



KS3 | **Parent Academic Handbook**





As teachers, we are repeatedly asked

“What can I do to support my child at home?”

so we have created a guide that is based on current educational research and best practice.

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Meet the Team

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Exam Technique

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Assessment and Flightpaths

SECTION 8:

Inclusion

SECTION 1

Meet the team



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SECTION 2

Study skills and techniques

(Extract from Understanding How We Learn by Y. Weinstein, M. Sumeracki & O. Caviglioli)



Planning (spacing)

Your children will learn more if their practice with the material they are encountering at school is spaced out over time. Repetition is important, but repetition is most effective when the presentation of information is spaced out over time. Therefore, it is important for students to revisit older information in addition to going over the most recently learned information.

Another way to think about this is that spacing out studying is more efficient. When your children cram, they may be wasting their time doing something that is not going to help their learning in the long run. We all know that time is limited, and the amount children need to learn is great. Short periods of practice at home can help children learn a great deal.

So, parents, here are some simple ways you can encourage your children to learn more by spacing their practice:

Help your child plan out a study schedule, and stick to it

At the beginning of the school year or each term, help your child plan out a study schedule, and help them stick to it throughout the year. Explain to them why they need to space their studying. What your child should do during the scheduled time will depend on what they are doing in school and their age. For example, younger children can spend time reading or doing activities from school, while older children might self-direct review of material presented during school to reinforce their learning. If children get used to a routine of revisiting schoolwork for at least a little bit each day at home, it will likely be easier for them when they have teacher-assigned homework or they need to study for upcoming tests.

Encourage your child to revisit old topics

Repetition is important, but repetition is most effective when the presentation of information is spaced out over time. Therefore, it is important for your child to revisit older information in addition to going over the most recently learned information. When your child is doing their homework, ask them how the things they are learning now relate to what they learned earlier in the school year (or even previous years!) Doing this also encourages interleaving, which is also helpful to learning. Interleaving ideas (going back and forth between them) encourages students to see the similarities and differences between ideas.

Take advantage of homework

Spaced practice is one of the reasons why homework can be so important to encourage long-term learning in our kids. Ideally, homework should be giving your children an opportunity to practice what they have learned at school. As such, the goal should not necessarily be to “get everything right,” but to make an effort to attempt the task at hand. Then, children should make sure to obtain feedback (either from you, or from their teacher) and try to understand where they went wrong. If you do give feedback on your child’s homework attempts, try to make it about the content of the homework rather than how much of it they did correctly. That is: focus on how to turn mistakes into learning experiences rather than punishments.



Developing understanding

You can help develop your children's understanding of the world by bringing the following elements into your conversations and the activities you do together. These activities do not need to always be academic in nature – you can also help your child learn more effectively while playing or just spending time with them.

Elaboration

Encourage your child to elaborate by asking them how what they learned in school applies to their everyday experiences. Find opportunities to ask “how” and “why” questions about the way things around you work. It's ok if you don't know the answer yourself – you can explore this with your child. But, do make sure to look up the correct answer so you can both learn it! If your child is working on a problem-solving task, such as in math or science, ask them to describe what they are doing on each step – quite literally, what is going through their minds as they try to solve the problem. This can help you see where they are going wrong, but more importantly, it will help them understand the process better.

Concrete examples

Point out concrete examples in your environment that might relate to what your child is studying at school. For younger children, you should be able to obtain a weekly curriculum, where you can find the themes and topics your child is learning about at school; these could be a good basis for the concrete examples you point out. For older children, don't worry if you don't have access to their class materials – they're old enough to tell you what they are learning, which will help them because they'll be engaging in retrieval practice while telling you! See below for more about that.

Dual coding

Help your child represent the concepts they are learning both visually and verbally, using simple sketches and explanations. With younger children, this might be something you are already doing naturally when you read to your child and they are looking at the pictures in the book while you read. Your child might spontaneously point things out in the pictures as the words you are reading describe them, or you can stop reading and make a deliberate effort to explain how the picture relates to the words. With older children, you can still take a look at pictures or visuals that represent the concepts they are learning at school. If you come across a picture that is relevant to what they are studying, save it, and have a conversation about it with your child. Demonstrate to your children that artistic proficiency is not necessary for depicting ideas visually; show them how just a quick, rough sketch can illustrate a concept. For a bit of fun, you can take turns drawing and describing concepts with your child, making it into a game!

Reinforcement (retrieval practice)

Practicing retrieval at home can be as simple as asking children at some point after school what they learned that day. It is ok if you don't know much about the material they are describing – just let them do most of the talking! If you can encourage your child to describe and explain the information from their memory, then you are helping them practice retrieval and reinforcement of what they've learned.

You can also encourage spaced retrieval practice. When your child is doing their homework, ask them how what they are learning now relates to what they learned earlier in the school year (or, even previous years!), and encourage them to think back to the previous information in order to come up with the answer. By doing this, you are helping your child practice spaced retrieval, combining two of the most powerful learning strategies. Doing this also encourages interleaving – switching between different concepts – which can help students learn to distinguish between different ideas. For example, if a young child is practicing subtraction, it helps if they understand how that process is different from addition. Or, if a high schooler is studying differentiation, it's useful if they know how that is similar but different to integration.

If you're having trouble encouraging your child to practice spaced retrieval through the homework they are already getting, you can encourage them to write out what they know on a blank sheet of paper, help them make flashcards, or help them make their own questions for retrieval practice. Just make sure that your child is actively bringing the information they have learned to memory. The activity may need to be adjusted if it is too easy or too difficult for your child. In addition, you could even ask your child's teacher for resources that your child can use for additional retrieval practice.

Final tip: Make sure your child gets enough sleep!

Even the best learning strategies become less effective when children are not getting enough sleep. Sleep is very important for consolidating, or reinforcing, what has been learned. Sleep will make your child's spaced practice more beneficial. Importantly, spacing practice out across the week (rather than cramming practice right before tests) can help alleviate the need for students to stay up very late studying before tests. So, spacing out practice helps your children get sleep, and sleeping more makes the spaced practice even more effective! Research shows that when students get a good night's sleep, they will remember more of the material they studied, and they will be able to relearn anything they forgot more quickly and more easily.



SECTION 3

Online Platforms and Websites

At SCS we have invested in a number of online platforms to support learning. These include:

Google Classroom

Google classroom is our main online Teaching and Learning platform. Individual teachers set up individual classes and they are able to issue classwork and homework as assignments. Students will be given a class code to join each of their individual classes.

Student dashboard

This will be the student dashboard where they can see all of the classes that they have been added too.



Seeing Marks and feedback

Under the 'Marks' section in Google Classroom, students will be able to see their marked work and feedback from teachers.



