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DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

**Key Stage 4 Handbook 2023-24**

## Welcome

Dear Parents



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, Geography, Psychology and Science are assessed with the General Certificate of Secondary Education (GCSE). iGCSEs or GCSEs 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. GCSEs are gold standard globally recognised qualifications and take two years to complete. A recent and exciting development is the inclusion of BTEC qualifications at DIS. These now have equivalency by the KHDA to align with GCSEs providing a more vocational pathway to higher education. Currently we offer BTECs in Business, Media, Sport and Travel and Tourism.

At Deira International School, we also recognise the importance of developing students' social, intellectual, and physical skills through the wider curriculum. Throughout Key Stage 4, students will have the opportunity to be involved in a wide range of CCAs 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 adding to your child's Creativity, Activity and Service (CAS) experience.

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 both inside the class and out.

Every student's progress is tracked and monitored closely throughout their 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 help.

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 continued support.

Yours Sincerely,

Mr Doug Pettitt

Secondary Head Teacher



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## Meet the Key Stage 4 Team

Year 10 Learning Coordinator – Mr Simpson ([lsimpson@disdubai.ae](mailto:lsimpson@disdubai.ae))



It is an honour to be joining the Deira International School as Year Learning Coordinator of Year 10 and I am excited to work, challenge guide all our year 10 students at such a crucial time in their education as they embark on their GCSE/BTEC qualifications. My philosophy for education is a clear and straightforward one. I believe children who are involved in a variety of interests outside the classroom will enjoy school, become more confident and resilient, and will subsequently achieve well academically. My priority as the new Year Learning Coordinator of year 10 will be to ensure that as year group, we embrace the opportunities available to us, support each other to work hard, to respect one another and to enjoy and celebrate our achievements. I firmly believe everyone can fulfil their potential and I am determined to provide the students at Deira International School with the opportunities and platform to succeed both inside and outside of the classroom. I am also very much looking forward to meeting and working with the parents of Year 10 too. Your continued support and interest in your child's education is crucial to their overall success and happiness.

Year 11 Learning Coordinator – Mr Iqbal ([siqbal@disdubai.ae](mailto:siqbal@disdubai.ae))



I am delighted to say that I will be Year Learning Co-Ordinator for the Year 11's next year. This is my 9th year in teaching and my third year at DIS as a YLC. Over the past year I have gained experience around the various challenges that Year 11 poses for our 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 will continue with the successful strategies implemented including subject interventions to boost students' grades. 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 the personal growth of our students in line with the school values making sure that they are not only academically successful but also holistically.

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## Key Stage 4 Team

Barry Lomas – Assistant Head Teacher Pastoral Care

Year 10 Learning  
Coordinator

Mr Simpson

Year 11 Learning  
Coordinator

Mr Iqbal

Year 10	Year 11
Lauren Kelly <a href="mailto:lkelly@disdubai.ae">lkelly@disdubai.ae</a>	Mona Rady <a href="mailto:mrady@disdubai.ae">mrady@disdubai.ae</a>
Nayeli Lostau <a href="mailto:mlostau@disdubai.ae">mlostau@disdubai.ae</a>	Mohammad Ullah <a href="mailto:mullah@disdubai.ae">mullah@disdubai.ae</a>
Megan Smith <a href="mailto:msmith@disdubai.ae">msmith@disdubai.ae</a>	Zeina El Rawas Ghaziri <a href="mailto:zelrawas@disdubai.ae">zelrawas@disdubai.ae</a>
Norayr Ghazaryan <a href="mailto:nghazaryan@disdubai.ae">nghazaryan@disdubai.ae</a>	Maddy Lynn <a href="mailto:mlynn@disdubai.ae">mlynn@disdubai.ae</a>
Irfan Sadiq <a href="mailto:isadiq@disdubai.ae">isadiq@disdubai.ae</a>	Joe Steede <a href="mailto:jsteede@disdubai.ae">jsteede@disdubai.ae</a>
Mathusser Iqbal <a href="mailto:miqbal@disdubai.ae">miqbal@disdubai.ae</a>	Chelsie Hemmings <a href="mailto:chemmings@disdubai.ae">chemmings@disdubai.ae</a>

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## 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 email 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 routines.

