



**RAFFLES**

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**WORLD ACADEMY**

**PRIMARY SCHOOL**

**PARENT & STUDENT HANDBOOK**

**Academic Year 2018-19**

## FOREWORD BY THE HEAD OF PRIMARY

Dear Parents/Guardians and Students

Welcome to Raffles World Academy. We are delighted you have chosen to be a part of our rich learning community. If you are new to our school, then I hope that you will find our welcome especially warm. RWA has an enviable reputation for its friendly atmosphere and the approachability of its staff.

With more than 85 different nationalities in our student body and many different mother tongues spoken and cultures openly celebrated, you are part of a very diverse and internationally-minded community. We are always conscious of the fact that parents and their children have a choice and value the trust they place in us through your enrolment.

First and foremost, the academy is a community where diversity is enriching and where individuals, whatever their abilities, or the challenges they face, are all valued. We strive to provide students an inspiring education in which they may excel in activities that involve leadership and global understanding. We strongly promote a culture that fosters positive self-esteem and a sense of belonging by celebrating the achievement and success of each student. We look forward to a new and exciting school year, one which will offer each one of us plenty of opportunity to make new friends, foster enduring relationships, discover hidden talents and realise achievements large or small.

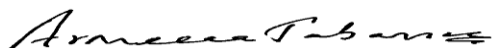
This is in no short measure due to the strong relationships we continue to nurture with parents and students. 'PARWA', our parents association is a constant support. Their impact has been positively recognised by the KHDA as an exemplar model.

This parent-student handbook is intended to be a ready-reference for parents and students to get to know the nuts and bolts of the academy life. 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, especially if he/she is in the upper grades (3-5) reads the handbook with you. In turn, parents are also encouraged to use this handbook as a resource to assist their child, in following procedures and getting the best out of every learning opportunity, both in school and in the co-curricular activities (CCAs) on offer. In addition to the handbook, each parent will receive a grade level curriculum guide that will give full information about the curriculum, subjects and our approach to teaching and learning specific to the grade level. We also organise information sessions, open days, parent conferences, and of course, the key social events throughout the year, including the UAE National and International Days all which will give you an opportunity to know the school well. Some of the information contained in this handbook is detailed and specific on many topics. However, it is not intended to be all encompassing or indeed exhaustive.

If you find that you have further questions about the contents of this handbook or about any of our procedures that are not covered, please direct your questions to our teachers, admissions staff, leadership team or myself. We will be happy to assist you.

I wish you all a great start to the academic year 2018-19.

Sincerely,



Dr Armeena Tabassum  
**Head of Primary School (KG1-G5)**

## ABOUT RAFFLES WORLD ACADEMY

Raffles World Academy is a CIS accredited IB continuum school authorized to offer the three IB programmes. The school is part of the Innoventures Education network which provides quality private education to the highest international standards. Raffles World Academy, Raffles International School, Dubai International Academy and the Collegiate American School are partner schools that share the same ethos as a learning community in the pursuit of excellence, with each having its own distinctive character. Apart from a state-of-the-art technology, there are also superb sports facilities including multi-purpose sports halls, swimming pools, tennis courts, and outdoor football fields and other recreational areas.

Our learning environments, teaching and learning, monitoring and assessment and student services are all – learner centered and quality driven. As part of our approach to provide high quality learning, we seek to maintain optimal teacher-student ratios and class sizes. We also recruit and retain high-quality teaching and academic support staff, sourced both internationally and locally, with our staff being well-qualified, rich in experience, holding strong track records of achievement and are prepared to go that ‘extra mile’ to meet the needs of our students. Teachers and support staff undertake regular professional development training in order to stay abreast of current international best practice in teaching and learning.

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## 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

### 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 others<sup>1</sup>.

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 interactions <sup>2</sup>. 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.

<sup>1</sup> With acknowledgement to The Diploma Programme: A basis for practice, 2009, p.4

<sup>2</sup> Ibid.

## **The IB Learner Profile**

At RWA we aim to supplement our own Guiding Statements along with the IB Learner Profile which we regard to be relevant to students in the Primary, all of whom follow the IBPYP (Primary Years Programme, KG1 – Grade 5).

### **IB learners strive to be:**

#### **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 and Our Curriculum

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 takes precedence at all times. Our programmes offer a framework that meet a child’s academic, social, physical, emotional and cultural needs.

Our students’ needs for education are varied. Some are “forever” students; others are here for a few years whilst parents fulfil local contractual requirements. The 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.

### 1.1 KG1 & KG2 curriculum

At RWA we offer the International Baccalaureate Primary Years Programme (IBPYP) with close links to the UK’s Early Years Foundation Stage (EYFS), in KG1 which continues seamlessly into KG2 and the primary school Grades 1 – 5.

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

Campus/School	Curriculum
KG1 & KG2	International Baccalaureate Primary Years Programme (PYP) benchmarked with the EYFS for KG1. (Ages 4-5+ years)
Primary School G1 -G5	International Baccalaureate Primary Years Programme (PYP) (6 -10+ years) leading to the PYP Exhibition
Lower – Upper Secondary school/ Grade 6 - 10	International Baccalaureate Middle Years Programme (MYP) (11 – 16+years)
Grade 11-12	International Baccalaureate Diploma (IBDP) (16+ - 18+) Or IB Career -related Programme (IBCP) and BTEC

### 1.2 Primary school - Grade 1-5

RWA became authorised to offer the IBPYP – Primary Years Programme in 2012. The IBPYP is an international trans-disciplinary programme designed to foster the development of the whole child, not just in the classroom but through other means of learning. PYP focuses on the total growth of the developing child, encompassing social, physical, emotional and cultural needs, in addition to academic welfare. PYP combines best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children. 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 skills 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 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 skills as essential for the success of the student. Throughout their learning students acquire and apply these skills:

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

The aim of the Primary Years Programme is 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 in the most constructive manner 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
- be encouraged to develop positive attitudes towards learning, the environment and other people
- have the opportunity for involvement in responsible action and social service

### 1.3 Subject areas

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

#### Languages

<b>English</b>	This is the language of instruction throughout RWA
<b>EAL</b>	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 participate in all learning activities
<b>Arabic A</b>	Compulsory for all Arabic passport holders KG2- G5
<b>Arabic B</b>	Compulsory for all students holding non-Arabic passports KG2- G5
<b>MFL</b>	All Grades 2-5 students will choose between French and Spanish
<b>French MT</b>	French Mother Tongue is offered to all native French speakers from G1- G5
<b>German MT</b>	German Mother Tongue is offered to all native German speakers from G1- G5
<b>Spanish MT</b>	Spanish Mother Tongue is offered to all native French speakers from G1- G5
<b>Russian MT</b>	Russian Mother Tongue is offered to all native German speakers from G1- G5

Students will study a language (English or EAL, 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 is studied under each of the following strands:

- 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 and is conducted in either Arabic or English, dependent on the students' Arabic class (A or B).