Student classwork tab

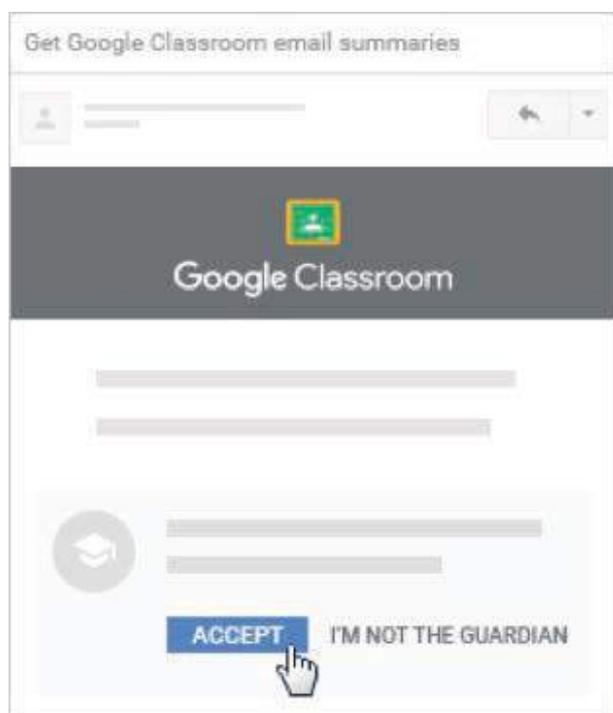
Under the student classwork tab in each individual classroom is where your child will see all of their classwork, topics, assignments and homework.





Google Guardian

The Google Guardian was set up for each year group. You will receive an email asking you to accept the invitation. Which looks like this:



Once you accept you will be given the option to opt for daily or weekly summaries for your child. You will receive the daily summaries at midnight at the end of each day or on a Friday if you have selected weekly.

Century Technology

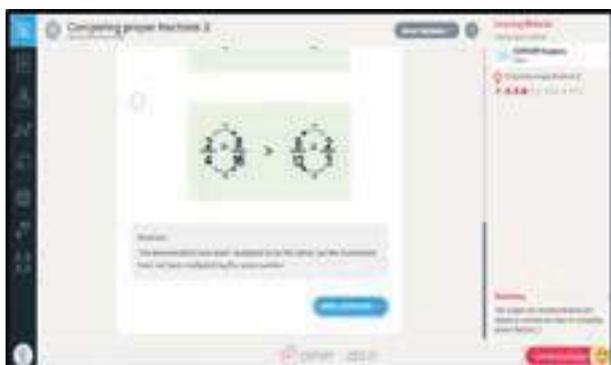
Century Technology uses artificial intelligence to identify and plug gaps in knowledge. It takes the students through a series of personalised steps or 'nuggets' and allows them to work at their own pace. The data provided to staff by Century Tech also allows the teacher to target specific areas for individual students to allow a personalised learning experience.



Students will be provided with a login so they can access the site. Currently Mathematics, English and Science are the only subjects offered but Century Tech are constantly developing so more subjects will eventually be added.

Students will be assigned tasks called 'Nuggets' from their teachers.

This is where students will see the assignments set for them by their class teacher. Century Tec will allow instant feedback when students complete each of the tasks.



Students will be able to see their progress through each of the nuggets on the dashboard. This will provide students with their average scores when completing each of the tasks set.



GCSE Pod

GCSE POD is an online platform that allows for an exam mapped curriculum through flipped learning experiences in the classroom and at home. It allows teachers to set video pods for a wide range of subjects and allows students to independently study topics at their own pace.

The web address for GCSE POD is:
<https://www.gcsepod.com/>



Students will have been issued with login details from their teachers. If there are any activities that are being asked for by the teacher they will always be assigned through Google Classroom so that students have all of their assignments in one central place.

All of our Virtual Learning platforms allow students in school and at home to fully experience a blended learning experience. They are all designed to aid and enhance the teaching and learning experience at SCS. If you have any further questions about the Virtual Learning platforms at SCS please don't hesitate to contact me on the following details.

BBC Bitesize

Accessible via Google with no login required, the BBC bitesize website breaks learning down into bitesize chunks.

On this website you are looking for England- KS3



Subject Specific Platforms and Websites

Arabic A and Arabic B

<http://www.arabalicious.com/index.html>
<https://quizlet.com>
<https://learnarabiconline.ksu.edu.sa/Default.aspx>
<http://www.learningarabic.eu/course/>
<https://www.youtube.com/channel/UCUKDL2cuOjyvCI3h1ocS3A>
<http://arabicquick.com/essential-arabic-words>
<https://www.wordreference.com/>
<https://www.interlingo.co.uk/>

Art

<https://www.pinterest.com/>
<https://artsandculture.google.com/>
<http://www.artcyclopedia.com/>
<https://www.saatchigallery.com/>
<https://www.moma.org/>
<https://www.louvreabudhabi.ae/>
<https://www.tate.org.uk/visit/tate-modern>
<https://www.nga.gov/>
<https://www.colormatters.com/>
<http://studiochalkboard.evansville.edu/>
<http://www.freestockphotos.com/>
<https://www.deviantart.com/>
<https://www.1001fonts.com/>

Computing

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
<https://www.w3schools.com/>
<https://www.codecademy.com/learn>
<https://hourofcode.com/us>
<https://classic.csunplugged.org/activities/>
<https://csunplugged.org/en/at-home/>
<https://www.freecodecamp.org/>
<https://student.craighdave.org/>
<https://www.advanced-ict.info/>
https://teach-ict.com/2016/revision/video/gcse_ocr_video.html

Design and Technology

<https://technologystudent.com/>
<https://www.instructables.com/>
<http://www.design-technology.info/home.htm>
<https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

Drama

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
<https://www.youtube.com/user/ntdiscovertheatre>
<https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag>

English

Online Poetry Sites

<https://www.poetryfoundation.org/>

<https://poets.org/>

Reading Lists

<https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/>

Non Fiction Reading - News Websites

<https://gulfnews.com/>

<https://www.theguardian.com/international>

<https://www.bbc.com/news>

<https://edition.cnn.com/>

<https://news.sky.com/world>

Literature and Language Revision

<https://mrbruff.com/>

<https://www.bbc.co.uk/programmes/p01drwny>

Food Technology

<https://www.ifst.org/lovefoodlovescience/resources>

<https://www.foodafactoflife.org.uk/>

<https://www.bbcgoodfoodme.com/>

<https://www.leiths.com/>

Geography

<https://www.geographypods.com/>

<https://www.geographyalltheway.com/>

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://senecalearning.com/>

<https://www.nationalgeographic.org/>

History

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

<https://app.senecalearning.com/classroom/course/f3012969-6f-da-4cb0-8de5-8ff738472ea1/section/5c2270b8-b8b9-4bad-a9fc-9894dcb513e7/session>