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## Key Staff in School

Staff Member	Role in School	Email Address
Mr Doug Pettitt	Head Teacher	<a href="mailto:dpettitt@disdubai.ae">dpettitt@disdubai.ae</a>
Mrs Emma Hannon	Deputy Head Teacher	<a href="mailto:ehannon@disdubai.ae">ehannon@disdubai.ae</a>
Mr Barry Lomas	Head of Pastoral Care	<a href="mailto:blomas@disdubai.ae">blomas@disdubai.ae</a>
Mrs Helen Wallis	Head of IB	<a href="mailto:hwallis@disdubai.ae">hwallis@disdubai.ae</a>
Mr Mohmmad Shah Ali	Head of Academics	<a href="mailto:MSAli@disdubai.ae">MSAli@disdubai.ae</a>
Miss Scarlett Keyworth	Head of Student Experience	<a href="mailto:skeyworth@disdubai.ae">skeyworth@disdubai.ae</a>
Mr Nick Bloom	Head of Assessment and Reporting	<a href="mailto:nbloom@disdubai.ae">nbloom@disdubai.ae</a>
Ms Lisa Boer	Head of Inclusion	<a href="mailto:lboer@disdubai.ae">lboer@disdubai.ae</a>
Miss Kirsty Fairman	Head of Mathematics	<a href="mailto:kfairman@disdubai.ae">kfairman@disdubai.ae</a>
Miss Jade Hodgson	Head of English	<a href="mailto:jhodgson@disdubai.ae">jhodgson@disdubai.ae</a>
Ms Michelle Scott	Head of Science	<a href="mailto:mscott@disdubai.ae">mscott@disdubai.ae</a>
Mr Mounir El Hayek	Head of Arabic First language	<a href="mailto:melhayek@disdubai.ae">melhayek@disdubai.ae</a>
Ms Iman Fattoum	Head of Arabic Second Language	<a href="mailto:ifattoum@disdubai.ae">ifattoum@disdubai.ae</a>
Mr Mark West	Head of PE and Sport	<a href="mailto:mwest@disduabi.ae">mwest@disduabi.ae</a>
Ms Eleanor Smith	Head of Geography	<a href="mailto:esmith@disdubai.ae">esmith@disdubai.ae</a>
Ms Lauren Kelly	Head of History	<a href="mailto:lkelly@disdubai.ae">lkelly@disdubai.ae</a>
Ms Zenab Tambawala	Head of Computing	<a href="mailto:ztambawala@disdubai.ae">ztambawala@disdubai.ae</a>
Ms Georgia Foster	Head of Technology	<a href="mailto:gfooster@disdubai.ae">gfooster@disdubai.ae</a>
Ms Anupa Joshi	Head of Visual Arts	<a href="mailto:ajoshi@disdubai.ae">ajoshi@disdubai.ae</a>
Mr Mohamad Al Kutich	Head of Islamic	<a href="mailto:malkutich@disdubai.ae">malkutich@disdubai.ae</a>
Mrs Chelsie Hemmings	Head of Performing Arts	<a href="mailto:chemmings@disdubai.ae">chemmings@disdubai.ae</a>
Ms Shauneen Scullion	Head of Business	<a href="mailto:sscullion@disdubai.ae">sscullion@disdubai.ae</a>
Mr Usman Ali	Head of Economics	<a href="mailto:uali@disdubai.ae">uali@disdubai.ae</a>
Ms Asma Oulghazi	Head of MFL (French & Spanish)	<a href="mailto:Aoulghazi@disdubai.ae">Aoulghazi@disdubai.ae</a>
Mr Najeeb Shakoor	Head of Psychology	<a href="mailto:NShakoor@disdubai.ae">NShakoor@disdubai.ae</a>
Mr Alistair Dale	Student Wellbeing Counsellor	<a href="mailto:adale@disdubai.ae">adale@disdubai.ae</a>
Mr Kevin Dupont	Careers and Guidance Counsellor	<a href="mailto:kdupont@disdubai.ae">kdupont@disdubai.ae</a>

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At DIS we are keen to establish strong relationships with our parent community. Key to this is good communication and the best way to reach a member of the Secondary team is through email in the first instance. We will always endeavour to respond to all emails within 24 hours.

If it is a pastoral related matter the best person to email is your child's tutor or if you believe it to be a more serious matter, contact Mr Simpson or Mr Iqbal respectively.

If it is a subject related matter, then please email the Head of subject or Mr Ali (Head of Academics) in the case of a matter relating to several subject areas.

