



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai



World Class School



“Excellence Through Endeavour-Success for All”

**The Foundation Stage Early Years Curriculum
Summary for Parents 2024-2025**



CURRICULUM GUIDE FOR FOUNDATION STAGE STUDENTS AND THEIR PARENTS

The purpose of this curriculum guide is to provide parents and students with an outline of:

1. The Curriculum structure in Foundation Stage
2. Details about Courses in Foundation Stage
3. Assessment Tasks for Foundation Stage
4. Assessments and Reports in Foundation Stage
5. Parental engagement to enhance learning.

We hope this Curriculum Guide helps to clarify many of the questions and concerns pertaining to Foundation Stage Academics at GEMS Cambridge International School Dubai.

It is strongly recommended that parents keep this book for future guidance and information throughout Foundation Stage

GEMS Cambridge International School Dubai:
<http://www.gemscis-dubai.com/>



FROM THE HEAD OF EARLY YEARS



At CIS, we aim to provide an exceptional level of care and education for every individual student. We firmly believe, all students can succeed. We work to inspire a determination within the school and every student to achieve their highest potential.

We aim to maximise student success by ensuring that all students are provided with rich, high quality educational opportunities, within our culture of high aspiration where achievement is recognised and celebrated. It is our determination to ensure that all students at CIS progress, achieve and are provided with the support and challenge to excel in a happy and supported environment.

I hope you take the opportunity to read this course guide and I look forward to welcoming you to GEMS CIS.

Miss Lindsey Yarwood

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SECTION 1: SCHOOL INFORMATION

INTRODUCTION:

GEMS Cambridge International School Dubai, (CISD) offers the internationally recognised National Curriculum for England and prepare students to take the International General Certificate of Secondary Education (IGCSE) Courses and A Level Examinations of the Universities of Cambridge and London (UK).

Presently, the school offers National Curriculum for England from Early Years Foundation Stage to Post 16 (Year 13).

ACADEMIC EXCELLENCE

Over the past 3 years GEMS students have been accepted to 590 universities in 41 countries. Our students have won over 700 regional and international awards.

INNOVATIVE BUILDING AND FACILITIES

The school provides high quality, affordable education to students of all nationalities. The elegant, well-designed classrooms and outstanding campus is well suited to create the perfect creative blend so necessary for a multi-cultural setting that well suites learning and provides quality education that is the hallmark of GEMS schools.

Our outstanding facilities include an indoor sports hall, outdoor football pitch, basketball court, cricket nets, outdoor multi-games courts, music, art and science labs, CIS radio, ICT and electronics labs, library, indoor and outdoor play areas.

EXTRA-CURRICULAR ACTIVITIES (ECA)

School teams and clubs are established in basketball, football, cricket, badminton, table tennis, and athletics, Eco, Arabic and ELL (English as Learning Language). After school activities like music, art, cooking, junk modelling, dance, drama, public speaking, digital learning, magazine and newspaper work are also offered to engage the interest and enthusiasm of all students from Key Stage1.

GEMS EDUCATION

CISD is part of the GEMS Education network, which has been in the education sector for over 50 years and has a global network of award-winning international schools. The GEMS global network of award-winning international schools provides a high quality, value-based education learning to over 142,000 students from 151 countries, employing over 11,000 education professionals, specialists and staff from around the world.

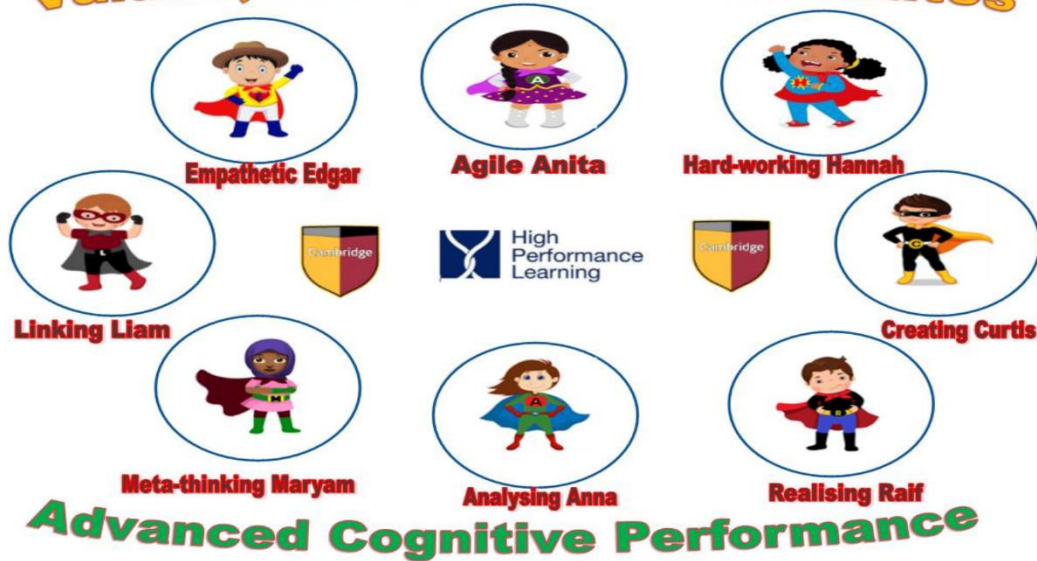
Cambridge International School is a High-Performance Learning, World Class School.

High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes, and attributes needed for lifetime success.

It is very evident when you are in the school that a High-Performance culture is truly embedded into everything we do; from the children articulating their learning in the classroom, to children working collaboratively and engaging in creative and critical thinking tasks across all areas of learning. Pastorally, students are also given the opportunity to develop their skills within Values, Attitudes and Attributes (VAAs), supporting every student to overcome barriers and build numerous strategies to help them overcome challenges along their learning journey.