### **Performing arts**

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 art under each of the following strands of active living:

- Adventure challenge (outdoor adventure activities)
- Movement composition (gymnastics, dance)
- Games (basketball, soccer, flag rugby, t-ball, rounders etc.)
- Individual pursuits (swimming, athletics)
- Health related fitness

### **Information and communications technology (ICT)**

At RWA technology is seen as something that can enhance the curriculum at the school, rather than something that replaces everything that has come before. Technology is seen as a tool in the classroom which can enhance engagement and effectively personalize learning experiences. We firmly believe that technology is not the driver of learning experiences; rather it is something that supports them.

In the primary school, Information and Communications Technology (ICT) is a specialist subject, with students learning skills such as coding, robotics, keyboarding and mouse skills. In addition they learn to use a variety of computer programmes. We use technology as an integrated component of lessons across the primary school. Support staff guide

and assist teachers with ICT integration and provide professional development. More information about our 21<sup>st</sup> century classrooms approach to technology can be found in Section 7 of this booklet.

### **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 wellbeing 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 Education Curriculum**

The Moral Education Curriculum (MEC) covers four pillars of teaching and learning: character and morality, the individual and the community, civic studies and cultural studies. The four pillars complement one another, using the lens of moral thinking and learning and building character. Underpinning the curriculum are thinking, learning and communication skills, which support development and progression through primary and secondary school up to Grade 9.

**The moral education programme is built around four pillars:**

- Character and morality
- The individual and the community
- Cultural studies
- Civic studies

### **UAE National Education and Social Studies**

In line with UAE national priorities and the Dubai strategic plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE social studies curriculum standards into their curricula. The rationale for this is to provide students with in-depth knowledge, skills and understanding in history, geography and civics, which emphasise the links and relationships between diverse groups, people, science and society. Students will contribute, as responsible citizens and residents of the UAE, to the building of a cohesive society that is inclusive of all, while preserving the UAE culture, heritage and traditions.

In primary, the UAE social studies and moral education curriculum is integrated in the units of inquiry and mapped in the school program of inquiry. It is also integrated through the Arabic and Islamic curriculum as well as through the PSHE, as it is offered as cultural studies lessons for all students.

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

Throughout this learning journey, our academic team will assist students to establish 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.

#### **1.4 English as an additional language (EAL) programme**

The English as an additional language (EAL) programme is available for students who are in need of English 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 primary. Parents are informed of both the type and duration of support offered. Progress is regularly reported via home correspondence, in

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.

### **1.5 Mother tongue language support**

RWA's **Mutter Sprache German** is well-established in the primary school and is offered from Grade 1 upwards.

**French Langue Maternelle** is offered within the curriculum from Grade 1- 5. Where it cannot be accommodated, French MT will continue to be supported by after school activities.

RWA will continue to offer **Spanish and Russian MT** within the curriculum from Grades 1-5, as well as any other MT languages as CCAs, depending on demand and availability of teachers and parents who will be able to offer the language. Where it cannot be accommodated, Russian and Spanish MT will continue to be supported by after school activities for KG.

The tuition of mother tongue languages is organised and paid for independently by parents. Parents hire the teachers, although the qualifications and experience is approved by the school as is the quality of teaching. Separate reports are generated for MT languages. RWA assists these MT groups through the provision of classrooms and access to professional development when available. 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.

### **1.6 Learning support**

Support services for students with special educational needs (SEN):

Raffles World Academy is a truly inclusive school, as such we truly value the contribution made by each child to our community. We understand that there are varied reasons why the achievement of any student can be adversely affected thus, preventing that individual from reaching their full potential. The learning support team strives to remove these barriers to learning and guide students with special educational needs to make optimum progress in their academic career.

The learning support (LS) department works in collaboration with the classroom teachers, individual subject teachers, parents, and external providers as a team to ensure that pupils with special educational needs (SEN) perform to the best of their ability. Raffles World Academy (RWA) is an inclusive school and in line with the UAE Federal Law no. 29/2006 and 2014 regarding Students with Disabilities. (*Please refer to the SEN handbook for more details*).

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

**Gifted** describes learners who have the ability to excel academically in one or more school subjects.

**Talented** describes learners who have the ability to excel in practical performances such as sport, leadership, artistic ability or in an applied skill.

The support services may be in the form of enrichment programmes inside the general education classes or resource rooms. Additional services include assigning students individual projects and studies, specialized educational tours, attending lectures, debates, educational seminars, participating in educational competitions, providing students with programmes to solve problems, programs of leadership, communication and computer skills, and other such enrichment programs (UAE MoE). *Please refer to the SEND handbook for more details.*

### 1.7 Timetable structure for 2018-19

RAFFLES WORLD ACADEMY - PRIMARY SCHOOL TIMETABLE STRUCTURE 2018-2019							
SUBJECTS	KG 1	KG 2	G1	G2	G3	G4	G5
Arabic	2						
Arabic A		3	4	4	4	4	4
Arabic B		3	3	3	3	3	3
French Mother Tongue			3	3	3	3	3
German/ Spanish and Russian Mother Tongue			2	2	2	2	2
Islamic A/ B		1	2	2	2	2	2
French/Spanish (MFL)				2	2	2	2
Visual Arts		1	2	1	1	1	1
Music		1	1	1	1	1	1
Music & Movement	1						
PE	1	1	2	2	2	2	2
ICT			1	1	1	1	1
Library	1	1	1	1	1	1	1
English	7	6	5	5	5	5	5
Math	7	6	5	5	5	5	5
Unit of Inquiry (Social studies or Science)	6	5	5	4	4	4	4
Moral Education			1	1	1	1	1
Assembly			1	1	1	1	1
<b>Total</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

