



INFANTS SCHOOL

STUDENT HANDBOOK



Welcome to our School

We are proud of our school and continue to make it a bright, lively and secure learning environment for all of the students in our care. Our first priority is to ensure that the students settle into school and become ready to learn so that they are able to experience success as they progress through the years and through other departments of the school.

Ideally, we aim to create a partnership with the parents and carers of every child in our school based on honest communication, mutual respect and support, and an unwavering focus on the welfare of the child. Please help us to achieve this by getting to know the staff that work with your child.

The staff are dedicated, experienced, and knowledgeable professionals who work very hard to provide your students with an education that is both enjoyable and rigorous. We expect very high standards of work and behaviour from our students, but we never forget that learning should be fun! Creating this balance is what makes The Gulf English School such an exciting place to work and learn.

At GES, we see that the students who are most successful are the ones whose parents follow these three golden rules:

- Make sure their students have enough sleep so that they are bright and alert at school.
- Bring their students to school on time so that they don't miss the first part of the day.
- Speak to their students about what they have been doing at school and encourage them to practise their English.

Welcome from the Head of Infants

Dear Students and Parents,

I am thrilled to warmly welcome our returning staff, students, and parents as we embark on a new school year. We are equally excited to greet our new teachers, students, and parents, anticipating the start of a fulfilling and enriching learning journey.

Our school follows the National Curriculum of England and Wales, providing a dynamic and creative approach to education that empowers students to take charge of their learning. We strive to cultivate a sense of responsibility and global awareness, encouraging independent learning and fostering a deep understanding of personal development.

The pillars of being responsible, respectful, and resilient form the core values at GES. We challenge our students to embody these principles both within the classroom and throughout the school environment. We believe that embracing these values in communication, relationships, behaviour, and attitudes will shape our students into responsible global citizens who can contribute meaningfully to their communities.

Diversity is a celebrated aspect of our school, manifested through various in-class and extracurricular activities. We aim to captivate our learners, imparting lifelong skills that enable them to comprehend the world around them and their role within it.

GES has many opportunities for parents and students to get involved, fostering a hardworking yet enjoyable school environment. This handbook serves as a guide to acquaint students and parents with our school. Please peruse the information attentively, and if you have any queries, don't hesitate to reach out to any of the teachers or myself – we are here to assist you.

I expect that all students put forth their best effort, attend school punctually each day, adhere to the appropriate uniform, and conduct themselves commendably. Let us ensure that our school remains a place of diligence and enjoyment simultaneously.

Please read the information carefully and if you have any questions, please feel free to talk with any of the teachers or with me and we will be happy to help you.

I expect all students to try hard, be at school on time every day, wear the correct uniform and behave in a good manner.

Have a great year!
Mrs Pamela Abbas

The Gulf English School

GES Vision

'We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.'

GES Mission

- We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence.
- We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
- Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
- To drive the development of creative skills and critical awareness in our students.
- Our school community provides a safe, supportive and stimulating learning environment that focusses on the well-being of all.
- We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.



GES Core Values

The core values, the 3 R's, are a central belief, clearly recognised and shared by every member of the school community. Our school ethos is underpinned by these core values:



Responsible - we want our community to be driven, ambitious and high achievers.



Respectful - we want our community to be empathic, supportive, caring and diverse.



Resilient - we want our community to be risk takers, empowered and committed.

A member of the GES community:

- Is knowledgeable of and curious about the wider world and seeks to broaden and deepen understanding.
- Reflects upon his/her role and responsibility as a global citizen.
- Is willing and able to communicate about culture, language and beliefs.
- Is prepared to take action and to be an effective contributor.
- Respects and celebrates diversity, language, culture and beliefs.

This is shown by:

- Partnership links with other organisations.
- A service-learning programme that shows respect for and commitment to our host country and the wider global community.
- International awareness throughout the curriculum, allowing students to share and value each other's international experiences and mother tongue languages.
- International extension opportunities which include visits & exhibitions, learning opportunities & competitions, personal development & challenge, higher education offers from a range of international universities.
- Community events which reflect and celebrate a variety of cultures i.e. The Carnival, International Week, a celebration of National days of school nationalities, etc.



Global Citizenship Definition:

As global citizens at the Gulf English School, we celebrate differences with open mindedness and respect. Whilst understanding our place in the wider world and taking responsibility for a more sustainable future and shared environment, we also cultivate a profound appreciation for our own roots and heritage, instilling a sense of pride in where we are from. Our Core Values: Responsible, Respectful and Resilient guide us beyond academics and enable us to develop skills to thrive in a modern, intercultural world.

Internationalism/International Week

Internationalism at the GES encompasses global citizenship, conflict resolution, social justice, values and perceptions, sustainable development, human rights, interdependence, and diversity.

GES believes in reflecting and celebrating the diverse backgrounds of its community (students, staff and local community) within a safe and secure environment. All members of the GES community should be enriched and affirmed by this experience and be appropriate role models for others.

International Week is a real highlight on our school calendar as students learn about various countries from all over the world. They share food and dress up in the traditional clothes of the country they are studying. We celebrate at the end with a parade and photo session which is well supported by our parents.



About us

GES is a privately own international school, as such, it is governed by an independent governing body with a representative from the holding company, the Managing Director and the school leadership. The function of the governing body is one of oversight and strategic planning.

The school is run by the Leadership Team. They are supported by an Extended Leadership Team that represent the different areas of the school. Each school, in turn, has a Head Teacher and is supported by some of the following; Deputy Head, Key Stage Leaders, Learning Co-ordinators and Subject Leaders. The Head in each of the schools look after the day to day running of the school and are available to discuss or address any concern you might have. Parents are encouraged to always speak to the class teachers in the first instance. If an issue is not resolved or more clarity is required, the Key Stage Leaders are available. In all instances, the Head Teachers are updated on meetings or issues raised and assist when any decisions are to be made or direction is required. However, you are also welcome to request a meeting with them at any point if you feel an issue needs their attention.