## DIS Vision, Mission and Values

### DIS Vision:

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

### DIS Mission:

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

### DIS Values:

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

### DIS Motto:

"Forever learning, forever achieving"

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## DIS Core Values and Social Norms

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At DIS we have the very highest expectations for everyone, and we will be relentless in challenging every student to meet these 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 and celebrated through our core values and learner attributes. Below are our core values and expectations. We want our students to develop positive habits around these key areas which will allow 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 every day. 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.

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- 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/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.

Five GCSEs at grades A\* - C or 9 - 4 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. A limited number of GCSE courses have an element of coursework. Coursework is marked by our teachers then externally moderated by the examination board. Examinations will take place at the end of the two years of study in the final term of Year 11. (The only exception at DIS is English Language which will be sat at the end of Year 10).

### **BTEC**

Business and Technology Education Council (BTEC) is an alternative and equivalent means of assessing student attainment at the end of Year 11. Each qualification is graded Distinction\* to Pass. Each qualification is built on the completion of assignments over two years that are assessed by the school, moderated, and then verified externally by the exam board Pearson.

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## CORE REQUIREMENTS

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

English, Mathematics, Science, \*PE, \*\*Moral, Cultural and Social Studies, \*\*Arabic (for Arabic passport holders) and \*\*Islamic Education (for Muslim students) are the core components of the KS 4 curriculum.

\*Non-GCSE

\*\* Ministry of Education (Non-GCSE)

## Further Notes on Core Subjects

- **English:** Students will study both English Language and English Literature in a single course leading to two GCSE subject certificates.
- **Mathematics:** This is the only iGCSE subject to group by attainment.
- **Science:** Biology, Chemistry and Physics are studied separately leading to the double or Triple Award qualification.
- **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.
- **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).
- **Islamic Education:** Muslim students attend two lessons of Islamic Education per week and follow the Ministry of Education curriculum.

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## Options

Students choose four additional subjects (GCSE, IGCSE and or BTEC) from the list below trying to ensure a broad and balanced selection of subjects. These choices at KS 4 may indeed reflect the IB subjects chosen in years 12 and 13.

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

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## Home Learning

Home learning tasks are appropriate for the age group and are embedded in each Department's scheme of work. Home learning 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 home learning teachers take into account student wellbeing and the amount of time spent behind a screen. For this reason, due to the current situation, home learning 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.

## 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.

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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 globally. Most students will therefore receive a combination of numbers and letters as grades on their GCSE or iGCSE certificates.

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 sat 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.

Please note that the current Year 10 will sit their iGCSE English Language early at the end of Year 10. This allows students to focus on iGCSE English Literature in Year 11. Our accelerated Maths class will also sit their iGCSE Maths exam early at the end of Year 10 too.

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## Key Stage 4 School Timings

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

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**\*\*\*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 deemed late if they are not in and sat down in their first lesson by 7.45am. The national anthem starts at 7.48am and first lesson begins at 7.50am.

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 maximised. Arriving on time for school/lessons is rewarded regularly by the school and reported to parents annually.

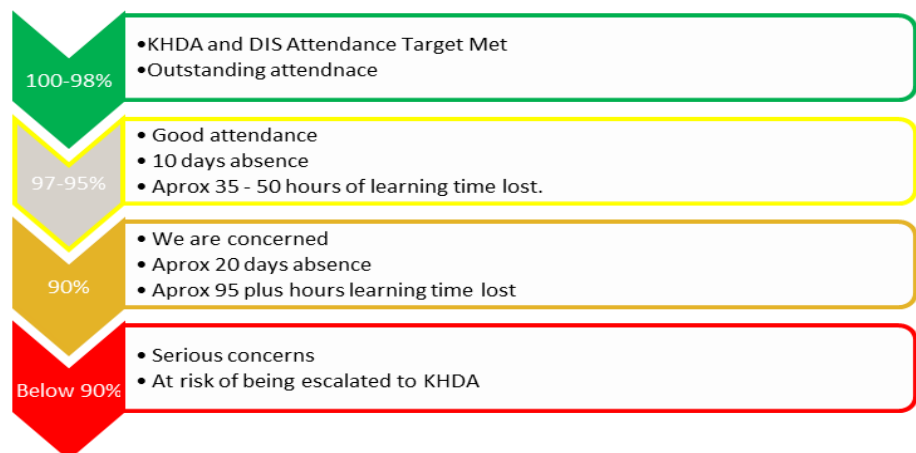
## Attendance

### Why is attendance and punctuality important?

- Over the course of the year missed learning time due to poor attendance can have a significant impact on your child's education and therefore may reduce their life chances.
- Setting good attendance and punctuality habits will help students later in life. Students with a poor attendance and punctuality record may have less chance in gaining a university place or securing a job as an adult.
- Being in school helps students to build confidence, resilience and self-esteem giving students the best chance in life to succeed.

