

Durham School
for Girls Doha



مدرسة درم
الدوحة للبنات



Durham School for Girls Doha will provide a safe, aspirational, inclusive and happy environment bespoke to the needs of girls, delivering outstanding education in order to meet Qatar's ambition for its young women. Whilst maintaining their National and Islamic identity, we will prepare them for the opportunities and challenges of life throughout the world in the 21st Century.

Parent Handbook 2019-2020



Miss Vanessa Jane Whay

WELCOME FROM THE PRINCIPAL

We are delighted that you will be joining the Durham Family for the next academic year.

Following in the footsteps of Durham School UK, Durham School for Girls Doha aims to continue with the strong pastoral care, inclusion and individual progress that make the school Distinctively Durham. Within the school there will be a strong ethos based on the school philosophy and values. Centered around the girls' individual development, we aim to ensure that we strive for a balance of academic and social progress made ensuring a confidence for life.

Durham School for Girls will be the first British all-girls school in Qatar. Linked with the 2030 vision of female empowerment, we aim to ensure an environment where girls can flourish and develop to reach their full potential. An all-female campus will provide the security for girls to develop individually, respect Qatari cultures and values, and embrace the British system and methodology.

Being part of the Durham family, our students and staff can be part of the 600-year-old traditions and reputation of Durham UK. Although Durham School for Girls Doha has a different client base, a different country and modern building, the school will create a culture that is Durham. A strong pastoral House system will link to Durham UK and many synergies will unite the two schools, forming the ethos of one school, two sites.

We are really looking forward to the school opening in August for the start of the academic year. During this welcome period, we aim to communicate to you all the information needed to ensure your daughter's smooth transition into her new school.

Starting in a new school is both exciting and nerve-wracking for families. Be assured, we will work on this together. We have an incredible facility that will give our girls a strong environment for them to grow and learn within. Durham School for Girls will be an amazing school and we are delighted that you will be part of this opening year.

Miss Whay



WELCOME FROM THE HEAD OF PRIMARY



Mrs. E-L Cathrae

I take great pride in welcoming you to the Durham Family. I am incredibly honoured to be leading the Primary school as its Primary Headteacher through Durham School for Girls' opening year and beyond.

At Durham School for Girls Doha we have a dedicated team of teachers, support staff and governors who believe that every girl has unique talents and the ability to succeed in whatever she puts her mind to. The team are excited and ready to be a family to inspire learning. Our aspiration is that the experiences of girls at the school ensure that they achieve the highest possible academic and personal outcomes.

We will create a culture whereby our young females are respected and admired because they live out the values of M.A.R.K (see below). My aspiration for each girl will be to use knowledge wisely, be creative and independent, caring and well-mannered and, due to this, they will be able to rise successfully to their life and learning challenges.

We want each girl excited about coming to school, engaged purposefully in their learning and able to articulate their views in polite, respectful and positive ways. I expect learning opportunities to be irresistible and will work closely with colleagues to develop what we do and how we do it.

In leading Durham School for Girls' Primary School, I have the following aims:

- To ensure that our students enjoy their learning.
- To create opportunities for students to develop the key values of M.A.R.K:
 - Moral Integrity**
 - Ambition**
 - Responsibility**
 - Kindness**
- To keep students safe and happy at school so that they can learn effectively.
- To be ambitious for academic success for our girls
- To ensure all my fantastic staff are wonderful role models, empowering our females to become the best version of themselves.

I look forward to meeting you personally.

Mrs. Cathrae



Durham School for Girls Doha. Calendar 2019-2020

AUGUST '19

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Term 1 starts - 25th Aug.

Half Term – 9th-13th
February

National Sports Day 11th
February

FEBRUARY '20

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER '19

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Spring Break starts 25th
March

Staff Inset 26th March

MARCH '20

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER '19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Half Term – 13th-17th
October

Spring Break – 25th March -
12th April

Term 3 Starts – 12th April

Ramadan starts 24th April
(restricted timetable)

APRIL '20

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Ramadan Ends 23rd May.
Eid Holiday 24th May-29th
May

MAY '20

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER '19

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Term 1 Ends – 12th
December

Winter Break – 16th
December – 5th January

National Day 18th
December

Last day of term 3 – 24th
June.

