



RAFFLES

WORLD ACADEMY

PRIMARY SCHOOL

PARENT & STUDENT HANDBOOK

Academic Year 2024-25



FOREWORD BY THE VICE PRINCIPAL & HEAD OF PRIMARY

Dear Parents/Guardians and Students,

Welcome to Raffles World Academy! We are thrilled to have you join our vibrant learning community. Whether you are new to our school or a returning parent or student, our warm welcome extends to each one of you. At RWA, we pride ourselves on our friendly environment and the accessibility of our dedicated staff.

With over 85 nationalities represented among our students, and a multitude of languages and cultures celebrated, you are part of a diverse and globally-minded community. We understand that choosing a school is a significant decision, and we greatly appreciate the trust you have placed in us by enrolling here. Our growth as a community has been remarkable, and we owe much of it to the strong relationships we have built with our parents and students. Our parent association, PARWA, has been recognized by the KHDA as a model of excellence and continues to provide invaluable support.

At RWA, diversity is embraced, and every individual is valued, regardless of their background or challenges they may face. We are committed to providing an inspiring education that fosters leadership skills and global awareness. Our culture promotes positive self-esteem, and a sense of belonging, and prioritizes the well-being of every student.


As we embark on a new school year, filled with opportunities for friendship, growth, and achievement, we encourage both parents and students to familiarize themselves with our academy life through this handbook. It serves as a comprehensive guide to our school's policies and procedures, ensuring that everyone can make the most of their learning experience, both academically and through our co-curricular activities. Each student, especially in the upper primary school, has a responsibility to get to know and be 'hands-on' with the content of this handbook. So, please ensure your child/ren, especially if they are in the upper grades (3-5) read the handbook with you.

Additionally, each parent will receive a grade-level curriculum guide, providing detailed information about our approach to teaching and learning. We also host various information sessions, open days, and social events throughout the year, providing ample opportunities for you to engage with our school community.

While this handbook covers many topics in detail, it may not address every question you have. If you require further clarification or assistance, please do not hesitate to reach out to our teachers, admissions staff, leadership team, or myself. We are here to support you every step of the way.

I wish you all a fantastic start to the academic year 2024-25, and I eagerly anticipate the opportunity to meet each of you in person.

Sincerely,



Dr Armeena Tabassum
Vice –Principal and Head of Primary School (Pre-KG-G5)

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About Raffles World Academy

Raffles World Academy is a fully authorized IB school offering the full spectrum of IB programmes, including the Primary Years Programme (PYP) which is offered from Pre-KG- Grade 5, the Middle Years Programme (MYP) which is offered from grades 6-10, the Diploma Programme (DP), and Career-related Programme (CP) offered in grades 11 and 12., spanning from ages 3-18 years. Our student body, comprised of approximately 1900 pupils representing over 85 nationalities, is supported by a diverse academic and administrative team. As part of the Innoventures Education group, we adhere to the highest international standards of private education. The RWA educational journey has been rated 'outstanding' in the early years and very good in primary and secondary by the KHDA for many years and we are recognised as a world leader in international IB education.

Our educational approach places the learner at the center, focusing on quality in every aspect of our environment, curriculum delivery, monitoring, and support services. We prioritize maintaining optimal teacher-student ratios and class sizes to ensure personalized attention. Our faculty consists of highly qualified educators with extensive experience and a commitment to continuous professional development, ensuring they remain at the forefront of international best practices in education.

Recognizing the unique needs of each student, we offer personalized education, supported by an Inclusion team dedicated to addressing mild to moderate learning difficulties, English language needs, and gifted and talented challenges. Our goal is to empower all students to reach their full potential, fostering attributes aligned with the IB Learner Profile and preparing them to positively impact the world.



Our Guiding Statements

Our Vision

Providing world-class education

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever -changing world

Our Philosophy

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

The RWA Motto

'Towards Excellence'

The RWA Mascot

Arabian Stallion

Our Acronym- R.W.A stands for:

Rise. Wonder. Achieve

The RWA definition of International Mindedness

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others¹.

We progress to acknowledge our common humanity and to recognise and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions². We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB World School, international mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

The IBO Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

¹ With acknowledgement to The Diploma Programme: A basis for practice, 2009, p.4 ² Ibid.

The IB Learner Profile

As an IB school all children will be encouraged to develop the attributes of the Learner Profile, throughout their time with us. The Learner Profile is a set of crucial personal qualities that go beyond academic success. These involve the students striving to become:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our independence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

In addition to these concepts, content and skills that are embedded in the curriculum, students are taught and practice the attitudes outlined by the IB. These attitudes are descriptive of a person who is a responsible citizen of their local and worldwide community.

Section 1: Academic Programme, Curriculum, and Approaches to Teaching and Learning

Raffles World Academy (RWA) is committed to the successful learning of all our students. We seek to personalize learning to meet the learning needs of all individuals. A good start in education is essential to the building of a strong and enduring basis for a bright and successful future. RWA believes that parents play a fundamental role in the education of children. To be successful, we believe it is necessary to establish a strong partnership between the school and the family, where honest and open dialogue can be exchanged. At RWA, the concern and care for each child take precedence at all times. Our programmes offer a framework that meets a child's academic, social, physical, emotional, and cultural needs.

Our students' needs for education are varied. The IB programmes are compatible with most national and international programmes and students usually find transfers relatively smooth from an educational viewpoint. The IB Diploma Programme is widely accepted as a high standard of education for university entrance. At each stage in a child's development, we aim to build self-confidence and a sense of independence, responsibility, and ownership in what they do and how they do it.

The following table summarises the curriculum in each phase of the school:

Grades/ Phase	Curriculum
Pre-KG	International Baccalaureate Primary Years Programme (PYP) benchmarked against the EYFS for Pre-KG. (Ages 3-4 years)
KG1	International Baccalaureate Primary Years Programme (PYP) benchmarked against the EYFS for KG1. (Ages 4-5 years)
KG2	International Baccalaureate Primary Years Programme (PYP) benchmarked against the UK National Curriculum for KG2 with an EYFS focus for PSPE. (Ages 5-6 years)
Primary School G1 -G5	International Baccalaureate Primary Years Programme (PYP) benchmarked against the UK National Curriculum for ages (6 -10+ years) leading to the PYP Exhibition
Lower – Upper Secondary school/ Grade 6 - 10	International Baccalaureate Middle Years Programme (MYP) (11 – 16+ years) leading to the MYP Personal Project.
Grade 11-12	International Baccalaureate Diploma (IBDP) (16+ - 18+) Or IB Career-related Programme (IBCP) (16+-18+) and BTEC

Pre-KG, KG1 & KG2 curriculum

In our Pre-KG classes, we integrate the International Baccalaureate Primary Years Programme (IBPYP) with the UK's Early Years Foundation Stage framework (EYFS), ensuring a seamless transition into KG1, KG2, and primary grades 1–5. Emphasizing the significance of play-based learning, we maintain a structured approach to inquiry that supports holistic development and learning in young children. Our classrooms are designed to accommodate both quiet and active play, with access to outdoor play areas.

Our curriculum prioritizes child-centered learning, tailored to meet the unique needs, abilities, and interests of each child. In addition to academic growth, our KG curriculum places equal emphasis on physical, emotional, and social development. Teachers adhere to the principles of developmentally appropriate practice, fostering an environment where children can explore their interests through purposeful and engaging activities. This approach encourages children to take ownership of their learning, fostering independence and collaborative skills.

Students' progress and attainment are benchmarked using the Early Years Foundation Stage framework. The learning objectives are categorized into the following learning areas:

- Personal, social, and emotional development
- Communication language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development (Expressive arts and design)

Primary school - Grade 1-5

RWA is authorised to offer the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an international trans-disciplinary programme designed to foster the development of the whole child, encompassing social, physical, emotional, and cultural needs, in addition to academic welfare. At RWA we have taken the best from national curricula around the world and benchmarked this content against the UK National Curriculum. We have integrated the National Agenda expectations such as Moral Education and UAE Social Studies into our programme. Where authentic links can't be made, we share the outcomes in standalone lessons. As part of the new enhanced PYP, we have also added science as a separate subject where it cannot be integrated within the Programme of Inquiry.

The PYP provides an opportunity for learners to construct meaning, principally through concept-driven inquiry. While academic subjects are part of the PYP, the emphasis is on the interrelatedness of knowledge and approaches to learning through a trans-disciplinary programme of inquiry.

Along with fundamental language and math skills, your child will investigate carefully selected topics of global significance using a structured method of inquiry. The programme challenges students to ask important questions, conduct in-depth research, analyse findings, report in a variety of ways, and reflect on their responsibility as global citizens. In doing so, we seek to develop higher-order critical thinking, creativity, and problem-solving skills, positive attitudes toward learning and promote the values that characterise our school's ethos.

The PYP views the development of the following approaches to learning as essential for the success of the student. Throughout their learning students acquire and apply these skills or approaches to learning:

- social skills
- research skill
- thinking skills
- communication skills
- self-management skills.

The school focuses on developing a series of attributes in the students that make up the PYP Learner Profile:

- Inquirers
- Thinkers
- Communicators
- Risk-Takers
- Knowledgeable
- Principled
- Caring
- Open-Minded
- Reflective
- Balanced

In summary, the Primary Years Programme aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

Process of Inquiry

The IBPYP's fundamental concepts are articulated as key questions and they drive the inquiry process. Each question is comprehensive and integrates many ideas. The PYP believes this way students learn most constructively to:

- develop a deep understanding of important concepts
- conduct research into knowledge which has local and global significance
- acquire and practice a range of essential skills/ approaches to learning
- be encouraged to develop positive attitudes toward learning, the environment, and other people
- have the opportunity to be involved in responsible action and social service

Subject areas

PYP schools follow an integrated curriculum, for clarity, we have separated the subject areas that are covered in the primary school:

Languages

English	This is the language of instruction throughout RWA.
EAL	English as an Additional Language is required for students who are non-native speakers of English and whose English language skills are not yet sufficient to allow them to fully access the curriculum and participate in all learning activities.
Arabic A	Compulsory for all Arabic passport holders KG1- Grade 5 at RWA
Arabic B	Compulsory for all students holding non-Arabic passports KG1- Grade 5 at RWA
MFL	All Grades 1-5 students will choose between French and Spanish as a third additional language.
Mother Tongue	French, German, Spanish, Russian, Italian, Hindi, and Swedish Mother Tongues are currently offered to all native speakers from KG1- Grade 5.

Students will study a language (English, Arabic A or B, French or Spanish) under each of the following strands:

- **Oral communication:** listening and speaking
- **Written communication:** reading and writing
- **Visual communication:** viewing and presenting

Mathematics

Students will study mathematics under each of the following strands:

- Data handling
- Measurement
- Shape and space
- Number
- Pattern and Function

Science

Science is taught within the context of the units of inquiry and the newly introduced standalone lesson once a week. The following strands are covered:

- Living things
- Earth and space
- Materials and matter
- Forces and energy

Social studies

Social Studies is taught within the context of the units of inquiry and is studied under each of the following strands:

- Human systems and economic activity

- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

Islamic Studies

Compulsory for all Muslim students from KG2 and above and is conducted in either Arabic or English, dependent on the students' Arabic class (A or B).

Music and Movement

Music and Movement is a study undertaken by Pre-KG and KG1 students. It is a combination of elements of the physical education programme and the music programme. Students will study Music and Movement under each of the following strands:

- Singing
- Playing instruments
- Creating/composing
- Notation
- Listening and responding
- Body Control
- Movement to music
- Games

Performing arts/ Music

Students will study music under each of the following strands:

- Creating
- Responding

Visual arts

Students will study art under each of the following strands:

- Creating
- Responding.

Physical education (PE)

Students will study PE under each of the following strands of active living:

- Movement composition (gymnastics, dance)
- Games (net games, invasion games, striking and fielding games)
- Individual pursuits (swimming, athletics)
- Adventure challenges
- Health-related fitness

Information and communications technology (ICT)

At RWA, technology serves as a valuable tool in the classroom, enhancing engagement and facilitating personalized learning experiences. Rather than being the primary driver of learning, we view technology as a supportive element. In our primary school, Information and Communications Technology (ICT) is taught as a specialist subject, encompassing skills such as coding, robotics, programming, keyboarding, and mouse proficiency. Additionally, students learn to utilize various computer programs.

Throughout primary school, technology is integrated into lessons as a complementary component. Our support staff collaborates with teachers to integrate ICT effectively, providing guidance and professional development opportunities. In Digital literacy, students understand what it means to be a responsible digital citizen. Further details about our approach to technology in 21st-century classrooms can be found in Section 7 of this handbook.

Personal and Social Education

PSPE is integral to teaching and learning in the PYP and is embodied in the IB Learner Profile. It represents the qualities of internationally-minded students and effective lifelong learners. To develop the well-being of each student, we inquire into the big ideas embedded in the following three strands:

- Identity
- Interactions
- Active living (offered through Physical Education)

UAE Moral Social Cultural Studies

MSCS is taught within the context of the Units of Inquiry and is studied under each of the following strands:

- Human systems and economic activity
- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment
- UAE Social Studies

Please see the **Curriculum Guide on our website www.rwadubai.com** for each grade level for more details and the overall expectations for these subjects. We'll be organizing curriculum information sessions for parents during the course of the academic year, so parents can learn more about the Primary Years Programme. See here (www.ibo.org/pyp) for more information.