### What does good attendance look like?

At DIS we are compassionate and understanding in our approach to attendance, but we remain ambitious, showing our support for students to attend school and be successful. Please familiarise yourself with the below attendance thresholds.



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## Punctuality

We expect students to arrive punctually at school and we place great importance on developing punctuality as a sign of respect towards others in the community. Persistent lateness will be followed up by the senior leadership team and where needed, the school Head Teacher. We understand that there may be infrequent situations when you are unavoidably delayed if this is the case, please call the school by 7.30am to inform our reception team of your child's lateness.

To ensure students are in lessons in good time, they should be onsite by **7.40am**.

**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 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 8.10am will have to enter the school via the main Secondary School reception. A student who is late will be issued with a behaviour point and will complete a 10- minute reflection at break time on the same day.

## Absences

### What do you do if your child is absent from school?

- E mail [absences@disdubai.ae](mailto:absences@disdubai.ae) immediately with your child's name and year group along with the reason.
- If a student is absent for more than one day, a medical certificate should be emailed to [absences@disdubai.ae](mailto:absences@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.
- Any long-term absences contact your Year Learning Coordinator, so they are able to support you and your child further. 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.
- If your child needs to leave school early you must email [absences@disdubai.ae](mailto:absences@disdubai.ae) one day prior with the reason, and evidence where necessary.
- All medical appointments etc should be made outside of school hours.

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## Is the school likely to grant permission for your child to be absent?

The Assistant Headteacher will consider each absence request individually and decide:

- Whether to grant the absence – each case will be considered separately.
- How many days your child can be away from school for (if the absence is granted).

Absence requests will only be granted in **exceptional circumstances**. It's up to the school to decide which circumstances are 'exceptional'. If absence is granted it will be recorded as authorised absence.

Examples of circumstances that are **not** exceptional include:

- Cheaper flights home and back to the UAE around term breaks.
- Absence that coincides with important school events such as the start of term or exams.

As a general guideline, exceptional absence circumstances usually only apply to immediate family. Requests for leave related to extended family and friends are likely to be refused.

**Any planned absence from the school is actively discouraged.**

## What if you take your child on unauthorised absence/ leave?

If you take your child out of school without advance permission (except where they're unwell), the following may happen:

- Possible referral to the KHDA.
- Official Warning letter from the school.
- A number of unauthorised absences will be escalated to KHDA and Community Development Team.
- Possible non re enrolment or demotion of a year group as per KHDA approval.

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## Go4schools

The Secondary School uses Go4Schools as a method for tracking assessment, behaviour and attendance throughout the year. These will be set through go4schools and accessible to parents. There is no specific data capture point where staff are required to input current grades, as this takes place throughout the year. Data is live and real-time, ensuring that a current working at grade is automatically updated and generated with the weighting of various assessments. Parents and students are able to access all information via the go4schools website and App. If you do not have your log in details, then, please reach out to your YLC who will be able to support you in logging onto Go4schools.



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## 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**.

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**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 year 10, students will sit an end of year (Mock) examination in all their chosen subjects. In most cases the examination will be sat in the MPH under formal examination conditions.

In Year 11, there will be a final Mock examination during the first two weeks of January. This helps to prepare and support students as they move towards their final IGCSE/GCSE exams in May/June. The January Mock is also important in identifying gaps in knowledge and understanding and therefore directs a more intensive intervention plan both inside and outside the classroom.

There will be an important face to face parent's evening after the year 11 mock at the end of January to reflect on student performance and set actions moving forward.



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## Key Stage 4 Target Setting, Grading and Reporting

### Target setting

Target setting is important at DIS to ensure student progress is accelerated. Target setting should be used to motivate and aspire students to achieve the highest grade possible. Our philosophy believes that every student can achieve the very highest grades and that there should be NO ceiling on this. So that teachers are even more aspirational for their students, we set them an Aspirational Target (ATG).

The ATG is set using a range of indicators such as CAT, MEG and a

teacher's professional judgment to give an indication to students of the grade they could really go for and achieve if they give it their all.