Islamic A and Islamic B

<https://www.quran411.com/>

<https://sunnah.com/>

<https://www.al-islam.org/stories-prophets/prophet-adam>

Mathematics

<https://vle.mathswatch.co.uk/vle/>

<https://www.mangahigh.com/en/>

<https://www.mathsgenie.co.uk/>

<https://corbettmaths.com/>

Modern Foreign Languages

<https://www.memrise.com>
<https://www.wordreference.com>
<https://grammar.collinsdictionary.com>
<https://www.collinsdictionary.com/dictionary/english>
<https://www.collinsdictionary.com/dictionary/english-thesaurus>
<https://www.linguascope.com>
<https://quizlet.com>
<https://www.pleco.com>
<https://www.thechairmansbao.com>

Moral Education

<https://moraleducation.ae/get-involved/#header>

Music

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>
<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
<https://www.musictheory.net/>
<https://oneminutemusiclesson.com/>
<https://www.youtube.com/c/JamesStevenson/videos>
<https://www.musicalfutures.org/>

PE

<https://www.youtube.com/channel/UCB-yYmhoAieVxt046nG1XPQ>

Science

<https://www.kerboodle.com/>
<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
<https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>
<https://senecalearning.com/en-GB/blog/free-key-stage-3-science-revision/>
<http://www.docbrown.info/ks3science.htm>
<https://phet.colorado.edu/>
<https://www.youtube.com/playlist?list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N>

UAE Social Studies

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>
<https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/>

<https://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/plan/food-preparation-video-tutorials>
<https://www.nutrition.org.uk/>



PRIMARY SCHOOL



مهارة الاستماع والتحدث



التطبيقات النحوية والإملائية وتوظيفها في الكتابة



الكتابة الإبداعية

YEAR 7



مهارات البلاغة المختلفة، وتوظيفها في الكتابة



القراءة التعبيرية



الكتابة الإبداعية: تلخيص النصوص مع العبرة والفائدة



النصوص الأدبية (مهارة الإلقاء): قيمة العلم



سمات النصوص المعلوماتية: أصدقاء وأعداء لا نراهم

YEAR 8



المهارات النحوية: التركيب التعنبي والعطف



التطبيقات البلاغية: التشبيه تام الأركان.



الاستماع والتحدث: حذاء أبي القاسم الطنبوري



المهارات النحوية: المفعول له، العدد والمعدود



الاستماع والتحدث: ماذا لو عادت البراكين لتنتشط؟



النصوص المعلوماتية: حكايات الأعراس

YEAR 9



النصوص الشعرية (مهارة الإلقاء): قصيدة أعطني الناي



التطبيقات البلاغية: الأسلوب الخبري والإنشائي



كتابة قصة قصيرة مترابطة باستخدام عناصر القصة



النصوص المعلوماتية: جمهورية الهند



الاستماع والتحدث: رجال اللؤلؤ



المهارات النحوية: أدوات نصب وجزم الفعل المضارع

YEAR 10



النصوص الأدبية: قصة وداعا يا أحبائي



التطبيقات البلاغية: الطباق والترادف



المهارات النحوية: التوكيد، الأفعال التي تنصب مفعولين



النصوص المعلوماتية: قطار المستقبل من أبو ظبي إلى لندن



الاستماع والتحدث: القصدير

YEAR 11



النصوص الأدبية: مقال التعليم



المهارات البلاغية: الاستعارة



كتابة مقال موجّه باستخدام خصائصه وصفاته



التطبيقات البلاغية: الطباق والمقابلة والجناس



إعداد عرض تقديمي متكامل



المهارات النحوية: الصفة المشبهة، صيغ المبالغة، ضمائر الرفع والنصب والجر

YEAR 12



كتابة الرسائل الرسمية



الكتابة الإبداعية: كتابة السيرة الذاتية والسيرة الغيرية



النصوص الأدبية: قراءة كتاب ما ونقده



الاستماع والتحدث: مواجهة الجمهور



المهارات النحوية: اسم التفضيل، البدل



توظيف البلاغة في الكتابة الإبداعية: الكناية، التشبيه التمثيلي

YEAR 13



النصوص الأدبية: قصيدة إلى أمّتي



النصوص الأدبية: المقارن بين نصين أدبيين من ناحية الشكل والمضمون



النصوص الأدبية: قصيدة أرق على أرق



المقارنة بين النصوص المعلوماتية والنصوص الأدبية



Study Drama at university



Use your Historical knowledge throughout life



المهارات النحوية: المنصوبات، المرفوعات، المجرورات



الاستماع والمحادثة: التغلب على التوتر النفسي



PRIMARY SCHOOL

YEAR 7

Let us go



Family and relatives



Life in City



House



My trip



Let us have fun

YEAR 8



Family, adjectives and pets



Countries, capitals and landmarks



Food and drinks

YEAR 9



Once upon a time



Media types



I am in a good health



Local area, holiday, travel

YEAR 10



Let us Travel

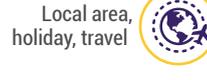


Identity and culture

YEAR 11



Identity and culture



Local area, holiday, travel

Theme 1: is set in the context of the Arabic-speaking world. This theme covers society past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country



YEAR 12



Future aspirations, study and work

Theme 2: is set in the context of the Arabic-speaking world. This theme covers artistic culture past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country



School

Theme 3: is set in the context of the Arabic-speaking world. This theme covers society past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country



Theme 4: is set in the context of the Arabic-speaking world. This theme covers political culture past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country





Primary School Art Classes
Developing basic skills and critical understanding of Art & Design

Sit your end of Y6 Exams

Preparing for secondary school life

Baseline Assessment Drawing Task - Notre Dam

PRIMARY SCHOOL

YEAR 7

Y6 Transition Week. Introduction to the secondary school Art Department

Mythical Creatures Project - Andrew Davidson

YEAR 8

Everyday Objects Project

Designing & Making Clay Sculpture

Anatomy Project Peter Randall-Page

Drawing Mark-Making Tone & Shading



Baseline Assessment Drawing Task

Drawing & Painting Colour Theory

Photography Composition Lighting

Printmaking Mono-print Press-print

John Taylor Arms

Insects Project Louise Bourgeois

Mixed Media Drawing Painting

Baseline Assessment Drawing Task

YEAR 9

3D Design

Orphism Art Project

Pattern project

Portrait Photography Perspective & Angle Manipulated Images

Component 1 Personal Portfolio

Critical Understanding Artist Research

YEAR 10

GCSE Art & Design Options Choices - Art & Design - Photography

Clay Heads John Tsang

Experimenting with media and techniques

Skills Based Project Work

Expressive Portraits Project Painting Skills, Mixing, Application

MC Escher Block Printing

10 Hour Mock-Exam

Portfolio presentation skills

10 Hour Final Exam

YEAR 11

Recording from observation and developing ideas

Personal response

Component 2 - Externally Set Task

GCSE Exhibition

Personal Study 1000 words (minimum)

Component 1 - Personal Investigation

YEAR 12

Practical Work & Supporting Studies

Graphic Design, Advertising & Marketing Web/App Development, Animation - Visual Effects Motion Graphics, Fashion Design & Textiles, Photography, Film & TV, Game Development, Interiors Design, Journalism & Media

15 Hour Mock-Exam

15 Hour Final Exam

A level Exhibition

UCAS

YEAR 13

Component 2 - Externally Set Task

Experimenting with media and techniques

University Applications Degree Level Creative Career Courses

End of your Art & Design Journey at Safa

Recording from observation and developing ideas

Critical Understanding Artist Research

Continue your lifelong love of Art & Design

Use your Art & Design knowledge throughout life

Celebrate A Level results

Personal response

PRIMARY SCHOOL



Develop a lifelong love of learning

Meet the Computing Department through taster days and open evening



Begin to further develop computational thinking.