To make HPL meaningful to our youngest learners we have created our own HPL characters. They help the children to learn about how they think (Advanced Cognitive Performance – ACPs) and how they behave (Values, Attitudes and Attributes – VAAs)

Values, Attitudes and Attributes



SECTION 2: CORE COURSES

The Foundation Stage Curriculum:

The Early Years Foundation Stage extends from 0-5 years. Entry into our Foundation Stage1 is in September after the child turns 3 (before 1st September of the academic year) and ends at the end of the Foundation Stage 2. The Foundation Stage is important, and in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of Foundation Stage 2.

The Early Years education that we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches.
- It caters to the needs of young children and provides activities that give opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It builds on the physical development of the children.
- It encourages children to be innovative and creative learners.

A coherent 'hands-on' education programme, appropriate to children's stage of development is provided at Cambridge International School - Dubai. This takes the form of a two-year curriculum plan that identifies the attitudes, skills, knowledge and understanding that children need to achieve the Early Learning Goals by the end of FS.

Children learn as they make meaning of their experiences – for them, learning is not divided into subject areas. From birth, babies and young children are immediately motivated to communicate, investigate the world around them and to learn through their senses. Learning is most often a social experience in which they make their meaning through language. This happens most effectively in an environment where they are respected, cherished, and cared for, by attentive adults. They need to develop at their own pace and are given plenty of opportunity to play and explore.

Young children learn by:

- Playing and having fun
- Firsthand experiences, trying things out for themselves.
- Being given an interesting, stimulating, and safe environment to investigate
- Interacting with others
- Having their interests taken seriously
- Being physically active

The Early Years Foundation Stage Curriculum

The child is at the center of all planning for the Early Years Foundation Stage Curriculum at Cambridge International School. We take account of the child's previous learning and the next steps in achieving his/her potential. Cambridge International School follows the National Curriculum for England. It provides an educational framework specifying the knowledge and skills to be taught in each curriculum area and it provides standards that measure each child's progress in these areas. Further curriculum information is available at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The Early Years Foundation Stage Curriculum has 7 Areas of Learning:

3 Prime Areas:

- ❖ Communication and Language
- ❖ Physical Development
- ❖ Personal, Social and Emotional Development

4 Specific Areas

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts and Design

Each area of learning is implemented through planned, purposeful play and through a mix of child-initiated and adult led activities.

SECTION 2: CORE COURSES

CURRICULUM STRUCTURE:

All Foundation Stage students at GEMS CISD will study the following courses:

Mandatory Core Courses	FS
Communication and Language	Daily
Physical Education	2 sessions
Personal, Social and Emotional Development	Daily
Literacy	Daily
Mathematics	Daily
Understanding the World	Daily
Expressive Arts and Designs	Daily

In addition to the Core Courses, students also have an opportunity to study the Non-Core courses:

Non-Core Courses by Specialists	FS1	FS2
Arabic	2 sessions	2 sessions
Music	1 session	1 session

SECTION 2: CORE COURSES

PRIME AREAS

ENGLISH: COMMUNICATION AND LANGUAGE

Course: The Early Years Foundation Stage

English is a mandatory course that is studied substantially from FS1 onwards.

Communicating thoughts, ideas, feelings and enjoying spoken and written language. Language and Literacy development depends on learning and being competent in a range of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes speaking and listening in different situations and for different purposes such as:

Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none">• To understand and express both experiences and ideas with language.• To know how to express needs and feelings through cries, smiles, sounds, body movements, sign and verbal language.• To understand simple instructions and respond appropriately.• To know how to use an ever-increasing vocabulary and put words together to convey meaning.• To understand that tone of voice indicates meaning.• To understand that there is a difference between written and spoken language i.e., writing in sentences but speech is in clauses, phrases and sentences	<ul style="list-style-type: none">• To sing and join in with rhymes.• To begin to ask questions.• To use a tool for writing e.g., mark making, digging, pouring, etc...	<ul style="list-style-type: none">• To show interest in others and a desire to communicate• To confidently communicate

SECTION 2: CORE COURSES

PRIME AREAS

PHYSICAL DEVELOPMENT

Course: The Early Years Foundation Stage

Developing skills of co-ordination, control, manipulation, and movement.

Young children grow rapidly at this stage of their lives. They develop confidence and control; of the way they move and the way they handle tools and equipment.

Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none">• To know how their body works and how to make arms, legs and other parts of their body do the things that they want to do.• To understand their own physical limitations• To know how to use tools or equipment.• To understand their own physical needs (e.g. they need a drink when they are thirsty)	<ul style="list-style-type: none">• To hold the various parts of the body e.g. head up• To roll, sit, crawl, walk, climb, jump, etc...• To push and pull objects, knobs, etc...• To negotiate stairs when climbing• To ride trikes• To kick or to throw a ball.• To carry objects• To use tools (e.g brushes, scissors)• To balance on one foot• To co-ordinate body movements• To fit pieces together• To be still or to freeze	<ul style="list-style-type: none">• To co-operate• To be confident• To be persistent• To motivate to try new movements.• To care for others

SECTION 2: CORE COURSES

PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Course: The Early Years Foundation Stage

Emotional well-being, knowing who you are and how you 'fit in' and feeling good about yourself. Successful, Personal, Social and Emotional development is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning.

Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none">• To know that they are safe and that they are cared for.• To know that they are individuals and that they are valued members of a group – develop a sense of self-esteem.• To know how to express feelings.• To know that their actions may influence others.• To understand that sometimes they must share equipment and adult time.• To know how to get a positive response from another child or adult.• To begin to express frustration verbally rather than physically.• To know that their parent/career is valued.	<ul style="list-style-type: none">• To develop communication skills including non-verbal and then verbal to express their feelings.• To begin to deal with frustration.• To imitate others• To experiment with roles• To learn to share and take turns.• To self-help: feeding, dressing, washing etc.	<ul style="list-style-type: none">• To build confidence• To be persistent• To care• To enjoy• To have a sense of achievement• To show empathy for others• To have high self-esteem• To be aware of similarities and differences in people

SECTION 2: CORE COURSES

SPECIFIC AREAS

ENGLISH: LITERACY (READING AND WRITING)

Course: The Early Years Foundation Stage

Literacy (Reading and Writing)

Involves encouraging children to link sounds and letters and to begin to read and write.

