best to prepare for the rigour of KS4. 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 a 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 KS4 student and they will tell you how quickly their KS3 years went. Here are a few tips for you during KS3:

- ✓ Keep an open mind and explore all subjects and activities offered. You may end up enjoying a subject you had never thought of.
- ✓ Be open to meeting new people and making new friends.
- ✓ Involve yourself in as many activities outside of the classroom as possible.
- ✓ Develop good routines and habits.
- ✓ Don't be afraid to ask for help. This may come in the form of teachers and your peers.
- ✓ Don't be afraid to take risks and come out of your comfort zone.
- ✓ It's ok to fail. Don't expect a smooth journey through KS3. There will be ups and downs, stay positive, reflect and be resilient.
- ✓ Use your outlook calendar to help plan your week, including homework.
- ✓ Fully embrace school life and its core values.

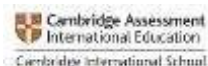
### Wellbeing tips

- ✓ 8 hours sleep per night.
- ✓ Don't spend too much time behind a screen (This includes phones, TVs and game consoles).
- ✓ Take regular breaks and keep hydrated.
- ✓ Stay active and lead a healthy lifestyle.
- ✓ Try to stay away from sugary drinks and food, especially in the morning.
- ✓ Remember, there is always someone to help. If you need support reach out to someone. This may come in the form of peers, family or the amazing teachers you have.
- ✓ Make time for friends and family. School is important but you must find a healthy balance.

At DIS we pride ourselves on offering excellent pastoral care for all our students. We understand that this will be more important than ever due to the current COVID19 situation. Our experienced pastoral team will be on hand to support students in all areas of school life and beyond. In addition, this year we will have full time counsellor on hand for students who may need any extra support or someone to talk too.

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## 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 DIS we firmly believe in this idea of a "growth mindset" and recognise the huge importance of perseverance, resilience, focused practice 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



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