



**SCHOOL
PROSPECTUS**

أكاديمية جيمس ولينغتون - شارع الخيل
GEMS Wellington Academy
AL KHAIL

THE GEMS DIFFERENCE

HERITAGE



We are *passionate* educators

Trusted for over
55 years

PEOPLE



Our
#teachersmatter
most at GEMS

Everyday, over
20,000 teachers
dream big and push boundaries

Making a difference
to over **250,000**
students and families

We are the
educator of choice
PROOF



GEMS students
have won over **2,100**
international, regional
and local awards for
academics, sports
and the arts

Accepted into **1050**
universities across
53 countries,
including **all 24**
Russell Group
Universities in the UK
and **all 8**
Ivy League

COMMUNITY



Over **6,700** GEMS
students have received
scholarships and
concessions

The Varkey
Foundation,
campaigning for and
supporting initiatives
that *change lives*

**VARKEY
FOUNDATION**
Changing lives through education

**GLOBAL
TEACHER
PRIZE**
VARKEY FOUNDATION



A LONG TERM COMMITMENT TO QUALITY EDUCATION

GEMS Education is a pioneering education company that owns and operates a global network of award winning international schools. For over 55 years we have been a trusted choice for families in the UAE. With the privilege of educating over 250,000 students globally, our 20,000+ teachers dream big, push boundaries and make a difference to families every day. Our students excel across multiple dimensions, garnering global recognition with over 1,500 international, regional and national awards.

What truly matters to us is the confidence our students feel when they walk out of our doors and into the world to build a better future. Our students have been accepted to over 980 Universities across 48 countries, including 12 out of the top 15 in the world (and 7 of the 8 Ivy League Colleges in the US). Today, over 20,000 GEMS alumni are changing the world.

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 KHAİL: A MESSAGE FROM THE PRINCIPAL

The Academy, commonly known by the abbreviation WEK, is part of the highly acclaimed group of Wellington schools in the GEMS group. These schools are characterised by excellent student/teacher ratios; some of the best school facilities in Dubai; a comprehensive programme of extra-curricular activities; outstanding teachers, largely from the UK, highly trained in delivering the British National curriculum; a strong commitment to staff training and development.

In short, GEMS Wellington Academy Al-Khail is committed to excellence in all areas of the life of the school. Whilst we have much in common with the other Wellingtons, we are also distinctive. We are proud to be a fully inclusive school, with a focus not on where students start their journey with us, but what they have the potential to achieve.

"Parents speak very positively about the support provided by the inclusion department for their children. Lines of communication are open and parents feel that they can raise issues about their children's learning at any time. The close liaison between the inclusion staff and parents is well established and has a very positive impact on students' progress."
(DSIB Inspection report 2017)

We take the established excellence of the British curriculum and enhance it through the creativity of our teachers and the use of technology. The WEK Learner Profile is unique to the school and informs students of our expectations of them as learners. We offer GCSE and International GCSE in Years 10 and 11 and A level, International A levels and BTECs in Years 12 and 13. More information on these qualifications can be found elsewhere in this prospectus and on our website.

Colin Callaghan
Principal





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



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.

Please refer to the enclosed insert for more information regarding our Primary Key Stage 1 and 2 Curriculum.





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

Students also undertake impartial and independent Careers Guidance, Entrepreneurship, Cross-curricular Studies and Personal, Social & 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 & 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
- » Business Studies
- » Computer Science
- » Drama
- » French
- » Geography
- » Economics
- » Textiles
- » Photography
- » History
- » Media Studies
- » Music
- » Product Design
- » Physical Education
- » Psychology
- » Spanish

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.





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. Alongside this we will be offering BTEC National qualifications, in line with the core principles which underpin our Sixth Form offer:

- » Accessibility: alongside our AS and A level courses we will also be offering International AS and A levels and BTEC National qualifications. This will ensure that students of all abilities and interests can select a combination of qualifications to suit their skills and interests and give them access to Higher Education institutions and the workplace.
- » A commitment to skills and service. Alongside their academic work Sixth Form students will follow two core components in order to develop broader skills and an awareness of their social responsibility, by contributing to their own community and/or the broader community in which the Academy is situated.
- » Greater responsibilities and freedoms for our Sixth Form students. Student leadership will be an important part of what we expect from our Sixth Form students, but alongside this will be greater freedoms, so that students are prepared for the independence they will enjoy at university.

The greatest advantage of the A level/ BTEC offer is that it allows students to specialise in areas of particular strength

and study fewer subjects in greater detail. BTECs are ideally suited to students who are practically minded and prefer some of their assessment to take place during the course, not just at the end of it. The skills developed by BTEC students and the qualifications they gain are widely recognised by universities.

Our students will also benefit from a dedicated Sixth Form Common Room and study areas.

We will hold an initial meeting early in the new school year, open to both current and prospective students and their parents. This will enable them to understand the differences between the various courses on offer and ask any questions. The Sixth Form Options Evening will be held later in the year to help guide students in their choice of subjects. Subject teachers will be available to give more detail about course requirements and how likely it is that students will be able to successfully complete an A level or BTEC course in their subject.

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

** Subject to KHDA approval*



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.





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Established 2013