Staff Inset 25th June.

JUNE '20

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JANUARY '20

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Staff Inset Day 5th January

Term 2 Starts 5th January.

JULY '20

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Durham School for Girls Doha. Calendar 2019-2020
Durham School for Girls Doha - 2019-2020 CALENDAR

Term 1 25th August – 16th December

77 days

Sunday 25th of August
Sunday 13th October – Thursday 17th October
Tuesday 16th December
Friday 18th December

First day of term 1.
Half term Holiday
Last day of term 1
National Day

Winter Holiday

Term 2 5th January – 25th March

54 days

Sunday 5th January 2020
Sunday 9th February – Thursday 13th February
Tuesday 11th February
Wednesday 25th March

First day of term 2.
Half term Holiday
National Sports Day
Last day of term 2

Spring Holiday

Term 3 12th April – 25th June

50 days

Sunday 12th April
Wednesday 15th April
Sunday 26th April
Monday 24th May – Thursday 28th May
Sunday 31st
Thursday 25th June

Staff Inset Day
First Day of term 3
Ramadan timetable starts
Eid Holiday and Half term
Normal timetable resumes
Last day of term 3

Total Academic Days 181



Teaching and Learning

Durham School: The Learning Cycle

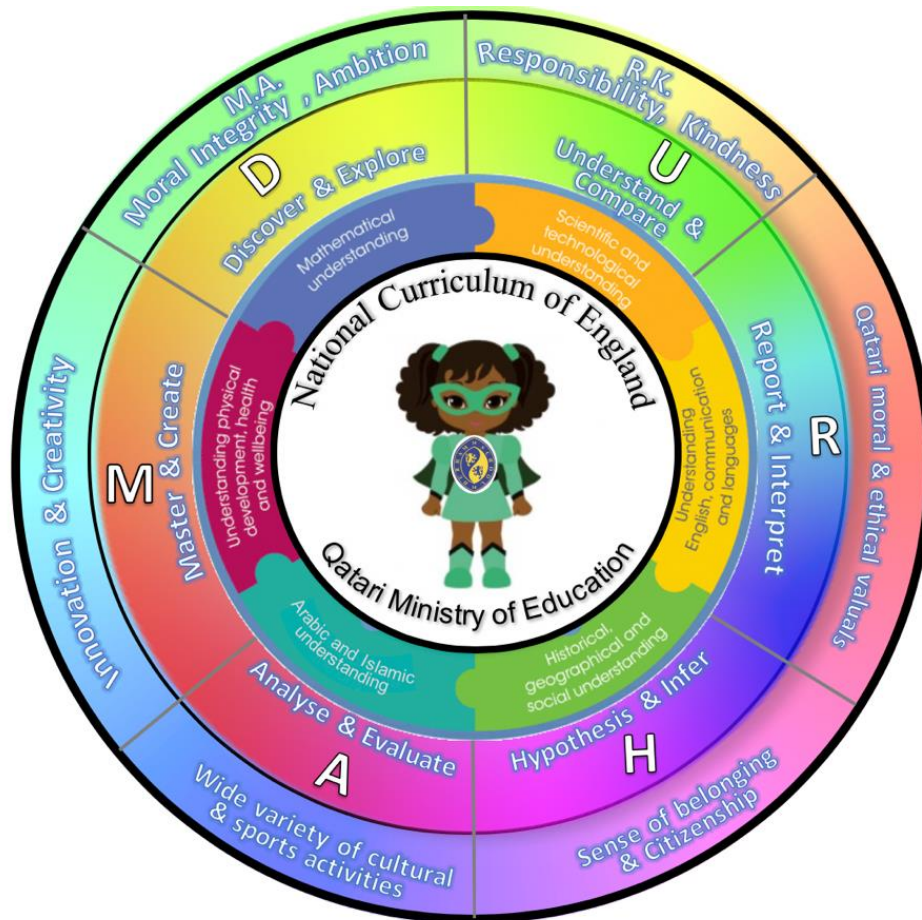
Lessons promote deep thought and understanding. Girls understand the value of the skills they are developing.