Computing Department to go to primary school

YEAR 7

Develop a thirst for critical thinking



Sit SATS in Y6



Learn about Safa's Computing Department

Complete Y7 baseline assessment



Experience end of the Computing end of year revision and assessment process



Participate in Computing competitions and ECAs.



Actively seek out rewards



YEAR 8

Apply to be a Digital Leader



Retrieval Practice

Learn how to program using Scratch



Develop good independent study habits



Introduction to the Safa Computing Lessons and topic assessments



Reignite your passion for cross-curricular activities by participating in a Programming or Robotics ECA

YEAR 9



Work Hard



Learn how to program using Python



Learn how to program using Java

Attend GCSE options evening and learn more about Computer Science and ICT GCSE pathways to inform your decision



Complete Y10 mock exams to get GCSE exam ready!



GCSE pod



Embed excellent study habits and get ahead with revision



YEAR 10

Practice selecting and retrieving information



Start using Revision Apps



Challenge yourself to practice programming and read Computing based resources outside of Computing lessons



Attend additional subject support sessions



Attend Safa's Sixth Form Evening



Think about KS5 Computing pathways and have a conversation with your teacher



Think about what you want to do in the future

YEAR 11



Develop your wellbeing and relaxation techniques ready for the examination period



Revise for and sit your Y11 mock exams



Retrieval Practice

Weekly exam paper homework



Support the Sixth Form Open Evening



Get yourself organised with an Computing e-folder system and structure



Celebrate your Computer Science or ICT GCSE Results with your teacher



Revise and complete your Y12 mock exams



Have the opportunity to have a chat with your new Computing teacher



Revise for and sit your actual CS or ICT GCSE exams to give yourself a competitive edge in life and prove your hard work.



YEAR 12



Engage in opportunities to be involved with supporting primary transition within Computing



Develop an independent computational mindset by becoming a reflective and logical thinker.



Fields connected to Computer Science and ICT include: Mathematics, Science, Engineering, DT, & Media Communications

YEAR 13



Think about what you want to do in the future



Make a start on the A Level project



UCAS Start UCAS application process

Revise for and complete your Y13 mock CS and/or ICT exams



Go to university to enhance your studies and get a degree

Celebrate A Level results with Computing Department

Revise for and sit A2 CS/ICT Exams



Attend Revision sessions



Become a member of Safa Alumni



Practice weekly exam papers



Refine and perfect your Maths revision techniques



Use your ICT and Computational Thinking skills throughout life

Continue your lifelong love of Computer Science and ICT





PRIMARY SCHOOL



Build a solid foundation in English



See the displays and projects that are made in SCS Secondary



Complete Y7 baseline assessment

YEAR 7



Sit SATS in Y6



Year 6 Transition Day - Experience what Design & Technology is at SCS



Introduction to the Safa Design & Technology

Evaluate the process



Learn to manipulate thermoplastics



Use new tools to shape natural and man made timbers



Apply Ergonomic Design to prototyping



Learn a range of Drawing Techniques



YEAR 8



Investigate Islamic design



Compare CAD and hand made processes



Create a mould for batch production



Evaluate the product



Evaluate the product by using it at home



Create and test electric circuit



Assess and develop work



Develop good independent study habits



Introduction to Anthropometrics



Use Islamic inspiration to develop Jewellery design



Learn how to be safe when casting molten metal



Produce metal Jewellery



Present jewellery at the end of year exhibition



Begin Phone Holder Project



Evaluate phone holder

Use a range of tools to master skills



Experiment with wood joints



YEAR 10



Welcome to the course with a specification overview



Develop manufacturing skills in line with theory knowledge



Complete Y10 mock exams to get GCSE ready



Begin Section 1 (Investigate) of the NEA

Design improvements



Manipulate plastic using heat and jigs



Take accurate measurements to implement to the design



Revisit designing techniques



YEAR 12



Introduction to the A Level course



Begin skills based projects



Begin the A level NEA Project



Find a client for your NEA



Revise for Mock exams



Evaluate mock results and create a progress plan



Get familiar with the exemplar projects



Support the Sixth Form Open Evening



Learn exam content



Complete all research tasks



Begin the Design stage of the NEA

Create detailed prototypes and evaluate with your client



Go to university to enhance your studies and get a degree

Continue your lifelong love of design

Use the life skills learnt through Design & Technology



Become a member of Safa Alumni



Manufacture the final concept



Complete learning theory knowledge



Revise for written exam



Evaluate final product with the client



Produce a detailed manufacturing plan



Reflect on your literacy journey so far





PRIMARY SCHOOL



Develop a lifelong love of learning

Meet the English Department through taster days and open evening

Build a solid foundation in English

Read a range of genres in both fiction and non fiction

English Departments to go to primary school

YEAR 7

Develop a thirst for critical thinking

Learn about Safa English Department

Complete Y7 baseline assessment

Deduce, infer or interpret information, events or ideas from texts



Participate in English competitions



Develop good independent study habits



English Literacy (Tier 2 and 3 vocabulary)



Actively seek out rewards



Retrieval practice



Experience formal assessment and learn how to revise



Develop your proficiency in the English Language



Start reading a variety of fiction and non fiction texts



Dress up for World Book Day!



Introduction to the Safa English Lesson



DEAR Drop everything and Read!



Inference Practice



Write imaginative, interesting and thoughtful texts



Participate in the Emirates Literature festival



Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader



YEAR 8

Volunteer to help out at Open Evening



Sign up to the Chevron Readers Cup



Learn from experts during writing workshops



Retrieval Practice



Work Hard



YEAR 9

Practice using new vocabulary in the correct context



Practice how to skim and scan



Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level



Relate texts to their social, cultural and historical tradition



YEAR 10

Understand and describe events from texts and use quotation and reference to support ideas



Research the entry requirements to take an additional IGCSE in English: English Literature



Challenge yourself to read outside the course



Reignite your passion for cross-curricular activities by participating in the English society's ECA.