To assist parents in as many ways as possible, GES also has a Parent Liaison Officer who is based in the Administration Office. The role is to assist parents with any queries they might have and works very closely with all departments throughout the school.

Leadership Team members:

- Executive Director
- Head of School - Secondary
- Head of School - Juniors
- Head of School – Infants
- Head of School - Bin Omran
- Director of Studies – Whole School



GES has a clearly defined leadership structure. scan for more details on the GES website.

Admission Information and Requirements

Admission Policies and Procedures

The Gulf English School provides the National Curriculum of England and Wales, taught in the English language, for eligible and qualified students of all nationalities. Criteria for enrolment include age, English language proficiency, previous school records, learning achievement, special learning needs considerations, and space availability.

New applicants should submit their previous school records a completed reference form filled by the previous school prior to entrance testing.

Admissions testing will be conducted on all students applying to the school. The admissions test includes a reading and math assessment and a writing sample. Testing will take place before any admissions decision is made.

Acceptance decisions could include full acceptance, conditional acceptance, or denial. Parents will be notified of the decision. Once a year group closes, a waiting pool will be established. Parents will be notified should an opening become available. GES does not accept any applications or testing if places are unavailable.

GES does not accept students with physical, emotional, or learning needs that cannot be appropriately remediated in the school's program. After initial acceptance of a student, the school reserves the right to deny re-enrolment if the student's needs go beyond the scope of available services.



Students may be denied admission or asked to withdraw for any of the following reasons:

- Lack of academic preparation for an age-appropriate year group
- Insufficient knowledge of English
- Disciplinary problems
- Academic Probation: lack of significant progress
- Other reasons, which, in the opinion of the administration, may be in the best interest of the school and/or the students.

Age Requirements

The minimum age for admission to the GES Preschool is three years old prior to 1st September. 1st September is the cut-off date for placement in all year groups at GES.

No exceptions will be considered.

Enrolment may be denied if the student's age significantly exceeds the normal average age for his/her Year Group placement. The Gulf English School is open to qualified students of all nationalities. Students will not be denied admission based upon race, colour, religion, or ethnic background.

Registration Fee

There is a registration fee charged for the first-time registration of each child. Please contact the Registrar if you have questions about registration fees.

Parents are asked to re-register their students in March of each year. This is to ensure that their places at the GES are reserved for the following academic year. This enables us to determine the available places and offers places to students on our waiting lists.

Re-registration fees are deducted from the first term's fees. Re-registration fees are also refundable by or before the end of May. Re-registration is electronic; hence it is highly important that the e-mail address registered on our database is the correct. If students are not re-registered by the re-registration deadline, the school may charge them new registration fees.

Enrolling new siblings

GES gives priority to siblings enrolling to Nursery only. Parents should submit new applications using our online application to enrol students at GES. Entrance assessments are usually held in February each year.

Withdrawal from School

Parents are requested to inform the school during the re-registration process for the next year of their intent to withdraw their child. If a withdrawal is to occur during the school year, written notification of intent to withdraw a student from GES should be given to the Registrar two weeks prior to the date of withdrawal.



Admission Information and Requirements

Bus Transportation

GES provides a bus service in Doha. Upon admission you will be requested to fill in the bus form if you wish to apply for the bus service. Buses run from the second day of school. It is parents responsibility to bring their children to school on the first day of School. It is also important that you talk to your child about our bus safety rules, to ensure that their ride to and from school is safe.

School Calendar

The school year is divided up into three terms and the school calendar is created by the Leadership Team and approved by the Ministry of Education. The Leadership Team creates the school calendar over a year in advance including term dates as well as special events at school.

We ask that special attention is paid to the school dates and that parents do not take their children out of school during term time, as any absence will have a detrimental effect on the child's education. In addition to the work that goes on in the classroom, the school organises a variety of events for learning outside of the classroom.



Activities and Events

Assemblies

Key Stage assemblies take place every week. The themes are based on our Core Values, Transdisciplinary Skills and Qatar's National Vision for 2030 that are led by the School Leadership Team and teaching staff. During assemblies we celebrate Star of the Week for English and Arabic, class attendance, PE and Music.



Awareness Events

There are a variety of awareness events organised by the students across the school in co-ordination with the student council. The activities involve all students in the school and help raise awareness for school-based, local or international causes.



Book Week & World Book Day

The school runs an annual Book Week, celebrating books and authors. During this week we offer a number of activities which include a dressing up day, where students select a character from a book and come to school dressed as that character.



Each year, the school takes part in World Book Day. This is an opportunity for all the students to participate in a celebration of reading. Events are organised for all students to participate and share in this world-wide celebration of reading.



Book Fairs

Annually, we host a book fair aimed at inspiring students to acquire new reading materials. These gatherings offer students immediate access to an array of books, covering a wide spectrum of genres and subjects.

Activities and Events

Sports Day

Sports Day is a whole-school event in which students have the opportunity to showcase their athletic talent and development through sports participation and competition in different key stages. There are also novelty events and physical challenges that add excitement and interest to the day. For some students, participation contributes significantly to their competitive endeavours and allows them to reach and set new goals. For others, the camaraderie and atmosphere provide a sense of enjoyment that many students remember for the rest of their lives.



Participation in Sports Day is a compulsory part of the Physical Education Curriculum. Additionally, experience of competition, teamwork, and overcoming a personal challenge are all essential developmental processes for young people; students benefit from such experiences when they participate in Sports Day. Alongside this, students have the opportunity to measure their performance against their previous achievements and that of their peers; this helps them to appreciate their current skill and fitness levels, which in turn helps them to work more meaningfully during Physical Education lessons.