5 - DAY CYCLE
G1- 5: 1 HOUR LESSONS (6 LESSONS PER DAY)
KG1- KG2: 1 HOUR LESSONS (5 LESSONS PER DAY)

### 1.8 Co-curricular Activities (CCAs)

Well-rounded students are usually more prepared for challenges in life. With this in mind, 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 current activities offered, please refer to our school website, [www.rwadubai.com](http://www.rwadubai.com)

#### Online Registration

Parents will be informed via email of when registration opens and provided with a direct link to the activities and online enrollment form. Please ensure that you enroll your child within the time frame to avoid disappointment.

Activities will be allocated on a first come basis. Subject to the available capacity, we will try to assign the activities as per the preference indicated.

## Section 2: Primary School Timings

**Below are the timings for RWA:**

Level	School Hours
KG1 &KG2	7.40 am – 1:50 pm
Primary School Grades (G1- 5)	7:40 am – 2:50 pm
Secondary School Grades 6-12	7:40 am – 2:50 pm

### 2.1 Lesson timings

#### LESSON TIMINGS, RWA 2018-19

KG 1 &KG2			
TIMINGS			
	From	To	Duration
HR/ Registration	7:40	7:50	10 Min
Period 1	7:50	8:50	60 Min
Period 2	8:50	9:50	60Min
Break	9:50	10:10	20 Min
Period 3	10:10	11:10	60 Min
Period 4	11:10	12:10	60 Min
Lunch	12:10	12:50	40 Min
Period 5	12:50	13:50	60 Min
<b>Optional</b> Co- curricular Activities for KG2	13:50	14:50	60 Min

Grades 1- 5			
TIMINGS			
	From	To	Duration
HR/ Registration	7:40	7:50	10 Min
Period 1	7:50	8:50	60 Min
Period 2	8:50	9:50	60 Min
Break	9:50	10:10	20 Min
Period 3	10:10	11:10	60 Min
Period 4	11:10	12:10	60 Min
LUNCH	12:10	12:50	40 Min
Period 5	12:50	13:50	60 Min
Period 6	13:50	14:50	60 Min
<b>Optional</b> Co- curricular Activities	14:50	15:50	60 MIN

### 2.2 KG1 & KG2 timings:

School starts each morning at 7:40 AM and ends at 1:50 PM for all KG1 &KG2 students. The Kindergarten gate opens at 7:30 AM and closes at 7:50 AM. Please do not bring the children to the classroom before 7:30AM, as teachers are not available for supervision.

### 2.3 G1- 5 timings:

School starts promptly with registration at 7.40 AM. It is advisable for students to arrive between 7:30AM and 7:40AM to prepare for the day. Entrance to the primary school is through the designated primary school entrance and not through the main entrance. All students must swipe their ID cards upon arrival in order to register their attendance.

**2.4 Ramadan timings** – During the **Holy Month of Ramadan**, school timings will change. In 2017-18, Ramadan timings for all students was 8.30AM to 1.30PM. Ramadan is likely to begin on 06 May 2019 and end on 04 June 2018, with the same start and finish time (8:30 AM to 1:30 PM). More information will be shared close to the start of Ramadan.

### 2.5 Drop off and Collection

**All KG and primary school students are dropped off and collected from their classrooms.**

Parents are expected to accompany the child to the classroom where the teacher will accept the child into the classroom. The morning greeting is one of our morning highlights. Parents are encouraged to arrive to school punctually in order for the class to start promptly. Parents are requested not to engage in discussing their child’s progress at drop off time, they are advised to make appointments with the teachers to discuss their child’s development at a mutually convenient time. A quick greeting or any important matter requiring immediate attention can be shared at dropped off and pick up time.

## 2.6 Morning arrivals protocol

RWA is a school that takes pride in the continuous social development of its children. Morning arrival help us jointly integrate the child in the school and the surrounding environment safely.

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 that 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, 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 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.

## 2.7 Late arrivals

- The KG and primary school gates will close at 7:50 AM. If students are unavoidably late, they should report directly to the primary school office, to register and collect the 'late slip' to hand to their teacher.
- Students arriving at class without the late slip will not be admitted and sent back to the primary school office.
- Regular late arrival to school has a negative impact upon student's progress. As part of our student's self-management development, we encourage personal organisation, part of which is being punctual.

## 2.8 Grades 1– 5 dismissal/ pick up

- Children may only leave school at the end of the day with their parent(s), authorised persons (e.g. nanny or driver) or on the school bus.
- Students should be met promptly by their parents or other designated guardian, or board the bus.
- Parents and drivers should wait in the designated waiting area until classes are dismissed rather than waiting along the hallways. Waiting in the hallways distracts lessons that are in progress.
- All students are required to be collected directly from the classroom.
- Should parents wish to make any alternative arrangements, they must inform their child's class teacher or the school secretary before 12:00 (noon) on any given school day.
- Children are not permitted to use the school telephone for private use, unless there is an emergency.
- In the case of an emergency, a phone slip must be taken from the class teacher before the phone is used.

Gates will be opened at 1:30 pm for parents coming to pick up KG1 &KG2 students. If parents wish to wait to pick their other child (ren) in primary grades at 2:50pm, they must only wait in the designated waiting area in the main atrium or in the cafeteria after 2:00pm. If a child is involved in a school sponsored co-curricular activity, they should be met promptly at the completion of the activity.

At the end of the school day and in the absence of a CCA, please ensure that children are collected no later than 1:50 pm for KG and 2:50 pm for primary school.

## 2.9 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 your child can be picked up from.
- Please be aware that persistent and/or excessive lateness beyond the 10 minutes 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.