Embed excellent study habits and get ahead with revision



Start using Revision Apps



Complete Y10 mock exams to get GCSE exam ready!



GCSE Language GCSE



Attend Intervention



YEAR 11

Consider the format of GCSE English examinations and refine revision techniques



GCSE pod



Practice selecting and retrieving information



Start thinking about possibility of English A Level



Develop your wellbeing and relaxation techniques ready for the examination period



Revise for and sit your actual English GCSEs to give yourself a competitive edge in life and prove your hard work



Think about what you want to do in the future



Think about English A level and have a conversation with your teacher



Revise for and sit your Y11 mock English exams



YEAR 12

Celebrate your English GCSE Results with your teacher



Weekly exam paper homework



Retrieval Practice



Use Accelerated Reader



Attend Safa's Sixth Form Evening



Have the opportunity to have a chat with your new English teacher



Revise and complete your Y12 mock exams



Write with technical accuracy of syntax, punctuation, clauses and sentences



Think about what you want to do in the future



Develop an independent English mindset by becoming a reflective and critical practitioner



YEAR 13

Get yourself organised with a English folder



Support the Sixth Form Open Evening



Support Primary transition within English



Select appropriate and effective vocabulary



Fields connected to English Literature include: History, Law, Media, Sociology, Psychology, Drama, Communication, Film, and Government and Politics



Become a member of Safa Alumni



Practice weekly exam papers



Revise for and complete your Y13 mock Maths exams



Go to university to enhance your studies and get a degree



Continue your lifelong love of literature



Use your English knowledge throughout life



Celebrate A Level results with English Department

Revise for and sit A2 English Exams



Attend Revision sessions



Refine and perfect your English revision techniques



Reflect on your Literacy journey so far





KS3

FOOD TECHNOLOGY



Meet the Food Technology Department through transition days and open evening

YEAR 7



Developing knowledge around safety and hygiene in the kitchen



Learn about healthy eating guidelines: Eatwell guide

Technical masterclass: **Knife skills**

Participate in Food Technology competitions



Evaluate your and peers work, developing



Use different parts of the cooker- learning about heat transfer



Technical masterclass: **Rubbing in**



Actively seek out rewards- chef of the week/ house points



Acting on feedback to make improvements



Learn about statutory food labelling and impact on food choice



Develop organisational skills in the kitchen



Applying healthy eating guidelines through recipe adaptation



Developing time management skills: **dovetailing**



Retrieval Practice



Retrieval on Y7 learning to identify gaps in knowledge.



Technical masterclass: **Pasta making**



Food science in action: **creating a hypothesis**



Retrieval practice



Applying healthy eating guidelines.

YEAR 8

End of year exam



Intervention available to support gaps in skills/ knowledge.



Learning about food science principles



Learning about Enzymic browning.



Technical masterclass: theory into practical-fermentation in action-Pizza

Technical masterclass: **Portioning chicken**



Practice using scientific terms in food science context



Food safety in the kitchen. The 4'C's, vehicles of contamination



Learn about healthy eating guidelines: 8 tips for healthy eating



YEAR 10

GCSE Food Preparation & Nutrition.

End of year exam



Opportunities to demonstrate food safety measures through practical lessons



Micro & Macro nutrients



End of year exam



Familiarisation with this two year course



Gap analysis- KS3 audit of skills / knowledge



Food Nutrition & Health unit



Complete Y10 mock exams to get GCSE ready



Attend Intervention



Embed excellent study habits and get ahead with revision



Start using Revision Apps



GCSE pod



Food Science Unit



Food Choice Unit

YEAR 11

Food safety unit



Exam technique, readiness for final exam.



Skill masterclasses. Refining complex technical skills in preparation for NEA 2



Food provenance Unit



Revise for and sit your Y11 mock exam



Familiarisation with this two year course.

Start NEA2 and complete NEA2: Food Preparation Task



Retrieval Practice



Complete NEA 1



Preparation to start NEA 1: Food Science Investigation



Complete all mandatory units, assessed through a range of situations



Refine ability to 'analyse' and 'evaluate'



Use of feedback to develop responses



Develop an independent mindset by becoming a reflective and critical practitioner

Select your optional units



Support the Sixth Form Open Evening



Support primary transition



Select appropriate and effective vocabulary

Reflect on your literacy journey so far



YEAR 13

Degree course in food and nutrition or similar

Culinary college/ further education

Celebrate results

Complete all other chosen units



Work experience/ placement



Complete formative class assessments



Continue your love of all things food.

Use your Food technology knowledge to make informed choices through life.

External speakers/ specialists



Attend Revision sessions



Class trips to culinary settings





Develop a lifelong love of learning



Develop knowledge of what UAE Social Studies is all about



Attend Taster day and enjoy a Geography lesson



Start of your KS3 Geography journey



Map Skills

PRIMARY SCHOOL

YEAR 7



Develop an understanding of the history and culture of the UAE



Sit your end of Y6 Exams



Passport to the World. Studies of Kenya and Brazil

Longitude and Latitude



YEAR 8

Settlement Changes over Time

River Profile: Upper, Middle & Lower Course



The Water Cycle



Climate Graphs and Rainfall



Weather Symbols



Scale and Contour Lines



Land Use Patterns



Settlements

River Processes: Erosion, Transportation and Deposition



Rivers



Factors affecting climate



Weather and Climate



Grid References



Population and Migration



Migration: Mexico to USA



Causes and Effects of Climate Change



Tourism



Economic Activity



Coastal Environments



YEAR 9

Overpopulation and China's One Child Policy



Climate Change



Management of Climate Change



Ecotourism and Sustainability



Globalisation



Erosional and Depositional Landforms



Development



Start of your GCSE Geography journey



Urbanisation



Tropical Rainforests



GCSE Options Presentation



Structure of the Earth



Transnational Corporations



YEAR 10

Megacities



Desert Environments



Ecosystems



Volcanoes and Earthquakes



Hazardous Environment



Demographic Transition Model



Coastal Environments



Economic Activity and energy



End of Year 10 Exams



Keep up your geographical interest over the summer



Fieldwork Investigations: Coastal Environments & Urban Environments



YEAR 11

Hazardous Environment



Urbanisation



Global Issues: Globalisation and Migration



Think about Geography A-Level & have a conversation with your teacher



The Water and Carbon Cycles



Start of your A-Level or BTEC journey



Celebrate your Science GCSE Results with your teacher



Start thinking about your revision of Paper 1 & 2



Retrieval Practice



YEAR 12

Revise and complete your Y12 mock exams

Changing Places



Revise for & sit your actual SCIENCE GCSEs to give yourself a competitive edge in life & prove your hard work