International Week

International week is a real highlight on our school calendar as students learn about various countries worldwide. International Week allows students to implement knowledge learnt at home and school into real-life experiences, reinforcing the skills and content of the curriculum. This, in turn, helps students understand our world and their role in it. It allows students to work collaboratively and to learn about their community.

Many events are organised as part of the week with activities such as sharing food and dressing up in the traditional clothes of the country they are studying. As a celebration of the learning, the week ends with an event such as a parade and photo session, which our parents support.

Educational Visits

Educational field trips are encouraged for students in all year groups. These educational visits are carefully selected to enhance the classroom learning experience and are mapped to the curriculum and current topics being studied. Field trips provide valuable opportunities for students to apply their learning in real-life contexts, deepen their understanding, and develop curiosity about the world around them.

GES will inform parents in advance of any planned field trips, including the purpose of the visit and any costs involved. All students who attend trips must wear their full school uniform. This helps ensure students are easily identifiable and represent the school appropriately during the visit. Any student who is not wearing the correct school uniform will not be permitted to attend the trip.



Activities and Events

Extra-Curricular Activities (ECAs)

GES provides extra-curricular after school activities (ECAs) and are scheduled each half term. Some activities are limited to certain year groups and/or a number of students. A student must pre-register for the activity.



The school will send letters home and a timetable for the activities offered each term. Once assigned to an activity, the expectation is that the student remains in it until its completion. Students may not attend an activity that they have not been assigned to or change once the sessions have started.



Fee-based Activities

Every year, the school runs several fee-based afterschool activities that are administrated by community members/institutions using the school facilities or external facilities. This information will be provided to parents by the school.

The school does not provide a bus service for students enrolled in the after-school activities. Parents are expected to collect their students promptly. Three late pick-ups will result in the student's suspension from after-school activity programmes for the rest of the term.



Definition of Teaching and Learning at GES

GES believes that high-quality teaching and learning should enable students of all ages to develop socially, emotionally, and academically. This is done through an environment where learners are empowered, nurtured, respected, and prepared for the world beyond the classroom.

Mission Statement	What this looks like in our school
<p><i>An adaptive curriculum that is progressive, differentiated, well-resourced and engaging.</i></p>	<ul style="list-style-type: none"> Teachers plan lessons effectively using different methods.
	<ul style="list-style-type: none"> Teachers assign students responsibility and guide their learning.
	<ul style="list-style-type: none"> Teachers use their students' knowledge to scaffold and challenge.
	<ul style="list-style-type: none"> Teachers use technology to support teaching and learning.
	<ul style="list-style-type: none"> Teachers model appropriately.
	<ul style="list-style-type: none"> Teachers plan carefully to build on students' prior knowledge.
	<ul style="list-style-type: none"> Students can access a curriculum that enhances their learning experiences.
<ul style="list-style-type: none"> Students are presented with opportunities to link learning to real-life experiences. 	



Definition of Teaching and Learning at GES

Mission Statement	What this looks like in our school
<p><i>A safe environment built on mutual respect where students are confident to apply their skills and take risks.</i></p>	<ul style="list-style-type: none"> High expectations of behaviour modelled by teachers and students.
	<ul style="list-style-type: none"> Teachers know their students in a holistic sense and can tailor learning outcomes.
	<ul style="list-style-type: none"> Teachers plan for an inclusive environment.
	<ul style="list-style-type: none"> Teachers model our core values.
	<ul style="list-style-type: none"> Students have access to a range of Extra Curricular Activities (ECA) activities.
	<ul style="list-style-type: none"> Students take an active role in service learning and value the importance of being a global citizen.
	<ul style="list-style-type: none"> All staff and students adhere to the behavior policy.

Mission Statement	What this looks like in our school
<p><i>Students are actively involved, motivated, have a positive attitude and take responsibility for their learning.</i></p>	<ul style="list-style-type: none"> Teachers provide opportunities for students to reflect on their learning and take accountability for their work.
	<ul style="list-style-type: none"> Students can work both individually and in cooperation with peers and teachers.
	<ul style="list-style-type: none"> Students can determine their goals and make plans for those goals.
	<ul style="list-style-type: none"> Students understand their learning journey.
	<ul style="list-style-type: none"> Students demonstrate transdisciplinary skills.
	<ul style="list-style-type: none"> Students model our core values.
	<ul style="list-style-type: none"> Students' achievements are acknowledged and celebrated.

Mission Statement	What this looks like in our school
<p><i>Students are actively involved, motivated, have a positive attitude and take responsibility for their learning.</i></p>	<ul style="list-style-type: none"> Teachers provide opportunities for students to reflect on their learning and take accountability for their work.
	<ul style="list-style-type: none"> Students can work both individually and in cooperation with peers and teachers.
	<ul style="list-style-type: none"> Students can determine their goals and make plans for those goals.
	<ul style="list-style-type: none"> Students understand their learning journey.
	<ul style="list-style-type: none"> Students demonstrate transdisciplinary skills.
	<ul style="list-style-type: none"> Students model our core values.
	<ul style="list-style-type: none"> Students' achievements are acknowledged and celebrated.



Mission Statement	What this looks like in our school
<p><i>Assessment informs teaching and learning to drive student progress and attainment</i></p>	<ul style="list-style-type: none"> Teachers use data to inform curriculum planning.
	<ul style="list-style-type: none"> Teachers assess the learning of students systematically.
	<ul style="list-style-type: none"> Teachers are aware of progress and attainment and take an active part in pupil progress meetings reflecting on impact, and interventions, planning next steps and sharing with TAs to target support where needed.
	<ul style="list-style-type: none"> Teachers provide effective feedback using a range of AfL strategies.
	<ul style="list-style-type: none"> Students are aware of their targets and levels.
	<ul style="list-style-type: none"> Students can self and peer assess.