### **2.10 Early Dismissal for medical or family needs**

- On those occasions when your child needs to leave early, before the normal dismissal time, the student will need to bring a written, dated and signed note to the school and hand it to the class teacher.
- Parents can also email the class teacher or ring up the primary secretary to inform them of an early pick up in advance.
- Parents will need to complete an Early Dismissal Form which needs to be signed by the classroom teacher and head of primary school, and handed to security on the way out of the school building.
- No child will be allowed to exit the premises without this form.

Forward 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, house numbers) are up-to-date. The early leaving slip is available with the class teachers as well as at the school reception.

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.

### **2.11 After school club or Co-curricular activities (CCAs) timings**

#### **2.12 After care for KG1:**

- There will be no free after school care provided by the school for KG1 students. However, an external provider will offer a paid, high quality service to parents.
- Our program consists of fun theme-based activities, and includes story time, arts and crafts, outdoor play, which is designed to keep your child engaged, active and learning.
- The Aftercare club starts at 1:50 PM and ends at 2:50 PM for our KG1 students. Please be prompt in picking up your child. If you are interested in putting your child in the paid Aftercare, please contact [admin@dubaiholidaycamps.com](mailto:admin@dubaiholidaycamps.com) who will guide you through the process of enrolling your child in this programme. Spaces are limited.

#### **2.13 Co-curricular activities for KG2:**

- The school will offer free co-curricular activities for KG2 from 1:50-2:50PM for those parents who are unable to pick their child up at 1:50PM. These CCAs will be led by teachers.
- Parents who wish to enroll their child in the CCA are most welcome to do so.
- KG2 students can enroll themselves to one CCA each afternoon.
- We strongly feel that our KG2 students should not be in school beyond 2:50PM, as it is a very long day for our 5 year old and they are extremely tired after 1:30PM. However, if there is any parent who would like their KG2 child to wait beyond 2:50pm for their older sibling in the primary section, then they should arrange for either the paid After School Care Club or paid co-curricular activity catered for KG2 for the period the CCAs are offered.

#### **2.14 Co-Curricular activities Grades 1-5:**

- The CCAs (co-curricular activities offered after school hours) take place from 2:50 pm – 3:50 pm.
- Please collect your child promptly at the end of their activities.
- If your child uses the school bus, the late bus will leave promptly at the end of the activities.
- Sports matches may be organised on Saturdays. Parents are requested to ensure that their child is present, should they be participating in such events, especially if they're a member of a school team. Attendance for school team practices is an expectation and parental support is requested.

#### **2.15. Weekend**

Our weekends are on Fridays and Saturdays. Some inter-school sports fixtures or cultural events may take place on Saturdays. Advance notice will be given in such cases.



### **2.16. Parental supervision**

The school is one part of the child's development; we work closely with parents for matters relating to our student development. Parents are expected to know about school drop off and collection timings. Should parents anticipate being away from home for extended periods, the school should be informed in writing. In the interests of student's safety and security, the name of the adult assuming responsibility for the child's welfare must be given to the school along with all the contact details.

### **2.17. Supervision of students after school**

There are occasions when parents may wait only in the cafeteria or designated waiting area in the main atrium with children whilst waiting for a sibling to finish a CCA. During these times parents must take 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); stay within eyesight of their parent or guardian.

Extra classes, activities and other meetings do take place after the end of the normal school day. Parents are requested to ensure that neither they nor their children cause any disruption to these.

### **2.18. Student attendance**

Expected attendance in the primary school is five days a week (Sunday to Thursday) from morning registration at 7:40 am, to school dismissal at the appropriate time, depending on grade.

As per the UAE Ministry of Education regulations, grade 1 and above students who miss 25 days or more in any school year may be at risk of not being promoted to the next grade level unless they have been legitimately excused from school as a result of special circumstances. These special circumstances must be clearly communicated and agreed upon with the head of primary school prior to the absence. Examples include extra-curricular participation, field trips or extended illness. Excused and unexcused absences are recorded in each student's individual records and reports.

If your child is ill, please notify the school in the morning of each day of absence, either by emailing or telephoning the main reception or the primary school office.

If you intend for your child to be absent due to holiday or other reasons during the semester, please notify the primary school office in advance advising if you intend for your child to arrive late or leave early on any particular day.

The school has an automated system to alert parents of student absences as an additional level of security. SMS messages will be sent to all parents of students recorded as being absent without explanation latest by 10:00 am each school day via the parent portal.

### **2.19 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 head of primary 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 may result in enrollment being cancelled.
- 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

### 3.1 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 head of Islamic studies 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 with regard to both dress and behavior.

### 3.2 School uniform and attire

We recommend at least two complete sets of uniform per child. Parents are expected to purchase the school uniform/attire prior to student attending school from our designated uniform store.

We expect all our students to come to school neatly groomed, smartly dressed and in the correct school uniform. This sets a professional work ethic. Students need to be aware that our expectations are the same when they are wearing the RWA uniform outside school. Parents are asked to support their child in meeting these expectations.

A letter will be sent home via the homeroom teacher if the uniform requirements are not adhered to. Following on from this, if the uniform remains incorrect, without a reasonable explanation, the school reserves the right to refuse attendance of a student who does not observe the uniform code requirement.

### 3.3 Labelling

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

### 3.4 Uniform details

Students at RWA are required to wear the prescribed uniform consisting of:

GRADE	BOYS	GIRLS
<b>KG1 &amp; KG2</b>	<ul style="list-style-type: none"> <li>● Raffles maroon polo t-shirt</li> <li>● Raffles maroon bermudas</li> <li>● footwear: black leather school shoes with white socks</li> </ul>	<ul style="list-style-type: none"> <li>● Raffles maroon polo t-shirt</li> <li>● Raffles maroon bermudas</li> <li>● footwear: black leather school shoes with white socks</li> </ul>
PE	<ul style="list-style-type: none"> <li>● Raffles maroon t-Shirt</li> <li>● Raffles black micro fibre shorts</li> <li>● footwear: white shoes and white socks</li> </ul>	<ul style="list-style-type: none"> <li>● Raffles maroon or White T-Shirt</li> <li>● Raffles black micro fibre shorts</li> <li>● footwear: white shoes and white socks</li> </ul>
Sweater	<ul style="list-style-type: none"> <li>● blue fleece school jacket, if available</li> <li>● blue V-neck sweater</li> </ul>	<ul style="list-style-type: none"> <li>● blue fleece school jacket, if available</li> <li>● blue v-neck sweater</li> </ul>
Others	<ul style="list-style-type: none"> <li>● caps – standard maroon baseball caps</li> </ul> <p style="color: red; text-align: center;"><i>Wide brimmed hats. Please note that the chin strap on brimmed hats should be removed because of risk of choking if the hat is pulled from behind.</i></p>	
Optional items	<ul style="list-style-type: none"> <li>● Raffles Book bag</li> <li>● Art smock</li> <li>● scrunchies (for girls)</li> <li>● hairband (for girls)</li> <li>● Raffles socks (white)</li> <li>● PE Jacket and Track pants</li> </ul>	