Throughout this learning journey, our academic team will assist students in establishing a sound foundation of knowledge and experience through a holistic approach to education with a wide range of integrated disciplines drawn from the creative and performing arts, experimental sciences, humanities and sports, and after-school activities.

Mother Tongue Programme

At RWA, we have a well-established diverse range of mother tongue offerings for native speakers of these languages. These programmes are designed for native speakers of these languages and are not for students who are not proficient in the language.

The mother tongue programme runs from KG1 – to grade 5 in primary school. In KG1 the programme runs after school (1.50 – 2.50 pm).

In KG2 – Grade 5 the majority of the classes happen during the school time (i.e. 7.50 –2.50 pm). However, there are some lessons after school in certain languages.

Below are the contact details for the various mother-tongue coordinators:

- French Mother Tongue Coordinator - Ms. Mathilde Le Foulon fmt.rwa@gmail.com
- Russian Mother Tongue Coordinator – Mr. Maxim Mineev classes@headin.pro
- Spanish Mother Tongue Coordinator – Mr. Maxim Mineev classes@headin.pro
- Italian Mother Tongue Coordinator - Mr. Maxim Mineev classes@headin.pro
- German Mother Tongue Coordinator – Ms. Lisa Lehmann- Schiwietz gmt.rwa@gmail.com
- Hindi Mother Tongue Coordinator - Mr. Maxim Mineev classes@headin.pro

Important Information

- The tuition of mother tongue programmes is an additional cost to the RWA tuition fees; these programmes are organised by parents or external providers.
- RWA assists these MT providers through the provision of classrooms, access to professional development when available, and quality assurance.

- Students are encouraged to take MT examinations, e.g. French CNED, and MFL French (Primary DELF) to meet the proficiency requirements of the home country, if entry to higher education is dependent on them.
- Please note the offering of a mother tongue will depend on the number of interested students, grade sections, students' level, and their ability to miss Islamic studies classes (as most mother tongues lessons are offered during Islamic lessons and where this is not possible, it will be offered as an after school programme).
- A minimum number of students is required to start a batch (the batches are formed considering the children's age and language proficiency level).

RAFFLES WORLD ACADEMY - PRIMARY SCHOOL TIMETABLE STRUCTURE 2023-24

SUBJECTS	Pre -KG	KG 1	KG 2	G1	G2	G3	G4	G5
Arabic A/Arabic B		2	3	3	3	3	3	3
Arabic A/Homeroom/MT		0		1	1	1	1	1
Arabic Cultural Studies	1							
Islamic A/Islamic B/MT/Homeroom			1					
Islamic A/Islamic B/Homeroom/Spanish MT				2	2	2	2	2
French/Spanish/MT				1	2	2	2	2
Art			1	1	1	1	1	1
Performing Arts- Music	1	1	1	1	1	1	1	1
Dance /movement	1	1	1	0.5				
PE	1	1	1	1.5	2	2	2	2
ICT				1	1	1	1	1
Library	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
English	5.5	5.5	6	5	4.5	4	4	4
Math	5.5	5	5	5	5	5	5	5
Science	1	1	1	1	1	1	1	1
Unit of Inquiry	4	3	4	3	3	3	3	3
MSCS (Moral Ed + UAE SS)/ Assembly				1	1	1	1	1
Assembly		1	1					
Free play	3	2.5	2					
Total lessons	23.5	24	27.5	27.5	27.5	27.5	27.5	27.5

5 - DAY CYCLE

G1 - G5: 1 HOUR LESSONS (6 LESSONS PER DAY)

Pre -KG & KG1: 1 HOUR LESSONS (5 LESSONS PER DAY)

Co-Curricular Activities (CCAs)

RWA is proud to offer a wide range of co-curricular activities (CCA). We encourage participation to aid the holistic development of our students by building their self-esteem and improving their performance in academics, sports, and other extra-curricular fields.

For up-to-date information regarding activities offered, please refer to our CCA page on the school website: <https://www.rwadubai.com/learning/co-curricular-activities>.

Inclusion Support at Raffles World Academy

RWA is a truly inclusive school, that believes in the value of each child to our community. With our holistic approach to learning and achievement, we promote the honoring of diversity and individual differences, while looking to remove barriers to learning that may affect a student's access to quality education, optimizing the use of individual student strengths.

The Inclusion Team provides appropriate support to students experiencing Special Educational Needs and Disabilities (SEND) who are the Determined Ones, students with special talents or giftedness who have access to our Talented and Gifted (TAG) program, and those requiring English language support with English as an Additional Language (EAL).

Support services for Students of Determination (Special Educational Needs & Disabilities- SEND)

Our Inclusion Support Team works in collaboration with classroom teachers, individual subject specialists, parents, and external providers, following a team approach to ensure pupils with additional needs are well-catered for and given the opportunity they need to learn well. Being an inclusive school, Raffles World Academy (RWA) is in line with the UAE Federal Law no. 29/2006 and 2014 that protects the rights of students of determination.

Support services for students identified as Talented and Gifted (TAG)

Gifted learners are learners who can excel academically in one or more school subjects. Talented learners refer to learners who consistently excel in practical performances such as in sports, leadership, artistic forms, or specific applied skills. Our TAG program at RWA assists in the identification of the talented and gifted, supporting teachers with the design of challenging learning objectives, independent research opportunities, flexible grouping, etc. within the classroom, as well as through a specialized mentoring programme to provide individualized enrichment, personalized to the learner. The Inclusion Support Team coordinates and develops resources for the TAG Mentoring Programme in the Primary School where the TAG students in each grade are allowed to be mentored by various members of staff.

Support services for students with English as an Additional Language

The English as an additional language (EAL) programme is available for students who need English language support. Teachers assess individual student needs at the beginning of the school year, or on arrival to determine how to best support them. The format of the programme is a combination of pull-out and in-class support in the primary. Parents are informed of both the type and duration of support offered. Progress is regularly reported via home correspondence, student-led conferences, parent-teacher conferences, and semester report cards. Once students reach a 'high-intermediate' level they 'exit' the program. EAL students' progress continues to be monitored, and they can enter and exit the program as and when needed.

EAL in primary

- **Pull-out:** Students are 'pulled out' of the homeroom class to attend lessons with the EAL teacher on a scheduled basis to target specific language goals. This small-classroom situation provides a safe learning environment for students to practice speaking, listening, reading, and writing skills.
- **In-class:** The EAL in-class support takes place in the homeroom classes; EAL students are grouped and provided with support. The homeroom teacher and EAL teacher will work actively together to plan and strategize how to best assist and help students during these lessons. We parallel the skills and content of the regular classes, but in a modified language that is suited to the needs of the individual student.

As RWA is an IB continuum school, all our staff members are language teachers and trained to cater to a diverse student population.

For any further information on Inclusion at RWA, please contact the head of inclusion in the primary **Ms Tessa Ann McGee** at tessaam@rwadubai.com

For English as an additional language (EAL) support please contact **Ms Rania Al Khatib** at raniak@rwadubai.com

Section 2: Primary School Timings

Our school hours from Monday to Thursday are between 7:40 am – 1:50 pm in PreK and KG1 and 7:40 am– 2:50 pm in KG2 to G12.

On Friday – School timings for Pre-KG to G12 are from 7:40 am-12:00 pm.

In the first week of school, our PreK and KG1 students have settling-in times – 7:40 am to 12:00 pm. This is to help them (and their parents) get settled into school life and slowly adjust to longer school hours.

It is important to notify the class teacher before the start, who will be coming to school by bus and going home by bus.

Please see below the breakdown of lesson timings for Pre-KG -G5. (30minutes X2)

LESSON TIMINGS Pre-KG &KG1 (Timetabling - Mon - Thurs)		LESSON TIMINGS KG2- G2 -G4 & G5(Timetabling - Mon - Thurs)		LESSON TIMINGS G1 & G3 (Timetabling - Mon - Thurs)	
	Pre KG &KG1		KG2 , G2, G4 &G5		G1 &G3
7.20 – 7.40am	Staggered Arrival	7.20 – 7.40am	Staggered Arrival	7.20 – 7.40am	Staggered Arrival
7.40 – 7.50am	Morning registration/ Homeroom	7.40 – 7.50am	Registration/ Homeroom	7.40 – 7.50am	Registration/ Homeroom
7.50 – 8.20am	Lesson 1	7.50 – 8.20am	Lesson 1	7.50 – 8.20am	Lesson 1
8.20 – 8.50am	Lesson 2	8.20 – 8.50am	Lesson 2	8.20 – 8.50am	Lesson 2
8.50 – 9.20am	Lesson 3	8.50 – 9.20am	Lesson 3	8.50 – 9.20am	Lesson 3
9.20 – 9.50am	Lesson 4	9.20 – 9.50am	Lesson 4	9.20 – 9.50am	Snack
9.50 – 10.20am	Snack	9.50 – 10.20am	Snack	9.50 – 10.20am	Lesson 4
10.20 – 10.50am	Lesson 5	10.20 – 10.50am	Lesson 5	10.20 – 10.50am	Lesson 5
10.50 – 11.20am	Lesson 6	10.50 – 11.20am	Lesson 6	10.50 – 11.20am	Lesson 6
11.20 – 11.50am	Lesson 7	11.20 – 11.50am	Lesson 7	11.20 – 11.50am	Lesson 7
11.50am – 12.20pm	Lesson 8	11.50am – 12.20pm	Lesson 8	11.50am – 12.20pm	Lunch
12.20 – 12.50pm	Lunch	12.20 – 12.50pm	Lunch	12.20 – 12.50pm	Lesson 8
12.50 – 1.20pm	Lesson 9	12.50 – 1.20pm	Lesson 9	12.50 – 1.20pm	Lesson 9
1.20 – 1.50pm	Lesson 10	1.20 – 1.50pm	Lesson 10	1.20 – 1.50pm	Lesson 10
1.50pm	Dismissal time <i>Bus kids leave classroom 1:45pm</i>	1.50-2:20pm	Lesson 11	1.50-2:20pm	Lesson 11
		2.20– 2.50pm	Lesson 12	2.20– 2.50pm	Lesson 12
		2:50pm	Pick up time <i>Bus kids leave classroom 2:50pm</i>	2:50pm	Pick up time <i>Bus kids leave classroom 2:50pm</i>
		3:00pm	Buses leave campus	3:00pm	Buses leave campus

Please note that school timings will change during Ramadan. Ramadan timings will be communicated near the time.

Morning Drop off / arrival

All students can begin arriving at school from 7:20 am onwards. **Students are not permitted inside the classroom before 7:20 am as there is NO supervision available.**

Pre-KG – Grade 2 students are to be dropped off at their respective classrooms by parents. **No parents are allowed inside the classroom.** They can only hand over their child at the door to the respective teacher.

Parents are always required to wear their ID badges when on the school premises. A visitor’s pass can be obtained from the security staff when a valid EID, copy of passport, or driver's license is presented. **Access will not be granted without the ID Badge.**

Grades 3- 5 students can be dropped off at the school entrance. Students are encouraged to walk independently to their respective classrooms. The leadership team will be around to shepherd students safely to their classrooms.

Parking is available at the front, side, and back of the school. We request all parents to park safely and considerately, keeping in mind, both the other parents and the neighbours. Police patrol these areas and issue fines for those who park illegally. Please do the following:

- adhere to the instructions of signposts in the parking area and use the marked crossing areas when moving through car parks and across roads;
- when arriving or leaving the school premises, drive slowly and carefully, and adhere to the signals and instructions of our security staff who direct traffic to avoid endangering pedestrians.
- obey the signs indicating whether you should move or stop

The safety of children and other pedestrians is our highest priority and careless or reckless driving will be reported. Our traffic marshals record the registration plates of offenders and incidents will be reported. Any abuse of our staff, students, and parent volunteers will not be tolerated and will be reported to the police.

Late arrivals

The **KG and primary school gate will close at 7:45 am**. If students are unavoidably late, they should report directly to the primary secretary's office through the main reception door. Staff at the reception will enter their name in a log and update the attendance register on iSAMS. Regular late arrival to school impacts student's progress. As part of our student's self-management development, we encourage personal organisation, part of which is being punctual.

Dismissal/ pick up

- Pre-KG- KG1 dismissal at 1:50 pm.
- Pre- KG & KG1 bus students will be dismissed promptly from the classroom at 1:40 pm. Buses leave the campus at 1:50 pm.
- KG2- will finish school at 2:50 pm. Buses leave campus at 3 pm.
- G1-G5 will finish school at 2:50 pm unless they attend after-school activities between 2:50-3:50 pm. Buses leave campus at 3 pm.

All students from Pre-KG to G5 will be collected from the classroom door. One parent/guardian collects the child from the classroom door and leaves promptly. Should a parent wish to make any alternative arrangements to collect their child, they must inform their child's class teacher in advance.

To avoid overcrowding gates will open at 1:30 pm for parents coming to pick up Pre-KG & KG1 students and at 2:40 pm for KG2 -G5.