Reading: Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Reading	Writing
<ul style="list-style-type: none">• To show awareness of rhyme and alliteration• To recognise rhythm in spoken words• To be aware of the way stories are structured.• To suggest how the story might end.• To know that information can be relayed in the form of print.• To know that print carries meaning and, in English, is read from left to right and top to bottom.• To recognise familiar words and signs such as own name and advertising logos• To segment the sounds in simple words and blend them together and to know which letters represent some of them.• To link sounds to letters, naming and sounding the letters of the alphabet• To know that information can be retrieved from books and computers	<ul style="list-style-type: none">• To sometime give meaning to marks as they draw and paint.• To ascribe meanings to marks that they see in different places.• To give meaning to marks that they make as they draw, write and paint.• To begin to break the flow of speech into words.• To continue a rhyming string• To hear and write the initial sound in words.• To segment the sounds in simple words and blend them together.• To link sounds to letters, naming and sounding the letters of the alphabet• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• To write your own name and other things such as labels, captions, etc.• To attempt to write short sentences in meaningful contexts

SECTION 2: CORE COURSES

SPECIFIC AREAS: MATHEMATICS

Course: The Early Years Foundation Stage

Developing an interest in numbers and numerical patterns.

Maths, depends on becoming confident and competent in learning and using key skills. These areas of learning include counting, sorting, matching, seeking patterns and working with numbers, shape, space and measures.

Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none"> • To know that things are similar and different (classifying) • To know that there are number symbols and a set sequence in which numbers occur. • To know that numbers are different from letters. • To know the concepts of more than, less than or is equal to. • To count a collection of objects accurately matching one number to one object • To know that there are a variety of shapes and to know some of their names. • To know that some shapes fit together, and some don't. • To be aware of mathematical language and to describe shapes. • To know how to make sequential patterns. • To know how to estimate • To know that the last number said is the number of objects in the set. • To know and use appropriate vocabulary to describe movement and position in space e.g., up, down, in front of, behind, over, under, etc. 	<ul style="list-style-type: none"> • To classify objects • To sort objects according to its colour, shape or texture • To match objects to numbers, patterns etc. • To take turns and to share • To use language to express a concept. • To make connections • To solve problems • To count • To record • To estimate • To question • To think logically • To respond and to set challenges. • To negotiate space • To test ideas 	<ul style="list-style-type: none"> • To be curious • To be confident and learn by making mistakes. • To search for answers • To express opinions • To co-operate and collaborate • To have a sense of enjoyment and satisfaction • Perseverance

SECTION 2: CORE COURSES

SPECIFIC AREAS: UNDERSTANDING THE WORLD

Course: The Early Years Foundation Stage

Developing an interest and curiosity based on first-hand and/or personal experiences.

Children are developing the skills; knowledge and understanding that help them make sense of the world. This forms the foundation for later work in science, history, geography, design and technology, and information and communication technology.

Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none">• To know where they live• To know their address• To know what it means to be a part of a local community.• To know about people in the local area and the jobs that they do• To recognise key features of the local environment• To know the purpose and use of simple maps• To know about their own and their family's personal history• To know about past events• To know that there are different religions and each has different celebrations linked to it• To know that there are a variety of materials with different properties which can be changed.• To know about the simple properties of light, colour and sound• To know that objects can be moved by forces.• To know that there are a variety of living things which include humans.• To know about some of the tasks that the computers are suitable for	<ul style="list-style-type: none">• To have an awareness of change• To predict and interpret• To begin to understand cause and effect.• To use simple maps• To observe closely• To plan and design• To join by using a variety of techniques• To make things for a variety of purposes from a variety of materials• To choose appropriate materials and tools for specific purposes• To solve problems	<ul style="list-style-type: none">• To be persistent• To be interested• To co-operate• To enjoy• To appreciate and to be respectful• To have a sense of curiosity• To be aware of safety• To be confident

SECTION 2: CORE COURSES

SPECIFIC AREAS: EXPRESSIVE ARTS AND DESIGN

Course: The Early Years Foundation Stage

Responding by using many senses, expressing ideas through different media and representation.

Creativity is fundamental to successful learning. The aspects covered in this area of learning include art, music, dance, role-play, and imaginative play. Being creative enables children to make connections between one area of learning and another, so extending their understanding. Children are also introduced to different artist works like Pointillism, Andy Goldsworth, Mondrian etc.

Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none">• To know that you can use a variety of materials to make things e.g., paint, glue, paper, clay, playdough.• To know that there is a variety of colours and ways to mix it.• To know that there are different forms of artwork from different cultures.• To know that their individual work will be appreciated and valued.• To know how to use tools for their creative work e.g. brushes, glue, spreaders, etc.• To know that a variety of musical instruments make different sounds.• To know that they can make sounds and rhythms with their own bodies.• To know that their body moves in space, moves in different ways and can move to different rhythms, sound, and music.	<ul style="list-style-type: none">• To take turns (co-operation)• To use their gross motor skills• To handle and play instruments.• To use their fine motor skills• To concentrate and imitate• To listen and experiment• To compromise in order to sustain play.• To share ideas with others• To draw and paint from observation.• To explore and gain competence in a variety of techniques.• To design a collage• To print• To cut and stick	<ul style="list-style-type: none">• To appreciate• For pleasure• To enjoy• To preserve• To motivate imagination• To respond to external stimuli

SECTION 3: Non - CORE COURSES

التربية الإسلامية

قسم التربية الإسلامية

رئيسة قسم التربية الإسلامية : لينا إسماعيل عبد السلام

المنهج : التربية الإسلامية الخاصة بالعرب



يجب على جميع الطلاب المسلمين دراسة مادة التربية الإسلامية وذلك طبقاً لقواعد وزارة التعليم.

وصف المنهج:

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخوًراً بكونه مسلماً وأن تتكون لديه المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على العقيدة و الأخلاق الإسلامية والتي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهم الحياتية، كما نولي اهتمامنا للمناسبات الدينية مثل عيد الفطر وعيد الأضحى حتى يدرك الطلاب أهميتها.

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام و سوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم.

