



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 Years 10 & 11 at DIS. We feel extremely privileged to work with 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, Psychology and Science 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 specialist 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 2022 - 2023

Year 10 Learning Coordinator – Miss Pointon



My name is Cherelle Pointon and I excited to continue the role of Year Learning Coordinator (YLC) for year 10. I will be teaching Biology alongside my role as YLC. I am from Manchester, U.K and I have been teaching for 7 years although my experience in education and working with children has been a passion of mine since leaving school myself. This year I am looking forward to supporting students as they embark on their next chapter of their education and starting their option choices. I will continue to ensure 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, guiding students to successfully progress and continuing their thirst for academia, thriving in all challenges and competitions.

Email: cpointon@disdubai.ae

Year 11 Learning Coordinator – Mr Iqbal



I am delighted to say that I will be continuing as Year Learning Co-Ordinator for the Year 11's next year. Over the past year it has been amazing to get to know each and every one of our exceptional students. Next year will be challenging for our students with the culmination of several years of hard work with their IGCSE exams. As a school we are working on a number of strategies to allow our students to succeed in these exams including interventions with students. During the academic year we will also be guiding the students on next steps and making sure that the IB pathway they choose to go on is correct and suited towards them and their future life aspirations. We will continue to support children's

personal growth in line with the school values making sure that they are not only academically successful but also holistically.

Email: SIqbal@disdubai.ae

Key Stage 4 Team

**Year 11 Learning Coordinator
Mr Sheikh Iqbal**

**Year 10 Learning Coordinator
Ms Cherelle Pointon**

Year 11 Tutors		
Gemma Wilson gwilson@disdubai.ae	10A	M24
Nicoletta Darla ndarla@disdubai.ae	10B	
Ambreen Ahmed aahmed@disdubai.ae	10C	G15
Chelsie Hemmings chemmings@disdubai.ae	10D	U12
Stuart Wilson swilson@disdubai.ae	10E	U23
Olivia Ainsley oainsley@disdubai.ae	10F	

Year 10 Tutors		
Richard Keys rkeys@disdubai.ae	10A	
Mohammad Ullah mullah@disdubai.ae	10B	MPH04
Marie-Clemence Jacobs mbigot@disdubai.ae	10C	U3
Maddyson Lynn mlynn@disdubai.ae	10D	M9
Joe Steede jsteede@disdubai.ae	10E	
Danielle Wright dwright@disdubai.ae	10F	M23

The role of a tutor

At DIS we believe that the role of the Tutor is important in the development of students throughout their school career. A Tutor's role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging excellence, respect, collaboration, integrity and the highest possible standards of work and behaviour. The Tutor should be active in the care, guidance and support of the 'whole child'.

Your child's tutor will act as your first point of contact throughout the academic year. If you have any issues or concerns, do e mail your tutor in the first instance for support.

At DIS we expect the following from our Tutors

- To build strong relationships with students and their families
- To show a keen interest in all aspects of their school life and beyond
- To build and establish the DIS Way by supporting students to build positive habits and routine

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"

DIS Core Values and Social Norms

We must have high expectations of everyone for them to be successful; we will support every student to meet our expectations. Whilst sometimes this may be challenging, we expect our students to live by our core values and DIS Social Norms 100% of the time, demonstrating the DIS Way. If they do this, their hard work will be acknowledged through our core values and learner attributes. Below are our core values and expectations. Students will develop positive habits around these key areas which allows them to thrive both academically and socially.

Respect for all

- At DIS we greet each other in a kind and caring manner with a smile on our faces.
- At DIS students refer to their teachers using Sir and Miss or using their surname.
- At DIS we believe in mutual respect – we value each other and their opinions.
- At DIS we actively listen when others are speaking. We never talk over another person.
- At DIS we communicate in a respectful and polite manner. This includes using please and thank you – good manners go a long way.
- At DIS we take pride in our school and our community. We never litter or damage school property.

Excellence in everything we do

- At DIS we are always on time to school and lessons. We work hard to exceed the DIS attendance target.
- At DIS we reflect, challenge and push ourselves each and everyday. We strive to give 100% effort to all we do .
- At DIS we accept that failure leads to success. We must be resilient and learn from our failures. We never give up.
- At DIS we are always well prepared for lessons and learning.
- At DIS our uniform is worn correctly with pride. We are all proud to be a part of the DIS community.

Integrity each and every day

- At DIS any form of bullying, intolerance or unacceptable behaviour is not tolerated and challenged by everyone. Positive behaviour should always be celebrated and rewarded.
- At DIS we do the right thing each and every day. Not because we have to, but because we want to.
- At DIS we take responsibility for our own actions and behaviour. We don't blame others and find excuses.
- At DIS we are all ambassadors of the school – this includes when the wider community.
- At DIS we demonstrate honesty regardless of the situation. We do this because we are principled people.
- At DIS we are true to our word. If you commit to something, you follow through with it to the best of your ability.