At the end of the school day and in the absence of a CCA, please ensure that children are collected no later than 2:50 pm for KG2- Grade 5.

Late pick up

- In the case of an unavoidable late pick up a 10-minute 'grace period' is sufficient to cover most reasons for late pick up.
- Teachers will have a note on their door indicating which room their child can be picked up from.
- Please be aware that persistent and/or excessive lateness beyond the 10-minute grace period can create additional work for teachers and administrators. The school should always be informed if a parent knows they are going to arrive late for pick-up.

Early Dismissal for medical or family needs

- On those occasions when your child needs to leave early, before the normal dismissal time, parents can email the class teacher to inform them of an early pick-up in advance. **Phone calls requesting early dismissal will not be accepted for safety reasons.**
- The Classroom teacher will inform security or the school reception if they are notified of early dismissal in advance.

- No child will be allowed to exit the premises without prior approval taken from the class teacher or the head of primary.

Planning is strongly advised. The class teacher will be responsible for forwarding the letter to the head of school's office. Please ensure all contact details (parents mobiles, (UAE cell & landline numbers) are up-to-date.

Please be advised that if requests are received without sufficient planning and notification, there may be delays before leave can be authorized. The school cannot accept liability for any missed appointments under these circumstances.

Aftercare club for Pre-KG & KG1

- There will be a paid afterschool care club provided by the school through an external provider for Pre-KG & KG1 students from 1:50-2:50 pm.
- We strongly feel that our Pre-KG & KG1 students should not be in school beyond 1:50 pm, as it is a very long day for our 3- 4-years and they are extremely tired after 1:30 pm. However, if any parents would like their child to wait beyond 1:50 pm for their older sibling in KG2-G5, then they can pick their child up at 2:50 pm along with their older siblings. However, during this time their child should avail of the paid after-school club.

Parental supervision

The school works closely with parents for matters relating to our student safety. Should parents anticipate being away from home for extended periods, the school should be informed in writing. In the interests of the student's safety and security, the name of the adult assuming responsibility for the child's welfare must be provided to the school along with all emergency contact details.

Supervision of students after school

Once the parents have collected their child, they must promptly leave the school premises. However, if they need to wait for a few minutes to collect their older siblings, parents must take full responsibility for the supervision of their children who should not be permitted to wander around the school unattended. Under these circumstances, the school will not be liable for any injuries resulting from lack of supervision by parents. Children are expected to follow the same essential agreements they do during the school day – no running in the school (this is a matter of health and safety); and staying within the eyesight of their parent or guardian. Parents are requested to ensure that neither they nor their children cause any disruption to lessons still going on in other classes. **The school canteen can be the waiting area for parents.**

Student Attendance

Attendance in primary school is expected five days a week, from Monday to Friday, starting with morning registration and ending at the appropriate dismissal time for each grade.

According to UAE Ministry of Education regulations, students in Grade 1 and above who miss **25 days** or more in a school year may be at risk of not being promoted to the next grade level unless their absences are legitimately excused due to special circumstances. These special circumstances must be communicated to and approved by the vice principal before the leave is taken. Examples include extracurricular participation, field trips, or extended illness. Both excused and unexcused absences are recorded in each student's records and reflected on the school report.

If your child is ill, please notify the school each morning of the absence by emailing the class teacher or contacting the primary school office.

For planned absences due to holidays or other reasons during the semester, please inform the class teacher in advance, including whether your child will arrive late or leave early on any particular day.

Medical Absence

- A medical certificate may be required after the second day of medical absence
- For any extended period, (greater than 1 week) you must notify the teacher and the vice principal as soon as possible of the length of absence when known. This will enable teachers to provide academic support.

- For prolonged unexplained absence, a child may be placed at the bottom of the waiting list and must pay the new student enrollment fee upon re-enrollment.
- An extended or unexplained absence (no-show) may result in enrollment being canceled.
- Extended absences are handled on an individual basis but there is an expectation that there will be close communication between home and school to better support the student.

Section 3: School Regulations

Dress code

Parents and students are respectfully reminded that dress on school premises should always be sensitive to the cultural expectations of the host country. The principal's decision on whether dress and/or appearance is appropriate in consultation with the vice principal is final. Parents and students are requested to familiarize themselves with the dress code notices and be mindful of the expectations of the host nation about both dress and behaviour.

School uniform and attire

All students are required to comply with the school uniform policy. We recommend that each child has a minimum of two complete sets of uniforms. Parents are responsible for purchasing the school uniform from our designated uniform store before their child begins attending school (details provided below).

It is expected that all students neatly present themselves, wearing the correct school uniform. This fosters a professional work ethic and reflects positively on our school community. Students should understand that these expectations extend beyond school hours when wearing the RWA uniform in public. Parents are encouraged to support their children in meeting these expectations.

If a student fails to adhere to the uniform requirements, a letter will be sent home via the homeroom teacher. Continued non-compliance without a valid explanation may result in the school refusing attendance until the uniform code is observed.

Labeling

All items of clothing, as well as bags, lunch boxes, water bottles, shoes, etc., should be clearly labeled with the child's name. This will minimise any potential losses.

You will need to purchase school uniforms from the supplier directly:

ZAKS Store

Oasis Center, Level 1 (Oasis Mall) situated on Sheikh Zayed Road (This new location will be operational from 15th July 2023)

Store Phone Number: +971 4 344 5637

Store Coordinates (25.224861, 55.258938)

Store Trading Hours: 10 am to 10 pm - 7 days a week. Open on all days of the week.

Toll-Free Number: 800-ZAKS (9257)

WhatsApp number for general information: +971 52 276 8954

Email: info@zaksstore.com

Web: www.zaks.me

Please see below the description and images of the school uniform for the academic year 2023-24



MAIN UNIFORM (BOYS)	MAIN UNIFORM (GIRLS)	BOYS – MAIN UNIFORM		
WHITE POLO T.SHIRT [PRE K - GRADE 5] AED 84.00	TARTAN BERMUDA SHORT [PRE K - KG2] AED 79.00	GREY BERMUDA [GRADE 1 - GRADE 5] AED 89.00	GREY TROUSER [GRADE 1 - GRADE 12] AED 95.00	WHITE SHIRT [GRADE 6 - GRADE 12] AED 89.00

MAIN UNIFORM (BOYS)	MAIN UNIFORM (GIRLS)	GIRLS – MAIN UNIFORM		
WHITE POLO T.SHIRT [PRE K - GRADE 5] AED 84.00	TARTAN SKORTS [PRE K - KG2] AED 84.00	GREY SKORT [GRADE 1 - GRADE 5] AED 89.00	GREY TROUSER [GRADE 6 - GRADE 12] AED 95.00	GREY SKIRT [GRADE 6 - GRADE 12] AED 75.00

PE uniform for 2023-24



Boys and Girls Winter Clothes



Socks – white.

Shoes – smart, black footwear. No boots i.e. no footwear should be above the ankle. Shoes must be completely black with no coloured stripes, swishes, or logos. Shoes must be firm and supportive and students must keep their shoes in good condition.

Art lesson attire

Each child will require some form of protection for their uniform during art lessons. A large, old shirt with the sleeves rolled back or cut off, or a $\frac{3}{4}$ length apron or smock will suffice. Please ensure that these are labeled very clearly with the child's full name and class; these will be kept in the classroom and be sent for washing from time to time.

Expectations for school uniform

- Uniforms should ONLY be purchased from the RWA supplier **ZAKS** (see address above) to ensure uniformity of style and fabric. **Substitutes are not acceptable.**
- Students should be clean and neat in their appearance at all times.
- No jewelry should be worn. However, girls are allowed to wear one small, plain pair of gold or silver studs worn in the conventional position in the ear lobe. Multiple earrings, nose studs, and piercings in other parts of the body are not permitted. Friendship bands, bracelets, ankle chains, rings, necklaces, etc. must not be worn at school.
- If any of the above items are worn at school, they must be removed immediately and at the request of any member of staff.
- Exaggerated or extreme hairstyles are not allowed. Hair that is touching the collar for either boys or girls, should be tied back for the student's safety.
- In winter girls may wear black tights during cooler months. RWA warm fleeces and tracksuit pants are available for purchase from our uniform supplier. If after reminders from staff, a student does not respect the RWA dress code, parents will be notified.
- Items of religious significance may be worn with prior written permission from the class teacher only following written parental request.

Personal effects and electronic devices

Students are not allowed to bring in personal effects, e.g. toys, [unless the teacher has requested particular items]. Electronic equipment such as an iPod, iTouch, iPad, iPhone, or similar can only be brought and used if there is a written agreement between the school and the student's home. Daily Grades 2-5 students are expected to bring in an iPad as a learning tool as part of the BYOD programme run in the upper primary grades of the school.

Mobile telephones

For safety reasons, students are allowed to bring their mobile phones to school, but they **must be switched off and kept in the school bag during the day**. If they are seen or heard they will be confiscated and returned at the end of the day. If students need to contact their parents during the school day, **they must not use their mobile phones or iPads**. In the event of an emergency, they must inform the teacher, who will determine the appropriate course of action and allow the student to use the school phone to contact parents or get school staff to contact parents.

If a student is unwell, they must, after obtaining permission from their teacher, visit the school nurse. If the nurse feels that the student must go home, they will contact their parents and arrange for the student to be collected from the clinic.

The school accepts no responsibility for electronic equipment brought to school. For security purposes, it is recommended that the parents make a record of the child's phone model, serial number, and other details, and such items are covered by home insurance.

Due to health and safety reasons we especially ask parents to support this by NOT calling children during school hours.

The wearing of headphones is not permitted around the school or within lessons unless they are needed as part of that lesson. The school cannot take any responsibility for damage to or loss of such items which should be insured by the home and identifying numbers recorded and kept safely.

Home Learning/ Homework

At RWA we focus on the holistic development of our students. As a part of developing our approach to homework, we have focused on ensuring students have this holistic balance in their life at home, having time to be physically active, spending time with friends and family, and having time to relax. Co-curricular activities and time for constructive play are as important to children's development as home learning activities and therefore provision should be made to accommodate all three of these general areas during the school week.

Children should spend at least 20 minutes each afternoon reading, preferably aloud and to an audience (parent, sibling, even pets). Any other time spent on home learning should be carefully monitored. A parent information session about home learning will take place at the start of the year, to share our approach to this very talked about topic.

What parents can do:

- Talk about school work at home with your child
- Show an interest in your child’s work and give regular encouragement - be active on Toddle
- Give feedback on work, via Toddle, as requested
- Provide a quiet place at home for study
- Monitor use of the home computer – have clear rules about this in your home and model them too

Keeping in line with the above home learning policy, for Pre KG – Grade 2 students only mandatory homework each week is reading. The rest of the assignments are encouraged to practice to support classroom learning. This changes slightly in grades 3-5; while we still want them to have this balance, we also recognize that students need to develop key self-management skills at home such as organization, research, and time management. This reading (**at least 20 minutes each day**) can be done with the students using RAZ Kids (online resource) and physical books. As a part of this, we encourage parents to work with the school in developing a ‘love of reading’ in our children, doing things such as family ‘Drop Everything and Read’ times (all family members read at the same time) and having discussions at the dinner table about what books each family member has read lately.

Students’ homework in G3-5 will be focused on two key areas **reading** (which is compulsory across the whole primary school – **at least 20 minutes each day**) and **inquiry projects**. These independent inquiry projects are to be set bi-weekly to allow students time to inquire deeply into the topics, as well as allow them and their parents flexibility in managing their time (i.e. some weeks may be busy with sports, family commitments, etc. and students may not do any of these this week but can always catch up the following week). Teachers will set clear expectations for these independent inquiry projects through rubrics or checklists as well as scrutinize and provide effective feedback in the form of the next steps.

We expect our teachers to be flexible with parents who demand more drill sort of homework for mathematics or reading comprehension for their child. Teachers will provide website links or materials to parents who need them, with the understanding that this will only benefit our students. *Homework templates will be provided via email.*

More information about homework and these inquiry tasks is given in the parent information sessions.

Library

RWA’s library is a multi-media resource center with an age/grade-appropriate lending policy. We encourage the children to take their books home to share with their parents.

Parents are encouraged to reinforce the care of loaned books by:

- taking care of loaned books, to be returned in the same condition it was lent;
- food and drink should be kept away from books;
- pages should be turned carefully and not bent over; and
- books should be kept out of the reach of pets, babies, etc.

In the case of loss or damaged books, a charge relative to the cost of replacing the book will be issued.