Think about what you want to do in the future



Contemporary Urban Environments

Revise and complete your Y12 mock exams



Develop an interest in contemporary issues

YEAR 13

Global Systems and Global Governance

Hazardous Environment



Geographical Investigation and Geographical Skills



Academic reference completed by your Geographic teacher

UCAS Think about carrying on Geography Post 18

Coasts



Study Drama at university

Use your Historical knowledge throughout life

Celebrate A Level results

Revise for and sit A-Level Geography Exams



Attend Revision sessions



Refine and perfect your revision techniques



End of your Geography Journey at Safa



Practice weekly exam papers



Revise for and complete your Y13 mock exams





Develop a lifelong love of learning



Develop knowledge of Historical Events



Attend Taster day and enjoy a History lesson

Start of your KS3 History journey

PRIMARY SCHOOL

YEAR 7

Develop an interest in History



Sit your end of Y6 Exams

Introduction to historical skills e.g. chronology

King John & the Magna Carta Interpretation*



The Crusades



Problems faced by Medieval Monarch



Norman control of England Cause & Consequence*



Norman Conquest of England



Perfect historical skills through the study of the Roman Empire



Problem #3 Social



Problem #2 Power



Problem #1 Religion



Life in the Middle Ages Change & Continuity*



Source analysis of 1066 e.g. Bayeux Tapestry



England by 1066 Change and continuity*



The Peasants Revolt Significance*



The Tudors Henry VII - Elizabeth I



Changes in religion - Catholicism vs Protestantism Change and Continuity*



Death of Charles I Significance*



The British Empire Significance & Interpretation*

The Black Death Cause & Consequence*



Impact of the Wars of the Roses



Henry VIII's break with Rome Cause & Consequence*



English Civil War; causes & events



Oliver Cromwell Interpretation & Sources*



Interwar Years & the rise of political ideologies



General Haig - Butcher of the Somme? Source Analysis & Interpretation*



Experiences of warfare



November Remembrance Day



Fight for Rights 19th-20th Century



India & Africa



Road to World War II Cause & Consequence*



GCSE Options Presentation



Battle of the Somme, 1916



Propaganda, weapons & tactics



Causes of World War I Cause & Consequence*



Slavery Source analysis, Cause & Consequence*



Key events of the 20th century project Significance*



Paper 1: Germany, 1918-45



Complete Y10 Assessments to get GCSE ready



End of Year 10 Exams: Paper 1



YEAR 10

YEAR 9

YEAR 11

The Holocaust Significance*



Start of your GCSE History journey



Consider the format of GCSE History examinations and develop key historical skills



Paper 1: Cold War, 1943-72

Keep up your historical interest over the summer



Revise for & sit your actual History GCSEs to give yourself a competitive edge in life & prove your hard work



Think about what you want to do in the future



Think about History A-Level & have a conversation with your teacher



Revise for and sit your Y11 mock History exams.



YEAR 12

Celebrate your History GCSE Results with your teacher



Start thinking about your revision of Paper 1 & 2



Paper 2: China, 1900-89



Retrieval Practice



Paper 2: Vietnam Conflict, 1945-75



Start of your A-Level History journey



Paper 2: South Africa, 1948-2014



Support the Sixth Form Open Evening



Visit a university History department & become inspired and informed



Academic reference completed by your History teacher



Think about carrying on History Post 18



Paper 1: Russia, 1881-1917



Revise and complete your Y12 mock exams



Think about what you want to do in the future



Revise and complete your Y12 mock exams



Develop an independent historical mindset Paper 4: Superpower Relations, 1943-90



Think about carrying on History Post 18



Study History at university



Celebrate A Level results

End of your History Journey at Safa



Practice weekly exam papers



Revise for and complete your Y13 mock History exams



Refine and perfect your History revision techniques



Paper 3: Germany 1870-1990



Revise for and sit A-Level History Exams



Attend Revision sessions



Refine and perfect your History revision techniques



Continue your lifelong love of History



Use your Historical knowledge throughout life







PRIMARY SCHOOL

YEAR 7

Develop a lifelong love of learning | Meet our department through taster days and open evening | Build a solid foundation in Maths | Attend Taster day and enjoy a Maths lesson | Maths Departments to go to primary school

Develop a thirst for mathematical thinking

Sit SATS in Y6

Learn about Safa Maths

Complete Y7 baseline assessment

Numeracy Day

1 2 3

Enrichment

Be a part of Maths Wall of Fame

Develop good independent study habits

Mathematical Literacy (Tier 2 vocabulary)

Actively seek out rewards

Complete Y7 baseline assessment

Volunteer to help out at Open Evening

Retrieval practice

Experience formal assessment and learn how to revise

Develop skills of Mathematics in real life problems

UKMT Challenge

Become a Numeracy Ninja

Introduction to the Safa Maths Lesson

Intelligence Practice

Mentor a Year 7 in Maths

Maths Competition

Work Hard

Make your GCSE option choices, think about Statistics

Reignite your passion for cross-curricular activities

YEAR 8

Mission Next belt on Numeracy Ninja

UKMT Challenge

Retrieval Practice

Enrichment module

Speak to your Maths teacher about Furth

Start using Revision Apps

Embed excellent study habits and get Revision Apps ahead with revision

Get involved in Pi Day

Intelligence Practice

Statistics Enrichment

Retrieval Practice

UKMT Challenge

Attend Intervention

Attend Safa's Sixth Form Evening

YEAR 10

Complete Y10 mock exams to get GCSE ready

Consider the format of GCSE Maths examinations and refine revision techniques

Start thinking about possibility of Maths A Level

Attend Intervention

Attend Safa's Sixth Form Evening

Retrieval Practice

Statistics GCSE

Personal Finance Enrichment

Develop your wellbeing and relaxation techniques ready for the examination period

Revise for and sit your Y11 mock Maths exams

Have the opportunity to have a chat with your new Mathsteacher.

Revise for and sit your actual Maths GCSEs to give yourself a competitive edge in life and prove your hard work.

Think about what you want to do in the future

Think about Maths A level and have a conversation with your teacher

YEAR 12

Get yourself organised with a Maths folder

Celebrate your Maths GCSE Results with your teacher

Weekly exam paper homework

Retrieval Practice

Try and be on the Maths Leaderboard

Revise and complete your Y12 mock exams

Participate in Uni of Liverpool online Maths Days

Think about what you want to do in the future

Develop an independent mathematical mindset

Make a start on A2 topics

Support the Sixth Form Open Evening

Support primary transition within Maths

Visit a university maths department and become inspired and informed

Mentor a Year 10

Go to university to enhance your studies and get a degree

Start a mathematics apprenticeship

Use your Maths knowledge throughout life

Continue your lifelong love of Mathematics

Celebrate A Level results with Mathematics Department

Revise for and sit A2 Mathematics Exams

Attend Revision sessions

Refine and perfect your Maths revision techniques

Think about carrying on your Maths Post 18

UCAS

Become a member of Safa Alumni

Practice weekly exam papers

Use your Maths knowledge throughout life

Continue your lifelong love of Mathematics

Become a member of Safa Alumni

Practice weekly exam papers

Revise for and complete your Y13 mock Maths exams

Reflect on your Maths journey so far





Students focus on learning the basic principles of Moral Education.

