



**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 ACADEMY DIFFERENCE



A Premium British curriculum school in the heart of the Dubai Hills community.



Unique Post-16 offering and new pathways for our Year 12 students. BTEC courses in Sports, Performing Arts, Information Technology, Biomedical Science and Business, Enterprise and Entrepreneurship.



An aspirational multi cultural learning community that embraces the use of world class facilities and specialist teaching.



A truly inclusive educational ethos which values the strengths, talents and interests of every student.



Guaranteed small class sizes from FS1 through to Year 13.



An extensive offer of enrichment activities both within and beyond the curriculum.



An exciting and engaging care programme for our FS1 and FS2 pupils which builds on the key skills that form the foundations of child development. Free of charge.



Small A Level teaching groups, purpose-built Sixth Form Centre and stimulating Core Enrichment Programme. We have an extensive careers and university programme in school with a unique Careers Hub, which allows Year 12 students to explore future pathways throughout their time here at the Academy.



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 **Aspire, Create,** and **Excel** in the world that is so they can help create the world that will be.

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 **Aspires** to be part of the best international British curriculum school in the UAE, if you want to be part of a community that helps **Create** the climate required to achieve this goal, and if you want your child to **Excel** 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





LIMITLESS LEARNING

We 'empower students to aspire, create and excel in the world that is, so they can help create the world that will be.'

We do this through three core pillars:



The Science of Learning



Global Citizenship



Student Agency and Innovation

- » Students EXCEL through a **Science of Learning** approach to teaching and learning
- » Students CREATE and innovate through a **Social Enterprise** curriculum
- » Students are given the skills and belief to ASPIRE through **Student Agency**



THE SCIENCE OF LEARNING

#Limitless Learning

We believe in preparing our students for the world of tomorrow by equipping them with the skills and knowledge they'll need to make a lasting, positive contribution. That's why we want to ensure that every child in our care benefits from the very best teaching and learning experiences possible.

Teaching at our Academy is therefore underpinned by the 'Science of Learning'. It's our acknowledgement that in order for our students to learn most effectively, our teachers need to understand how the brain learns best. Because it's by understanding the cognitive architecture of the brain, how knowledge itself is constructed in the brain, as well as the importance memory plays in deep learning and understanding, that our teachers are able to deliver an unparalleled learning experience.

That said, we're the first to acknowledge that there is more 'art' to teaching than science – and that should never

change. Yet it's by being at the forefront of evidence-based, cognitive science approaches to teaching and by using evidence-informed strategies that maximise the brain's capabilities, that we can give our students an edge and the best possible chance of success, readying them to take on whatever challenges the future may bring.

Our world-class approach to teaching and learning manifests itself across the Academy in the following ways:

- » Science of Learning trained Leadership Team
- » Parents and students fully understanding the benefits of a research informed approach
- » Whole school understanding how the brain and memory works
- » Enhancing attention, encoding, cognitive loading, retrieval and remembering
- » Science of Learning informed curriculum design
- » Student wellbeing and the important role it plays in effective learning



SOCIAL ENTERPRISE

#LimitlessSolutions

Social enterprise is the values driver of our school. If our students are to be the creators of tomorrow, we want values instilled in them that ensure a just and equitable world for all. Based around the United Nations Sustainable Development Goals, our social enterprise pillar will ensure students build a sense of belonging to a common humanity. They will become responsible and active global citizens who will understand the importance of service, sustainability, climate action, and universal concepts of poverty, equity, and social justice.

Social enterprise also ensures students learn about entrepreneurship and how to think and act in enterprising ways. They will understand that any economic, social, cultural or environmental undertaking needs to show a benefit for the common good of humanity and supports a sustainable and socially driven future.

Social enterprise will not be an 'add on' at the end of the day but a driving force of the school, embedded throughout the curriculum and programmes of learning. The UN SDGs will be front and centre of all that we do, whether that be learning inside the classroom or through the myriad of service and sustainability groups set up to drive these goals.

