



**SCHOOL
PROSPECTUS**

أكاديمية جيمس ولينغتون - شارع الخيل
**GEMS Wellington Academy
AL KHAIL**

ACE *together*
ASPIRE • CREATE • EXCEL

GEMS
EDUCATION

We see **genius** in every child

THE GEMS DIFFERENCE



Trusted by parents around the world

We are passionate about education and have been trusted by parents for 60 years.



We are a family of committed teachers

Everyday, our family of 20,000 teachers make a difference to the lives of over 190,000 students.



Our Students lead locally and internationally

GEMS students have won over 2,100 international, regional and local awards in science, arts and sports.



Our Students excel and go to the top universities

GEMS students have been accepted into 1,050 universities in 53 countries – including all eight Ivy League universities in the US and all 24 Russell Group universities and colleges in the UK.



We are deeply committed to philanthropy

Our philanthropic arm, The Varkey Foundation, supports initiatives that change lives around the world.



Making quality education accessible

GEMS Rewards is an exclusive rewards programme for our community of students, parents and staff designed to reduce the impact of school fees, and further enhance their lifestyle.



We see genius in every child

We believe that a quality education is the key to unlocking the greatness that lies in every child.



A LONG TERM COMMITMENT TO QUALITY EDUCATION

At GEMS Education, we believe that a quality education is about preparing students for life. The GEMS approach to learning focuses on not only academic excellence, but also helping students develop their character, creativity, values, and leadership attributes, as well as the spirit of enterprise.

With 60 years' experience in education, our track record speaks for itself. We own and operate a global network of award-winning international schools, with 49 GEMS owned and managed schools in the UAE alone. We provide high-quality, holistic education to more than 190,000 students from over 176 countries. Globally, we impact in excess of 270,000 students who access our resources through our services division. GEMS Education students have been accepted into 1,050 universities in 53 countries – including all eight Ivy League universities in the US and all 24 Russell Group universities and colleges in the UK. Our students have won over 2,100 local, regional and international awards, and that number continues to grow.

VISION

To encourage our students to be the future leaders in their field by equipping them with the skills, attributes and attitudes to become successful and happy lifelong learners.

AIMS

- » Provide a positive and exciting learning environment that encourages children of all abilities to take responsibility for their own learning and personal development
- » Attain consistent excellence in delivering the British curriculum in a way which is both creative and innovative
- » Ensure that all members of our school community are respectful, resilient and responsible world citizens
- » Use the full range of school facilities to offer students of all ages regular opportunities to become confident, resourceful, enquiring and independent learners
- » Promote positive attitudes towards others, regardless of background, race, gender or religion

WELCOME TO GEMS WELLINGTON ACADEMY AL KHAIL: A MESSAGE FROM THE PRINCIPAL

It is both a privilege and a pleasure to welcome you to GEMS Wellington Academy – Al Khail. At the Academy, our goal is a simple one – to be the best international British curriculum school in the UAE, where students **A**spire, **C**reate, and **E**xcel.

Central to achieving this goal are four key tenets. The first is the creation of an environment where all community members feel happy and safe. Our Academy is a fully inclusive community built on mutually respectful relationships. It is a community that students are proud of and want to belong to. Secondly, is the offering of a broad and balanced, but rigorous curriculum that allows for the personalisation of learning and ensures that every learner experiences success, no matter what their pathway. You will find our Academy offers a wide range of options, particularly at Post-16, for students to find their true fit in life. Of course, this has to be underpinned by excellent teaching and learning and, here at the Academy, our outstanding teachers and evidence-informed approach to implementing best practice ensures unsurpassed learning experiences for our students. Finally, any outstanding school must incorporate a broad extra-curricular offering that allows students the ability to find their true passion in life. At the Academy, this extensive offering is underpinned by an understanding that all



community members have an obligation to the betterment of our world through participation in service and sustainability projects.

If your family **A**spires to be part of the best international British curriculum school in the UAE, if you want to be part of a community that helps **C**reate the climate required to achieve this goal, and if you want your child to **E**xcel in all facets of their education, then we would very much welcome a visit from you to show you around our outstanding school.

I look forward to meeting each and every one of you and showing you what we have to offer your child.