منهج التربية الإسلامية للطلاب العرب

يستند منهج كامبردج للتربية الإسلامية إلى المنهاج الدراسي الموصى به في دولة الإمارات العربية المتحدة والذي يهدف إلى تطوير المتعلمين فيما يلي:

- الوعي الكامل لمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
 - الوعي بالعقيدة الإسلامية و أركان الإسلام الخمسة و التعرف على أخلاق سيدنا محمد صلى الله عليه وسلم.
 - احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
 - تطوير المهارات العقلية كالبحث و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة.
- وفقاً لتعاليم الدين الإسلامي الصحيح .



SECTION 2: Non - CORE COURSES

ISLAMIC:	FS 2
Faculty:	Islamic
Course:	MOE Islamic curriculum (Arabs – Non- Arabs)



According to the Ministry of Education ruling, it is compulsory that Muslim children study Islamic studies.

Course Description:

The children receive one Islamic lesson a week. We have one section for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim child at CIS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim children regarding the pillars of Islam, the Islamic faith and morals and to be able to apply it efficiently to real life. To increase the knowledge of Islam we share with the children, the stories of prophets and manners of living a Muslim's life. We also pay attention to the religious occasions such as Eid Al-Fitar and Eid Al-Adha, so that the children realise their importance and value.



What will students learn?

Cambridge Islamic Education Syllabus is based on UAE recommended Curriculum of study and aims to develop in learners the following:

- An understanding of the concepts of commitment (Islam) and faith (Imaan) in a religious tradition
- An understanding of the Pillars of Islam and manners of prophet Mohammed
- A respect for the diverse range of religious and cultural traditions in the UAE and the wider world
- A range of investigative, critical and moral thinking skills to enable them to make informed choices and decisions



SECTION 3: Non - CORE COURSES

ARABIC: FS1 AND FS2

Faculty: Arabic

Course: Arabic A and Arabic B

Children tend to enjoy learning a new language (Arabic) at school. Most language-learning techniques are great fun, and children get a real sense of achievement from mastering and using new key phrases!

All children in FS are given the opportunities to learn how to:

- Communicate orally
- Share the ideas and feelings using sentences in Arabic
- Compare the use of English grammar and Alphabet to Arabic language
- Express some ideas in writing and speaking

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none">• To recognise single words or common expressions if these are in context• To listen and show very little understanding of verbal messages even in the simplest context and in personal and social situation	<ul style="list-style-type: none">• To exchange greetings and introduce self• To name a few familiar items related to the environment.• To engage in a genuine conversation about familiar or unfamiliar topics	<ul style="list-style-type: none">• To recognise a number of letters and vocalization markers.• To recognise some common words or often use phrases presented within a supporting context.	<ul style="list-style-type: none">• The writer can copy familiar words and phrases using letters he/she has learned.• To write a limited number of words from memory, but phonetically spelt.

SECTION 3: NON - CORE COURSES

MUSIC: FS1 AND FS2

Course: Foundation Course – Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music as a compulsory subject is expected to be taught to and experienced by all children in FS1 and 2.

Course Description:

The Foundation Course for music aims to ensure that all pupils:

- Learn to sing and use their voice, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

What will students learn?

- To sing and play musically with increasing confidence and control
- To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes
- Dimensions of music and listen with attention to detail and recall sounds with increasing aural memory
- Understand musical theory
- Appreciate and understand a wide range of high-quality live and recorded music and digital learning through iPads and tablets (Garage band and Music Maker Jam)



SECTION 4: The Foundation Stage Learning Journey

Introduction:

Our focus in the Foundation Stage Learning Journey is that we want the curriculum to enable all young students to become:

- Successful learners who enjoy learning, make progress, and achieve.
- Confident learners who can live safe, healthy, and fulfilling lives.
- Respectful individuals who show kindness and care for their surroundings

In Foundation Stage 1, we put emphasis on speaking and listening, socialisation and following rules and routines in Term 1. A lot of our work incorporates talking and discussing with the children about their learning, incorporated through a **play-based curriculum in our daily environment**. We start to learn about the children's individual learning styles and strive to engage and develop the child's own interests. Throughout the year, we conduct Rhyme time and DEAR time sessions. In Term 1 and Term 2, we introduce the Phase 1 Aspects of the Floppy Phonics program. In Term 3, we introduce Phase 2, a letter sound per week. Story time sessions are a part of our daily routine. There is Arabic and Music sessions conducted for the children by specialist teachers.

In Foundation Stage 2, we incorporate two programs to enrich the quality of the Curriculum.

The Floppy Phonics program is introduced to teach letters and sounds, reading and writing 'in general.' This is a multisensory method with a lot of activities and strategies to develop early Literacy skills. In Foundation Stage 2, we introduce two letter sounds each week. Once the children have been introduced to the first group of sounds, they are encouraged to blend sounds together to form words and develop reading.