Collaboration – we succeed together

- At DIS we embrace different cultures, backgrounds and values– we are a community that is inclusive and treats everyone equally.
- At DIS we are a community who helps, cares and supports each other – physically, emotionally, socially and academically.
- At DIS we show enthusiasm when celebrating the achievements of others. We achieve together and we fail together!
- At DIS we contribute to discussions, whilst allowing others to develop our ideas.
- When collaborating with others we are always respectful of their ideas.
- At DIS we all support each other to achieve our goals.

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, Photography, Psychology, PE, Spanish, Textiles.

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
IGCSE Photography	Edexcel 4PY1	50	50
IGCSE Textiles Design	Edexcel 4TE1	50	50

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 – Year 11

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 sessions/after school sessions. These sessions are compulsory 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. Intervention will play a key part in closing gaps and making sure students achieve fantastic grades.

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.

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:

Mon , Wed, Thurs		
Period	Time	Duration
1	7:50 -8:50	1hr
2	8:50-9:50	1hr
Break	9:50-10:10	20mins
3	10:10 - 11:10	1hr
4	11:10- 12:10	1hr
Lunch	12:10-1:10	1hr
5	1:10-2:10	1hr
Reg	2:10-2:30	20mins
6	2:30-3:30	1hr

Tuesday		
Period	Time	Duration
1	7:50 -8:50	1hr
2	8:50-9:50	1hr
Break	9:50-10:10	20mins
3	10:10 - 11:10	1hr
4	11:10- 12:10	1hr
Lunch	12:10-12:50	40 mins
5	12:50 - 1:40	50 mins
6	1:40 - 2:30	50 mins

Friday		
Period	Time	Duration
1	7:50 - 8:35	45 mins
2	8:35 - 9:20	45 mins
3	9:20 - 10:05	45 mins
Break	10:05 - 10:20	15 mins
4	10:20 - 11:05	45 mins
5	11:05 - 11:50	45 mins

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

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 are 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.

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 7.50am, only gate 1 will be open to enter the school site.

If your child arrives after 7:50am he/she must go to the Main Admin 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 7:50am will have to enter the school via the main school reception, as the secondary reception will be closed. A student who is late will be issued with a behaviour point and will complete a 10 minute reflection on the same day.

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 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.

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.



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
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.



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

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
September	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

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					

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

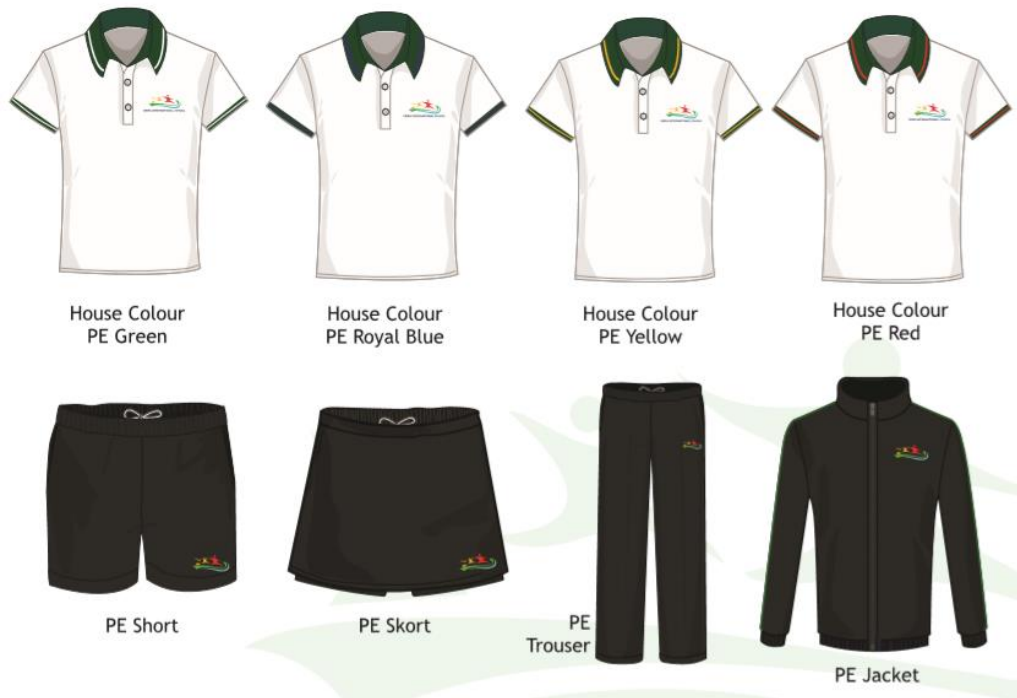


PE Kit

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 under-shirt.



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. If a student is found to have a mobile phone/headsets/ear phones out without permission they will be confiscated for the remainder of the day. 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**