Campbell Douglas
Principal and CEO





THE WEK PROMISE

Parents rightly want to know what to expect from the school when their children join. The WEK Promise below tells you what we guarantee to deliver to students of all ages:

- » The British curriculum consistently delivered innovatively and creatively in an international setting by excellent, highly-trained teachers
- » Teaching and learning enhanced by the use of digital technology
- » Access for all to our outstanding facilities
- » Extended learning through a broad range of enrichment activities delivered both during and after the school day
- » An exciting learning environment for every student
- » Celebration of students' achievements
- » Confident, resourceful and independent learners
- » A respectful, responsible and resilient school community



RISK TAKERS



INDEPENDENT INQUIRERS



TEAM WORKERS



REFLECTIVE LEARNERS



CRITICAL THINKERS



RESPONSIBLE • RESPECTFUL • RESILIENT • LEARNERS



THE WEK LEARNER PROFILE

The WEK Learner Profile drives everything we do in the Academy. It tells our students how we want them to develop as learners and it informs the teaching and planning of our staff. Its influence does not stop at the classroom door. We want and expect our students and staff to apply the principles of the WEK Learner Profile to everything they do in the school.

The three words at the centre of the WEK 'flower' remind the members of our community of our basic expectations: to be respectful, responsible and resilient. This applies to teachers, parents and support staff as well as students. When students understand these expectations, they know how to behave appropriately in different situations, so there is no need for a long list of school rules.

"Relationships in school and pupils' respect for each other's culture are outstanding. Behaviour is excellent throughout the school."
(BSO Inspection report 2017)

The petals of the WEK flower, developed with our students, highlight the five key learner attributes we want our students to develop. These are widely regarded

as necessary for students when they move on to university and the workplace, where they will be expected to make informed decisions independently. These are introduced to students from FS1 so that they become fully engrained as students move through the school.

THE WEK LEARNER

What will we expect from your child when they join the WEK community?

- » A willingness to work hard and always do their best
- » Meet work deadlines and be committed to high quality independent and home learning
- » A commitment to being on time and in school
- » Respect for all regardless of background, race, gender or religion
- » Be active in supporting the Academy's zero tolerance policy towards bullying
- » Take part with commitment and enthusiasm in a range of enrichment activities
- » Embrace risk-taking and failure as part of the learning process
- » Be respectful, responsible and resilient learners



THE WEK COMMUNITY

It is important to us that parents, students, teaching staff and support staff all feel that they are valued members of our community. We offer a variety of opportunities for the student voice to be heard so that they are able to influence the decision-making process. We also work closely with our parent body, regularly seeking their views, and we have a Parent Council who meet regularly with the Principal and other senior staff, both formally and informally, to share views and information for the greater good of all members of the community. Our Parent Teacher Association organises regular events to bring the community together.

"Parents are extremely positive about the high level of communication with their children's teachers and their ready availability; they are highly appreciative of the commitment to communication that these teachers give."

(BSO Inspection report 2017)

To help us meet the WEK Promise, we ask parents to:

- » Ensure their children arrive at school on time
- » Take family holidays only outside term time
- » Take an interest in their child's learning
- » Create a home environment where their children can study effectively
- » Attend school events and Parent's evenings relevant to their child
- » Treat all members of school staff with respect and courtesy
- » Maintain an open dialogue and positive relationships with the school
- » Share their thoughts on how we can improve the school

"Parents think that their children are kept safe, well taught and enjoy school."

(DSIB Inspection Report 2017)





THE CURRICULUM

EARLY YEARS: FOUNDATION STAGE FOR CHILDREN AGED 3 TO 5 YEARS

The Foundation Stage department at GEMS Wellington Academy - Al Khail provides outstanding early learning experiences for children between the ages of three and five. Our core aims are to develop a broad range of knowledge and skills in seven key areas of learning. Ultimately our belief is that secure development in these areas will build firm foundations for future progress throughout school and life.

We strive to work in full partnership with parents, sharing information, progress and achievements throughout the year to best support children's learning both at home and in school. We trust parent knowledge and will use this to inform our assessments regarding each child's development.

Our teachers carefully plan engaging activities which motivate and inspire learning. We are inclusive of every child, supporting and extending unique needs and abilities.

We follow the English Early Years Foundation Stage Curriculum, targeted at children from birth to five years.