Grades 1 - 5	<ul style="list-style-type: none"> <li>Raffles white Shirt, (short or long sleeves)</li> <li>Raffles maroon bermudas</li> <li>Raffles maroon trousers: optional for Grade 4 and 5</li> <li>footwear: black leather school shoes with white socks</li> </ul>	<ul style="list-style-type: none"> <li>Raffles white shirt/blouse (short or long sleeves)</li> <li>Raffles maroon trousers or <b>knee-length skirts</b></li> <li>footwear: black leather school shoes with white socks</li> </ul>
PE	<ul style="list-style-type: none"> <li>Raffles maroon t-Shirt</li> <li>Raffles black micro fibre shorts</li> <li>footwear: white shoes and white socks</li> <li>***If white sports shoes are not easily found in stores, we will accept other colors, as long as they have <b>non-marking soles</b></li> </ul>	<ul style="list-style-type: none"> <li>Raffles maroon t-shirt</li> <li>Raffles black micro fibre shorts</li> <li>footwear: white shoes and white socks</li> <li>***If white sports shoes are not easily found in stores, we will accept other colors, as long as they have <b>non-marking soles</b></li> </ul>
Sweater	<ul style="list-style-type: none"> <li>blue fleece jacket, if available</li> <li>blue v-neck sweater</li> </ul>	<ul style="list-style-type: none"> <li>blue fleece jacket, if available</li> <li>blue v-neck sweater</li> </ul>
Others	<ul style="list-style-type: none"> <li>House t-shirts and caps – only Grades 1-5 red, green, yellow, blue</li> <li>standard maroon baseball caps for (G 1-5)</li> </ul> <p><i>Wide brimmed hats. Please note that the chin strap on brimmed hats should be removed because of risk of choking if the hat is pulled from behind.</i></p> <p><i>House T-shirts are optional</i></p>	
Optional Items	<ul style="list-style-type: none"> <li>Raffles book bag</li> <li>art smock</li> <li>scrunchies (for girls)</li> <li>hair band (for girls)</li> <li>socks with RWA logo (white)</li> <li>PE jacket and track pants</li> </ul>	

### 3.5 House colours

#### House t- shirts

Students who participate in sporting activities for House competitions are able to wear a House t-shirt. It can also be worn when supporting House events such as Sports Day, Beach run, and the Swimming Gala. Parents are encouraged to purchase at least one House colour t-shirt (red, blue, green and yellow) once the student knows what house they belong to.

**NB. KG1 and 2 students are not expected to buy the house t- shirts.**

You may purchase school uniforms from the supplier directly. See contact details below.

Sumeru Trading LLC

J3 Mall [Opposite Choithram Supermarket], Al Wasl Road, Umm Suquiem 2

Contact person: Ms Arcelie / Mobile Number: 055 570 9237

### 3.6 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 ¾ length apron or smock will suffice. Please ensure that these are labelled very clearly with the child's full name and class; these will be kept in the classroom.

### 3.7 Expectations for school uniform

- Uniform should ONLY be purchased from the RWA supplier Sumeru Trading LLC (see address above) in order to ensure uniformity of style and fabric. Substitutes are not acceptable.
- Students should be clean and neat in their appearance at all times.
- No jewellery 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 hair-styles 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 the prior written permission from the class teacher only, following written parental request.

### 3.8 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 or iPhone or similar can only be brought and used if there is a written agreement between the school and the student's home.

\*\*\*On a daily basis Grades 3-5 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 phone to school, but it must be switched off and kept in a safe place 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 phone. In the event of an emergency, they must inform the teacher, who will determine the appropriate course of action.

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

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.

### 3.9 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, spend time with friends and family and having time to relax.

## **KG1 – Grade 1**

From KG1 – Grade 1 students **only set homework is reading each night**. 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.

## **Grade 2 –5**

Students’ homework in G2-5 will be focused on two key areas; reading (**at least 20 minutes each day**) and inquiry-based projects. These independent inquiries will take place over the course of a unit (6 week blocks) to allow students time to inquire deeply into the topics, as well as allowing them and their parents flexibility in managing their time (i.e. some weeks may be busy with sport, family commitments, etc and students may not do any of these this week but can always catch up the following week). From the yearly ‘Inquiry Grid’ students must choose a minimum of 2 independent inquiries to conduct each unit. Over the year the main requirement is that students choose at least one inquiry from each of the subject areas. More information about homework and these inquiry tasks are given in the parent induction sessions.

### **3.10 Library**

RWA’s library is a multi-media resource centre 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.

### **3.11 Stationery**

Your booklist outlines resources that are supplied by the school based on fees and also a list of items recommended by the teachers for the grade. Additional items may be requested during the course of the school year.

### **3.12 Student IDs**

Upon admission all students are issued with a 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.

## **Section 4: Nutrition**

### **4.1 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, 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.

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

**Parents are requested not to include pork products in their child’s snack or lunch box.** Children sometimes share food and this can compromise the religious customs and obligations of Islamic students.

## 4.2 Lunch

If lunch is provided by the parent it should be packed in a lunch box, separate from the book bag that is clearly labelled 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.

## 4.3 Water bottles

All RWA students are required to bring their own water bottle from home. Water dispensers are located throughout the school. As an eco-school we are seeking to reduce the use of plastic cups.