Social enterprise will be driven through:

- » Primary Projects 4 Change lessons
- » Service and sustainability action groups
- » Secondary Social Enterprise lessons (Economics, Geography, Social Studies, Business Studies, etc.)
- » Innovation and future learning programmes
- » Challenge-based learning programmes



STUDENT AGENCY AND INNOVATION

#LimitlessPossibilities

For students to **Aspire, Create** and **Excel** in a world that is, so that they can help build the world of tomorrow, they need to develop the skills and attributes required to enable this to happen.

Student agency is the driver behind this. We want students to leave our school as self-determining, self-regulating individuals who believe in their purpose in life, understand they have control over their destinies and have crafted pathways through school and into the future that enable them to succeed.

Student agency is about ensuring students are given choice, voice and ownership during their time at school and develop the ability to 'know what to do when they don't know what to do'. It's about creating acknowledgement and ownership of their own progression, attainment and success and developing

a growth mindset around these three aspects. Student agency also contributes to wellbeing as students have input into creating a community where all members have a sense of ownership and belonging.

Student agency at the Academy is developed through:

- » Metacognition and understanding how people learn
- » Executive student leadership team and school councils
- » Primary Student Leadership ECAs
- » Student led assemblies
- » Student feedback on teaching and learning
- » Goal setting and mentoring
- » Careers guidance
- » Development of perseverance, initiative, time management, communication and adaptability
- » A purpose built 6th Form Centre





STUDENT PATHWAYS

#LimitlessOpportunities

THE EARLY YEARS CENTRE: NURSERY AND FOUNDATION STAGE (AGED 2 TO 5 YEARS)

The Early Years Centre at GEMS Wellington Academy - Al Khail provides outstanding early learning experiences for children between the ages of two and five. We ensure that development and progress are primarily supported through planned, purposeful play and a mix of adult-led and child-initiated activities. Pinned on educational research, 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 Early Years Centre have the opportunity to play in shared areas, including our outdoor areas, to further develop specific skills.

OUR EARLY YEARS CENTRE HAS FOUR GUIDING PRINCIPLES:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- IV. Children develop and learn at different rates.

We follow the English Early Years Foundation Stage Curriculum, targeted at children from birth to five years including children with special educational needs and disabilities. There are seven areas of learning and development that shape educational programmes in Early Years Centre. All areas of learning and development are important and inter-connected.

THE PRIME AREAS

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

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

THE SPECIFIC AREAS

Providers must 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



PRIMARY SCHOOL: YEAR 1 TO YEAR 6 (AGED 5 TO 11 YEARS)

The Primary department at GEMS Wellington Academy - Al Khail, provides outstanding Primary learning for children between the ages of five and eleven. It is our belief that Primary is the phase where children really develop their interests, hobbies, passions, beliefs and opinions. Our core aim is for children to broaden their horizons and skills across a wide range of subjects, whilst developing a belief that they can not only exist in this world but help shape the future of it through a social entrepreneurial mindset and skillset.

The English Primary National Curriculum is split into two Key Stages: Key Stage 1 (Year 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6). The Academy's Curriculum includes both the National Curriculum of England and the UAE Ministry of Education Curriculum.

CORE SUBJECTS

The Core Subjects are the basis for all other learning and are more formally assessed each year. These are delivered either by the child's class teacher or a specialist teacher.

- » English
- » Maths
- » Science
- » Social Studies
- » Arabic (Specialist)
- » Islamic Studies* (Specialist)

*Compulsory for Muslim students only

As part of our Social Enterprise vision, Foundation Subjects are delivered through our Projects 4 Change lessons. Subjects are delivered in a thematic and meaningful way.

Each Project offers opportunities to deepen students' understanding of that subject area while also proving learning with a purpose and outcome. Importantly, Projects 4 Change ensures a balance of thematic and discrete teaching with an emphasis on both knowledge and skills.

FOUNDATION SUBJECTS

- » Projects for Change
 - Geography
 - History
 - Design and Technology
 - Art and Design
 - Computing
- » GroWell - Wellbeing
- » Physical Education (Specialist)
- » Music (Specialist)
- » Modern Foreign Languages - French and Spanish (Specialist)

During their time in Primary, children work towards yearly Curriculum Standards to ensure that they are well prepared to transition to the next year group and ultimately our Secondary School. Our teachers carefully plan and prepare engaging activities which motivate and inspire children to learn. We personalise learning for every child, supporting and extending learning for unique abilities. Children learn best through carefully planned units that connect subjects, are linked to real life and provide opportunities for problem solving. Teachers set open ended-tasks, ask probing questions and continuously challenge students thinking.





