



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

## Key Stage 3 Handbook 2023-24

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## Welcome

Dear Parents,

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

In KS3 we aim to develop our students holistically by offering them a wide range of experiences both inside and outside the classroom that are equipping them with the skills and knowledge to lead happy and successful lives in the future. We are firm believers that student success is not only measured by results, and the experiences students receive outside of the classroom are just as important as those in it. This said, our curriculum in KS3 is developed to stretch and challenge all our students and is based on a solid grounding of academic excellence. Here at DIS we are relentless in our pursuit of excellence where no student is left behind and where anything is possible. We believe strongly that is no ceiling on student achievement.

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

On reading this booklet, if you have any queries, please do reach out to us and we will be more than happy to support.

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,

Mr Doug Pettitt

Secondary Head Teacher



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## Year Learning Coordinators (YLC) 2023 – 2024

Year 7 Learning Coordinator – Miss Pointon [cpointon@disdubai.ae](mailto:cpointon@disdubai.ae)



My name is Cherelle Pointon and I am excited to be the Year Learning Coordinator (YLC) for Year 7. I will be teaching Science and Biology alongside my role as YLC. I am from Manchester, U.K and I have been teaching for 9 years and this will be my 3rd year as YLC. This year I am looking forward to supporting students as they transition from primary school into secondary. My key aims this year are to ensure that students feel safe, supported, 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. I look forward to the year ahead, guiding students to successfully progress and providing opportunities to grow and challenge themselves.

Year 8 – Mr Robson ([jrobson@disdubai.ae](mailto:jrobson@disdubai.ae))



My name is Mr. Robson, and I am the Year 8 Year Learning Coordinator. Originally from the North West of England, I have had the privilege of living in Dubai for four years. Throughout my career, I have nurtured a profound concern for the health and wellbeing of our students. It is my firm belief that their overall development extends beyond academics. I am truly passionate about providing students with opportunities beyond the classroom, particularly through our CAS (Creativity, Activity, Service) scheme. By embracing creativity, encouraging physical activity, and promoting community service, we empower our students to explore their potential and grow holistically. Together, we can create an environment where students thrive both academically and personally.

Year 9 – Miss McDonagh ([gmcdonagh@disdubai.ae](mailto:gmcdonagh@disdubai.ae))



My name is Gina McDonagh and this will be my fourth year at DIS as part of the English Department. Prior to this I worked for three years as Head of Department in Dublin, Ireland. I moved to Dubai to benefit from new experiences and challenges both personally and professionally. I have been a YLC for two years, I took over Year 8 in 2021 and have taken them into Year 9 as they undergo preparations for their transition to iGCSE. I thoroughly enjoy getting to know students both inside and outside of the classroom, as they get involved in the many and varied activities and opportunities which DIS provides for them. As part of my position as YLC I look forward to building relationships with students in Yr 9 and their families to support and celebrate them as they develop holistically and academically.

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## Key Stage 3 Team

**Barry Lomas – Assistant Head Teacher Pastoral Care**

**Year 7 Learning  
Coordinator**  
  
**Miss Pointon**

**Year 8 Learning  
Coordinator**  
  
**Mr Robson**

**Year 9 Learning  
Coordinator**  
  
**Miss McDonagh**

Year 7	Year 8	Year 9
Yasmin Ikhwan <a href="mailto:Yikhwan@disdubai.ae">Yikhwan@disdubai.ae</a>	Ellie Smith <a href="mailto:Esmith@disdubai.ae">Esmith@disdubai.ae</a>	Georgia Foster <a href="mailto:Gfoster@disdubai.ae">Gfoster@disdubai.ae</a>
Shazad Shabir <a href="mailto:Sshabir@disdubai.ae">Sshabir@disdubai.ae</a>	Minal Tailor <a href="mailto:Mtaylor@disdubai.ae">Mtaylor@disdubai.ae</a>	Kim Phillips <a href="mailto:KPhillips@disdubai.ae">KPhillips@disdubai.ae</a>
Amy North <a href="mailto:ANorth@disdubai.ae">ANorth@disdubai.ae</a>	Pearl Blankson <a href="mailto:Pblankson@disdubai.ae">Pblankson@disdubai.ae</a>	Adriana Cooke <a href="mailto:Acooke@disdubai.ae">Acooke@disdubai.ae</a>
Ainsley Nthiga <a href="mailto:ainsleynt.colin@gmail.com">ainsleynt.colin@gmail.com</a>	Remi Leonard <a href="mailto:rleonard@disdubai.ae">rleonard@disdubai.ae</a>	Raees Mogra <a href="mailto:RMogra@disdubai.ae">RMogra@disdubai.ae</a>
Emily Hawkins <a href="mailto:EHawkins@disdubai.ae">EHawkins@disdubai.ae</a>	Motiur Rahman <a href="mailto:Mrahman@disdubai.ae">Mrahman@disdubai.ae</a>	Najeeb Shakoor <a href="mailto:NShakoor@disdubai.ae">NShakoor@disdubai.ae</a>
Grace Baker <a href="mailto:GBaker@disdubai.ae">GBaker@disdubai.ae</a>	Sara Tariq <a href="mailto:Stariq@disdubai.ae">Stariq@disdubai.ae</a>	Ahmad Almhimid <a href="mailto:Aalmhimid@disdubai.ae">Aalmhimid@disdubai.ae</a>