### Grade Descriptors

Attainment Grades	Description
<b>CWG – Currently Working at Grade</b>	The grade the student is presently working at, based on accurately assessed work.
<b>AG – Anticipatory Grade</b>	This is the grade the teacher believes the student will get at the end of the year, based on their current performance and work rate.
<b>End of Year Grade</b>	The actual grade achieved at the end of the year.
<b>Mock Grade</b>	This is the grade achieved in the Year 10 or 11 mock examinations.

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

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## Attainment

At KS4, subject leaders use exam board marking grids, success criteria and mark schemes aligned to subject specific grade boundaries to benchmark attainment. Assessments are always standardised and marking moderated to ensure assessment data and grading is accurate and in line with exam board expectations.

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 year group 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.									

## A Student's Effort 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 EFFORT applied to their studies and assigned 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.

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## Descriptors

Key	Descriptor
<b>Effort Grade</b>	This is a generalised grade illustrating a student's effort applied to their studies during lessons for the period of this most recent report.
<b>Home Learning (Homework)</b>	This is a grade that reflects the completion and quality of home learning. This is based on an average of all home learning completed across the whole term.

Effort Grade	Description
<b>Outstanding</b>	A highly motivated and committed student whose relentless effort in class consistently goes well beyond what is expected thus ensuring all tasks are completed to an exceptionally high standard.
<b>Very good</b>	A consistently hard-working and committed student whose effort in class ensures all tasks are completed to a very high standard.
<b>Good</b>	A hard-working student whose effort in class ensures most tasks are completed to a high standard.
<b>Satisfactory</b>	A student whose effort in class ensures some tasks are completed to an acceptable standard.
<b>Weak</b>	A student who does not always apply sufficient effort in class to meet the standard expected.
<b>Unacceptable</b>	A student who is not motivated, committed, or applies the effort in class necessary to achieve the standard expected and is a real cause for concern.
<b>n/a</b>	Not applicable for this subject.

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

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## Attendance and Punctuality

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

## Reporting

### 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.

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## 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

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# Example of Student Report

We are pleased to provide your child's term 2 report. At Key Stage 4, students follow an assessment model aligned to the IGCSE subjects. Grades 9 to 1, with 1 being the lowest grade and 9 being the highest. In some IGCSE subjects, outcomes are graded from A\* to G. Age expected attainment by the end of the GCSE Course in Year 11 is a 4 or C and above age expected attainment is a 6 or B.

Subject	Aspirational Target Grade	Anticipated Grade	Effort	Home Learning	Group teacher(s)
Arabic A	9	8	Outstanding	Green	Mr K Elashmawy
Biology	9	8	Satisfactory	Red	Mr T Brazier
Chemistry	8	7	Very good	Amber	Ms A Donaldson
Drama	A	A	Outstanding	Amber	Ms C Hemmings
First Language English 9-1	9	7	Outstanding	Green	Ms S Tariq
Islamic A	9	8	Very good	Green	Mr M Alkalou
Literature (English) 9-1	9	9	Outstanding	Green	Ms S Tariq
Mathematics	8	7	Very good	Amber	Mr G Hembry
Moral, Social and Cultural Studies	7	7	Very good	Green	Mr N Stanley
Photography	8	7	Very good	Green	Mrs A Joshi
Physical Education (Core)	n/a	n/a	Very good	n/a	Ms J Rawlins
Physics	9	9	Very good	Amber	Mr M Stemp
Psychology	8	8	Very good	Amber	Mrs R Quinton

Report Key	
Aspirational Target Grade	A challenging target grade that a student could achieve at the end of the year/course if everything comes together successfully in terms of their motivation and application. It will stay fixed for the year. This grade is set by the teacher once a firm understanding of real potential is understood. It will be extremely challenging for a student reach their ATG but possible.
Anticipated Grade	This is the grade the teacher believes the student will achieve based on their current performance.
Effort	This is a generalised grade illustrating a student's effort applied to their studies during lessons for the period of this most recent report.
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.
Effort	
Outstanding	A highly motivated and committed student whose relentless effort in class consistently goes well beyond what is expected thus ensuring all tasks are completed to an exceptionally high standard.
Very good	A consistently hard-working and committed student whose effort in class ensures all tasks are completed to a very high standard.
Good	A hard-working student whose effort in class ensures most tasks are completed to a high standard.
Satisfactory	A student whose effort in class ensures some tasks are completed to an acceptable standard.
Weak	A student who does not always apply sufficient effort in class to meet the standard expected.
Unacceptable	A student who is not motivated, committed, or applies the effort in class necessary to achieve the standard expected and is a real 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	

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## Parent Events

Throughout the year there will be various parent events which will allow you to interact with the school and your child's teachers. These include:

- **Meet the Tutor** - At the start of the year you will have the opportunity to meet your child's tutor.
- **Parent Teacher conference** – This will online via the school cloud. Further details on how to access these will be sent out prior to the event.
- **Invitational Parent Meetings** – At certain points in the year you may be required to come into school to meet with certain teachers to discuss your child's progress and attainment.
- **End of Year Showcase** – This will be an opportunity for parents to come into school and celebrate the amazing work that you child has produced. **(Y10 only)**
- **Information Evenings** - Throughout the year there will be information evenings. Some of these will be year group specific and some whole school. For example, Year 9 options evening.
- **Coffee Mornings** – Over the course of the year various coffee mornings will be held. Each term you Year Learning Coordinator will host a coffee morning to keep you up to date on any year group specific information. This will also act as an opportunity for parents to give feedback.

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# Wider Curriculum Opportunities

## Our Vision



At DIS we are determined to ensure our students grow into well rounded, confident life-long learners and responsible global citizens. Therefore, in meeting our vision, it is important students learn (often independently of the teacher) through participating in a vast and diverse range of opportunities provided and signposted by the school.

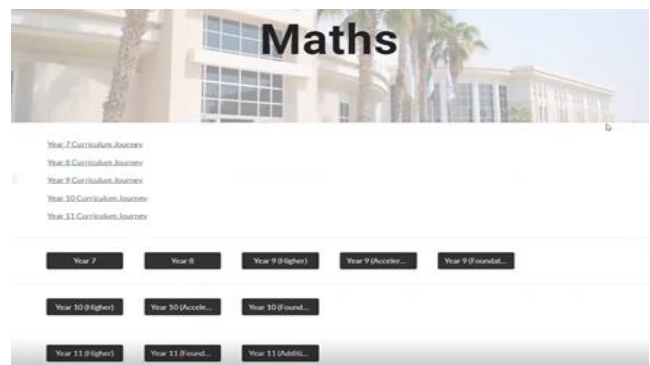
## Objectives

In securing our vision, we have set 3 key objectives:

- To provide a range of further home study opportunities through our Independent Learning Platform. This is in addition to the structured and weekly set home learning.
- To provide an extensive Creative, Activity and Service (CAS) opportunities through lessons and Co-Curricular activities.
- Explicitly teach students how to study and learn effectively (and independently of the teacher) through our 5 Approaches to Learning (ATLs).

## Independent Learning Platform (Found on the school website [www.disdubai.ae](http://www.disdubai.ae))

At Key Stage 4 the nature and depth of the GCSE study means that there is a need for additional but personalised home learning which depending on the subject will be set regularly. However, we also know that some students will want to go further and deeper in to subjects that they enjoy or subject they want to perform better in. We also know that the teacher will want certain students to spend more time on certain topics if they have fallen behind, need more practice or prepare in advance for a lesson. With that in mind, we have assembled an Independent Learning Platform for students to use throughout each term to supplement their studies. The site illustrates what students are learning in class to help parents guide and direct their child to learning they can do at home. This will help students to go deeper into a subject of their choice.



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On the site there are links to a range of multimedia resources for further study. Each half term there is a 'Golden Ticket' task set. Students will receive a 'Golden Ticket' (worth 10 House Points) if they are successful in completing the task.

We expect all students to use the Independent Learning Platform extensively throughout the year, but its use is facilitated through student choice and parent and teacher guidance/intervention.

### What happens if a student falls behind or is not meeting the academic standards we expect?

- The teacher will inform the respective parents by email or phone that they are seeing underperformance and why this is the case.
- They will sign post them to the relevant section of the independent learning site to work on areas of weakness but
- Also invite them to a subject intervention session either at lunch or after school so that additional guidance can be given to narrow gaps in this under performance.

### Creativity, Activity and Service

At DIS during lessons and across a range of co-curricular opportunities after school or at lunch, we encourage students to develop holistically by contributing fully to our **CAS programme**. Every student will have a **CASport** that is a web-based record and accumulation of experiences across the three domains shown below. A child's **CASport** will stay with them through their time at DIS.