## Section 5: School management

### 5.1 RWA houses

There are four houses 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 the 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.

The House names are indicated in the table below.

House Colour Representation
Blue
Yellow
Red
Green

### 5.2 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 individual 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.

### **5.3 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 KG 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, exercises which 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.

### **5.4 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 the 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 is wanting to send a cake/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.

### **5.5 School special event management**

The school holds special events during the course of the school year such as sports day, field trips, fun days, parent - teacher meetings, national and international days and assemblies. The calendar, newsletters and emails as well as notices in reception will provide parents with details in advance. All field trips which are off the school premises require a completed parent's consent form.

While we endeavor to provide as much notice as possible for educational trips, 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 unless circumstances beyond our control prevent this. The cooperation and understanding of parents is appreciated.

## **Section 6 - Assessments and Reports**

Assessment is the gathering and analysis of information about student performance. It is an integral tool that drives teaching and learning at our school. 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 to:**

- 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.

Progress of students is measured against international benchmark tests. These include the IBT, CAT4 and the GL Progress Assessments, covering math, English and science. Internal Assessments are made every 6 weeks, which are known as 'Assessment Points' (APs) through a range of assessment tools including formative assessment of classwork, homework assignments, regular observations, Unit of Inquiry project presentations, topic tests, summative assessment tasks. A variety of assessment styles are used including, oral and written tests, presentations and collaborative project work.

## 6.1 Primary school Reporting

A student's academic, social, emotional, cognitive/intellectual, aesthetic 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 course of the academic year. (December, February, April and July) 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 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	Three way Goal Setting Conferences	October
2	Interim Report Card	December
3	Reporting to Parents (Science Fair; KG2 – G5) Semester 1 Report Card	February
4	Parent Teacher Conferences	March
5	Interim Report Card Student Led Conferences	April/May
6	Semester 2 Report Card	June/ July

## 6.2 Grade descriptors

The RWA grades are communicated by giving a 1 to 7 grade. Students achieve this grade through continuous assessment. The grade is not based on one final test. It is the evaluation of a student's progress throughout the course of the unit.

GRADE	DESCRIPTORS
7	Exceptional attainment
6	Significantly above expected attainment
5	Above expected attainment in 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 exempt 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 measured by using the starting points of students and looking at the level of attainment over various reporting points across the year (6 per year at the end of each unit – reporting points). If students have high levels of attainment and they maintain these high levels of attainment then they are making progress (above expected). Likewise if lower attaining students (level 2-4) maintain their level of attainment they are also making progress, however this would only be classified as expected progress.

Developmental Learning Continuum			
N/A	Emerging (1-3)	Expected (4)	Exceeding (5-7)
<p><b>Not applicable at this time</b></p> <p>This particular strand has not been taught yet or the student was absent when this particular strand or concept was being taught.</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>

**NB:** RWA follows KHDA regulations and uses the standardized GL CAT 4 Assessment as a baseline test for all students from Grades 2 upwards. Progress is measured using the GL Progress test in core subject areas at the end of each academic year alongside other internal school assessments.

**Teachers are expected to teach at an aspirant level so that all students are challenged.**

**Grade level expectations:**

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

In order to measure how our students are performing in comparison to other students around the world, we have benchmarked our curriculum against the National Curriculum for England and Wales and the Cambridge International Curriculum. The descriptors given above are used to measure progress and define what has been learned, is being learned and what should be learned next. You can go to on web site to access the curriculum guide (scope and sequence) specific to your child’s grade level to see the standards and benchmark (outcomes) that is expected of each grade level for each subject area and find out which grade level band your child is currently at and what learning you can expect. The scope and sequence handbook and the curriculum guide can be found on the school website: <http://www.rwadubai.com/curriculum kg-5/>

**6.3 Transdisciplinary Skills and Personal Social Emotional (PSE) Development indicators**

In our written reports, we also report on how our students are developing on their Trans disciplinary skills and personally, socially, emotionally through the given indicators below. These Indicators measure students’ engagement with and attitudes towards 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 on a consistent basis. Students who receive an 'EE' indicate that they routinely and independently exceed expectations in this skill.

#### 6.4 Learner profile self- assessment

In addition to reporting on the core subject areas, as an IBPYP 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 report that will be shared during the parent teacher conferences.

#### 6.5 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 involved 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 a number of 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 own 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: ongoing assessment of each individual 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.

## Section 7: Behaviour Management Policy

At Raffles World Academy (RWA) we have a comprehensive Behaviour Management Policy and Procedures. The aim of this Policy and Procedures is 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 the Primary School we have a number of systems for 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 in relation to the 'level' of a particular behaviour. The levelling 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 view 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 towards 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 one which is designed to address the particular behaviour, as well as encourage more positive behaviour in the future.