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## The Role of a Tutor

At DIS we believe that the role of the Tutor is vitally 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 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@disdubai.ae">mwest@disdubai.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 Ms Pointon, Mr Robson or Ms McDonagh 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

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.

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## Key Stage 3 Curriculum

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

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

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

Our Key Stage 3 Curriculum strives to achieve the following:

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

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## Key Stage 3 will study the following subjects

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

## 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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## 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

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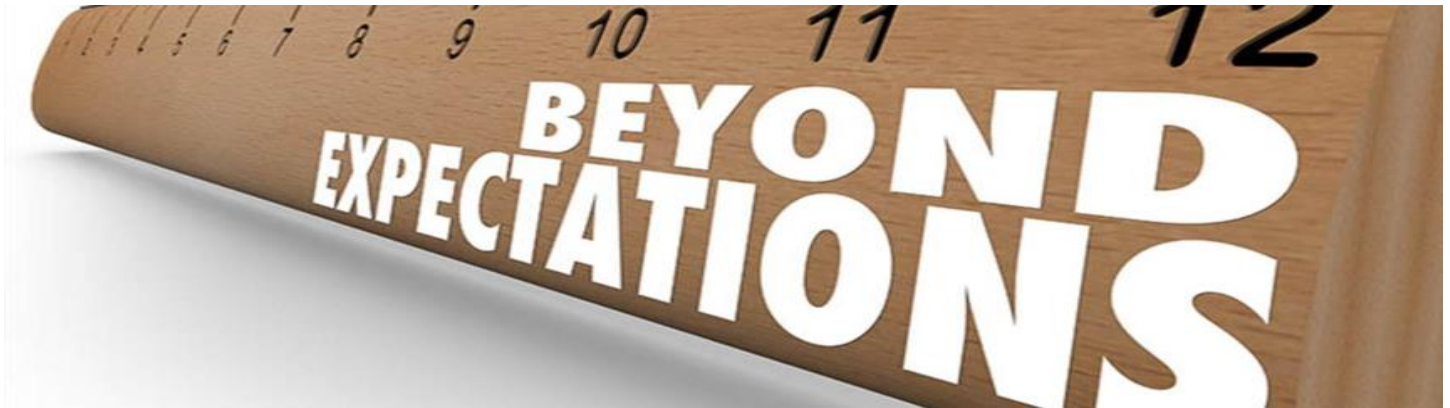
weaknesses including how they like to learn.

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.



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## Key Stage 3 Target Setting, Grading and Reporting

### Target setting

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

### Grade Descriptors

Attainment Grades	Description
<b>CWG – Currently Working at Grade</b>	The grade the student is presently working at, based on accurately assessed work.
<b>AG – Anticipatory Grade</b>	This is the grade the teacher believes the student will get 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>Exam Grade</b>	This is the full grade achieved in their end of year subject examination.

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.

### Attainment

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

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At KS3 in most subjects, student-friendly assessment rubrics and grids provide learners with a clear breakdown of what each descriptor means, detailing precisely what knowledge, understanding and skills are required to attain each new grade threshold. The table below shows assessment grades we use in each year group and the attainment pathway from Year 7 through to IB2. It also highlights how they align to KHDA 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
<b>Above Expected Attainment</b>								
<b>Expected Attainment</b>								
*Attainment as defined by KHDA. As a school we expect our students to achieve significantly higher than expected attainment.								

## A Student's Effort Grade

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 make a judgement on each student's EFFORT applied to their studies throughout the year by adding this to a subject's respective mark-book in Go4schools. To ensure we have consistency across all subjects, the below definitions and descriptors are referred to when making a judgement on a student.

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## Descriptors

Key	Descriptor
<b>Effort</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.