FOUR PRINCIPLES UNDERPIN THE EARLY YEARS FOUNDATION STAGE (EYFS) CURRICULUM:

- I. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- II. Children learn to be strong and independent through **positive relationships**.
- III. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- IV. **Children develop and learn in different ways and at different rates.**
The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

In our Foundation Stage department, development and progress are primarily supported through planned, purposeful play and a mix of adult-led and child-initiated activities. We believe that play is essential for successful child development and that play builds confidence as they learn to explore, think about problems and relate to others. We

want children to learn by leading their own play and by taking part in play which is guided by adults. Throughout the day, children in the Foundation Stage have the opportunity to play in shared areas, including our outdoor areas, to further develop specific skills, e.g. gross motor skills and social skills.

THE EYFS PRIME AREAS

The **prime** areas are fundamental basic skills and work together to support development in all other areas.

- » Communication and language
- » Physical development
- » Personal, social and emotional development

THE EYFS SPECIFIC AREAS

The **specific** areas include essential key skills and knowledge and are more academic in focus.

- » Literacy
- » Mathematics
- » Understanding the world
- » Expressive arts and design



PRIMARY SCHOOL: YEAR 1 TO YEAR 6

We believe that it is important for every child to benefit from a full and rounded education to help prepare them for life after school. Whilst it is essential that children are both numerate and literate, we also believe that they need to understand how the world around them works. Geography, History and Science lessons help us to provide this knowledge, and they form an important part of the school curriculum. We do not teach subjects in isolation, and we encourage the students to make links across subjects. This cross-curricular awareness is carefully considered during planning; topics are often linked between subjects. Teaching staff take a great deal of time and care planning progressive schemes of work for their subjects, thus ensuring that the children receive a carefully prepared curriculum.

In Primary we use formative and summative assessments to measure each child's progress and to set targets for the future. From Years 1 to 6 the students will be formatively assessed throughout the year but will also take summative assessments on a regular basis.

The programmes of study produces creative, focused and effective learners who take on greater ownership and understanding of their learning. Children 'learn how to learn' and programmes are based on children's identified strengths and needs. Students continue to develop social and communicative skills so that they are confident in their ability to work with others, to lead and to be contributing citizens within the school and beyond.

Technology is an integrated feature in Key Stage 2, with technology and media being utilised to enhance and extend both teaching and learning. Children have an input into the planning and evaluation of their own learning and review progress against personal targets that they set. There are further specialised sports, music, language and performance opportunities allowing children to have a variety of broad experiences while being able to excel in areas of strength and talent.





YEAR 7 TO YEAR 9

Our Key Stage 3 Curriculum provides uninterrupted continuation from our Key Stage 2 Programmes, and a very clear progression pathway for our Key Stage 4 courses, including GCSEs and IGCSEs. We place high value on our curriculum being balanced and stimulating, fostering an academic culture which encourages students to become independent enquirers and thinkers, learners who read widely, challenge and question. We aim to develop character in our students by ensuring our provision, both curricular and extra-curricular, fully engages them in their learning, and that students are confident in developing and applying a range of skills which will ensure they can further their knowledge and enthusiasm across the academic, artistic, cultural and sporting disciplines.

The following subjects are taught at Key Stage 3:

- » English Language and Literature
- » Mathematics
- » Sciences
- » Islamic Studies
- » Arabic
- » History
- » Geography
- » French
- » Spanish
- » Music
- » Drama
- » Physical Education
- » Swimming
- » Art and Design
- » Design Technology
- » Social Studies
- » Computing, Programming and ICT

Students also undertake impartial and independent Careers Guidance, Entrepreneurship, Cross-curricular Studies and Personal, Social and Health Education. All students are encouraged to participate in wider learning opportunities through the many clubs, societies and curricular group projects. Students are given the opportunity to learn a musical instrument, and can enjoy wider artistic, sporting, and cultural events, including day and residential trips to complement in-school learning.



YEARS 10 AND 11

In Year 10 students start the preparation for the examinations they will take at the end of Year 11. These are called GCSE or IGCSE. GCSE stands for General Certificate of Education. IGCSE is the international version of these exams. It is an equivalent qualification but the course content is aimed a little more at schools in an international setting, though these courses are also followed by many students in many the UK. Some subjects, notably Mathematics and Science, GCSE preparation begins in Year 9.