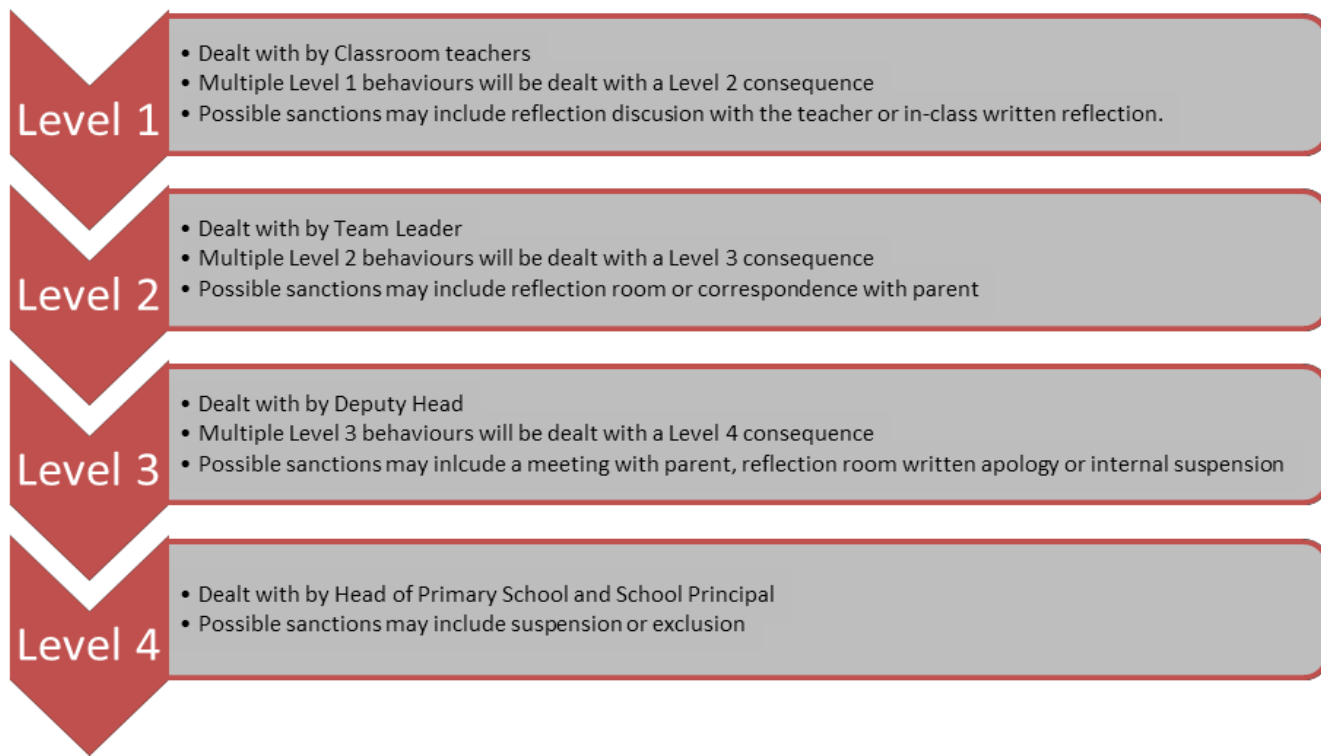
The following table shows examples of offences according to the school's new levelled behavioural approach (this is not an all- encompassing list). This approach is in line with the UAE Ministry of Education's Student Conduct Disciplinary By law in School Community document. The table of offences will be recognized if the student is in attendance at 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 offences 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 towards making 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 which exemplify consistency and firmness and also set clear boundaries. Consistency and the 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.

## 7.1 Primary School Behavioural Procedures



## 7.2 Behaviour levels

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

# 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 antiperspirant)
- 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.

### 7.3 Harassment and Bullying

RWA has a zero tolerance policy with regard to bullying of members of the school community at any time. This includes on or off school premises, threats, intimidation and abuse whether physically, verbally or 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 offences may result in suspension or eventual expulsion. RWA also has a zero tolerance for abusive language and actions or communications in any medium which 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.

### 7.4 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 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 in 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 for unacceptable reason for twenty (20) consecutive days or twenty - five (25) non-consecutive days.
- b. If they exceeds 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.

### **7.5 Suspension of students**

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

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

### **7.6 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 of 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.

## **Section 8: 21st Century Classrooms Programme**

At RWA technology is seen as something that can enhance our current approaches and practices at the school, rather than something that replaces everything that has come before. Technology is seen as a tool in the classroom which can enhance engagement and effectively personalize learning experiences. We firmly believe that technology is not the driver of learning experiences; rather it is something that supports them.

At the center of our approach to technology, we have our **21st Century Classrooms programme**. The goal of implementing this programme is to better develop our students as successful and responsible 21st Century learners, developing in them the skills and attitudes they will need to thrive as tomorrow's leaders, workers, and citizens. This programme will focus on four key areas: innovation; 21st century skills; healthy technology habits; and personalized learning.

In our focus on developing healthy technology habits, we promote balanced and healthy approaches towards technology in our students. This includes increasing their awareness of key health and safety issues including managing screen time, online safety, digital citizenship, digital footprints and cyberbullying. In regards to Innovation, we strive to develop a culture at our school where innovative and creative thinking is valued and widely promoted. In regards to 21st century skills, we look to integrate and explicitly develop key '21st Century Skills' including creativity, collaboration and communication, research and information fluency, critical thinking and digital citizenship. Finally, in regards to personalized learning we look to enhance our approaches in the classroom to better identify and support our student's individual learning needs.

As a part of the 21st Century Classrooms programme, students in Grades 3 – 12 are required to bring their own a device to school to use as a part of their learning. For our younger students in KG1 – Grade 2 they will have access to technology through devices provided at school. Over the past few years we have been transitioning to a model where each child from Grade 3 has their own device, with our 1:1 iPad and BYOD programmes running successfully since 2013. In this time we have closely monitored, evaluated (including regularly survey parents, students and teachers) and enhanced our approach.

In Grades 3-5 students will be required to bring their own tablet device which they will be using in the classroom for various tasks such as researching, accessing learning resources including Abacus and Mastery maths, Raz kids and Sumdog, undertaking online assessments and creating products such as movies. For this device we strongly recommend an Apple iPad, which we have been successfully using in classrooms at the school for the past three years.

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 endeavor to keep this app list as short as possible and with minimal cost to parents.

Technology is a key part of education at Raffles World Academy (RWA). Digital technologies provide unique potential to dynamically transform our students' learning experience by helping them to become engaged thinkers, global citizens, and active learning participants in collaborative social learning environments. Today's digital technologies enable students not only to do things differently, but to do things that would otherwise not be possible inside classrooms using traditional learning tools.

#### **What research was done by RWA to make the decision to develop this programme?**

Before implementing the 21st Century Classrooms programme, we carefully researched what is happening in schools around the world, as well as slowly rolling our own approach out over the past few years. In 2013 -14 we started with a pilot 1:1 (iPad) class. In 2014-15 we expanded this programme to nine (9) classes in the primary school, as well as starting to trial Bring Your Own Device (BYOD). In 2015-16 we further expanded our 1:1 programme with 12 classes in the primary school. We extended our BYOD approach to the secondary school, as well as all non-1:1 classes in the primary school.

Over the past few years as we have enhanced our use of technology, we have surveyed our student and parent community regularly, with modifications to our approach being made based on this feedback. One of the major changes is the increased focus on developing healthier technology habits in our students, a cornerstone of our new approach. We will continue to seek input from our community as we do in many areas of the school, with parent voice being crucial in school development.