We always:

- Plan lessons which are thought-provoking, and which allow students time to think about the process of learning.
- Ensure that students can define and describe concepts.
- Use technology appropriately – and in a variety of ways – to support and enhance the learning process. (Students and Staff)
- Promote critical thinking tasks.

We aspire to:

- Structure and plan lessons high-quality lessons led by The Learning Cycle
- Promote the development of deep understanding as students are required to use their skills to discover ideas and concepts.
- Provide evidence (such as from exercise books / displays, digital format) which show that D.U.R.H.A.M is an important aspect of many lessons, not an add-on.

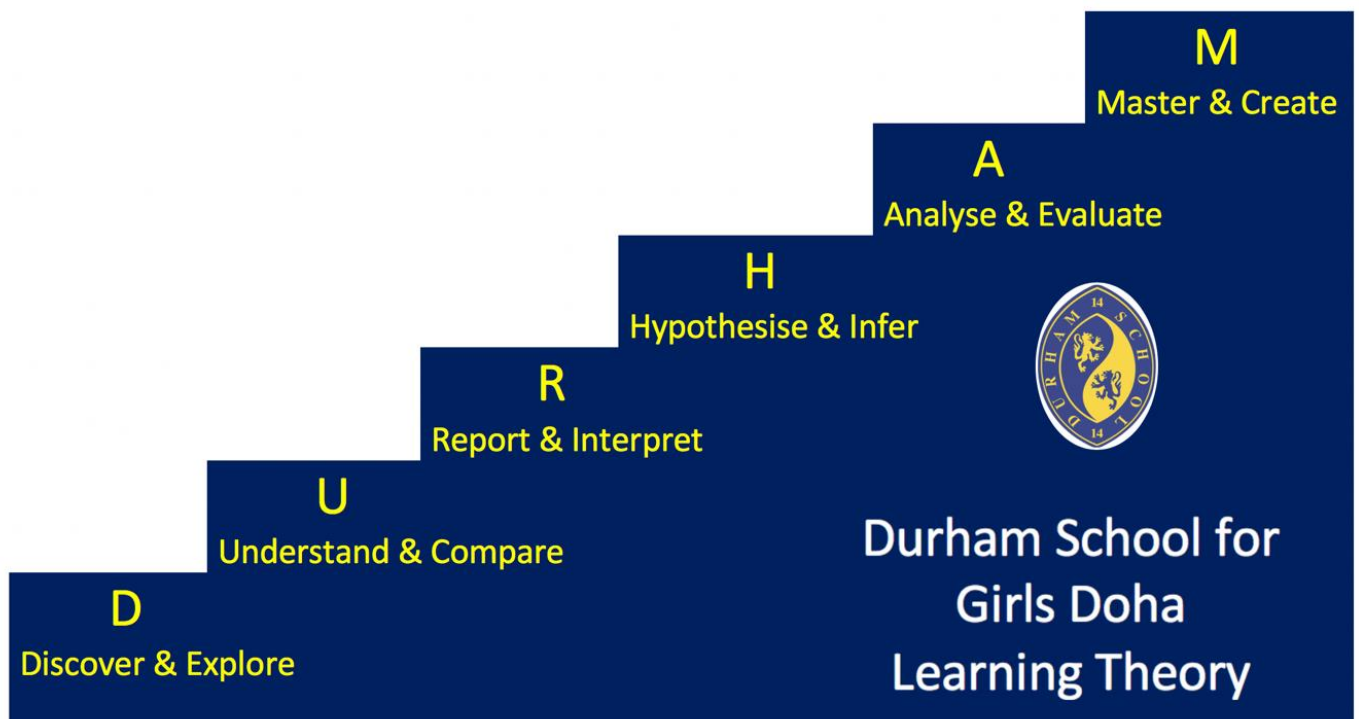




Teaching and Learning

Durham School for Girls' Learning Theory

The Durham School for Girls Learning Theory was created specifically with Durham School girls in mind. The Learning Theory ensures that every student is challenged in their learning and are enabled to develop those higher order thinking skills within each unit of work. This model and method of teaching will be developed and embedded throughout 2019/20 - driven by the school teams, teaching staff, Subject Coordinators, Heads of Department and students who are empowered to incorporate the key ideas into their practice. It is anticipated that students will be able to identify which step (skill) they are working on within their lessons. Durham Schools' Superhero can move to each of the steps to success to show where the girls are working that day. This will be introduced to both staff and students in August 2019/20. There is no doubt the development of the skills defined by the 'Steps to Success' will contribute to success across all aspects of school life.





EYFS

(FOUNDATION STAGE 1 AND FOUNDATION STAGE 2)

Arrive no later than 7:15am. Lessons end at 2pm

A typical day in an EYFS class	
7.30-7.45am	Welcome and registration - Settling the girls and morning song and register
7.45-8.35am	Phonics and rotational activities inside and out. These will be linked to the phonics letters and also the topic. Girls will be working on the key skills – writing, maths, construction, investigating and roleplay. The teacher will be working with a key focus group.
8.35-9.10am	Playtime and Snack time – Supervised snack brought from home.
9.10 -11.40am	Main focus activity and rotational groups inside and out. As above linked to the curriculum and developing skills. (Specialized lessons may happen here)
11.40-12.40pm	Lunch time and playtime – All girls will eat lunch together with their teachers in the dining room.
12.40 -1.55 pm	Activities and rotational groups. (Sleepy time for EYFS1 if needed) Playtime Storytime and getting ready for home.
1.55pm	Bus children accompanied to the bus by the assistant.

EXAMPLE OF DAILY ROUTINE