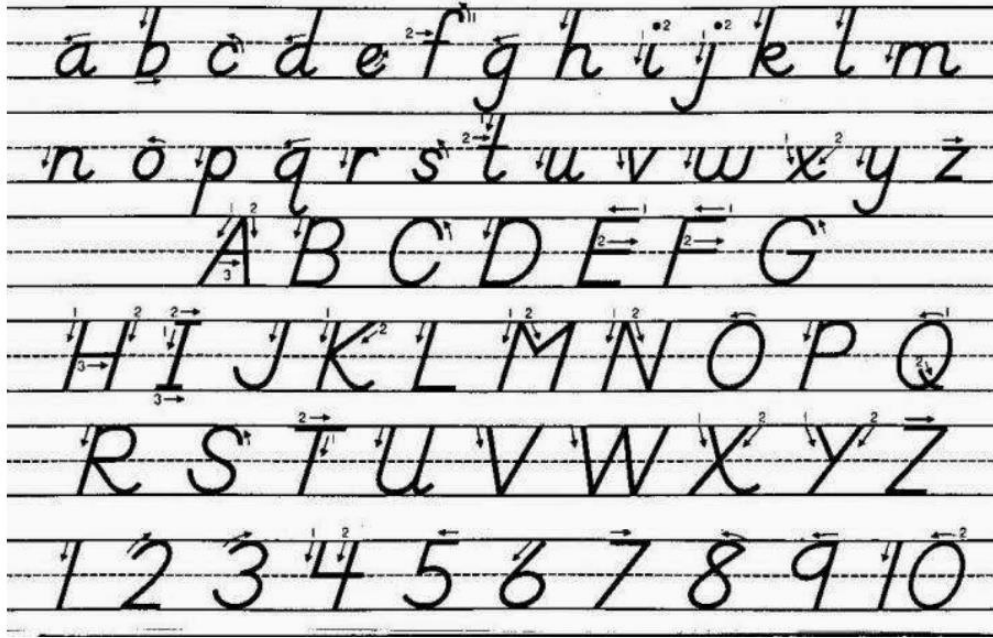
Stationery

Educational material that includes textbooks will be given to the student in the classroom by their respective teachers. **This does not include stationery.** All students from Pre-KG-G5 will be expected to bring in their basic stationery for their personal use. A list of items recommended by the teachers for each grade will be emailed to parents along with the welcome email. Parents are requested to provide the stationery items in a pencil case and replenish them when they are running low. They are also requested to label all items with their child’s name. The pencil case will remain in their child’s tray and not be shared with anyone. All other materials will be provided by the school.

Student IDs Upon admission all students are issued with the RWA student ID card. These must be worn at all times. Students are to swipe in to register their attendance upon arrival each day. Lost or damaged ID cards are to be replaced at the student's expense.

Handwriting

It is the aim of our school that every child should be enabled to develop a fluent, legible style of handwriting. Capital and lower-case letters should be used appropriately, and the letter size should be consistent. We will provide opportunities for children to develop, practice, and perfect skills and provide targeted support to any child having trouble. We follow the Nelson Handwriting scheme at RWA. Students use pencils and are promoted to using a pen, by being awarded a pen license. We are mindful that students changing curriculum and/or country might have a different style of writing.



Section 4: Nutrition

Snack

All children are asked to bring a healthy and nutritious snack or drink to school each day for the break period. All classes are chocolate and nut-free environments. This includes food items with traces of nuts or nut oils. Please do not send your child to school with any items that require refrigeration or heating. Candy, lollipops, chewing gum, chocolate, or chocolate-covered cookies of any kind are not permitted. Due to storage constraints, we ask that children only bring snack bags and not bulky backpacks to school. Parents are requested to make sure that items storing the snack/meal can be accessed by the student. Monitor how much they eat – this way you can be sure that you are packing enough food. There is NO SHARING of food allowed.

We also have a cafeteria from which hot or cold healthy meals and snacks may be bought and are open until 3 pm. Daily menus are available on our school website.

Keeping in line with Islamic policy, parents are also requested not to include pork products in their child's snack or lunch box.

Lunch

If lunch is provided by the parent it should be packed in a lunch box, separate from the book bag that is clearly labeled with the child's name. A healthy beverage of milk (plain, not flavored), juice, or water should accompany the lunch. No

candy (including cough drops), gum, chocolate, or soda is permitted. Parents are welcome to share their healthy nutrition tips as part of our drive to encourage healthy living choices.

Water bottles

All students are required to bring their reusable water bottles from home. Plastic water bottles can be bought from vending machines when this reusable bottle has been finished however, as an eco-school we are seeking to reduce the use of plastic so large, reusable water bottles are preferable. Our advice, have spare dirham coins in your child's bag so that they can be used if necessary. Water dispensers are available across the school.

Section 5: School management

RWA houses

There are four houses (**Yellow-wasp**) (**Blue-spider**) (**Green-viper**) and **Red-scorpion**) (to which all staff and children from Grade 1 and above belong to. These houses are established to ensure the children have a sense of belonging to groups while in school and to establish a healthy manner of development and competition within the school. As much as possible siblings are placed in the same house.

All students participate in the annual inter-house trophy competitions. Points are given for sporting events, good work, and positive aspects of social/personal behaviour during the year.

Students and classroom management

Our method of classroom management is based on respect. Respect for self, respect for others, and respect for our environment. Our classrooms have three common goals for all students:

- **Self-Direction:** we want children to learn for the joy of it - not to please adults. Our mission is to spark the natural curiosity within each child, creating enthusiastic learners.
- **Feeling of Community:** our students are encouraged to express themselves politely and confidently and to display excellent interpersonal skills. We assist and teach them to solve problems and conflicts so that eventually they work with minimum assistance from adults.
- **Independence:** Children want and need to experience the world on their own. We give them the necessary tools, guidance, and opportunities to develop independence and self-reliance in a supportive, caring environment.

These complement the school's Core Values, (*see **Guiding Statements** above*), and the **IB Learner Profile** which applies throughout the school and across programmes.

Educational material management

We kindly ask for all toys to remain at home. At school, toys may detract from the well-prepared special learning environments, especially in early years and the lower primary school. A lot of young children have not yet fully developed the social skill of sharing personal belongings.

Materials are carefully selected and prepared by the teachers to suit many purposes. When your child is in the classroom, they are surrounded by a wide array of materials, experiences, sights and sounds, objects to manipulate in a variety of ways, and exercises that will challenge, soothe, inspire, and inform. The richness of the classroom cannot be duplicated at home nor can the home environment be duplicated at school. They are two related, but distinct environments.

Celebrating birthdays

The school aims at developing students and could be looked at as an avenue to celebrate events related to the child. We do encourage a sense of sharing among our students. However, we also acknowledge that children may prefer to exclude other students which can be potentially upsetting.

The school acknowledges the importance of key personal events such as a student's birthday. However, rather than see students excluded from celebrations, we request that birthday parties or similar events, as well as the distribution of invitations and gifts, are organised outside the school.

If a parent wants to send cupcakes for students to celebrate their child's birthday, as per KHDA requirements, please ensure the food items are bought from a reputable supplier, and not homemade, in line with health and safety regulations.

School special event management

The school holds special events during the school year such as sports day, field trips, fun days, parent-teacher meetings, national and international days and assemblies, etc. The calendar, newsletters, and emails as well as notices in reception will provide parents with details in advance. While we endeavor to provide as much notice as possible for each event the school tries to take advantage of opportunities made available at short notice. The school will give at least one week's notice for any trip or event unless circumstances beyond our control prevent this. The cooperation and understanding of parents are greatly appreciated.

Field trips

RWA is fortunate to be located in a uniquely innovative city, and this offers our students additional educational enhancement beyond the classroom. We encourage our teachers to seek opportunities for their classes to actively engage in educational experiences that support class learning. Within the clear curricular objectives, field trips provide an authentic and real context to units of inquiry and extend and stimulate student interest by connecting classroom-based learning with the world outside. Our Grade 4 and 5 students attend an annual camp. A parent information session is usually held to share details of the 3 days/2-night trip. Additionally, our grade 5 Muslim students also have the opportunity to go on the Umrah trip organized by the Islamic department.

Before a field trip, all parents will be sent a letter from the school, requesting their consent for their child to attend, further information on the trip, and an indication of cost. Consent forms must be completed and returned to the teacher before the field trip, together with any required payment.

No student is allowed to go on a field trip without a signed permission slip. We cannot accept phone permission

Section 6 - Assessments and Reports

Assessment is the gathering and analysis of information about student performance. Assessment at RWA is an integral tool that we use to drive teaching and learning. Assessment helps to identify what students know, understand, can do, and feel at various stages in the learning process. The purpose of assessment is to promote student learning, to provide information about student learning, and to contribute to the efficacy of the programme.

We assess for the following reasons:

- determine prior knowledge;
- promote self-reflection and goal setting;
- reflect student growth, development, and learning;
- provide valid measures of student performance;
- identify strengths and areas for development;
- differentiate instruction to meet the individual learning needs of all students;
- evaluate the curriculum (and inform necessary changes); and
- provide specific information and relevant feedback to parents.

Standardised Assessments:

We use various internally benchmarked assessments to ensure that our assessment systems at the school are robust, as well as ensure that our students are meeting the required standards and continually making progress. As a school, we use the following standardized assessments in the primary school:

Name of Assessment	Grade Levels	Timing	Description
Trends in International Mathematics and Science Study (TIMSS)	Grade 4	Every 4 years	The Trends in International Mathematics and Science Study provides reliable and timely data on the mathematics and science achievement of U.A.E. students compared to that of students in other countries.
Progress in International Reading Literacy Study (PIRLS)	Grade 4	Every 5 years	PIRLS documents worldwide trends in the reading knowledge of 4th-graders as well as school and teacher practices related to instruction
PTE- (Progress Test in English)	G1-G5	June Annually	This assessment measures attainment and progress in English (reading, spelling, grammar punctuation, etc.). It is completed each June; from grade one it is completed online. The results from this assessment are used to triangulate our internal data to ensure there is accuracy. Additionally, it is used for reporting purposes to KHDA for external attainment results.
PTM (Progress Test in Math)	G1 – G5	June Annually	This assessment measures attainment and progress in all areas of math. This test is completed each June; from grade one it is completed online. The results from this assessment are used to triangulate our internal data to ensure there is accuracy. Additionally, it is used for reporting purposes to KHDA for external attainment results.
PTS (Progress Test in Science)	G2- G5	June Annually	This assessment measures attainment and progress in all areas of science. This test is completed each June. This test is only completed from grade 2 with all of these grades doing it online. The results from this assessment are used to triangulate our internal data to ensure there is accuracy. Additionally, it is used for reporting purposes to KHDA for external attainment results.
CAT4 (Cognitive Ability Test)	G2-5	October annually	The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. The CAT4 assesses students in four different 'batteries' (areas): shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning); and mentally generating and transforming visual images (Spatial Ability). All students from grade 2 undertake this assessment (not annually); new students joining the school after September take this test during the admissions process.
New Group Reading Test (NGRT)	G1-5	Thrice during the academic year	The NGRT reading tests allow schools to drill down into pupil's reading and comprehension skills (including phonics where necessary), helping us to reveal exactly where support is required. The NGRT allows teachers to assess reading and comprehension skills benchmarked against the national average, and monitor progress.
Pupils Attitudes to Self and School (PASS)			A psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they affect school performance.

Primary school Reporting

A student's academic, social, emotional, cognitive/intellectual, and physical progress is observed, recorded, and assessed throughout the year. This information is conveyed to parents during parent-teacher meetings or conferences (PTCs). In addition, students will receive four progress assessment reports over the academic year. (November, February, April and June) Two of these will be comprehensive written reports, one at the end of semester one in February, and the other at the end of semester two in June/ July depending on when school ends.

Students are continually assessed throughout the school year using a wide range of strategies and assessment tools. Effort is commented upon through the attributes of the IB Learner Profile.

Besides the assessment reports, parents will be kept informed about how their child is progressing through the Three-Way Conference, Parent Teacher Conferences, and the Student Led Conference.

For more information on the Reporting Cycle, please see below.

PYP Unit of Inquiry	Reporting Method	Timeframe
1	Parent Information Sessions	August/ September
2	Three-way Goal Setting Conferences Interim Report Card	October November
3	Semester 1 Report Card Reporting to Parents (Science Fair; KG2 – G5) Parent Teacher Conferences	February
4	Interim Report Card	April
5	Student Led Conferences Semester 2 Report Card	May June

Grade descriptors

The RWA grading system uses a 1 to 7 scale (see below). This level is given according to their performance in a range of different assessments (i.e. the grade is not based on one final test).

GRADE	DESCRIPTORS
7	Exceptional attainment
6	Significantly above expected attainment
5	Above-expected attainment in the majority of areas
4	This is the RWA expected attainment level
3	Approaching expected level
2	Requires support in some areas
1	Requires support in all areas
NY	Not Yet Assessed
NA	Not Applicable - the student has been exempted from this part of the course/unit
AB	The student, due to absences, has not met the programme objectives

Attainment of students is measured using a 1-7 scale. 1-3 is classified as 'emerging'; 4 is defined as 'expected'; and 5-7 is defined as 'exceeding'. (see below descriptors)

Progress is a key measure that we use at RWA to ensure that our students are continually growing in their learning journey. We measure our student's progress at our various assessment points in the year, to ensure that they are at least maintaining (or exceeding) their expected level of attainment.