## What does CAS stand for?

<b>CREATIVITY</b> Experiences that encompass original thinking, including artistic activities and other learning and teaching experiences.	<b>ACTIVITY</b> Experiences that contribute to a healthy lifestyle through participation in individual/team sports, as well as any other activity which focuses on physical exertion.	<b>SERVICE</b> Experiences that involve interactions with individuals or groups, which provide benefits to the community. These experiences should not only involve contributions to others, but also with others, while developing a deep commitment.
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An important aspect of CAS is a student's reflection of their participation in our CAS programme. It is not just what a student has done but more importantly the process they have gone through and the impact the CAS activities have made on themselves and others around them. The student's form tutor will comment explicitly on the contribution made to CAS in their end of year written report.

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## Approaches to Learning

We are fully aware that all students will need to improve and develop their study skills and their ability to learn effectively both in and out of school. This will not happen just by chance and so teachers will carefully structure opportunities to explicitly teach approaches to learning (ATL). At DIS we focus on the development of the following five ATL.

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

The development and nurturing of these skills will start during Key Stage 3 but continue well into year 11 especially as we teach our students how to revise effectively for examinations.

### In Summary

We believe the following five elements will make a well-rounded, confident and successful DIS student:

- They will challenge themselves to be the best they can be in every lesson by striving to achieve the very highest standards.
- They will pursue their interests in subjects they enjoy or want to do better at through the engagement in our Independent Learning Platform.
- They will actively seek out opportunities to add to their CASport through a range of activities and co-curricular activities in school and out of school.
- They will actively seek out ways to improve their study skills and approaches to learning both in and out of school.

## CCA

What are CCA's?

Our Cross Curricular Activities support our approach to holistic education and embody the CAS philosophy that aligns with our IB programme and school values.

We offer a wide range of activities outside of our curriculum at lunchtime and after school, from Monday - Thursday to support the growth of every child and their specific talents and interests. Our activities come under the CAS umbrella and will fall into one of the following categories: Creativity, Activity and/or Service.

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## How do they operate?

Before each term commences you as a parent will receive a CCA Booklet that will outline the activities we have on offer during the term. You will have opportunity to review the booklet with your child one week before signing up starts and discuss what activity they would like to join.

To sign your child up for a lunch time and/or after-school activity you will need to have access to the [School Cloud](#) and know your iSAMS Parent Portal login details. If you do not have your login details or have access problems, please reach out to – [itsupport@disdubai.ae](mailto:itsupport@disdubai.ae)

Login time and dates will be sent to you with the CCA Booklet at least one week before. Please note, there can be a high demand for sign ups and to avoid panic, please ensure you logon early enough and are prepared for your child to be on a waiting list, if required.

## Term 1 Overview

Monday 4 September – CCA Booklet and Information sent to parents.

Monday 11 September – The Cloud opens at 6pm for sign-ups.

Thursday 14 September – The Cloud closes at 6pm.

The Term 1 CCA Programme operates for 9 weeks, Monday – Thursday from

### **Monday 25 September – 30 November 2023.**

Please do consider family logistics, travel arrangements and the development of your child's talent, interest and/or new skills. If your child misses the activity three times consecutively, please note your child may be removed from the register and a place will be offered to the next child on the waiting list.

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## KS4 Students Dress Code

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

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

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

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

Our school supplier for our uniform is Threads, please find all information and shop on our website. <https://www.disdubai.ae/admissions/uniform-policy/>

### Girls Uniform Year 7 – 11



WHITE BLOUSE



KNEE LENGTH SKIRT



GREEN GIRLS TROUSER



Green Cardigans

- School blouse can be worn with white (not visible) undergarment
- School skirt with hemline below the knee or trousers

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- 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 lines shaven into hair
- 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

## Boys Uniform Year 7 – 11



WHITE SHIRT



GREEN BOYS TROUSER



Green Pullover

- School shirt—only plain white t-shirt may be worn under the shirt
- School trousers
- Plain black leather shoes without coloured markings (no trainers)
- Watch, small ear stud
- Religious medallion out of sight. No bracelets
- No visible undergarments
- Facial hair is to be trimmed and presentable.
- Presentable hair, off the face. No bright and unnatural hair colours permitted
- No lines shaven into hair
- 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

## Winter Uniform



Green Pullover



Green Cardigans

- School V-neck pullover - Male
- School V-neck cardigan – Female
- 

### Acceptable Shoes

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



### Unacceptable Shoes

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



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## School 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 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 PE Unisex Tracksuit (see this on the next page). Alternatively, students may wear a long sleeve white sports undershirt.



## House T Shirts and Hats

Throughout the year there will be a range of House Sports competitions. Students will be required to wear their respective House Sports shirt for this. This is again supplied by Threads.