Curriculum

At GES, our curriculum is based on the National Curriculum of England (2014) from EYFS through to KS3. In addition, we use the International Primary Curriculum (IPC) to teach the foundation subjects, providing learners with engaging, thematic, and interdisciplinary learning experiences. Across all Key Stages, students also follow the Arabic, Islamic and Qatar History curriculum set by the Qatar Ministry of Education.

In the Infant School, we offer a play-based curriculum that supports young learners in developing essential skills through exploration, creativity, and meaningful experiences. Play provides opportunities for children to investigate, collaborate, and build independence while developing their language, social, and problem-solving skills.

Across the school, we strive to provide a relevant and engaging interdisciplinary curriculum that reflects our context and connects learning across different subject areas. Learners explore themes that stimulate their curiosity, capture their imagination, and provide appropriate levels of challenge.

Our curriculum aims to meet the needs of all learners, ensuring that every learner is supported to reach their full potential. Through these experiences, we aim to develop confident, curious learners who can think critically, work collaboratively, and grow as responsible global citizens.



Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage applies to students from birth to the end of their Reception year. At The Gulf English School, students are admitted to Preschool in September following their third birthday.



EYFS Framework

There are seven areas of learning and development that shape the framework. All areas of learning and development are important and interconnected.

There are three prime areas:

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

And four specific areas:

- Literacy
- Mathematics
- Expressive Art and Design
- Understanding the World



Curriculum

Key Stage 1 (KS1)

In Key Stage 1 (KS1), learners follow the National Curriculum for England, which provides a broad and balanced education and builds on the foundations established in the Early Years. The curriculum is designed to develop essential knowledge, skills and understanding across a range of subjects while continuing to support learners' curiosity, creativity and independence.

The KS1 curriculum includes the following core and foundation subjects:

Core subjects

- English
- Mathematics
- Science

Foundation subjects

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education (PE)



In addition, learners continue to develop their personal and social skills through Personal, Social and Health Education (PSHE) and other enrichment opportunities. As with all Key Stages at GES, students also follow Arabic, Islamic Studies and Qatar History in line with the requirements of the Qatar Ministry of Education.

The KS1 curriculum builds progressively on the play-based experiences of the Early Years while providing learners with more structured opportunities to develop key academic skills and a deeper understanding of the world around them.



Curriculum Planning and Implementation

At GES, the curriculum is carefully planned to provide a safe and stimulating environment in which students can develop emotionally, creatively, physically and academically. We aim to provide a broad and balanced curriculum that:

- acknowledges and builds upon what students have already experienced and learned
- meets the individual needs of all students
- enables learning in a familiar, purposeful and supportive environment
- promotes independence and supports students in monitoring and understanding their own progress



Our curriculum is designed to reflect the backgrounds and experiences of our international student body. With the National Curriculum of England at its core, our inquiry-based approach encourages students to fulfil their potential and develop the skills and confidence needed for the future. Across all Key Stages, students also follow Arabic, Islamic Studies and Qatar History in line with the requirements of the Qatar Ministry of Education.



In the Infant School, we offer a play-based curriculum in EYFS that supports young learners in developing essential skills through exploration, creativity, and meaningful experiences. Play provides opportunities for children to investigate, collaborate, and build independence while developing their language, social, and problem-solving skills. Tales Toolkit is used in EYFS to support early language development, storytelling, creativity, and imagination.



Curriculum

In Key Stage 1 (KS1), learners continue to follow the National Curriculum for England, which builds on the foundations of EYFS and provides more structured opportunities for academic and personal development. Learners explore subjects including English, Mathematics, Science, Art and Design, Computing, Design and Technology, Geography, History, Music, and Physical Education, alongside enrichment through PSHE. Across KS1, students continue to study Arabic, Islamic Studies, and Qatar History.

To support high-quality teaching and learning across EYFS and KS1:

- White Rose Maths is used as the planning framework for Mathematics and is taught as a discrete subject
- Talk for Writing is used as a consistent approach to teaching writing across KS1
- Tales Toolkit is used in EYFS to enhance early language, storytelling and creative skills
- Physical Education, Music and Arabic are taught by specialist teachers

Half-termly planning is monitored by the Infant Leadership Team to ensure that skills, knowledge and understanding are progressively developed from EYFS through to Key Stage 1. Planning is informed by previous assessment data, student needs and curriculum expectations, ensuring continuity and progression in learning across the Infant School.

At GES, we are committed to raising standards in basic skills, which we define as the ability to read, write and communicate effectively in English, and to use Mathematics confidently to support learning across the curriculum. Our aim is to develop confident, curious learners who can think critically, work collaboratively, and grow as responsible global citizens.



Curriculum at The Gulf English School

At GES, we provide a broad, balanced, and stimulating curriculum designed to meet the needs of all students. Our approach ensures learners develop academically, emotionally, socially, and physically in a safe and supportive environment. We combine the National Curriculum of England with the International Primary Curriculum (IPC) for thematic learning and also include Arabic, Islamic Studies, and Qatar History in line with the Qatar Ministry of Education.

English

English is central to learning at GES. Our curriculum supports all students, whether English is their first language or an additional language, ensuring they develop skills in reading, writing, speaking and listening, phonics, spelling, grammar, punctuation, and handwriting.

Speaking and listening are integrated across all aspects of school life, helping students gain confidence and mastery of English. Students are encouraged to communicate in English regularly and have opportunities to perform and present to wider audiences, further developing their listening and communication skills.

Reading is a key focus. Each child is provided with an individual reading book matched to their ability. Students read these books in school with a teacher or teaching assistant and are expected to read daily at home to develop fluency, comprehension, and enjoyment of reading.