Developmental Learning Continuum			
N/A	Emerging (1-3)	Expected (4)	Exceeding (5-7)
<p>Not applicable at this time</p> <p>This particular strand has not been taught yet or the student was absent when this particular strand or</p>	<p>The student is beginning to develop the knowledge, skills, and concepts in this subject area and is working towards the grade level expectations.</p>	<p>The student is independently achieving the standards expected at this time of the year and is working within the expected grade level band.</p>	<p>The student is constantly and independently achieving above the standards and the grade level expectations at this time of the year.</p>

Grade level expectations

- **Exceeding** – The child is working above the grade level expectations
- **Expected** – The child is working within the expected grade level
- **Emerging** – The child is working towards grade-level expectations

Transdisciplinary Skills and Personal Social-Emotional (PSE) Development Indicators

In our written reports, we also report on how our students are developing their Transdisciplinary skills personally, socially, and emotionally through the given indicators below. These Indicators measure students' engagement with and attitudes toward learning and our PSE indicators show how students are developing personally, socially, and emotionally. The grading for these is different, using the following scale:

INDICATOR	DESCRIPTORS
WT Working Towards	Demonstrates a readiness to learn and some of the key elements of learning in this area, but still needs to be more confident in displaying them consistently.
ME Meets expectations	Confidently displays the chosen aspects within the skill.
EE Exceeds expectations	Confidently displays all elements of the skill consistently. Students who receive an 'EE' indicate that they routinely and independently exceed expectations in this skill.

Learner profile self-assessment

In addition to reporting on the core subject areas, as an IBYP school, we place continual emphasis on how your child is demonstrating the attributes of the IB Learner Profile which is the heart of our curriculum and underpins everything we do. Your child will be completing his/her learner profile reflection that will be shared during the parent-teacher conferences.

Grade 5 PYP Exhibition

In the final year of the PYP, students participate in the culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, content, skills, attitude, and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling. The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

As a part of the Exhibition, students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real-life issues and problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

The PYP exhibition has several key purposes including the following:

- students engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate independence and responsibility for their learning
- to provide students with an opportunity to explore multiple perspectives
- for students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- to provide an authentic process for accessing student understanding
- to demonstrate how students can take action as a result of their learning
- to unite the students, teachers, parents, and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- to celebrate the transition of learners from primary to secondary education

The Exhibition also involves assessment. The assessment takes two forms: an ongoing assessment of each student's contribution to and understanding of the exhibition; a summative assessment and reflection on the event itself. Assessment of the exhibition takes place within the school. It should take place throughout the whole process of the exhibition and should be rigorous.

Promotion in the PYP

The Primary homeroom teachers, can, in consultation with the Student Support Team, mutually agree for a student to be retained for academic or social/emotional/behavioural issues. This decision needs to be backed up in writing with a signed parental copy of the KHDA retention form.

Section 7: Behaviour Management Policy

At Raffles World Academy (RWA) we have a comprehensive Behaviour Management Policy and Procedures. This policy and procedures aim to encourage positive interactions and behaviour by all of our students. In promoting positive behaviour at our school, we focus on developing strong relationships in our community, particularly between teachers, students, and parents. As a part of this, ongoing and positive conversations between all of these parties are one of the key components to these positive and strong relationships.

In primary school, we have several ways of identifying and rewarding positive behavior in our students. These include in-class rewards systems, Learner Profile certificates in assemblies, and class awards focused on promoting certain desired positive behaviours in our students. We also use the PYP Learner Profile Attributes across the school to discuss desired and positive behaviours of all of our students. Along with this, we also have measures in place to discourage anti-social and disruptive behaviour, through the application of sanctions about the 'level' of a particular behaviour. The leveling of behaviours is set out in our policy to ensure that all key stakeholders (i.e. parents, students, teachers, and administration) have a clear understanding of how the school views particular behaviours and how they will be dealt with.

As a school, we believe that it is important to have a common understanding and approach toward the behavioural expectations of our students across the school.

The aim of the Behaviour Management policy is to:

- provide a safe, secure, and positive learning environment, where all students may develop their full potential across the curriculum; and
- develop a clear understanding of behavioural expectations by all members of the school community.

Sanctions

At times it is necessary to employ sanctions when behavioural expectations are not met. Students have the right to expect fair and consistently applied sanctions that make a clear distinction between serious and minor infringements and, ensure that each case is dealt with on its merits. An appropriate sanction is designed to address the particular behaviour, as well as encourage more positive behaviour in the future.

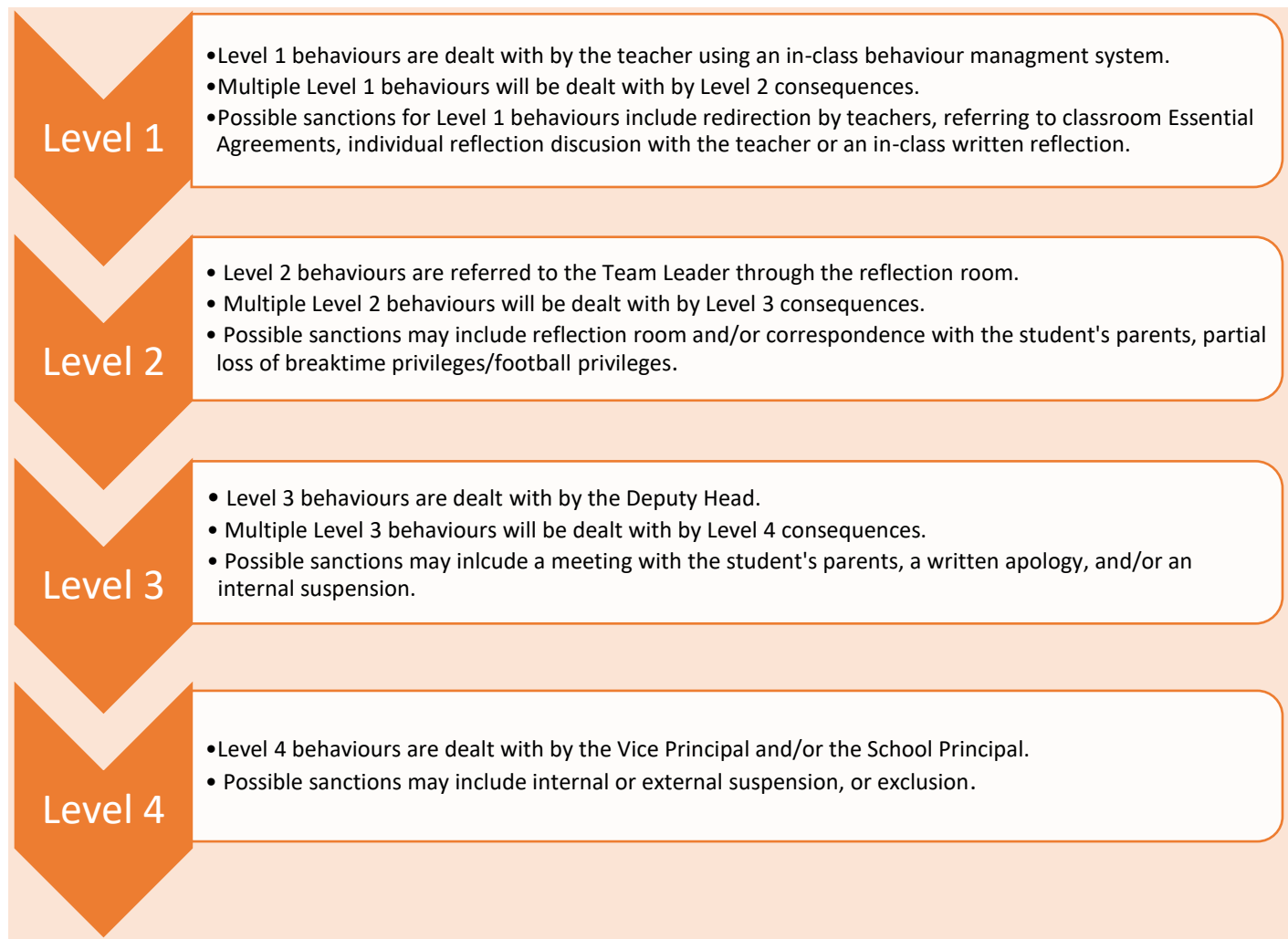
The following table shows examples of offenses according to the school's new leveled behavioural approach (this is not an all-encompassing list). This approach is in line with the UAE Ministry of Education's Student Conduct Disciplinary By Law in School Community document. The table of offenses will be recognized if the student attends school, on a school-authorized field trip, or outside the school premises in uniform. As students near the school premises are often recognized to be RWA students, they are still seen to be representing the school so disciplinary measures will also ensue for such offenses directly proximate to the school.

Our philosophy of student behaviour management or discipline is based on the understanding that this should be a positive, internally motivating force. When allowed and encouraged to develop within a child, self-discipline is one of the single most important means that a student has to make appropriate and correct decisions in his or her life. Our behaviour management procedures are therefore designed to encourage and assist children in developing self-discipline.

Staff members are responsible for providing children with information about the choices that are available to them, both in general and in specific situations. Staff members are also responsible for creating an environment and a relationship with students that exemplify consistency and firmness and also set clear boundaries. Consistency and clearly stated boundaries provide the parameters that students need to make appropriate choices.

Teachers and other staff are encouraged to recognize and reward positive behaviour. Praise is shown to be more effective in promoting desirable behaviours than punitive sanctions are in deterring negative behaviours.

Primary School Behavioural Procedures



Behaviour levels

The below is not a complete list of behaviours and any behaviours not listed above will be categorized according to their nature, intent, etc.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Dealt with by Teacher	Dealt with by Team leader	Dealt with by Deputy Head	Dealt with by Principal
<ul style="list-style-type: none"> Late for class/registration without reason Failure to comply with RWA dress code Eating in class without permission Using electronic devices at inappropriate times (e.g. using mobile phones during school hours or using a device at break time in the PS) Distracting others in the class Compulsory homework not submitted Disruptive behaviour moving between classes Not working during class 	<ul style="list-style-type: none"> Major disruption to a lesson Repeated lying Use of inappropriate language or gestures (could be classified as level 3 depending on content and intent) Refusal to hand in electronic devices including mobile phones when confiscated Defying teacher instruction or direction. Breaking Cyber Safety Policy Public displays of affection 	<ul style="list-style-type: none"> #Bullying, (verbal, cyber, or physical) Physically fighting Deliberate abuse or misuse of the school's computers or email access (see IT Policy) Abuse or vandalism of school property including school buses Unexcused absences from lessons (skipping) Academic dishonesty (cheating, plagiarism) 	<ul style="list-style-type: none"> Use or possession of illegal drugs or alcohol Actual or intended injury to another person Smoking or bringing tobacco-related products on school premises Possession of weapons or replicas of weapons Intimate behaviour on school premises Theft

Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

Health and Safety

For health, safety, environmental, and legal reasons the following are not permitted in school:

- cigarettes (including e-cigarettes, tobacco, or other smoking materials or paraphernalia)
- pipes
- matches
- aerosols (including antiperspirants)
- lighter or flammable materials
- solvents
- chewing gum
- dangerous instruments - including pen knives, laser pens, etc.
- nail varnish

These items will be confiscated or students will be asked to remove them and, in certain circumstances, will be suspended from school, as the items may present a danger to themselves and others or cause damage to the environment. Any items taken by staff from students will be returned to the students at the end of the day. Students wanting to bring antiperspirant to school must only bring the roll-on variety.

Harassment and Bullying

RWA has a zero-tolerance policy concerning bullying of members of the school community at any time. This includes on or off school premises, threats, intimidation, and abuse whether physical, verbal in writing, or through the internet ('cyber bullying').

All students involved in bullying will be disciplined and will receive appropriate counseling and support from the school. Repeated offenses may result in suspension or eventual expulsion. RWA also has zero tolerance for abusive language and actions or communications in any medium that promotes intolerance, prejudice, and disrespect for a person's gender, ethnic origin, faith community, and human rights. Any form of Internet 'cyber' bullying is not tolerated.

Conduct on school buses

Whether the students have paid to use the daily school bus service to and from school, or whether they are using them for transportation to an afterschool activity, sports event, excursion, or field trip, the expectations detailed in the RWA Code of Conduct and Behavioural Expectations section apply. In addition, students must ensure that:

- A seatbelt is worn at all times (one belt per student)
- They follow all instructions given by the driver and/or bus monitor
- They are considerate and respectful towards other students, the staff, and the driver on the bus
- Food and drink (except bottled water) is not consumed on the bus
- Only approach the bus once it has stopped and the bus driver or monitor has given permission to board
- Litter is removed from the bus when they leave, and then properly disposed of
- They are aware that they are financially liable for any damage to the bus they have caused

Failure to abide by these guidelines, after a written warning has been issued, may result in a student being banned from using the school bus service. In such an event, there will be no reimbursement of paid bus fees.

School transportation is provided by Arab Falcon, and their supervisor for RWA is Mrs. Mamata Naik, mobile number 055 343 1529.

Academic Honesty

Honesty in school work requires that students do their work. Students are expected to give credit to ideas, language, or thoughts that are not their own. To take ideas, thoughts, or writing from someone else and pass them off as one's own is called plagiarism and is a violation of academic honesty. This can occur with print or non-print sources such as the Internet. RWA regards acts of academic dishonesty as a serious violation of the community's trust. Students who commit academic dishonesty will face serious consequences. If the offense is repeated, a student could be asked to leave the school. Any violation or suspicion of violation will be reported to the principal immediately.