Effort Grade	Descriptor
<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.

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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 periods

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

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

## 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.
- **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.
- **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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## Example of a Student Report

Subject	Aspirational Target Grade	Anticipated Grade	Effort	Group teacher(s)
Arabic A	8	8	Outstanding	Mr A Jabali
Computing	9	8	Outstanding	Mr Y Yadirgi
Design and Technology	7	6	Very good	Mr M Ullah
Drama	9	8	Outstanding	Ms S Keyworth
English	9	9	Very good	Ms S Pilley
Fine Art	7	6	Outstanding	Mrs A Joshi
French	8	8	Very good	Mrs M Bigot
Geography	8	7	Outstanding	Ms O Ainsley
History	8	7	Very good	Ms A Cleland-Awity
Islamic A	9	9	Outstanding	Mr M Alkalou
Mathematics	9	9	Outstanding	Mr G Hembry
Moral, Social and Cultural Studies	8	8	Good	Mrs N Mohyuddin
Music	9	8	Very good	Mr J Steede
Physical Education (Core)	6	5	Very good	Ms S Williams
Science	9	9	Good	Mr A Nthiga
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 generalized grade illustrating a student's effort applied to their studies during lessons for the period of this most recent report.			
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.			
Session Attendance Information			Behaviour Information	
Percentage attendance:	97.05%		Positive points:	224
Attendance:	230		Negative points:	0
Authorized absences:	6		Current ranking:	26/144
Unauthorized absences:	0			
Unknown marks:	1			
Possible sessions:	237			

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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.

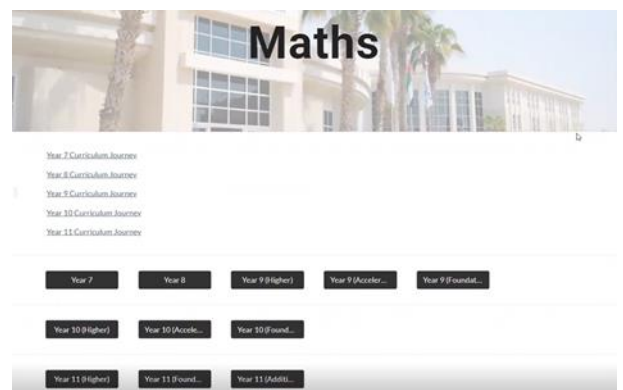
### Objectives

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

1. To provide a range of home study opportunities through our Independent Learning Platform.
2. To provide an extensive Creative, Activity and Service (**CAS**) opportunities through lessons and Co-Curricular activities.
3. 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 school website [www.disdubai.ae](http://www.disdubai.ae))

Research shows us that the number of hours students are engaged in lessons and learning throughout the normal school day in Years 7, 8 and 9 is sufficient to cover the content of the curriculum and attain well in end of year assessments. 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.



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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?

1. The teacher will inform the respective parents by email or phone that they are seeing underperformance and why this is the case.
2. 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?

### CREATIVITY

Experiences that encompass original thinking, including artistic activities and other learning and teaching experiences.

### ACTIVITY

Experiences that contribute to a healthy lifestyle through participation in individual/team sports, as well as any other activity which focuses on physical exertion.

### SERVICE

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.

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

By developing and nurturing these skills during lessons across all subjects in year 7, 8 and 9 it is our intention for students to be more effective when learning independently of the teacher at home and crucially be better prepared for iGCSE and IB study in later years.

### 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 complete regular assigned home learning (appropriate to their needs) to the best of their ability.
- 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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## School Timings and Structure of the Day