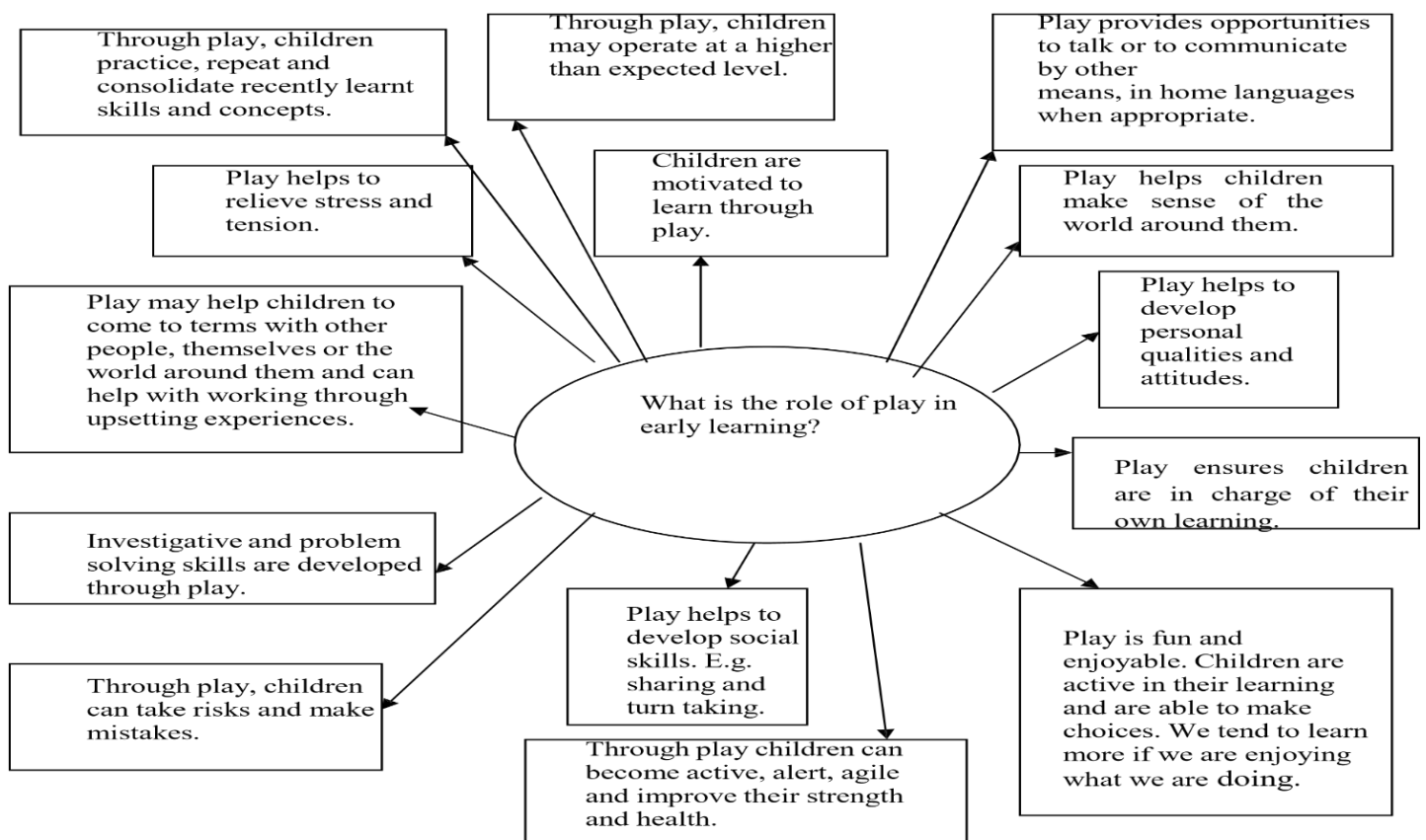
The Reading programme develops reading as an important tool for learning in the Foundation Stage 2 Curriculum. We teach reading by developing vocabulary and by introducing the sounds using the Floppy Phonics program, the phonics scheme as mentioned above. As children grow older, they begin to understand more about the sounds of English language and can join in with rhymes, songs, and stories. Over time, this will help children develop an understanding that words are made up of different sounds. Soon, they will be able to hear these different sounds in words. Gradually, they will learn to match sounds to letters. They use this knowledge when they are reading and writing. A child will benefit greatly from a love of reading for pleasure. This can come from being read too. Once a child has begun to learn the letter sounds, they will be able to pick them out in words. They should then move on to working out whole words through blending. As a result, it is easier if reading begins with storybooks that use simple words. Once there is fluency in reading, the most important skills for a child will be comprehension and then understanding of more words. This can be developed by questioning a child about the story they have just read. We further develop reading by conducting Guided reading sessions with 'Collins Big Cat Phonics' books. Your child will bring a 'Collins Big Cat' book home once a week. At first, your child's reading book is likely to be a picture book (without words). Picture books are essential to promote and continue the development of language, speaking and listening skills. Books with words will be sent home as soon as your child's teacher feels that your child is ready to read and has developed phonic skills.

At Cambridge International School, the Adventure Land supports all seven areas of learning:

- Drawing Club
- The Message Centre
- Play Projects
- Adventure Island
- Scribble Club
- Happy Talk
- Maths Whizz
- The Reading Club
- Exploration Centre
- The Traffic Park

Through **PLAY**, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re- live anxious experiences in controlled and safe situations.

The importance of play in Early Years:



SECTION 5: Parental Engagement

You are your child's first teacher and understand them better than anyone else. By talking and playing with them, you can introduce simple skills and can help to set the scene for their future development.

Talk and listen to your child:

The most rapid development of your child's brain takes place between birth and the age of two. Your child continues to learn and develop rapidly during the important early years of their life. By building a few simple learning games into your child's daily routines and helping them to investigate their environment, you can help to give them the best possible start to their education. Whether in English or your home language you can help your child to learn by giving them opportunities to:

- Look at interesting things, in the garden or in the home
- Touch a variety of objects
- Listen to a range of sounds like songs, rhymes, stories, music, etc.
- Taste a range of flavours
- Investigate things that open, close, float, sink, twist, turn
- Explore objects like large boxes, things that make noises and things that move
- Play for uninterrupted periods, alone or with others, with help from adults, and in their own way
- Talk to other children and adults

Spend Quality Time Together:

Turning off the television or computer and spending time with your child creates valuable opportunities for learning. Here are a few ideas about activities that your child can learn from:

- Pottering around the garden together teaches children about plant life, insects and animals
- Simple kitchen tasks, like letting your child spread jam on sandwiches, can give an early lesson in improving motor skills
- Playing games together teaches fair play and cooperative behaviour
- Family and holiday photos can give lessons on family history and geography

Develop Personal and Social skills:

You can help your child to be independent with dressing and undressing (we love nannies but sometimes they are too helpful.)

- Encourage your child to use the toilet on their own
- Praise your child when they tidy away their toys
- Talk to them about what they are doing to maintain interest levels and concentration
- If your child finds they need help, make sure they know how to ask for what they need in a clear way
- Talk about sharing and how important it is when they go to school
- Can they play simple games that require them to take turns?