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Al Falah Education Foundation

## School Lanyard

All students will be given a school ID card that must be carried in school at all times. Students have the option of purchasing a school lanyard to hold this.



## Uniform Expectations:

Students are always expected to dress according to the DIS Uniform Policy and to be presentable.

1. All students must comply with the dress code as outlined below unless they are given individual permission by their YLC.
2. If a student does not adhere to the Uniform Policy, a verbal reminder by their tutor or teacher in the first instance will be given.
3. If further non-compliance continues, this will be recorded on Go4Schools.
4. Any further non-compliance to the DIS Uniform Policy may result in non-re-enrolment for the following academic year.

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## DIS Learning Essentials and Equipment

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



### 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

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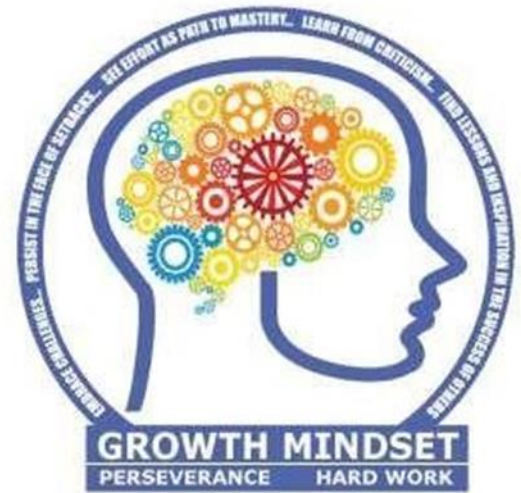
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Mobile phones are allowed in school, but they must be turned off and in bags throughout the school day. Teachers may allow students to use mobile phones in the lesson for educational purposes if it is appropriate. This will be communicated well in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

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



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

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## GET INTO THE HABIT OF ASKING

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

## WHAT MAKES A SUCCESSFUL KEY STAGE 4 STUDENT?

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



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

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## Key Dates

First day for Yr10 & Yr 11	31 <sup>st</sup> August 7:30am start <small>FESTIVAL CITY AlFutaim Education Foundation</small>
Welcome to KS4 & Meet the Tutor Event	6 <sup>th</sup> September - 18.15-19.15
Connect Over Coffee with the Secondary Inclusion Team	11 <sup>th</sup> September - 8.00-9.00
Kenya Parent Information Session Online	14 <sup>th</sup> September - 18:00 (online)
Year 11 Intervention Starts	18 <sup>th</sup> September
Prophet's Birthday (Holiday) TBC	29 <sup>th</sup> September
World Teachers Day	5 <sup>th</sup> October
Year 11 English Coursework Moderation Day (JH)	6 <sup>th</sup> October
Year 11 IB Pathways Parent Workshop	9 <sup>th</sup> October 17.00-18.00
Wellbeing Festival Week	9 <sup>th</sup> -13 <sup>th</sup> October
Staff Professional Development Day 1	12 <sup>th</sup> October - (students finish at 11.10am)
Year 10 GCSE Science Pathways Parent Workshop	12 <sup>th</sup> October 8.00-9.00
<b>Half Term Break</b>	<b>16<sup>th</sup> – 20<sup>th</sup> October</b>
Year 11 IB Consultation	23 <sup>rd</sup> – 25 <sup>th</sup> October
Year 10 Invitational Parent Teacher Conference	31 <sup>st</sup> October 15.00-17.30
Anti-Bullying Week	13 <sup>th</sup> – 17 <sup>th</sup> November
Counsellor Parent Coffee Morning: Bullying	16 <sup>th</sup> November 8.00-9.00
Year 11 Parent Teacher Conference	29 <sup>th</sup> November -16.00-19.00
National Day	28 <sup>th</sup> November
Festive Market	5 <sup>th</sup> December
<b>Winter Break</b>	<b>9<sup>th</sup> December – 1<sup>st</sup> January</b>
Staff Professional Development Day 2	17 <sup>th</sup> January - (students finish at 11.10am)
Ski Trip to Japan – Year 8 and 9	8 <sup>th</sup> - 17 <sup>th</sup> February
<b>February Half Term Break</b>	<b>12<sup>th</sup> – 15<sup>th</sup> February</b>
Staff Professional Development Day 3	16 <sup>th</sup> February - (students finish at 11.10)
Spring Break	25 <sup>th</sup> March – 8 <sup>th</sup> April
Last Day of School Year	5 <sup>th</sup> July
<b>Summer Break</b>	<b>8<sup>th</sup> July</b>

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