PRIMARY SCHOOL



Y6 Transition Week. Introduction to the secondary school

YEAR 7



Introduction activities, meet the teacher



Equality, justice and fairness



Sit SATS in Y6



Preparing for secondary school life



Learning the four pillars of Moral Education

YEAR 8

End of topic quiz



Recognising and respecting differences



How the UAE grew into the diverse, inclusive society that it is today

Group presentations



Respect and tolerance in a diverse society



Physical health and diet

Individual moral responsibilities, duties and obligations



Making good decisions



Digital challenge



YEAR 9

The difference between duties and moral obligations



Trade, travel and communications: the UAE in an increasingly globalized and interconnected world; cultural exchange



Dealing with conflict



The growth of a consultative governance in the UAE



Morality in the context of communities

YEAR 10



Morality in the context of states



Valuing diversity



Global Ethics



Financial Awareness

Governments, power and the judiciary system in the UAE



YEAR 11



International relations of the UAE



What should we preserve and how?

Being a responsible adult



Ethics and the global community



Being an active citizen



Living a moderate life



YEAR 12

Peace and conflict studies



Reflection and transition



Developing a global outlook

YEAR 13

Study Drama at university



Celebrate A Level results



Introduction to projects



Managing real world finances



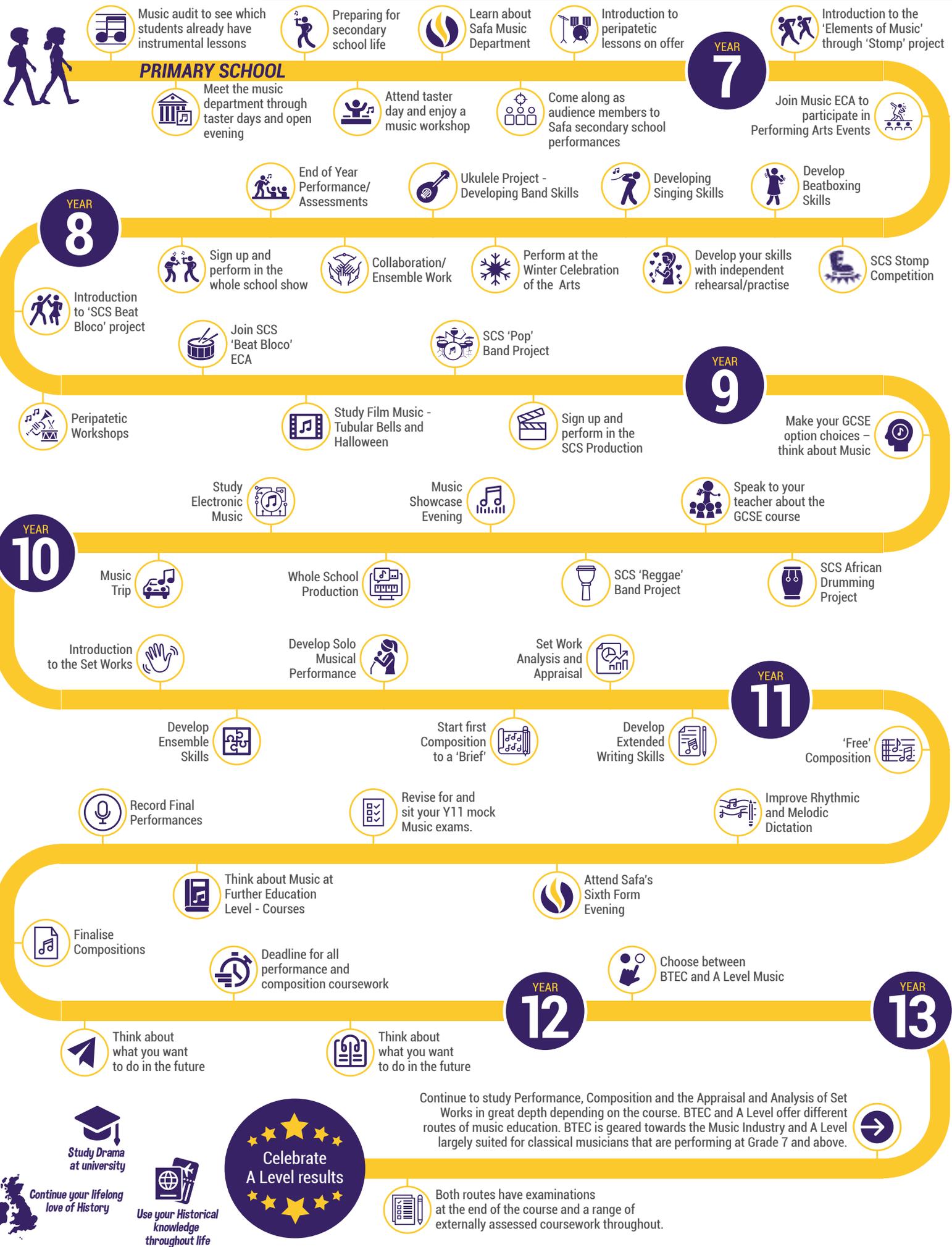
Living a moral life and morality in practice - project based learning



Ethics in real life

Continue your lifelong love of History

Use your Historical knowledge throughout life









PE at Safa Community School

Key Stage 3

Our board and progressive curriculum ensures that students are able to experience challenge and competition whilst developing transferable skills and sport specific fitness.

The curriculum expectations ensure that all students, regardless of their starting point, are able to make progress and be continuously challenged within all units of work.

Students participate in two lessons of PE each week.

The units of work

- ▶ Invasion Games
- ▶ Striking and Fielding
- ▶ Parkour
- ▶ Health related fitness
- ▶ Rocket sports
- ▶ Water polo
- ▶ Swimming
- ▶ Athletics
- ▶ Volleyball

Things to look out for this year

- ▶ ECA Sports programme
- ▶ D of E
- ▶ Sports Days
- ▶ DASSA League fixtures / tournaments
- ▶ BSME Games
- ▶ Swimming galas
- ▶ Inter house competitions

Throughout the year students across all key stages are given opportunities to develop their skills as a leader within their curriculum lessons. The PE department offer a sports leadership pathway for students who enjoy this aspect of PE. Sports leaders will be involved in planning, leading and managing inter house competitions, sports days, swimming galas as well as annual events such as Dubai 30x30 and health and fitness week.