Early Years in Durham School for Girls will be a wonderful experience filled with exciting learning opportunities and lots of fun!

We follow the Early Years Foundation Stage Curriculum which is broken down into 7 areas.

The three prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied:

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

We record each girl's level of development against the 7 areas of learning as Emerging, Expected or Exceeding. Observations and assessment of each individual pupil is ongoing, with the information gained being used to ensure that future planning reflects identified needs. Further information can be found in the EYFS policy.

Read, Write Inc. will be used as a basis for the teaching of phonics, but other schemes may be used to ensure an individual approach for our girls. Talk for Writing will also be introduced to aid English. Arabic singing classes will occur to ensure a great transition from Early Years to Key stage One and swimming classes will also be part of the curriculum.

Our classrooms and continuous provision areas are organised to allow children to explore and learn securely and safely. At Durham School for Girls we believe that children learn through play and this is part of the continuous work in the Foundation Stage. It is the natural way for children to learn and it is a vehicle that provides access to the curriculum and a useful approach to learning. There are specific areas where the children can be active and creative. The philosophy in the Foundation Stage classes is based upon a child-centred approach. All teaching is to be developmentally appropriate with a range of teaching styles used alongside our Durham School Learning Theory and M.A.R.K. More information regarding this can be found in our Teaching and Learning Policy.



Durham School for Girls Doha

KS1 (YEARS 1&2)

Arrive no later than 7:15am. Lessons finish at 2:00pm (after school activities until 3:00 pm)



As your daughter moves to Key Stage 1 (KS1) in Durham School for Girls a more formal approach to lessons begin. A lot of the learning is still taught through play, especially in Year 1.

Girls in KS1 follow the English National Curriculum. We have adapted this slightly to ensure our curriculum is culturally engaging and teaches skills for our girls to become global citizens.

KS1 students receive 25 lessons and additional form time. During this time, teachers run booster sessions for Phonics, Mental Maths and PSHE. Our girls will always be encouraged to be independent learners. Technology will be incorporated throughout the curriculum, including computing and programming. We will follow the Ministry of Education Curriculum for Arabic and Islamic Studies. This will be supported with additional Arabic Reading Schemes and songs. Specialist teachers will be leading Art, Music, PE and Computing.