Mathematics

GES follows the UK National Curriculum for Mathematics, covering essential areas including number, problem solving, shape, measures, time, and handling data. We aim to raise mathematical standards for all learners and personalise teaching to ensure each student reaches their full potential. Students develop number facts, apply basic skills in shape and measures, and practice problem-solving in meaningful contexts.

Arabic, Islamic Studies and Qatar History

- **Preschool:** Two half-hour Arabic lessons per week.
- **Reception:** Four half-hour Arabic lessons and a half-hour Islamic Studies lesson weekly.
- **Key Stage 1:** Four one-hour Arabic lessons, two one-hour Islamic Studies lessons, and one one-hour Qatar History lesson weekly.

Lessons are delivered by highly skilled Arabic and Islamic Studies teachers. Students who are learning Arabic as a second language receive additional support to extend their skills and knowledge, delivered by a designated English teacher.

Curriculum



Library

EYFS: Weekly library lessons introduce children to different genres and encourage a love of reading. Each child may borrow one book per week to share with an adult at home.

KS1: Weekly library lessons build confidence in reading and expose students to a wide range of literature genres. Each student may borrow one book per week.

Note: A 500 QAR fine applies for lost or damaged librarybooks.

ICT and Computing

Technology is an integral part of learning at GES. All KS1 classes are timetabled to use the ICT room weekly, which is equipped with computers for individual and group tasks. Students also use *Microsoft Surface Go devices* to support learning across the curriculum.

Students develop key skills in using technology and learn to apply these safely and effectively. A selection of up-to-date software ensures engaging and meaningful practice of newly acquired skills.



Physical Education (PE)

Students participate in weekly PE lessons led by a specialist teacher. Lessons focus on developing motor skills, coordination, teamwork, and physical fitness. PE also promotes awareness of healthy lifestyles and the importance of maintaining well-being.



Music

Weekly music lessons, taught by a specialist teacher, cover performance, listening, and composition. Engaging with music develops students' learning abilities, creativity, self-esteem, and emotional expression, while helping them connect intellect and feelings.

Science

Science is delivered through the IPC units and aligns with the UK National Curriculum. The programme focuses on:

- Scientific investigations
- Life and living processes
- Materials and their properties
- Physical processes



Students learn through practical, hands-on investigations that are meaningful and challenging. Teachers focus on scientific vocabulary and communication, ensuring learners develop the skills and knowledge to investigate and explain scientific concepts confidently.



International Primary Curriculum (IPC)

The IPC provides a thematic, interdisciplinary approach to subjects including Science, History, Geography, and Art. Units are designed to make learning engaging, relevant, and connected across subjects.

Learning with the IPC develops:

- Academic skills through exciting, challenging tasks
- Personal development through reflection, collaboration, and responsibility
- International understanding and respect for different cultures

This approach prepares students with the knowledge, skills, and attitudes necessary to thrive in a globalized world.



Curriculum

EYFS and KS1 Progression

In EYFS, learners follow a play-based curriculum that fosters exploration, creativity, and independence. Tales Toolkit is used to support early language development, storytelling, and imagination.

Half-termly planning is monitored by the Infant Leadership Team to ensure skills, knowledge, and understanding are progressively developed from EYFS through to Key Stage 1. Planning is informed by assessment data, student needs, and curriculum expectations, ensuring continuity, challenge, and progression in learning.

Core Skills Focus

GES is committed to raising standards in basic skills:

- Reading, writing, and speaking English effectively
- Applying Mathematics confidently to support learning across subjects

Through this curriculum, we aim to develop confident, curious learners who can think critically, work collaboratively, and grow as responsible global citizens.



Homework

EYFS - Reception

Weekly homework will be provided to students, along with reading materials in both traditional book form and as e-books through Bug Club. Students are expected to spend a minimum of 15 minutes reading each day, as this supports the development of reading skills and, over time, improves writing. Weekly updates may also include links and resources to reinforce previously taught mathematical skills. If you have any questions about homework, please feel free to discuss them with your child's class teacher.

Key Stage 1

Students will receive weekly spellings set by their phonics teacher and are expected to practise them daily. English homework, such as learning a new text map, will be set digitally via ClassDojo. IPC homework is project-based, set each half term, and can also be submitted through ClassDojo.

Students will also receive reading materials in both traditional book form and as e-books through Bug Club. They are encouraged to spend at least 15 minutes reading each day, as this supports reading development and, over time, improves writing skills.

To support the development of mathematical skills, students are provided with online resources such as NumBots and White Rose Maths videos. Weekly updates may include links and activities to reinforce skills taught in class.

If you have any questions about homework, please feel free to discuss them with your child's class teacher.



Assessment and Reporting

Parent Conferences

Parent conferences are held after each termly report. During these conferences, teachers report student progress in each subject highlighting areas of strength as well as areas in need of improvement. In the case of students of concern, prior communication needs to have taken place in the weeks ahead of the parents' conference. Lengthier conferences involving Learning Support and counsellor involvement may be scheduled on alternate days before or after the conference day.



KS1 STAR Assessments

These are online summative assessments that are approved by the Primary Leadership Team. The content and skills within these assessments are based on the learning that has taken place in the classroom and should reflect the National Curriculum objectives on Reading, Writing and Maths.

Reporting

Students receive their report at the end of each half term electronically. As part of the reporting process, students are asked to reflect on and comment on their learning, which forms part of their half-term report.

In Term 2, a more personalised report is issued, providing additional detail on each student's progress, strengths, and areas for development. This helps to give a comprehensive view of learning and supports conversations between teachers, students, and parents.



