



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

—
Al-Futtaim Education Foundation

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KS4 Handbook (I) GCSE

Determined – Innovative – Successful

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Welcome

We would like to take this opportunity to welcome both new and returning parents to Key Stage 4 (KS4) at Deira International School (DIS). Thank you for taking the time to read this handbook and hopefully it will give you an insight into KS4 at DIS. We are 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 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 Academic

Key stage 4 Team 2021 - 2022

Year 10 Learning Coordinator – Mr Iqbal



I am joining Deira International School as a Teacher of Mathes and YLC Co-ordinator for Year 10. I qualified as a teacher in 2015. I started my teaching career in an underachieving school, where I taught for four years. I was very successful during my time there both as a Maths Teacher and in mentoring programmes helping disadvantaged students reach their potential. In 2019, I joined Tauheedul Islam Boys' High School, which is a school in the top 1% in the UK. Again, achieving fantastic results through a Pandemic. I am also a Microsoft Innovative Educator Expert and will continue to use technology to enhance the progress of the students at DIS. I am really excited to start at DIS and support the students at DIS, both inside the classroom but also in nurturing them with their personal development and future career choices to become leaders of industry in the future.

Email: SIqbal@disdubai.ae

Year 11 Learning Coordinator - Miss Rawlins



My Name is Jordan Rawlins and this will be my sixth 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

Year 10 Learning Coordinator
Mr Sheikh Iqbal

Year 11 Learning Coordinator
Ms Jordan Rawlins

Year 10 Tutors		
Gemma Wilson	10A	M24
Anna Akinwumi	10B	G8
Ambreen Ahmed	10C	G15
Chelsie Hemmings	10D	U12
Stuart Wilson	10E	U23
Zain Saeed	10F	M13

Year 11 Tutors		
Rhiannon Quinton	11A	U28
Robert Orr	11B	G2
Kirsty Fairman	11C	U16
Khalil Obeid	11D	U11
Bethan Evans	11E	G18
Joshua Robson	11F	G3

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
IGCSE Art & Design: Fine Art	Edexcel 4FA1	50	50
IGCSE English Language	Edexcel 4EA1	60	40
IGCSE English Literature	Edexcel 4ET1	60	40
IGCSE Mathematics	Edexcel 4MA1	100	
IGCSE Music	Edexcel 1MU0	40	60
GCSE Psychology	Edexcel 1PS0	100	
IGCSE Arabic B	Cambridge International 0544	66.6	33.3
IGCSE Biology	AQA 8461	100	
IGCSE Business Studies	Cambridge International 0450	100	
IGCSE Chemistry	AQA 8462	100	
IGCSE Combined Science	AQA 8464	100	
IGCSE Computer Science	Cambridge International 0478	100	
IGCSE Design & Technology	Cambridge International 0455	50	50
IGCSE Drama	Cambridge International 0411	40	60
IGCSE Economics	Cambridge International 0455	100	
IGCSE Enterprise	Cambridge International 0454	50	50
IGCSE ICT	Cambridge International 0417	100	
IGCSE First Language Arabic	Cambridge International 0508	100	
IGCSE French	Cambridge International 0520	75	25
IGCSE Geography	Cambridge International 0460	72.5	27.5
IGCSE History	Cambridge International 0470	73	27
IGCSE Physical Education	Cambridge International 0413	50	50
IGCSE Physics	AQA 8463	100	
IGCSE Spanish	Cambridge International 0530	75	25
BTEC Sports Science	Edexcel		100
BTEC Travel & Tourism	Edexcel		100

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.

Home learning will always be set, tracked and graded using Go4schools. We encourage parents to monitor their child's home learning through the Go4schools APP.

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.

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.

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 29th of August for an induction day. Year 10 and 11 students will officially start on the 1st of September.

Key Stage 4 School Day:

07:20 - 07:50	Arrival to School
07:50 - 08:50	Lesson 1
08:50 - 09:50	Lesson 2
09:50 - 10:10	Break
10:10 - 11:10	Lesson 3
11:10 - 12:10	Lesson 4
12:10 - 13:10	Lunch
13:10 - 14:10	Lesson 5
14:10 - 14:30	Tutor Period
14:30 - 15:30	Lesson 6
15:30 - 16:30	Intervention / CCA

*****Please note the National Anthem will play at 7:48am. Students should be in class by 7.45am to avoid being marked as late.**

Registration

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.

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

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!

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 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. 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 absence from the school is actively discouraged.

Any planned medical leave should be emailed to 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.



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

Go4schools

The Secondary School uses Go4Schools as a method for tracking assessment, homework, behaviour and attendance throughout the year. 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.



Key Stage 4 Assessment, Grading and Reporting

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 students' 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.

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.



Target setting

Target setting is important at DIS to ensure student progress is accelerated. Target setting should be used to motivate and inspire 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
CWG – Currently Working at Grade	The grade the student is presently working at, based on accurately assessed work.
AG – Anticipatory Grade	This is the grade the teacher believes the student will get, based on their current performance. This is always a whole grade.
End of Year Grade	The Grade achieved at the end of the year. This is always a whole grade.
Mock	This is the full grade achieved in mock examinations. This is always a whole grade.

Target Grades	Description
ATG – Aspirational Target Grade	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.



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

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	BTEC Level 2/3
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	Working Towards
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	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
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 and developing the IB Learner Attributes.
Home Learning (Homework)	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.

ATL Grade	Description
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 – This should not be used unless approved by SLT and Data Manager

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 – 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.

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.



"The most effective way to do it, is to do it!" **Amelia Ehart**

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.

Reporting Period

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

KS4 Students Dress Code 2021 – 2022

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.

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]

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

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



PE Kit



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

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.



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)

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.

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



"Here in UAE, we believe that, tolerance is the backbone of all civilizations, religions and cultures"
Sheikha Lubna Al Qasimi (First woman in the UAE to assume a cabinet position)

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.



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