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

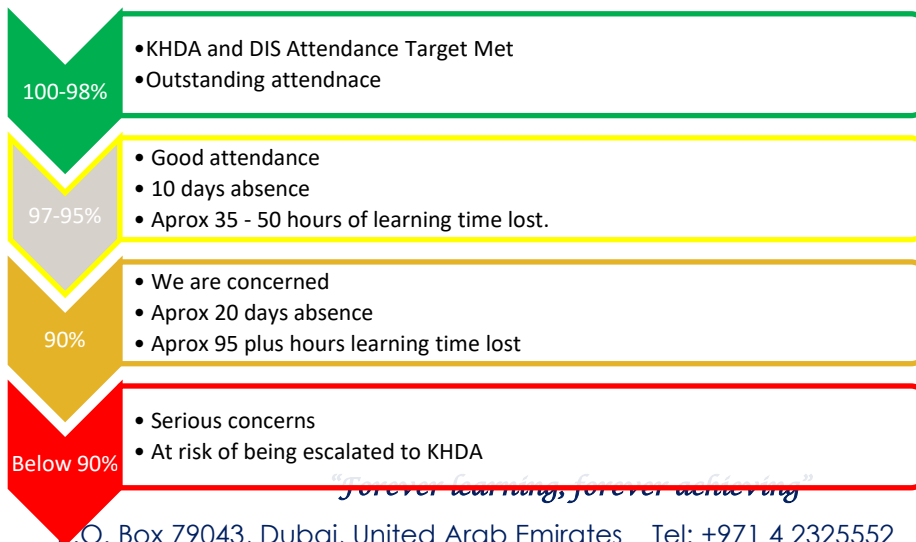
## Attendance

### 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.



## 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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## 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/>

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## 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
- 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

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## Boys Uniform Year 7 – 11



- 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

- 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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## 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

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

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phone/headset/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.**

## What makes a successful Key Stage 3 Student?

There are lots of ideas about how to succeed at KS3 and how best to prepare for the rigor of KS4. Everybody will tell you that it is important to work hard, to keep up to date, to be punctual to your lessons and to attend school regularly. It is also important to get enough sleep, to have a breakfast in the morning and to drink plenty of water. There are also other ways in which you can improve your chances of success which some people don't discover until it is too late. Speak to any KS4 student and they will tell you how quickly their KS3 years went. Here are a few tips for you during KS3:

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

## Wellbeing Tips

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

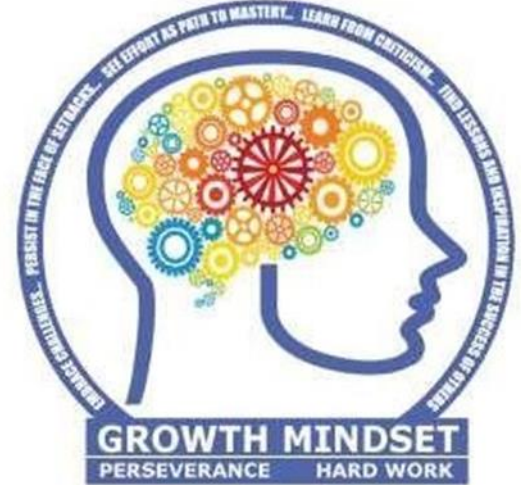
At DIS we pride ourselves on offering excellent pastoral care for all our students. We understand that this will be more important than ever due to the current COVID19 situation. Our experienced pastoral team will be on hand to support students in all areas of school life and beyond. In addition, this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

*“Forever learning, forever achieving”*

P.O. Box 79043, Dubai, United Arab Emirates Tel: +971 4 2325552 Fax: +971 4 2325151  
[www.disdubai.ae](http://www.disdubai.ae)

## Hard Work Beats Talent Particularly if talent doesn't work hard

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



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

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## Key Dates

Induction Day – Year 7 & All New Students	28 <sup>th</sup> August – 7:30am start
Induction Day – Year 7	29 <sup>th</sup> August – 7:30am start
First Day for Year 8 & 9 (to join with Year 7)	30 <sup>th</sup> August – 7:30am start
The Future of Homework in KS3 at DIS	31 <sup>st</sup> August 18.15-19.15 (MPH)
Welcome to KS3 & Meet the Tutor Event & Year 7 Camp Launch	7 <sup>th</sup> September 18.15-19.30 (MPH)
Connect Over Coffee with Secondary Inclusion Team	11 <sup>th</sup> September 8.00-9.00
Nepal Trip Parent Information Session Year 8 & 9	20 <sup>th</sup> September 18.00 (Online)
CCAs Start	Week beginning 25 <sup>th</sup> September
Prophet's Birthday (Holiday) TBC	29 <sup>th</sup> September
Year 7 Parent Coffee Morning	3 <sup>rd</sup> October 8.00-9.00
World Teachers Day	5 <sup>th</sup> October
Year 9 GCSE Options Taster Day	9 <sup>th</sup> October
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)
<b>Half Term Break</b>	<b>16<sup>th</sup> – 20<sup>th</sup> October</b>
Year 7 Camp	23 <sup>rd</sup> – 25 <sup>th</sup> October
Flag Day	3 <sup>rd</sup> November
Year 9 Parent Teacher Conference	9 <sup>th</sup> November 16.00-19.00 (Online via School Cloud)
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
National Day	28 <sup>th</sup> November
Festive Market	5 <sup>th</sup> December
End of Student Reports released via Go4schools	7 <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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