Develop Number Skills:

Counting and noticing shapes come naturally to children, so you can use your child's interest in these activities to develop their mathematical understanding. These skills can also be developed through stories, songs, games, and imaginative play. Even helping in everyday tasks like telling time or measuring ingredients for cooking, gives children the chance to learn new Math skills.

Counting:

Your child may start to recognise numbers at an early age. They will go on to learn how to count and will use their skills with numbers to solve problems. To help develop your child's counting skills, you could:

- Help your child to say number of objects they see around the home – tins in the cupboards, toys in the toy box or pencils in the drawer, set the table for dinner
- Sing counting songs and rhymes like 'Ten Green Bottles'
- Have your child guess the next number as the oven timer counts down to zero
- Point out numbers in everyday life: on the front door, birthday cards, car number plates or clocks
- Ask your child to collect a specified number of objects
- Play games like 'Snakes and Ladders' that involve using a dice

Measuring:

Your child naturally learns to use words to compare the things they see: for example, 'bigger or smaller', 'taller or shorter'. They then learn about the tools needed for measuring things – scales for weight, tape measures for length and clocks for time. To help develop your child's measuring skills, you could:

- Practise measuring things in the home with a tape measure and draw down their sizes
- Compare the lengths of two objects
- Compare objects to see which is heavier
- Fill and empty containers
- Weigh ingredients for cooking

Learn about Shapes

After learning about the names of shapes, your child's next phase of learning is to describe what the different shapes can do and what they are like. You can encourage your child's interest in shapes by:

- Comparing the shapes of the street signs on the way to the shop/school
- Looking at everyday objects and find words to describe it
- Getting them to find everyday objects which are squares, circles, triangles and rectangles

Develop Reading and Writing Skills for under five

Reading together:

Everywhere you go with your child you have a chance to read together. Whether it's on the bus, metro, driving in the car, in shops or at the airport, you can point out the words around you and that's the beginning of reading. Reading stories with your child, even if for just 10 minutes a day, will help to build important skills, as well as capture your child's interest in books and there are fun ways to develop their writing skills too. From their earliest days babies enjoy listening to stories and looking at books. Develop

this interest by having a cosy reading time each day. To make a fun and effective reading routine for your child:

- Spend 10 minutes a day reading together, and make it fun by choosing books you both enjoy
- Talk about the pictures and characters in the books and make up your own stories
- Buy books as presents and join a local library
- Try playing 'I Spy' and say the first letter sound of an object that you see around you – get your child to guess the object

Learn about Letters

Children often learn to read by matching letters with the sounds that they remember hearing. To help this learning process you can try to:

- Get your child to spot letters they recognise in words (like the first letter of their name)
- Sing nursery rhymes and songs together while pointing to the words in a book
- Look at brochures and catalogues together, and point out words printed in bold or with unusual fonts
- Play 'I – Spy' to show the sounds and letters different words begin with
- Play games with sounds, making up silly words that all begin with the same sound (like the first sound in their name)

Develop Marks: Early Writing skills

From a young age children enjoy experimenting with making marks and doing their own 'writing' which they will enjoy 'reading' to you. You can also help your child by:

- Helping them to make marks on paper with a range of tools such as their fingers, brushes and crayons
- Taking part in other activities that enable them to develop their motor skills, such as rolling dough, cutting paper or threading laces
- Helping them 'write' labels, birthday cards and invitations

SECTION 6: School Routines

Routines that you need to know:

Medical Information:

Please inform your child's class teacher of any medical information regarding your child that we should know about. This can be essential in an emergency. Likewise, please advise us if your child is taking any medication. We will inform the teaching staff and the school clinic.

Allergies:

Some children at school have egg, peanut, and nut allergies. Due to the obvious danger to those children, any food items that contain nuts/eggs are not to be brought into the school at any time. If your child has an allergy, please inform his/her teacher during the staggered start or when you are aware of the same.

Food preferences:

Kindly inform the class teacher if there are any foods that your child may not eat due to religious/cultural beliefs.

Snack:

GEMS organisation promotes healthy eating through all its schools. It is important that your child has a healthy snack every day so that they can be at their optimum learning state, and we would appreciate your support.

- Choose a medium – size snack box and spill-proof drink bottle that your child can open and close independently.
- Send a piece of fruit or vegetable every day.
- Talk to your child about what they like to eat so that the food is something they will enjoy.
- Before your child starts school, try to ensure that they know how to sit and eat politely with others at a table.
- The following should not be included in the snack box chocolate, sweets, nuts, peanut butter, or fizzy drinks.

Uniform:

- Your child will be expected to always wear the correct uniform. This can be purchased from the School Uniform dealers at Bur Juman
- Ensure that the school sweater is labelled with your child's name on it. We will not search for clothing that is not named.
- Ensure your child's bag is clearly labelled with their name and class written on it and ensure that it's not too big! **Trolley bags** are **NOT** allowed.
- Stud-type earrings are allowed, and long hair must be tied back. For safety reasons no other jewellery is permitted. It is very easy for a child to get his or her jewellery tangled with something during play and hurt themselves or else they may lose it, break it or worse still swallow it by mistake.
- Avoid using different colour hair bands and clips, only black can be used or it can be bought from the uniform shop.

Label! Label! Label!

Please clearly write your child's name on his/her bag, snack box and on any containers and bottles, also ensure that you write your child's name and class on all items of clothing. Please provide your child with a spare change of underwear and clothing. It is a good idea to send this to school in a labelled plastic 'zippy bag' in your child's bag to school every day in case of unforeseen personal accidents.

Art Apron:

We request you to please send an art apron or one old daddy's t-shirt, which will be used as an apron during art sessions to avoid soiling and messing up the school uniform.

Dressing and Undressing:

Please support your child's gross and fine motor skills by allowing them to dress and undress themselves. Your child's teacher will be there to support with zipping and buttoning if necessary. Shoes with velcro fastening are also a great help and develop your child's independence. Socks with laces should be avoided.

Home Learning (only for FS2)

Each week on Thursday, Home Learning will be uploaded on the school website for Literacy and Mathematics. These activities are to be shared with an adult or an older child. This will be based on one of the themes or activities the children will be looking at in class the following week. We hope that your child will be excited to share some of their learning from home, and that the home activity will give you some insight into what they are learning about. The activities chosen will also help your child meet the Early Learning Goals.