#### **How much will the technology be used in classes?**

It is difficult to give a specific amount of time, as each class and grade/year level will differ slightly. However, it should be noted that when planning their lessons, teachers consider issues such as managing screen time, ensuring their students are not using devices for too long consecutively (or in one day). As an 'on average figure', the devices may be used between 2 – 4 lessons in a day. However, it is important to note that in these lessons, the students will not be using their device all of the time (i.e. much of the work may involve them working in a book and using the device to get information, share their work with classmates, etc.).

#### **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 web sites. We do not recommend purchasing 3G/4G 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 which are significantly different with 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). For more information about the SAMR model click on this link.

#### **Will the introduction of technology take the students away from the habit of referring to books for research and using their own 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 through the use of 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 which can enhance and much more effectively personalize the learning experience. Technology at RWA is not seen as something which 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 include creativity, collaboration and communication, research and information fluency, critical thinking and digital citizenship. While many of these are not new skills, what they mean in the modern day context have changed. For example, communicating and collaborating in the 21st century looks very different compared to ten, fifteen or twenty years ago. We have these as a focus point as a part of our approach as we want to ensure that our students are best prepared to live and work in the modern day, which includes being proficient in all of 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 definitely 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. It is important that these are 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, TV 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 modelling 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.

### **What are the minimum specifications for devices?**

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

#### **Tablet device specifications**

<b>Device Type</b>	Recommended - Apple iPad (iPad Air 2 recommended if you are purchasing a new device)
<b>Screen Size</b>	Recommended 8 inches or greater



<b>Hard Drive</b>	Recommended 32 GB or Higher
<b>Other requirements</b>	<b>Students will require a set of headphones/earphones.</b> 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. The reason that we recommend the iPad is that 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.

## **Section 9: Communication**

We encourage regular communication between home and school, both with direct regard to your child but 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.

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

- iSAMS Parent Portal
- School Website
- foRWArd Newsletter (monthly)
- SMS for important notifications
- Email- weekly between teachers and parents

#### **9.1 iSAMS**

All reports and 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.

#### **9.2 The RWA Website**

[www.rwadubai.com](http://www.rwadubai.com) is for general information about the school, important announcements, calendars and whole school notifications.

#### **9.3 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.

#### **9.4 Short-Messaging-System (SMS)**

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

### **9.5 Emails**

Emails will continue to be used by staff to respond to personal enquiries 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.

The Parents Association (PARWA) may also request an agreed email address from parents to share information with parents. While the school supports dissemination of information, it will not supply private email addresses without permission. Messages for teachers may be sent to the teachers' school email address or left at the reception which is open from 7:30am to 4:00 pm.

### **9.6 School yearbook**

RWA is proud of its students. 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. The books can be purchased from the reception. DVDs and pictures of school events over the past year can also be ordered and purchased.

### **9.7 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 and enhance the learning experiences for students, teachers and other parents and help make RWA a real 'learning community'. The principal and heads of section conduct coffee mornings, 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.

### **9.8 Curriculum evenings**

Back to school events are organised regularly to update parents on the 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.

### **9.9 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 arrangement 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.

### **9.10 Meeting the heads of school or principal**

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's 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. Monday morning coffee morning/ SMT clinic is a great opportunity to meet the senior management team.

### 9.11 Communication protocol

In order 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 seeking clear and appropriate solutions to any problems or concerns.

#### For student development within the lesson:

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



#### For Co-Curricular Activities:

<i>See the Teacher/Activity Provider</i>
<i>See the CCA Coordinator</i>
<i>See the Primary school Head</i>
<i>See the School Principal</i>



### 9.12 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	<a href="mailto:info@rafflesis.com">info@rafflesis.com</a>
Web	<a href="http://www.rwadubai.com">www.rwadubai.com</a>
Feedback	StudentservicesWC@rwadubai.com

RWA	Staff Name	Contact No.	Email
School principal	Mr. Timothy Roberts	04-4271354	<a href="mailto:timothy@rwadubai.com">timothy@rwadubai.com</a>
School secretary	Ms. Mary Rizoriya	04-4271354	<a href="mailto:maryr@rwadubai.com">maryr@rwadubai.com</a>
Primary school secretary (KG1-G5)	Ms Raquel Santos	04-4271357	<a href="mailto:raquels@rwadubai.com">raquels@rwadubai.com</a>
Head of primary school (KG1-G5)	Dr. Armeena Tabassum	04-4271341	<a href="mailto:armeenat@rwadubai.com">armeenat@rwadubai.com</a>
Deputy head primary (pastoral and admin matters)	Ms. Yolanda Maccallum	04-4271382	<a href="mailto:yolandam@rwadubai.com">yolandam@rwadubai.com</a>

<b>Deputy head academics (lower primary and PYP Curriculum Coordinator</b>	Mr. Nicholas Gastaldi	04-4271359	<a href="mailto:nicholasg@rwadubai.com">nicholasg@rwadubai.com</a>
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## **Section 10: RWA facility and services**

### **10.1 Library and media**

The purpose and intent of a library and media centre is 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 are able to 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.

### **10.2 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.

### **10.3 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 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 in FORWARD and on the Communicator. PARIS continues to welcome parents who wish to take on the role of class or form representatives.

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 a number of focus groups and organises parental support workshops.

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

### **10.4 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 the school hours. Students will be seen by the school doctor and/or nurses and when appropriate and possible, parents/guardian will be informed by phone and email. A hard copy note will also be sent home to inform parents.

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 in a timely manner.

Parents are required to collect their children within one hour of 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.

### **10.5 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.

### **10.6 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.

### **10.7 24 hour CCTV cameras**

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

- supervises play areas at break and lunchtimes
- maintains 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.

### **10.8 Personal Possessions**

iPods, MP3 players, mobile phones, handheld games, jewelry and other valuable items brought to school by students is 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 remains the student's responsibility.

### **10.9 Money**

It is inadvisable for students to 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.

### **10.10 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 course of the school day, this should be done through the primary school office or the main reception.