Exclusion of students

Under the Private Education Law, any student registered in the school shall be excluded in the following cases:

For disciplinary reasons

- a. If they are being sentenced to a final judgment for a crime or misdemeanor which is against honour or honesty and if they assail one of the personnel working in the school or the Ministry.
- b. If they commit deeds against honour and honesty or religious values inside the school.
- c. If they deliberately damage school property.

Provided that the cases referred to in the above items should be proved by an official investigation. The judgment in the previous cases shall be made by a decision from the Director of Education Area, and the judgment decision shall be notified to the parents, school, and the competent department. Such matters should comply with stated procedures in the regulation of student conduct and guidance in the school society.

For non-disciplinary reasons

- a. If the student is absent from school for no reason or unacceptable reason for twenty (20) consecutive days or twenty - five (25) non-consecutive days.
- b. If they exceed the maximum age as per school guidelines.

The judgment in the previous cases shall be made by the school principal in consultation with Innoventures Education and shall be notified to the parents and the Education Area Department of KHDA.

Suspension of students

The school reserves the right to suspend students if the required tuition fee is not paid following the Ministry of Education rules and regulations.

Suspension may be for an agreed period and may be 'internal' i.e. supervised isolation within the school, or 'external', where the student spends the agreed period at home or another place as agreed with the parents, e.g. to provide a period of intensive counseling or assessment to help determine the next steps.

Withdrawal of students

For students leaving the school, prior notice in writing must be received by the school. The withdrawal form must be completed and returned. This is available at Reception. The school will only issue the Transfer Certificate (TC) upon payment of the required tuition fee and all other clearances.

All requests for withdrawal are to be submitted to the School Reception

In cases where there is a serious breach of the behaviour policy where permanent exclusion may be a recommendation of the school to KHDA, parents may be advised to consider withdrawing the student to enable full and immediate support for the student and parents in seeking a smooth transfer to another school.

Counseling

At RWA we believe in encouraging the all-round development of our students academically, physically, and emotionally. Students and parents may, at times, wish to discuss more general matters concerning their child's progress, well-being, emotional development, and future beyond school. Led by our Deputy Head Pastoral our student welfare team can help children with:

- Settling into their new school
- Adjusting to a new environment and a multi-cultural setting
- Suggesting strategies for developing positive friendships and peer relationships
- Dealing with emotional adjustments or upheavals
- Helping identify learning and emotional support needs
- Recommending outside therapists or specialists where the school is unable to cater to the needs of the child internally
- Developing anti-bullying strategies
- Liaising with students, parents, and teachers, and working in consultation with all parties
- Parents are very welcome to contact the Primary School leadership team to discuss any issues.

Student Leadership

As children move through school, there are an increasing number of leadership opportunities that develop leadership, organisation, self-management, and communication skills. Children can apply for a leadership role, which is usually run on an annual basis. Leadership opportunities include:

- Head/ Deputy Head Boy and Girl
- House Captains
- Sports Leaders
- Student Council
- Learning Council
- Eco committee
- Emirati Committee
- Line Prefects
- Wellbeing/ Happiness Committee.

Section 8: 21st Century Classrooms Programme

At RWA, we view technology as an enhancement to our current educational practices rather than a replacement. It serves as a tool in the classroom, augmenting engagement and personalizing learning experiences. We believe that technology supports learning experiences rather than dictating them.

Central to our technology approach is the 21st Century Classrooms Programme. This initiative aims to cultivate successful and responsible 21st-century learners, equipping them with the skills and attitudes needed for future leadership roles. The programme focuses on four key areas: innovation, 21st-century skills, healthy technology habits, and personalized learning.

In promoting healthy technology habits, we advocate for balanced and responsible technology use among our students. This involves raising awareness of important health and safety considerations such as managing screen time, online safety, digital citizenship, digital footprints, and cyberbullying. Innovation is fostered through a culture that values and encourages creative thinking. Our emphasis on 21st-century skills integrates and develops critical competencies like creativity, collaboration, communication, research, and critical thinking. Additionally, personalized learning approaches are employed to identify and support individual student learning needs effectively.

As part of the 21st Century Classrooms programme, students in Grades 2 – 12 are required to bring their devices for learning purposes. Younger students in KG1 – Grade 1 have access to technology through school-provided devices.

In Grades 2-5, students are required to bring their tablet device for various classroom tasks, including research, accessing personalized learning resources, undertaking assessments, and creating multimedia projects. We recommend the use of Apple iPads, supported by a small selection of apps to aid learning.

Technology plays a vital role in education at Raffles World Academy (RWA), offering unique opportunities to enrich learning experiences and empower students to become engaged, globally aware thinkers. Digital technologies enable students to engage in collaborative learning environments and accomplish tasks that would be challenging with traditional tools alone.

How much will the technology be used in classes?

Providing a specific duration is challenging, as it varies across classes and grade levels. However, it's essential to highlight that teachers take into account factors such as managing screen time and ensuring students don't use devices excessively in one sitting or day when planning their lessons. As a rough estimate, devices may be integrated into 2 to 4 lessons on average per day. It's crucial to recognize that during these lessons, students won't be solely engaged with their devices; instead, they may alternate between using their devices to gather information, share work with peers, and engage in other activities such as working in a book.

Will having these devices allow the students to be on the internet to browse sites they should not be on?

While on the RWA campus, the devices will be protected behind our firewall, with the filter system will keep students from accessing inappropriate or blocked websites. We do not recommend purchasing 3G/4 G-enabled devices as you will be enabling your child to have connectivity via a cell phone plan, which will allow them to bypass the campus network, firewall, and website filters. If your child brings a 3G/4G enabled device to school, we will require that this is turned off and that only the wifi is used while on campus.

Will the students still get the opportunity to develop their handwriting skills and do work in books?

At RWA our approach is to use the technology as a tool that supports learning rather than the replacement of everything that has come before it. A well-recognized model in education for technology integration is the SAMR (Substitution–Augmentation– Modification–Redefinition) model. This model identifies that getting value out of technology in education means that you use the technology in learning experiences where the technology allows the students to do tasks that are significantly different from the technology or were not possible before. This is as opposed

to using the technology to simply do what they could do before (e.g. typing notes on their device rather than writing them in their book).

Will the introduction of technology take the students away from the habit of referring to books for research and using their thinking?

Students will still use a variety of references (including physical books) for research tasks. We will also promote the development of higher-order thinking skills, including creating, evaluating, and analyzing. Sometimes these will be developed with technology, while sometimes they will be developed without technology. We firmly believe that for students to develop and nurture these skills they need numerous opportunities (in different settings/contexts) in which they are developing these skills.

How will the technology be used in the classroom environment?

In our classrooms, we view technology as a tool that can enhance and much more effectively personalize the learning experience. Technology at RWA is not seen as something that replaces all previous approaches. We still firmly believe in developing key skills such as handwriting and bookwork, just as we believe in developing 21st Century Skills such as communication, collaboration, critical thinking, and creativity.

One component of the programme is these 21st Century Skills. What are these?

21st Century Skills encompass creativity, collaboration, communication, research, and information fluency, critical thinking, and digital citizenship. While some of these skills are not novel, their significance has evolved in the contemporary context. For instance, the dynamics of communication and collaboration in the 21st century differ significantly from those of a decade or more ago. We emphasize these skills as part of our approach to ensure that our students are well-equipped to thrive in today's world, which necessitates proficiency in these areas.

How can parents help develop a healthy and balanced approach towards technology in children? Will the school do anything concerning this?

There are many different ways that parents can help in developing healthy technology habits in their children. At RWA we see that we have a role to play in this and want to work with parents in partnership to help with this. For the past year and a half, we have introduced the Healthy Technology Habits programme and are continually looking to expand this. As a part of this, throughout the year the school hosts various workshops for parents, along with producing materials (as well as sharing existing materials in the field) that can help parents.

In helping parents ensure that there is a healthy and balanced approach towards technology use in the home, some key points/strategies are:

- To create a technology-essential agreement for your home. We use these at school with these agreements governing how we act at school. These must be developed collaboratively as a family.
- To enforce rules for the whole family such as 'no technology at mealtime'.
- To model the same healthy technology habits that you want your children to adopt as they grow into full-fledged digital citizens. If balance is what you want, it's important to show them what it looks like.
- To have no-tech days for the whole family where there are no phones, tablets, TVs, etc.
- To implement a digital curfew: Two hours before bed, turn off all electronic devices. This simple lifestyle change has been known to improve sleep, mood, anxiety, weight loss, and productivity.
- To avoid having laptops and mobile devices (phones/tablets) charging in bedrooms at night.
- To have access to your child's social media accounts so that you can ensure that they are being safe and responsible.

It is important when enforcing these kinds of strategies that as parents, you are also modeling the desired behaviours. For example, if there is a 'no-tech day' and you are checking your phone regularly, then children will see this and think that this rule is not important and they can do the same.

Please note, keeping in line with our healthy technology habit, the **last Friday of each month will be a NO TECH DAY**. Students and staff will not be allowed to bring their devices on this day. High school or secondary school students sitting for an exam on a Friday, will be exempted from this rule.

What are the minimum specifications for devices?

The following table will help you select and purchase a device for your child to use while they are at RWA.

Device Type	Recommended - Apple iPad (iPad Air 2 recommended if you are purchasing a new device)
Screen Size	Recommended 8 inches or greater
Hard Drive	Recommended 32 GB or Higher
Other requirements	Students will require a set of headphones/earphones. We also strongly recommend that they have a screen protector and protective case for their device.

Does the tablet device need to be an Apple iPad?

While we strongly recommend an Apple iPad for a tablet device, this is not mandatory. We recommend the iPad because we have been working successfully with these over the past few years. Additionally, we find that the apps available on the Apple store in education are a little better than other options. We also find the iPad to be the most user-friendly device for our students. However, if you have a different type of tablet device (e.g. Samsung Galaxy) and it fits the minimum specifications they may bring this device.

What apps does my child need to have on their tablet for school?

On these devices' students will need a small number of apps that they will use in class to support their learning (e.g. movie making apps); we will endeavour to keep this app list as short as possible and with minimal cost to parents. Some of these apps may be sent to parents at the start of the academic year by teachers and some may be requested over the academic year as they are needed.

FAQ – Use of iPads and technology in classrooms

1. What is RWA's philosophy on technology use?

At RWA, technology is seen as a tool that, when used effectively, can enhance and personalise learning experiences for our students. We also believe that technology exposure and use better prepares students for the future in line with our mission statement; 'to empower our students for success in an ever-changing world.' Having a good understanding of common technological devices and their uses will benefit students in both aspects such as safety and competency when using technology, both now and in the future.

2. How do devices help to facilitate personalised learning in RWA?

Based on the ongoing formative assessments that are done on a daily and weekly basis, the devices and the Toddle platform ensure that all of the necessary resources are quickly available for each child. Having Toddle allows teachers to provide students with a wide variety of resources to address all levels of learning at any point in the lesson or during the week. Therefore, if a teacher recognizes that a child has made progress, all resources to further challenge that child at the correct level are available immediately for them via Toddle.

3. How much are devices used in the classroom?

As mentioned in question 1, technology is only used where it can enhance or personalise the learning for our students. We do not simply see technology as a substitute for traditional pencil and paper. The specific amount of use is dependent on the lesson content and concepts being covered. However, moving away from Covid protocols, we have as a whole school have consciously transitioned to less use of iPads, as we reintroduce our normal practice of hands-on manipulatives, experiments, investigations, and practical math inquiries.

4. Does technology replace written work in books?

No. All our bookwork tasks remain the same. As we transition out of COVID protocols, teachers can physically mark the books, so there is already a reduction in the amount of Toddle uploads done for completed tasks.

5. Is the internet the only medium used for research and inquiries?

No. We have a variety of ways for students to access content, depending on the concept or topic. Teachers source classroom displays, articles, and various types of reading material for students to use as a part of their research and inquiries. They also facilitate hands-on and practical investigations as a part of the inquiry process. Additionally, we also work with our Library team, who provide unit-related books to support inquiry and research for all grade levels, and these are distributed to classrooms for students to access. The internet is **one of the many ways** that the students will research and inquire into topics.

6. How are the use of platforms such as YouTube and open research platforms monitored?

A list of 'kid-safe' websites is shared with the students on Toddle for them to use for research and open inquiry. Additionally, teachers have vetted all videos that are posted as a support resource, when they are planning their lessons.

7. Are our children informed and educated on safe internet use and topics such as cyberbullying?

Yes, we cover these topics in three ways:

- **In our curriculum:** From Grade 1 to Grade 5 we open the academic year by covering the topic '***Becoming Responsible Digital Citizens***' in Unit 1. This unit covers topics such as what cyberbullying looks like, what to do if you encounter cyberbullying, the explanation and impact of our digital footprints, how to protect our private and personal information when using the internet, password safety, and how to create strong passwords, to name a few.
- **In our whole grade assemblies:** Grade/age level appropriate information sessions are run by the primary school deputies in assemblies at specific points in the year, to remind students about online safety and digital citizenship.
- **In the day-to-day use of technology in the classrooms:** Teachers are constantly guiding students on the correct use of technology and online safety as and when needed in their classrooms.