Birthday celebrations:

If your child has a birthday during the school week and wishes to celebrate it with their friends in class, you may send in small party bags with **non-edibles** such as books, balloons, colours, small toy, etc. Edible items will not be distributed to the children.

Buses:

Your child will be given a bus card; this card will say what bus they are travelling on, your address and the class they are in. **This card should always be on the child when in school and on the bus.** Your child must be accompanied to the bus stop by an adult or older sibling and collected by an adult. Your child will not be allowed to leave the bus if an older person is not at the bus stop. They will then be returned to school for you to collect them. For some reason you do not want your child to go on the bus on any given date as usual then, you are required to inform the **Class Teacher** through emails or phone calls to the School Reception, latest by 11:00a.m. We will not change the bus arrangement without an email or phone call. The message must be sent to STS office too. Finally, please be on time for the buses. If you are late then you will make the other children on the bus late too. Please be considerate of others.

Parents and driver pick up:

Children who are using 'Own Transport' will also have a card, this must be carried by the person picking up the child. If a different person is coming to pick up your child, then they must have the card. Please pick them up at 12:30pm daily except on Friday at 11:30am.

Behaviour Policy:

Children are always encouraged to practice positive behaviour. We introduce Dojo points for positive and progressive behaviour expectations in class. Children are encouraged with stickers and celebrate at circle time and throughout the day. The class dojo points are uploaded onto Phoenix and the child with the highest number of points is the 'Star' of the week.

Meeting with Parents:

There are Parent Teacher meetings once a term, providing an opportunity for you to talk about your child with his/her class teachers. If you feel you want to talk about an issue or concern other than at the PTM then, please make an appointment by email. Mornings are not a good time to talk at length with your child's class teacher, as they are busy welcoming all the children and starting the school day. **An appointment provides an opportunity for a quality discussion.**

SECTION 7: ASSESSMENT, RECORDING AND REPORTING

Introduction:

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

Aim of this policy:

- The purpose of this policy is to promote and monitor the progress of students at Cambridge International School Dubai via a comprehensive assessment and reporting system that records data on a centralised system, enabling management information to be analysed and reports produced for a variety of audience.
- It is fundamental to our mission that we are open and clear when making judgements about students' progress. We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system.
- This information should tell students and parents how progress is being monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers.

Principles of this policy:

There are several principles upon which the philosophy of the ARR Policy is founded. These are:

- Marking and testing in all subject areas and faculties will be undertaken according to a common format which recognises readiness for learning, presentation and attainment.
- Reports will be sent to parents that comment on progress against baseline targets, performance, and readiness for learning.
- Every parent will receive three reports per year.
- Faculty and subject/grade areas will record individual student achievement in each EYFS Curriculum Attainment Target where available, thus providing the appropriate information which will be required at the end of Foundation Stage and entry into Key Stage 1
- Internal assessments are made and recorded by all staff in the student's Learning Journey. Moderation will also take place.
- Specific assessment data will also be recorded on Assessment Manager in SIMS to enable CIS to monitor, evaluate and set targets for individual students.
- Provide teachers, students, and parents with effective feedback regarding attainment, progress and next steps required, including intervention strategies.
- Provide opportunity to evidence measurable progress and attainment in lessons to align with DSIB criteria.
- Provide opportunities to track student progress and attainment throughout the year and over the course of their education (min 3 years)
- Monitor attainment and progress data, within the teaching faculty and benchmark against international standards (Gender, Exceptional Learners, Emirati, SEN)
- Satisfy all external assessment center criteria (GL assessment)

Types of Assessment

Assessment for / Of Learning / As Learning:

- There are three principal functions of assessment- **assessment for learning, assessment of learning** and **assessment as learning**.
- Assessment for learning highlights and emphasis the assessment made on a day-to-day process of teaching and learning (formative)
- Assessment of learning helps to create a cumulative record of children's progress and attainments (summative)
- Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further extend their own learning.

I. Summative is Assessment **of** Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment against given criteria. It is carried out at the end of a period of learning.

Examples:

- External School Examinations (GL Baseline/ Progress)

II. Formative is Assessment **FOR** Learning. It is ongoing and provides evidence of and for progression in learning.

- It supports learning through identifying difficulties, providing feedback, and diagnosing future learning priorities.
- Formative assessment can also be used to evaluate the effectiveness with which a teacher in mediating the curriculum and thus inform his/her future planning.
- This includes:
 - a. Weekly focus
 - b. Homework
 - c. Class work
 - d. Group Activity – Project work etc.

III. Self-Assessment encourages pupils to take responsibility for their own learning by:

- a. Evaluating their own achievement against shared learning outcomes
- b. Identifying their own strengths and areas for improvement
- c. Encouraging individual learning goals and action plans for future progression
- d. Fostering a self-reflective learning culture
- e. Encouraging independence in learning

IV. Peer Assessment is used when relevant. Pupils are encouraged to clarify their own ideas and understanding of both the learning intention and assessment criteria while assessing other pupils' work.

V. Screening / Assessment

CIS may undertake screening and assessments to determine the right placement of a student. The screening and assessment of a student will be determined by the admission team and will be necessary to complete the registration process for the school. Entrance assessments where available are used for all new entrants. Once this step has been completed, a student may be offered a seat, placed on the waitlist, or denied.

VI. External Assessments at CIS

CIS takes part in Pass, Well COMM (FS student test), The Cognitive Abilities Test (CAT4), and Progress Tests (PT English, Maths and Science), TIMSS, PISA, PASS and IGCSE, GCSE, AS & A level.

Baseline/Progress

These tests measure a pupil's stage in Language, Literacy and Mathematics upon entry and completion of FS 2. The assessment contains a mixture of oral and touch-based questions, with full-colour illustrations that is highly appealing to young children. There are three sections that measure Literacy, Language and Mathematics on entry and, optionally Literacy, Language and Mathematics at the end of the Foundation Stage. Used together the assessment provides a more rounded view of each pupil which compliments teacher's observational assessments.