Students do not study all curriculum subjects in Years 10 and 11. Some subjects are compulsory, but students then choose other subjects they wish to continue studying. The compulsory subjects are: English, Mathematics and Science. The other subjects on offer are:

- » English
- » Mathematics
- » Science
(Biology, Chemistry, Physics)
- » Arabic
(if the student holds
an Arabic passport)

We offer a choice of subjects at GCSE level:

- » Arabic
- » Art and Design
- » Asdan International Silver Award
- » Business Studies
- » Computer Science
- » Drama
- » Economics
- » Enterprise
- » French
- » Food Preparation and Nutrition
- » Geography
- » History
- » Islamic
- » Media Studies
- » Music
- » Photography
- » Product Design
- » Physical Education
- » Psychology
- » Spanish
- » Textiles

Examination boards based in the UK and used by GEMS Wellington Academy - Al Khail are AQA, EDEXCEL and Cambridge. Recent changes to the GCSE exams mean that coursework is reduced to the absolute minimum and therefore qualifications are based in most instances on final examinations at the end of Year 11.

Please refer to the separate GCSE Guide for more information.





YEARS 12 AND 13*

We are the only member of the Wellington group of schools to offer A level in Years 12 and 13 (Sixth Form) rather than the IB Diploma programme.

The Year 12 timetable for Muslim students includes two compulsory lessons of Islamic Education. Students registered under Arab passports will study Arabic for three lessons per week and complete the Ministry curriculum and subsequent internal assessments.

AS AND A LEVEL

Unlike the other Wellington schools in the GEMS group, we will be offering AS and A level rather than the IB Diploma. A levels have been described as the 'gold standard' of post-16 examinations and they are accepted as an entry qualification into all the best universities around the world. A levels are particularly well suited to students who have particular strengths in 2 or 3 areas of the curriculum and wish to study them further in greater depth. The A level is examined at the end of Year 13. The AS level is a standalone qualification taken at the end of Year 12 and cannot be counted towards the A level. Assessment is 100% examination at the end of Year 13.

INTERNATIONAL AS AND A LEVEL

International A levels are also recognised by all the top universities worldwide. International A levels are similar to A levels but they have a more flexible, modular structure than A level and the syllabus content is designed to have greater international relevance. Unlike AS level, international AS level modules can be retaken to try to improve a student's score. The AS is half the content of the A level and counts towards the final A level result. It is taken at the end of Year 12. Assessment is 100% examination.

** Students will study a minimum of three and a maximum of four subjects in both Year 12 and Year 13*

Please refer to the separate Sixth Form Guide for more information.



PARTNERSHIP WITH PARENTS

GEMS Wellington Academy - Al Khail encourages parents to get involved in school life. From fundraisers to rubbish clean-up day, tree-planting or International Day, parents are welcome into the school to help and further enhance the school environment. Involvement is important to help people feel connected to the school, and it's an excellent way to build a sense of community among parents, teachers and students.

Different from involvement however, and with more direct impact on student achievement, is a parent's engagement in their son or daughter's learning at home. International research shows that parents who are actively and consistently engaged in their children's learning can add the equivalent of two to three years of formal education over their school career. The children of engaged parents do better at school, have better social skills and behaviour, and make better life choices. To be 'engaged' means to support and encourage learning beyond

the school walls - at home, anywhere, anytime. Engaged parents are strong role models of learning and send the message that they value education. They demonstrate respect for education by making time for home learning and believing that their child can learn.

Every parent, regardless of culture, language or experience, has something to offer in supporting the learning of their child, and conversation is at the heart of this positive parental engagement. As partners in the education process, parents can reinforce learning by discussing a variety of topics, asking questions, listening, doing activities or reading together, and perhaps most importantly, encouraging their children with praise and direction.

GEMS Wellington Academy - Al Khail believes very passionately in helping all students reach their full potential. We see parents as being central to that aspiration, and seek to give them the information, tools and resources to help their children be the best they can be.



EXTRA-CURRICULAR ACTIVITIES

Students at the Academy work hard and play hard. Our school day is structured to enable a full extra-curricular programme to be delivered. Participation in extra-curricular activities takes equal importance alongside academic performance. Through participation in these events, students enrich their school days. In addition to physical development and the exploration of interests, students learn the thrill of challenge and competition, the importance of concentration, the spirit of teamwork and a sense of accomplishment. We provide a rich extra-curricular programme that supports students' all-round development, providing opportunities for them to develop their talents. Students may choose from a wide variety of activities, including both individual pursuits and team building.



GEMS
EDUCATION

We see **genius** in every child



GEMS
REWARDS

Making quality education **accessible**

GEMS
SCHOLARSHIPS

Rewarding excellence



GEMS
STUDENT
EMPLOYMENT

A lifetime of opportunities

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