YEAR 7 TO YEAR 9 (AGED 11 TO 14 YEARS)

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, IGCSEs and BTEC Level 2. 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 Three:

- » English
- » Mathematics
- » Biology
- » Chemistry
- » Physics
- » Arabic
- » Islamic Studies
- » Moral, Social and Cultural Studies
- » Social Enterprise
- » Geography
- » History
- » French
- » Spanish
- » Drama
- » Music
- » Physical Education
- » Art
- » Design Technology
- » Computing

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 (AGED 14 TO 16 YEARS)

During Year 9, students have the opportunity to choose four option subjects to study at GCSE, IGCSE and BTEC Level, alongside a number of core subjects. Unless special dispensation has been sought, all students have to take the following compulsory subjects:

- » English Language
- » English Literature
- » Mathematics
- » Biology
- » Chemistry
- » Physics
- » Moral, Social and Cultural Studies
- » Physical Education (non-examined)
- » Islamic Studies (for Muslim students only)
- » Arabic as a First Language (for Arab passport holders only)
- » Arabic as a Second Language (non-Arabic students to year 10)

In addition to this, there are a range of options from which the students select four additional subjects to study. Those students who may commence their GCSE studies with a low level of English may opt for Directed Study. This is a non-examined subject but provides the students with additional time and support for their other GCSE courses and English language development.

The option subjects include:

- » Geography
- » Business Studies
- » Enterprise
- » Psychology
- » History
- » French
- » Spanish
- » Media Studies
- » Computer Science
- » Physical Education
- » Art
- » 3D Design
- » Dance
- » Drama
- » Music
- » Design Technology - Product Design
- » Design Technology - Textiles
- » Design Technology - Food Preparation and Nutrition
- » Economics
- » Photography
- » ASDAN International Award
- » BTEC Level 2 Sport
- » BTEC Level 2 Creative Media

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

Please refer to the separate GCSE Guide for more information.





YEARS 12 AND 13 (AGED 16 TO 18 YEARS)*

We offer A level and BTEC Level 3 qualifications in Years 12 and 13 (Sixth Form). 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

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.

BTEC LEVEL 3

The BTEC International Level 3 is in tune and up-to date with the latest content relating to industries such as Information Technology, Applied Science, Business, Sport and Performing Arts. The heart of the qualification focuses on students putting their learning into practice. They learn through real-life scenarios, equipping them with the knowledge and skills to succeed in whatever progression path students choose in the future.

The UK exam board (Pearson) have worked with employers to develop these qualifications, to help ensure that the BTEC International Level 3 is recognised by employers, universities and Ministries of Education around the world. As well as UK universities, BTEC International Level 3 qualifications are endorsed by universities in Canada, New Zealand and Australia, opening up even more opportunities and progression pathways for students. Students are able to combine their studies with A Levels, progress to higher education, or start their careers with life-long transferable skills. The flexible structure of iBTECs allows students to explore sectors before deciding their future path. The courses are international, so if personal circumstances change during a BTEC course, students can continue studying in a different country.

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

THE ACADEMY ENRICHMENT PROGRAMME

Our school day is structured to enable a full extra-curricular programme to be delivered. Participation in extracurricular 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.



PARTNERSHIP WITH PARENTS

Research has shown the importance of parental engagement in the success of your child's education. We want the best for your child, and by working in partnership we can successfully enrich your child's journey through GEMS Wellington Academy - Al Khail.

Professor John Hattie, Auckland University, New Zealand, conducted a 15-year analysis (published 2008) of 50,000 studies involving 83 million students to see what worked in education.

- » He found a combination of parental encouragement and high parental expectations were the critical elements in parenting support
- » The effect of 'parent engagement' over a student's school career amounted to adding an extra two to three years education for the student

Parent engagement includes setting goals, displaying enthusiasm for learning, encouraging good study habits, valuing enquiry, experimentation and learning new things, and the enjoyment of reading.

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.

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. We our open-door policy and frequent reporting ensures parents are fully informed of their child's progress and targets.



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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