Learning Support Reporting

Students who are attending Learning Support will receive an electronic additional report at the end of each term highlighting their progress based on their Individual Education Plan (IEP).

Academic Probation Procedures

At the end of each term, the Infant Leadership Team will review the academic performance of all students. Students who are not working at the expected level will be placed on academic probation. The objective of the academic probation is to ensure that the school works collaboratively with parents, teachers and students to provide the needed assistance for the student to improve his or her academic performance in order to achieve the minimum levels required for the year group.

The following will be discussed with the parents:

- The probation contract will highlight the required expectations.
- As a condition of the Academic Probation, parents may be required to provide additional tutoring for their child as well as educational or psychological testing.
- The full complete results of any testing conducted as a stipulation of the Academic Probation must be shared with the school.
- Parents who refuse to meet the requirements of the Academic Probation within a reasonable amount of time will be in violation of the Academic Probation and this may affect the child's continued enrolment at GES.



The student progress will be reviewed on regular basis to determine if there has been sufficient academic progress in order to be removed from the Academic Probation. Students who are able to meet the minimum required National Curriculum expectations for the year group will be removed from the Academic Probation.

The re-enrolment of those students who continue not to meet the minimum required levels and who made minimal growth despite the additional support may result in a decision to either extend the Academic Probation, retain the student or not offer the student a class placement at GES. This decision will be made on a case-by-case basis, and the final decision rests solely with the Leadership Team. These decisions will be based on the student's report, assessment, STAR Assessment results, educational and psychological testing, classroom observation, parent input, and teacher feedback.

Behaviour Management

Behaviour can have a positive and/or negative impact on a person's well-being, and we strive to ensure that unacceptable or inappropriate behaviour is dealt with consistently and fairly. Positive behaviour is praised, rewarded and celebrated both in school and with parents and the school community.

All members of staff are passionate about teaching our students the importance of positive behaviour and the consequences of their behaviour; not only in terms of their learning but also in terms of becoming caring and supportive citizens.

Our positive behaviour policy is underpinned by the School's core values:

- Resilient
- Respectful
- Responsible

At GES we promote positive behaviour by celebrating the good work and good behaviour of our students. We believe that focusing on the positive behaviour of our students will have a major impact on all those in the school community and will encourage those whose behaviour is not meeting expectations to make a positive change. We reward students who follow our Core Values with ClassDojo points.

We expect a high standard of behaviour from all of our students. Praise, recognition of good behaviour and positive reinforcement is used as part of our daily routines. Should a student's behaviour cause us concern, we will inform the parents immediately and discuss how we intend to support their child in the future.

Violent behaviour, or any action that causes another person physical or emotional harm, is totally unacceptable and will result in us contacting parents immediately.

If negative behaviour persists, parents will be contacted, and a meeting will be arranged with both the class teacher and a member of the school leadership. In extreme behaviour cases, students might be placed on behaviour probation for the academic year. During this time, the student's behaviour will be closely monitored and if there is no improvement, re-registration for the following year might be blocked. This is only in extreme circumstances; however, it is an indication on how serious we are about acceptable behaviour.

Behaviour Probation Procedures

At GES we expect exceptionally good behaviour. If a student violates the codes of behaviour, they will be put on behaviour probation for a term/full academic year. During this time behaviour modification programmes will be put in place and regular meetings will be held with the student and his/her parents to monitor progress and keep everyone involved in the process informed. If a student does not improve after every possible means has been exhausted, he/she may be asked to leave the school.

Uniform Policy

The school has agreed a uniform which we regard as a practical, distinguishing feature that helps the students to feel a part of the school and gives a formal appearance. It is the expectation of the school that all students wear the uniform.

- The school's uniform policy is designed to encourage a purposeful and effective climate for learning.
- All students should be smartly dressed. They should take pride in their appearance and dress appropriately according to the ethos of a formal academic working environment.
- All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform – both in and out of school.

School uniform is available on sale at the uniform supplier:

Uniform Mart. Tel: +97444115925, +97444691459

GES Infant Class Uniform



PE Uniform (Pre-School to Y13)



Information

ID Badges

As part of our commitment to keep all community members safe, we require all students, parents, carers and staff to have a GES ID badge. Students will be issued their ID badge on enrolment and are required to wear the badge to and from school each day. This ID badge is also used to access our library resources, so it is vital that it is worn daily. Parents and allocated family members such as drivers and nannies are also required to have a GES Identification badge. This badge is issued in the main GES administration building.

Please note that only an adult with a GES ID badge will be allowed onto our school site and be permitted to take the respective child home. If for any reason you are unable to collect your child, you are requested to inform us via e-mail, indicating the name of the designated carer for the day. Your child will not be permitted to leave with any other adult unless we have prior permission from you. Lastly, please note that the GES ID badges are issued free of charge to all families.



School Timings

Early Years (EYFS)

Preschool: 7:15 a.m. - 12:45 p.m.

Reception: 7:15 a.m. - 1:30 p.m.

We run an After School Club for Preschool students, who are waiting for their siblings to finish at 1:30 p.m. This club is run by our Preschool staff and is available from 12:45 p.m. Please speak to your child's teacher for more information.

Key Stage 1

7:15 a.m. - 1:30 p.m.

Tuesdays (Early Finish)

On Tuesdays, school finishes at 12:30 p.m. for students. All staff are required to attend training sessions. These sessions start at 1 p.m. We request that parents collect students on time so that teachers can be on time for their training. Please note that we do not run the Pre-School after school clubs on Tuesdays.

Arrival and Dismissal

At 7:05 a.m. students will walk to their classrooms where they will be greeted by their class teacher or support assistant. At the end of the day, students will line up with their teachers in their designated area and parents, nannies or drivers may collect the students from the teacher.