Exam PE

At Safa as well as the fantastic opportunities on offer for students in their core PE curriculum and extra curricular sports programme we provide an examination pathway for those that would like to study this subject in a more academic context.

Key Stage 4

GCSE PE
edexcel

BTEC Level 2
edexcel

Key Stage 5

A Level PE
AQA

BTEC Level 3
edexcel

SECTION 6

Exam Technique

At GCSE, exam timings are based on one minute per mark so it is important at KS3 that students get used to answering questions under timed conditions.

In addition to timing, it is important students understand the meaning of a question. Each question has a command word which indicates the specific information the student must include in an answer to be successful.

- ▶ **Identify/state/name** - Recall or select one or more pieces of information.
- ▶ **Define** - State the meaning of a term.
- ▶ **Calculate** - Produce a numerical answer, showing relevant working.
- ▶ **Label** - Add a label/labels to a given resource, graphic or image.
- ▶ **Draw/plot** - Create a graphical representation of geographical information.
- ▶ **Compare** - Find the similarities and differences of two elements given in a question. Each response must relate to both elements and must include a statement of their similarity/difference.
- ▶ **Describe** - Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.
- ▶ **Explain** - Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support the explanation.
- ▶ **Suggest** - Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.
- ▶ **Examine** - Break something down into individual components/processes and say how each one individually contributes to the question's theme/topic and how the components/processes work together and interrelate.
- ▶ **Assess** - Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.
- ▶ **Analyse** - Investigate an issue by breaking it down into individual components and making logical, evidence-based connections about the causes and effects or interrelationships between the components.
- ▶ **Evaluate** - Measure the value or success of something and ultimately provide a substantiated judgment/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.

Flightpath

There are 5 flightpaths: Launching Learner, Emerging Learner, Developing Learner, Excelling Learner and Mastering Learner. Flightpaths will be used to explain progress.

Within lessons, learning objectives will be colour coded to indicate the flightpath they relate to. This will help students become aware of the skills and knowledge they need to develop and the expectations they need to meet to make progress in their learning. The skills and expertise required to progress through a flightpath have been developed by subjects. The successes and next steps will be clearly communicated to students through marking and feedback to assist them to continue to make progress.

Below is an example of a marking rubric.

Year 7 Social Studies: Geography Assessment

Question; “Justify your chosen solution and the affect it may have on the environment of the UAE”

	Launching Learner	Emerging Learner	Developing Learner	Excelling Learner	Mastering Learner
Outline the main environmental problems facing SCS	One problem is given	Two-three problems are listed.	At least two problems are described in some detail.	At least two problems are described in detail with examples given.	Two to three problems are described in detail with specific examples and use of data.
Linking the problems to wider environmental issues.	No link identified.	Basic link between at least one problem in SCS and global environmental issues.	Clear link with both problem and the wider environmental issues.	Clear link with both problem and the wider environmental issues with examples.	Clear link with both problem and the wider environmental issues with examples and data.
Outlining and giving reason for your solution to the problem.	Very basic/brief outline of solution with no reason given.	Produces a list of stages or steps with basic reason.	Sufficient detail and structure to the plan with clear justification.	Breaks down the overall plan into clear stages with reasons explained in detailed to justify choive of solution.	Fully detailed outline which considers each stage; logically sequenced and justified fully.
Conclusion; Give an overall conclusion of why your solution will have the biggest impact on the environment of the UAE.	No conclusion included.	Offers a conclusion however does not include a consideration of the UAE environment.	Selects a solution with consideration of the impact on the UAE environment.	Clearly considers the prupose of the solution and the requirements of the UAE environment.	Considers the purpose of the solution and the appropriateness and sustainability for the UAE environment.

Setting Targets at Key Stage 3 and Key Stage 4

A flightpath indicates expected GCSE grades at the end of Year 11. This is based on CAT4 “if challenged” data which ensures targets that are set are aspirational yet realistic.

At KS3 and KS4, the CAT4 “if challenged” data will set the Minimum Expected Grade (MEG) for students. The Safa Expected Grade (SEG) is the CAT4 “if challenged” prediction +1. For example, if a student has a CAT4 “if challenged” grade of a 5, they would be placed on the Developing Learner flightpath. A grade 5 would be the student’s MEG and a grade 6 would be the SEG.

SECTION 8

Inclusion

Meet the Team



Assistant Principal Inclusion

Mrs Nadine Hutchinson

nhutchinson@safacommunityschool.com



Head of Secondary Inclusion

Mrs Lucy Walker

lwalker@safacommunityschool.com

What is SEND?

Special Educational Needs and/or Disability can affect many children throughout their school experience and beyond. While disabilities generally affect children long term, not all SEN difficulties are 'life long'. Some children with SEND, also known as students of determination, require provision that is in addition to, or different to, the rest of the class. For example, they may have additional needs due to dyslexia, coordination difficulties, or social and emotional challenges – there are many difficulties that can form a barrier to learning and each child is unique. At Safa we offer a carefully planned personalised approach, as well as high quality teaching to enable children to achieve as well as they can.

Once we have a clear picture of individual needs, your child will be placed on the SEND register and an individualised education plan (IEP) will be agreed. If these needs are subsequently addressed and the issue has been resolved, the child will no longer be placed on the Inclusion register. The Inclusion register is a legal document required by KHDA.

Identification – how is my child assessed?

Identification of special education needs may have occurred before joining SCS, in which case the information relevant to the child must be passed to the school to enable the Inclusion Team and teachers to understand the child's needs prior to their start date. Alternatively, formal and informal assessment within the school, highlighting strengths and barriers to learning, will enable teachers and inclusion staff to personalise learning through curriculum adaptations and targeted interventions to suit the needs of the individual learner.

What additional provision is offered?

Each child with SEND is offered a personalised curriculum that, combined with a strong pastoral focus, delivers a high quality provision within an ethos of care, support and understanding for both students and families.

We have a designated Inclusion Champion, Mrs Nadine Hutchinson, to oversee the provision for all children with additional needs throughout the school. At Safa Community School we have a committed teaching team, across all phases, with a focus on strong quality first teaching and personalisation for all students. The school is passionate on delivering highly inclusive provision for all of its children.

How are Exam Access Arrangements applied for?

GCSE exam boards require assessment for exam access arrangements to begin in Year 9. Throughout Secondary School the student's 'normal way of working' both in class and in exams is recorded to provide evidence for the application. In some cases, external Educational Psychologists may be required to complete additional assessments to identify Special Educational Needs. The applications are submitted once evidence has been collected to support the JCQ application.

Policies and Framework:

Dubai Inclusion Framework

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

Directives and Guidelines for Inclusive Education <https://www.khda.gov.ae/en/publications/article?id=10258>

Home-School Provision during Distance Learning <https://www.khda.gov.ae/en/publications/article?id=10259>





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