8. What are the expectations for technology use in homework tasks?

Homework tasks are provided in books. We also have online platforms that support these tasks and **can be used** as an extension of the bookwork but **are not mandatory**. In some instances, there may be answer keys or supporting documents that can be accessed on Toddle, and the bookwork tasks for Grades 2-5 can be photographed and uploaded on Toddle. However, the bookwork is still the actual task. (*Homework templates per grade level will have a breakdown in more detail of the aforementioned points, as it differs slightly from grade to grade.*)

9. Is teacher marking and feedback given on Toddle?

Most of the feedback is provided in workbooks through next-step marking. However, if there is an online task completed on Toddle, then the teacher can give feedback on the platform as well. We have the advantage of both options, with bookwork being the major medium for feedback.

10. What does the Toddle Family App provide me as a parent?

It provides you with quarterly achievement reports across the academic year. It also provides you with access to the student journals, which give you as a parent, snapshots of tasks and activities undertaken in the classroom, allowing you to have better conversations with your child at home about their learning.

11. Are iPads allowed to be used at snack and lunch times?

No. We have a long-standing and strict policy regarding this, and the students are well aware of this rule. Additionally, all the teachers on duty enforce this during snack and lunch times.

12. Are iPads used for 'free time' or as a reward in class?

No. At times, as part of our rewards systems in class (grade dependent), we may have a reward where students can access one of the educational platforms that are fun and engaging, but serve an educational benefit, such as practicing their times tables on TT Rockstars. However, this aforementioned example is **one of many rewards that we have in place, most of which are not technology-based.**

13. What do I say to my child when they see apps on their friend's/classmate's iPads that I do not allow my child to have?

Every family establishes their technology-related guidelines, much like they do for other aspects of home life. Since we adopted the Bring Your Device (BYOD) policy at RWA, the school cannot prescribe which games students may have on their iPads, as these devices belong to them personally. However, we do emphasize that if a student has personal games on their device, these should not be accessed or played while at school.

14. How can I ensure online safety for my child?

As a school work with parents to support them in regards to this, such as running parent sessions on various technology-related topics. These will continue in the 2024-25 academic year, with the school communicating these at the start of the next academic year. We also publish some parent guides related to these topics, which are available on our school website.

15. Is my child's use of his/her iPad outside of school hours, the school's responsibility?

No. It is your responsibility as a parent to monitor your child's iPad/technology usage outside of school. However, as a school, we are always here to help in these instances as a triangulation between home and school, when support is needed. Additionally, as mentioned above, we run regular parent sessions to help educate you on related topics.

Section 9: Communication

We encourage regular communication between home and school, both with direct regard to your child and also for more general feedback or suggestions you may have. Contact details for the primary school are provided in this document in the 'Important RWA Contacts' section.

We have several ways of communicating with our parents. Although we are happy to say we have an open-door policy and we are accessible, talking to teachers for an extended period during drop off and pick up is not recommended as we would like to minimise disruption to the start of the day and maximise teachers' attentiveness on the learning. If a meeting is needed, please send an email to the teacher and book an appointment.

The main form of communication from the school to parents will be through the following:

- iSAMS Parent Portal
- Toddle (sharing of work and uploading of work, marking and feedback)
- School Website
- foRWArD Newsletter (monthly)
- SMS for important notifications
- Email- weekly between teachers and parents
- Regular emails and letters from the head of primary and principal
- Face to Face meeting or Team meeting (virtual meetings)
- Social media channels- (parents can follow us to find more information and keep up to date with what is happening at school.

iSAMS

All school letters will be circulated to parents via the **iSAMS parent portal**. RWA will be sending circulars to parents when a major change or announcement takes place. All circulars will be placed on the iSAMS Parent Portal. Please take time to read this information as it is both advisory and instructive.

Toddle

Toddle is used for our planning, student portfolios, sharing work of students, uploading of work for assessments and feedback and reports - all from one intuitive interface!

The RWA Website

www.rwadubai.com is for general information about the school, important announcements, calendars, and whole school notifications.

Newsletter: foRWArD

A newsletter 'foRWArD' is produced monthly and available on our website. The newsletter contains reports on activities and events in which the school and students participated during the month and may also contain information about future events. There are also articles written by the principal, head of sections, and dedicated pages from the library, clinic, and PARWA.

Short-Messaging-System (SMS)

On occasion of emergency the school will also send SMS notifications to parents so please ensure that the school has your correct mobile number.

Emails

Emails will continue to be used by staff to respond to personal inquiries from individual parents. We encourage the use of email communications rather than paper communications being sent home in school bags, so please remember to notify us of any changes to your contact details and email address. It is the responsibility of the parent/guardian to ensure that the school has up-to-date email addresses and contact details.

While we encourage parents to send emails to our teachers for preferred communication, teachers are not always able to respond to emails immediately, especially when with the children throughout the day. If you need to convey an urgent message to the teacher, please call the school reception.

The Parents Association (PARWA) may also request an agreed email address from parents to share information with parents. While the school supports the dissemination of information, it will not supply private email addresses without permission.

School yearbook

At the end of each academic year, a school yearbook is produced to capture images of the students in each class and record memories of major functions and events that took place during the year. Each family will receive the yearbook at the end of the academic year. The Year Book will be shared virtually rather than a hard copy.

Coffee mornings, SMT clinics, and information sessions

The campus also ensures we are in close contact with parents who want to further develop their partnership with the school enhance the learning experiences for students, teachers, and other parents, and help make RWA a real 'learning community'. The principal and heads of the section conduct coffee mornings, and SMT clinics every Monday morning to inform parents about events, programmes, curriculum matters, and other items of interest or simply meet parents to discuss concerns they may have.

Curriculum evenings

Back-to-school events are organised regularly to update parents on curriculum matters, teaching and assessment methods, workshops, and home-school initiatives for the respective grades throughout the school. The details of these curriculum events are sent to parents in advance and may also feature on the calendar. Parents are encouraged to attend and participate in these meetings.

Parent Teacher Conferences and classroom visits

The primary school schedules conference days within the school year. Online software called 'Pick-a-Time' is used to enable parents to schedule their preferred meeting times on these days, and to help coordinate meetings if they have more than one child in the primary school. An email is sent from the school to parents before the conference days and this will contain further instructions on how to make the appointments. This communication will also detail the format for the meetings and whether they will be student-led conferences or 3-way conferences.

Should you wish to speak to your child's teacher or any of the specialist teachers at any other time, please feel free to make an appointment directly with the teacher via email. Appointments may also be made through the primary school office. Any unscheduled visits to a classroom may interrupt the students and the teacher and are to be avoided. Stopping in before or after school without an appointment creates an awkward situation, as many teachers have duties before and after classroom hours, as well as during the school day, and so may not be able to adequately prepare or give you the necessary time without prior arrangements being made. Deliveries such as lunches, PE clothes, etc. should be brought to the primary school office to be delivered unless previously arranged with the teacher.

Meeting the heads of school or principal (Senior Management Team)


Should you wish to speak with the school principal, head of primary, or deputy head, please email, telephone, or visit the primary school office to arrange an appointment. If it is a classroom matter, please schedule an appointment with the teacher concerned before contacting Senior Management. If in any doubt please speak with the primary school office about your concerns and they will be able to advise you. The heads of school and principal maintain an open-door policy and are available to parents, students, and visitors, usually in the morning and at pick-up time although this should not be abused. Coffee morning/ SMT clinic is a great opportunity to meet the senior management team.

Communication protocol


To ensure effective communication throughout the school, we request that parents use the following channels of communication so that all those concerned with a child's learning and well-being are kept informed and can have their valued input to seek clear and appropriate solutions to any problems or concerns.

For student development within the lesson:

<i>See the</i> Class/Subject Teacher
<i>See the</i> Subject/Team Leader or Head of Department
<i>See the</i> Primary Deputy Heads
<i>See the</i> Vice Principal
<i>See the</i> School Principal



For Co-Curricular Activities



<i>See the</i> Teacher/Activity Provider
<i>See the</i> CCA coordinator
<i>See the</i> Deputy head of academics
<i>See the</i> Vice principal

Contact Information

We like to continually improve and streamline our communications both internally and with parents and other agencies

outside the school. Should you wish to contact any of the management staff within RWA, please view the tables below:

Section/Campus	Contact Information
Corporate Office	Tel: (04) 4271200 Fax: (04) 4271201
RWA	Tel: (04) 4271351/1352 Fax: (04) 4271301
Mailing Address	P.O. Box 122900, Dubai, UAE
General Feedback	info@rwadubai.com
Web	www.rwadubai.com
Feedback	StudentservicesWC@rwadubai.com

RWA	Staff Name	Contact No.	Email
Principal	Mr. Timothy Roberts	04-4271355	timothy@rwadubai.com
Vice principal and head of primary school (Pre-KG-G5)	Dr. Armeena Tabassum	04-4271341	armeenat@rwadubai.com
Deputy head (pastoral and admin G1-5)	Ms. Emily Hunton	04-4271378	emilyh@rwadubai.com
Deputy head academics lower primary (G1&2) & PYP Curriculum Coordinator	Ms. Yolanda Maccallum	04-4271382	yolandam@rwadubai.com
Deputy head academics upper primary (Grades 3-5)	Mr. Daniel Allmark	04-4271359	daniela@rwadubai.com
Early Years Coordinator (Pre-KG-KG2)	Ms Ciske Louw	04-4271385	ciskel@rwadubai.com
PS Counselor (Pre -KG-G5)	Ms Desiree Carrasco	04-4271339	desireec@rwadubai.com
PS Co-curricular Coordinator	Ms Ciske Louw		aislings@rwadubai.com
School's Facilities Manager	Mr. Melroy Machado	04-4271308	facilities@rwadubai.com
School Secretary	Ms Mary Rizoriya Alexander	04-4271310	maryz@rwadubai.com
Primary school secretary (Pre-KG-G5)	Ms Raquel Santos	04-4271357	raquels@rwadubai.com
School Doctor/ clinic	Dr Vaneeta Ahuja	04-4271349 04-4271350	vaneetaa@rwadubai.com
Arab Falcon Bus Company Coordinator	Ms Mamata Naik	055 3431592	csr.rwa@arabfalcondubai.ae
RWA Admissions office	Front reception desk Front reception desk Admissions Manager	04-4271302 04-4271303 04-4271304	rwadmissions@rwadubai.com
RWA Accounts	Ms. Hydie Igual	04-427 1353	rwaccounts@rwadubai.com

Subject/ area	Head of Department/Team leader	Email address
Arabic A	Ms Hanadi Mohamed Al Zaaby	hanadiz@rwadubai.com
Arabic B	Ms Nayrouz Aly Youssef	nayrouzy@rwadubai.com
Islamic Studies	Ms Tabassum Zahid	tabassumz@rwadubai.com
MFL (Spanish / French)	Ms. Imene Zarouta	imenez@rwadubai.com
Arts (Music & Visual arts)	Ms Maria Sonia Jesuina Vieira Lopes	marial@rwadubai.com
PE	Mr. Danny O Reilley	dannyr@rwadubai.com
PS Inclusion (SEND)	Ms. Tessa Ann McGee	tessaam@rwadubai.com
EAL (English as an additional language)	Ms Rania Mazen Al Khatib	raniak@rwadubai.com

Section 10: RWA Facility and Services

Library and media

The purpose and intent of a library and media centre are to allow students to feel comfortable in gaining access to information in many forms. Whether it is through the use of books, magazines, newspapers, or the Internet, students can use these tools to accomplish many tasks. It is the goal of the RWA library/media centre that all students can access, find, and utilize the information they need. There are also dedicated areas in the library for higher education and career advice; Arabic and foreign language support and digital media.

Internet access and use

RWA is fully equipped with campus-wide internet access. This is available for use by students as an integral part of the school's curriculum. Students may be required to access the internet in a focused and directed manner to undertake research related to specific assigned projects. Inappropriate internet access by a student could result in suspension or exclusion. There is an Internet Use policy document available on the website.

Parent volunteers

We want our parents to be part of the school and participate in its growth and development. Parents have a wealth of experience, knowledge, and ideas, which can be a huge asset to the school and its students.

The Parents Association (PARWA) is the collective voice of parents. Please acquaint yourselves with the Executive Committee. Contact details and meeting dates, times, and venues are published regularly in the school's main atrium and on social media. PARWA continues to welcome parents who wish to take on the role of primary or secondary school parent coordinator. Some parents may enjoy helping with school trips, sports clubs, games, and other activities. Many will help with our theatrical and musical programmes. A small number of parents may wish to help on a more regular basis, for example, in the school library. PARWA also has some focus groups and organises parental support workshops.

Parents are invited to offer their services to support career counseling, mock interviews for university entrance, and other possible areas of mutual interest, e.g. school development projects.

The school doctor, nursing staff, and medication

RWA has a resident doctor, and a small nursing team to attend to students who may feel unwell during school hours. Students will be seen by the school doctor and/or nurses and when appropriate and possible, parents/guardians will be informed by phone and email.

The school doctor has a record of each student's medical form which is completed at the stage of admission and updated each year. This form specifies any illness/allergies a child may have and also the parent/carer consent form. RWA will maintain a written record of the administration of any medication given to each child. The completed form will be placed in the child's file. This information will be filed, for future reference by the school medical department. Any updates on the medical record of the student must be communicated to the School promptly.