Change in Pick-up Plans

If there is a change of plan to your child's pick-up arrangement, please let your child and your child's teacher know, prior to the beginning of the school day. E-mailing the teacher during the day is the second option or calling our office is the third option.

Absences and Attendance

Students who attend GES are expected to be at school for the full academic year unless there is a genuine and valid reason for absence. Students are expected to maintain an attendance record of at least **90%**, which means they should not miss more than **16 school days** during the academic year.

At The Gulf English School, absences are only authorised for **medical reasons, a death in the family, or Hajj**.

- If a child is absent, parents should e-mail the school on each day of the absence stating the reason.
- If the child will be absent for a protracted length of time due to illness, parents will notify the school and ensure that they log on to the parent and student portals to complete the work set for the student. A request for absence can be made through the parent portal.
- If contact explaining the child's absence fails to be made by parents, the school will contact the student's home by e-mail on the second day of absence and by telephone on the third day of absence.

Early student checkout

Parents or carers of students who need to arrive late or leave early for medical appointments should contact the school in advance and must bring the appointment card with them, as students will not be granted leave without one. Leaving early for transport reasons is not accepted.

Information

Learning Support

In line with our vision statement, we support our students in any area of need helping them to reach their personal best. The school has qualified Learning Support teachers across the school.

Students are supported in the classroom and are also withdrawn on a one-to-one basis or small groups. Some students will also be given support for their particular learning needs whether it be in Maths or English, helping them to focus, concentrate, organise, question, persevere and accept a raised level of challenge in the school.

Retention

Retention at a particular year group is a recommendation made by teachers and Leadership Team working with the parents and student. Retention may be recommended for a variety of reasons, including academic and developmental readiness. Retention decisions are made in conjunction with the parents. Observations, review of school records, review of daily classroom work and behaviour and additional assessments will be made if necessary. All are factors considered during the decision process.



Cancellation of School

If the school is closed for any reason, every effort will be made to contact families as soon as possible via e-mail and telephone and other school media platforms.

Visitors

Visitors to GES will be expected to sign in on an electronic register at the main gate before entering the main school building.

Lost and Found

There is a lost property box in the reception area, where lunch boxes, shoes and items of clothing are kept for students to retrieve their possessions.

Toys and Mobile Phones

Toys and mobile phones are not permitted at school as they can be a distraction from learning and may cause disruption in the classroom. If these items are found with a student, they will be confiscated and returned at the end of the school day.



Classroom Parties

Birthday parties are discouraged in the school. Parents are permitted to send individual cupcakes to school. This must be pre-arranged and authorised by a member of the Leadership Team. The cupcakes must comply with our strict NO NUTS POLICY, or the cupcakes will not be allowed into the classroom. Please note that party bags of any kind are not allowed and, if sent, will not be allowed into school. We are a healthy school and teach our students about healthy eating choices. As such, bags of sweets are not allowed.

Yearbook

The yearbook is published annually and is available for all students. The yearbook contains photos of students and various activities school-wide that have taken place during the course of the year. The youngest sibling in each family receives a free copy of the yearbook.



Student Health Information

Health and Immunisation

The main purpose of the school health programme is to maintain, improve and promote the wellbeing of the school-age child. Parents have the primary responsibility for the health of their students.

The Gulf English School wants its students to be as healthy and active as possible. We encourage our students to take in a healthy diet full of fruit and vegetables as well as healthy lean proteins and wholesome grains. Water is also very important. All students are encouraged to have a water bottle with them during school hours.

Rest is a very important part of every child's health. Young students between 3 and 9 years old should be getting at least 10 - 12 hours of sleep per night, students who are 10 years or older should be getting 8 - 10 hours of sleep per night.

Exercise is another important key to good health; students should be getting at least 1 hour of exercise per day. It may be a part of organised sports or just a walk/run around the yard, it all counts as exercise. A well-rounded lifestyle makes for a well-rounded student who is ready to take on the daily challenges of school life.

Please note that the school does not permit fast or junk food to be brought into school. The Leadership Team will, however, grant special permission for selected calendar dates such as International Day.

Please also be aware that our school has a nut-free policy, this means all nuts and foods containing nuts must not be brought to school.

Communicable diseases and Lice, Immunisations and Medication

The Gulf English School has a full-time nurse to assist students and staff with their health needs. Our nurse evaluates students for illness (chronic/acute), educate on health and safety, and administer first aid and emergency care. If your child becomes ill or injured while at school, they will be assessed at the clinic and parents will be notified if necessary. In the event of a serious emergency, an ambulance may be called at the discretion of the nursing staff. Every attempt will be made to contact the parent/guardian prior to the ambulance arrival.

Please be advised that students will only be allowed to leave the school due to illness if they have been assessed by the nurse and it is deemed necessary. All medical appointments are to be arranged outside school hours, if this is not possible, appointment cards must be provided before your child will be allowed to leave the school.

Medical checks are completed for Year 1 and Year 2 students on a yearly basis. This includes a vision test, height, weight, an examination of the feet and spine.

Medical records for your child are kept in the school with strict confidentiality, however, teaching staff are made aware of any health issues your child may have, such as diabetes or allergies.

Medical forms are required to be completed yearly even if there are no changes in your child's health. Please be sure to fill in the form carefully ensuring all questions are answered. We also require a copy of your child's up to date vaccination record to be kept in their medical file. The more we know about your child's health, the better we can assist them with their health needs.

Medication

No medication shall be administered without parental permission.

Medication being brought into the school must be kept in the clinic and administered by the nurse. If your child needs to be given medication, clear instructions must be provided including the student's full name, classroom, dosage and time to be taken. All medication must be handed into the Nurses' office. Please do not give medication to class teachers.