Recording and Reporting

This ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents, and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole School Assessment policies.

Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods. Teachers are required to keep accurate records of all assessments that takes place.

This includes:

- Common Assessment marks/grades duly recorded
- Homework marks/grades duly recorded
- External/Internal Exam marks/grades duly recorded
- Anecdotal records
- Evidence of student learning (portfolios etc. especially in EYFS, files, notebooks in Primary and Secondary school)

Reporting

The aims of reporting:

- Reports provide parents with an accurate picture about pupils' achievements and progress, in clear and accessible language
- Reports reflect attainment and achievement within the EYFS
- Reports are based on evidence from formative assessment and recording
- Reports are manageable for teachers to produce
- Reports have a positive effect on pupils' attitudes and motivation
- Reports support pupils' learning by setting targets
- The reporting process provides opportunities for pupil involvement
- The reporting process is a part of a continuing dialogue with parents and encourage parental involvement and support

Direct contact between staff and parents:

- **Parent Teacher Meetings** - One day is allocated, three times during the school year, for parents to meet with classroom/ Subject teachers and discuss progress, attainment, effort, and attitude to learning.

Elementary School Assessment

Foundation Stage: FS

- Written feedback on homework is provided to parents weekly
- Ongoing daily observations of student progress in line with the EYFS Development Matters profile recorded
- Data input onto the school information system every half term
- Moderation is conducted every half term

There are seven areas of learning and development in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The three prime areas are:

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.

CIS will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

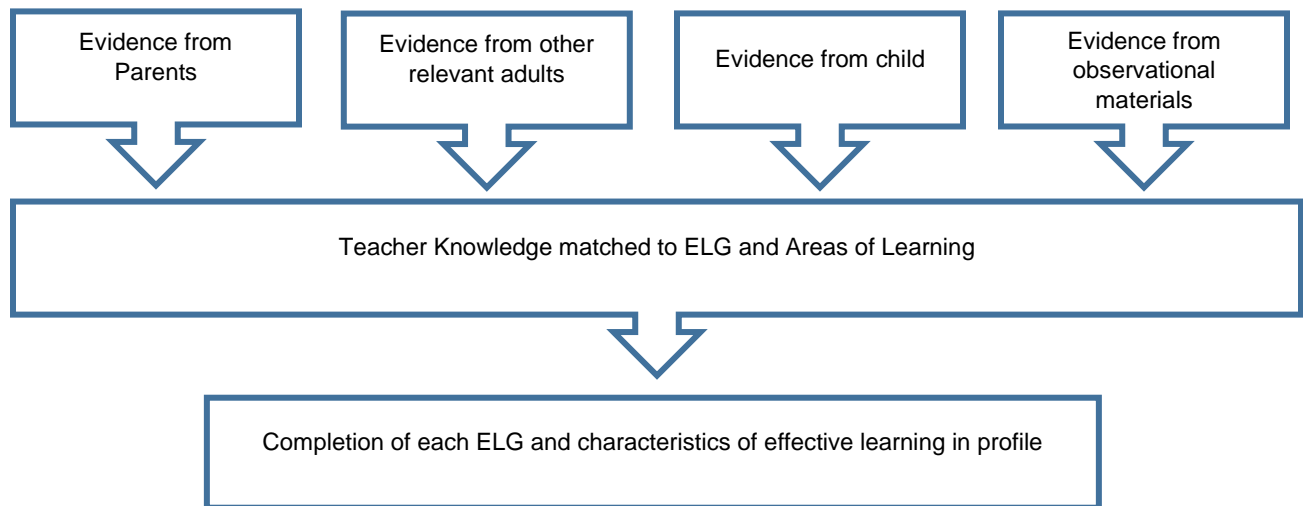
- Literacy.
- Mathematics.
- Understanding The World.
- Expressive Arts and Design

Recording in the Foundation Stage:

Assessments in FS are primarily based on teachers' observations. Information from these assessments will be used for parents and teachers to support children's learning and development at CIS.

It is important to note that a child develops at their own rate and in their own way, similarly children do not need to have achieved every part of each ELG (see below) to be deemed as at the expected level of development. Teaching is through play, where the child learns about subjects and other people through games.

How Foundation Stage Profile is completed



Reporting: Early Learning Goals (ELG):

At the end of FS, each child will be assessed against 17 key areas called the Early Learning Goals (ELGs). This is known as the Early Years Foundation Stage (EYFS) Profile. For each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the FS ('expected'), exceeding this level ('exceeding'), or not yet reaching this level ('emerging').

The completed Foundation Stage Profile also includes a short commentary on each child's skills and abilities in relation to the key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

Assessment Cycle in the Calendar

Proposed dates 2022-2023

- In the school calendar there will be assessment deadlines
- A week is set aside for moderation/standardisation
- The week after the data deadline, HOY shares the data with teachers to analysis it for their class.
- The Head of Year and teachers set interventions and share the data with Head of School each term.

Report Release Dates:

Year Group	Dates	Report
FS1-13	December	Term 1
FS1-13	March	Term 2
FS1-10	June	Final (Term 3)

Roles and Responsibilities

The Assessment Policy and its implementation within and across the school is implemented by all teachers and is monitored and evaluated by:

- SLT
- Curriculum or Faculty Leaders or Head of Year
- Class teachers

Vice Principal

It is the responsibility of Vice Principal to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School development planning and self-evaluation.

Heads of Year and Curriculum/ Faculty Leaders

It is the responsibility of Heads of Year, Curriculum /Faculty Leaders to apply and embed the principles of the School Assessment Policy. They formulate and maintain a year/faculty policy on Assessment using the whole School policy but making it more subject/year specific.

Class Teachers

It is the responsibility of Class teachers to:

- Liaise with Head of Year /Subject teacher concerning individual pupil progress
- Report to parents as required regarding individual pupil progress
- Produce a termly Report in December, March and June

Students and Parents: Students and parents may be asked to contribute to the evaluation of assessment practice in school.