Parents are required to collect their children promptly as soon as being notified of an illness. If children are unwell, they will be provided with a quiet place to rest in the medical facility. A staff member will remain with the child until the parent(s) arrive. If for any reason your child's medical details change at any time throughout the year please communicate this to the school nurse.

Isolation room

The school has the provision of an appropriate separate Isolation Room adequately ventilated with a separate bathroom, where a child/ teacher/ staff who begins to show symptoms of any communicable disease whilst at school will be isolated instantly until pick up has been arranged.

Responsibility of Parents related to communicable diseases

- Ensure that they keep their child home if they are unwell.

- Report to the school if the infection is diagnosed outside the school.
- Submit a medical certificate to the school clinic including diagnosis, recommended exclusion time from school, and DHA clearance certificate upon returning to school.
- Inform the school clinic of any health complications/treatment/special recommendations

Head Lice Prevention

From time to time, all schools experience cases of head lice. We ask that parents remain vigilant and take immediate action should head lice be identified in their child's hair. Further information on head lice may be shared by the school medical staff where necessary.

24-hour security guards

We have security guards on campus 24 hours a day. The front and back entrances will have someone around the clock to ensure the facility is taken care of. All visitors to the school are asked to sign in and will be asked to provide a valid ID in exchange for a visitor pass.

24-hour CCTV cameras

CCTV is used for surveillance to ensure the safety of our students and staff. To secure the learning environment, the school:

- supervises play areas at break and lunchtimes
- maintains a regular practice of emergency procedures
- has high expectations of student behavior and self-discipline
- has external CCTV monitors
- has staff to supervise arrival and departure times

Some cameras have recording facilities so that 'footage' can be played back to determine what happened during any incidents recorded. The recording may be used as evidence. The recordings are the property of the school and can only be viewed on application to the school principal and at his/her discretion.

Personal possessions

iPods, MP3 players, mobile phones, handheld games, jewelry, and other valuable items brought to school by students are done so entirely at the student's own risk. The school does not accept responsibility for any loss or damage that may be incurred. Where students are in 1:1 classes and iPads are required, these will be kept locked in their classroom when not in use. The care and security of these devices remain the student's responsibility.

Money

Students shouldn't bring in large sums of money without good reason. Where payment has been requested from the school for some matter, the money should be lodged with the class teacher, primary school office, or accounts office upon arrival at school.

Lost and Found services

Lost and found items are kept in the cafeteria on the ground floor. Students are encouraged to check these areas frequently. Watches, jewelry, and glasses are usually kept with the Principal's secretary for the first week. Any unclaimed items are donated to charity at the end of each trimester.

Personal electronic devices and phones

Break and lunchtimes are community social times and should be vibrant with positive interactions. The use of MP3s, iPods, gaming consoles or similar electronic devices during school hours is not permitted, and their presence in school is discouraged and may lead to confiscation.

The school understands that mobile phones provide both parents and students with security and there may be occasions when they are needed for communicating before or after school. During school hours the use of mobile phones is not permitted. Students seen using phones without permission during school hours may have them confiscated. If parents need to contact the school or their child urgently during the school day, this should be done through the primary school office or the main reception.

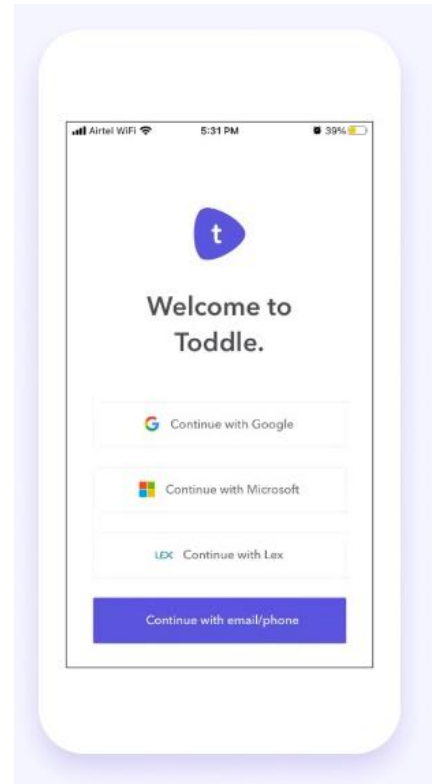
Fire and Lockdown Drill

Keeping in line with the school health and safety policy we hold regular drills. If you are on campus when the fire alarm sounds (a long continuous ring) please follow the crowds in an orderly fashion and assemble with the staff on the side of the sports pitch. If the lockdown is sounded (smooth classical music played through the speaker system) please make your way to the nearest classroom.

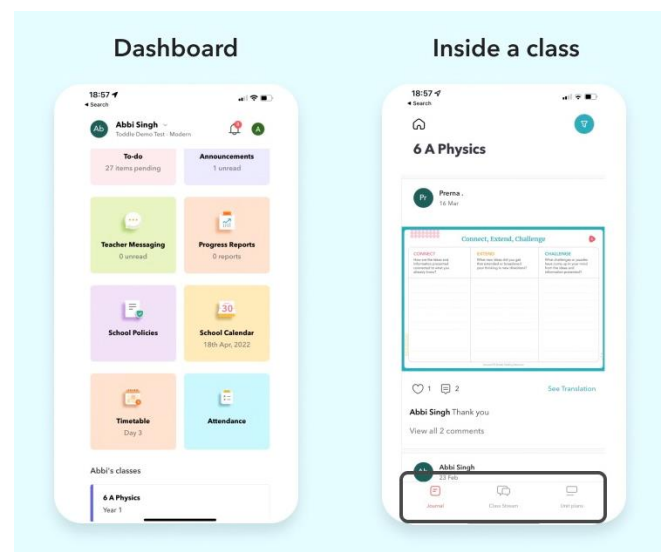
SECTION 11: GUIDE TO USING TODDLE FAMILY APP

HOW DO I SIGN IN TO MY FAMILY ACCOUNT ON THE APP?

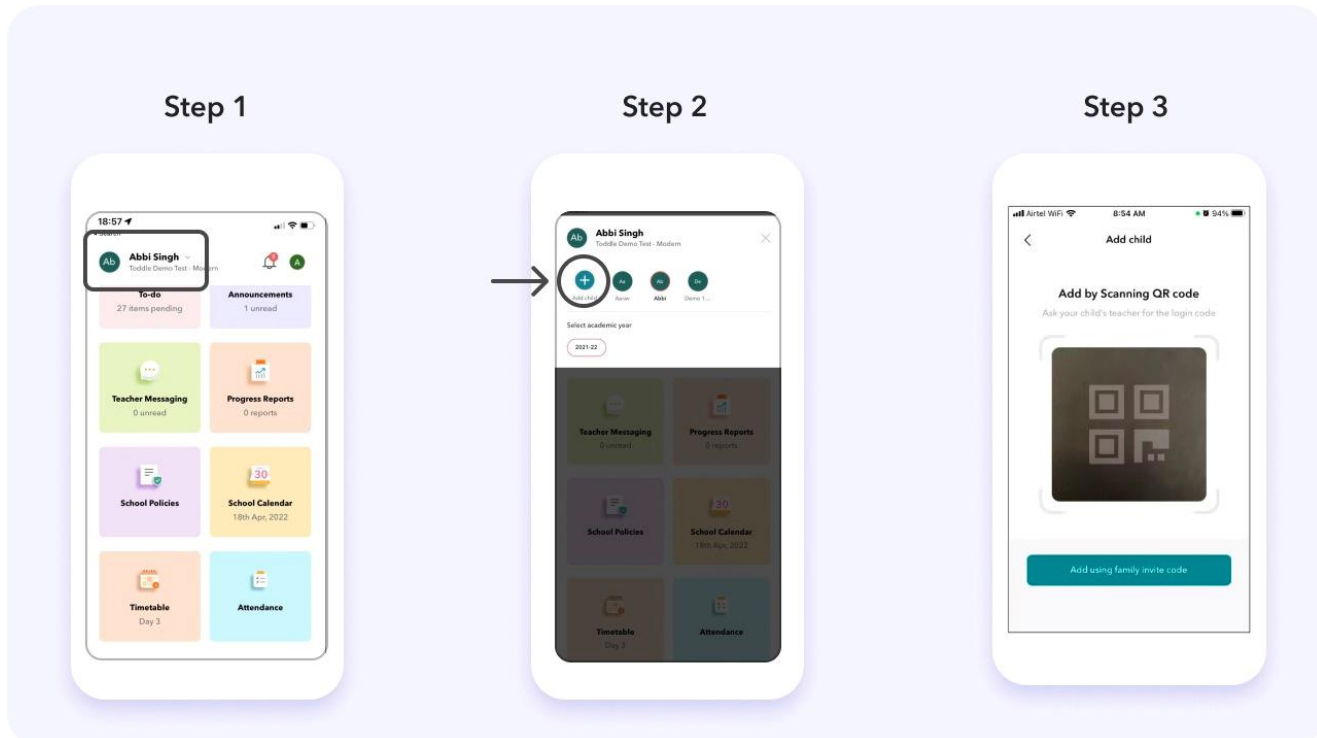
- Toddle helps you stay connected with your child's learning journey. As a family member, there are multiple ways to sign in to your family account.
- Download the Toddle Family App from the Appstore (iOS users) or the Playstore (Android users) on your mobile device or iPad.
- Once you open the Toddle Family App, you can sign in using your Google, Microsoft, or any other email credentials, registered with Toddle. Alternatively, you can sign up to create a new account with Toddle.
- After successful verification, you will be prompted to scan the QR code or key in the family invite code, to add your child to your Toddle dashboard.
- You can find this information in the family invite copy received from the school.
- Please note that once you have added your child, this prompt will not show the next time you sign in and you will be directed to your Toddle dashboard, directly.



- After successful sign-in/sign-up, you will land on the Toddle dashboard where you can view school announcements, policies, calendar, attendance and progress report.
- You can have a peek into your child's learning by visiting their class to view the unit plans, class stream and class journal.



ADD ANOTHER CHILD



CLASS JOURNAL

Toddle gives parents an authentic window into their child's learning journey.

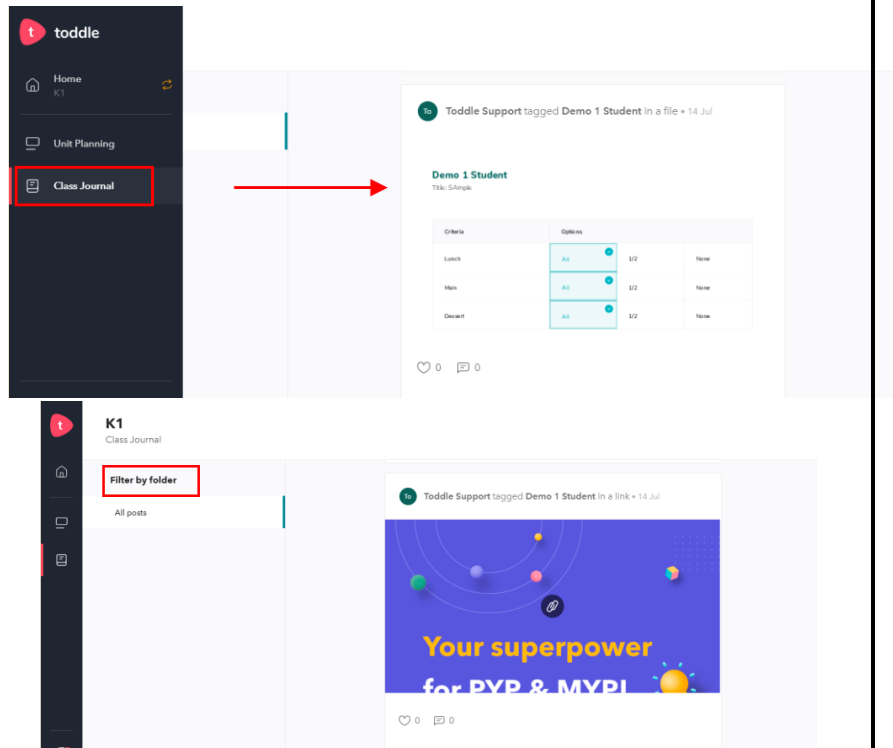
Step 1: Click on Class Journal from the navigation panel on the left within a class.

Step 2: All the beautiful masterpieces created by your child will be visible in the Journal.

Step 3: To organize and access specific posts, filter down the posts by classes and folders.

Step 4: Click on a post to see the details and download the evidence.

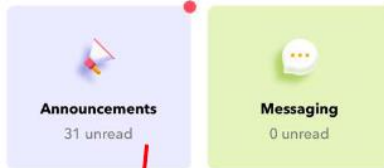
Step 5: You can leave encouraging comments and likes for your child in each post.



HOW TO ACCESS PROGRESS REPORTS FROM THE FAMILY APP?



Communication



More



Step 1: Click on the Progress Reports tab to view the report of your child.

Step 2: Click on the report to see the details of your child's learning.

Step 3: You can download the progress summary by clicking on the Download icon on the bottom right corner of the page.