Safety & Emergencies

Safeguarding

The Gulf English school acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring that any Safeguarding incidents are appropriately addressed. We will protect all children who attend The Gulf English School in accordance with the laws of Qatar and prioritise the safety and wellbeing of children.

Emergency Contacts

Each year, in the event that families would have to be notified for emergency reasons, the school establishes and maintains updated emergency contacts.

Emergency Drills

Emergency drills are practised on regular basis. Safe exit procedures are posted in each classroom and throughout the school. Teachers and students regularly practise safe exiting procedures when the alarm is sounded.

Change of address and telephone number

Please make changes on the parent portal for SchoolBase. Each family is given a username and password in order to log in. If you are unable to make these changes on the parent portal, please notify the school MIS Coordinator.

Security

There is a 24-hour security presence and coverage at the school. The premises are also monitored electronically.

Communication Resources

Parent Communication

Parent Portal

Login to the Student Portal by scanning the QR Code
When you visit the website, you will be asked for your username and password. Keep your username and password secure.

A parent login gives you additional access that your child's login does not grant such as requesting parent reports and access to change of personal information on our school system.



Al Sedra

Our school newsletter is published online and on the parents' portal weekly on Thursday's and provides information pertaining to special events, notices of calendar changes and general information important to our families.

Weekly Updates

At the end of each week, you will receive an electronic copy of the Weekly Update. This will provide you with information about what your child will be learning the following week. It will also provide you with homework information and any other activities and events applicable to your child's year group.

Arabic Translators

As a school, we do not provide Arabic translation services. If you require translation support for meetings, we kindly ask that you arrange for someone to assist you.

Acceptable Use of Technology (Please read policy)

Mobile phones and tablets are not allowed at school. In the event of a student bringing these in, the phone or tablet will be confiscated and handed back at the end of the day. If this problem recurs, confiscated items will be kept until the end of the week.

Plagiarism

All students must understand what plagiarism is and how to avoid it. Consequences can be severe so it is crucial that you develop a good understanding of what plagiarism is.

Plagiarism is resending an idea or thought as new and original when it came from an existing source.

Examples are:

- Using the ideas or words of another as your own.
- Copy and pasting from any computer file without citing a source and using quotation marks.
- Reproducing another's words without crediting the source.
- Presenting an idea or thought as new and original when it came from an existing source
- Having another person (including parents, siblings or peers) complete your work.
- Paying someone to do your work.
- Using photographs or diagrams copied from the internet without citing the source.

The Responsibilities of the Student

You must ensure that all of your work is original. Work submitted must not have been produced by someone else or been copied from another source.

ICT Acceptance Use Policy

As technology is now an integral part of our school life this Acceptable Use Policy (AUP) has been produced to inform students how they should behave with technology.

It is expected from all students that they respect all the technology that is available to them at school. Students must make the right choice and behave in an appropriate manner when using devices such as computers, laptops, phones, printers, scanners, cameras and all the other types of technology available to students. Appropriate use of technology also extends beyond the school and no student should use technology to abuse, humiliate and bully any individual from their own homes.

Types of Unacceptable Behaviour

Below is a list of unacceptable behaviour, however, it is the school's management which will decide if any individual has used technology inappropriately. This is due to the fact that every scenario cannot be documented and students should ask teachers if they are unsure how they should be using technology both in school and at home.

- Installing programs on the school computers
- Initiating and sending viruses, worms and Trojans through the network
- Going to inappropriate websites, especially sites which have adult material and racist content
- Downloading anything from the internet, including music or video program files
- Harassing and cyberbullying anyone using technology, especially the Internet
- Making use of e-mail accounts, social networking sites (Facebook; Twitter) and online forums to cyber bully and harass anyone
- Giving out user names and password to others to access the network
- Wasting the school's resources such as printing paper and ink
- Carrying out commercial activities by using the school's technology
- Making use of the internet for non-academic purpose during school hours
- Playing online music, videos or games without the permission of a teacher
- Hacking the school's system to carry out damage and theft of files from the network
- Breaking any laws that violate local and international law. E.g. copyright laws, software piracy.
- Students copying sections of information from the Internet and passing it off as their own, also known as Plagiarism.

Use of Mobile Phone

Students are not allowed to bring mobile phones to school. On no account must a student take pictures, or record, either a teacher or another student. If a mobile phone is seen, it will be confiscated until a parent collects it.

Cyber Bullying/Online Harassment

Bullying has always existed and had now moved to the Internet. All student must respect fellow students, teachers and the general public when using e-mail, Internet and any electronic communication. If any student is found carrying out cyberbullying on websites such as Facebook, Twitter, YouTube and similar online systems they face severe consequences.

Consequences of Inappropriate Use

Violations may result in a loss of privileges to use GES technology resources, as well as other disciplinary or legal action.

Cautions/Disclaimer

GES staff members have the right to monitor student use of all technology equipment on the GES campus, including personal electronic devices. This might include examining student files and e-mails stored on servers, computers (including personal laptops), and phones. Computer work on the school network may be remotely observed without a student's knowledge. The Gulf English School will take reasonable precautions to ensure the security and appropriate use of computer networks. Ultimately, it is the responsibility of each individual to be familiar with these guidelines and to monitor their own behaviour. GES reserves the right to make adjustments to these guidelines throughout the school year if necessary.

ICT Acceptance Use Policy

I have read the handbook and fully understand the policies and procedures of the Gulf English School.

Signed by Parent or Guardian:	
Name of Student:	
Admin No:	
Class:	
Date:	



Learners Today...Leaders Tomorrow

CIS WE ARE AN
ACCREDITED
SCHOOL

تليفون: ٤٤٥٧٨٧٧٧ (٩٧٤) - فاكس: ٤٤٨٦١٢٥٦ (٩٧٤) - ص.ب: ٢٤٤٠ - الدوحة - قطر

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