Read, Write Inc. will be used as a basis for the teaching of phonics, but other schemes may be used to ensure an individual approach for our girls. The 'Oxford Reading Scheme' has been purchased for reading, 'Talk for Writing' will be used alongside some elements of 'The Write Stuff' for Writing and 'Maths - No Problem' has been purchased for the teaching of Maths. We do, however, give full autonomy to our teachers when planning engaging lessons for our girls.

The Curriculum is 'thematic,' meaning each term or half term the girls will begin a new adventure through a question which will be posed. For example; Term 2 in Year 1 will think about 'Where could my fish have gone?' as they explore Oceans and Seas around the world. Their learning will be tailored to fully immerse them into the world of animals, oceans, Qatari boating history etc. Term 2 in Year 2 the girls will find out if they can 'Party with a Platypus' as they research and learn scientific vocabulary surrounding animals and their habitats- art, geography, PE and many other subjects will be taught through this theme. Our curriculum is designed to capture imagination and inspire a love for learning.

الثقة للحياة

'Confidence for Life'



Durham School for Girls Doha

KS2

(YEARS 3, 4, 5 & 6)

Arrive no later than 7:15am. Lessons finish at 2:00pm (after school activities until 3:00 pm)



Girls receive 30 structured lessons a week in Key Stage 2. The Key Stage 2 timetable runs parallel in some areas to the KS3 Secondary school timetable. This allows more specialist teaching in Upper KS2.

KS2 children will continue to follow the **Oxford Reading Tree for Reading**, however, during KS2, they will become free readers. They will also continue with **Talk for Writing** and will start to **Debate**. For Maths, we will be using '**Maths - No Problem**'.

We continue our exciting thematic curriculum throughout Years 3-6. All subjects, including Science, History and Geography, are taught through themes, however the themes become more in depth and more subject focused. Some examples of the themed questions used are:

- **Year 3-** Why can't a Unicorn fly? Using Science, DT, history & geography to look at mysterious creatures.
- **Year 4-** Where would a phoenix flourish? This will be geography-based looking at comparisons between Europe and the Middle East.
- **Year 5-** How could you break into Troy? History, the Olympics, states of matter and debating.
- **Year 6-** Could you swap technology for simplicity? This focuses of ancient civilisations and technology.

We will be following the Curriculum by the Ministry of Education Qatar for Arabic and Islamic Studies. This will be supported with additional Arabic Reading Schemes and songs.

Specialist teachers will be leading in Art & Design, Music, PE and Computing.



Durham School for Girls Doha

KS3 *(YEARS 7, 8 & 9)*

Arrive no later than 7:15am. Lessons finish at 2:00pm (after school activities until 3:00 pm)



In this first year, Year 7 will fall under the responsibility of the Primary Headteacher. There will be three Year 7 classes and three form teachers. The form teachers will take on the Pastoral responsibility for their class and will be the parents' link for all the girls' needs.

Year 7, 8 & 9 pupils at Durham School for Girls are offered a challenging, stimulating curriculum designed to stretch their capabilities. Within our school environment they will develop the time management, communication and study skills required to set them on the road to successful, independent learning in the future.

In Year 7, each pupil is assigned to one of five houses where they will continue to build strong relationships with their peers under the watchful eyes of their tutor. The tutor, alongside the Head of Key Stage 3, will offer regular guidance, assisting with organisation, academic and pastoral support.

Our pupils will find opportunities for both leadership and participation in many different fields; musical activities, drama, sport and numerous clubs are a feature of life at Durham School for Girls. More information regarding the curriculum will be delivered at the beginning of the school year through parent workshops.



PASTORAL SYSTEM

OUR VALUES – M.A.R.K.

M	A	R	K
MORAL INTEGRITY <p>We demonstrate a desire to do the right thing</p> <p>We act in private as we do in public</p> <p>We have the courage to say and do the right thing</p> <p>We stand firm for what is right</p> <p>We challenge things we think wrong and are open to challenge from others</p> <p>We are accountable for failure as well as success, and do not allocate blame</p> <p>We can be relied upon to do what is right</p> <p>We demonstrate and promote honesty</p>	AMBITION <p>We achieve our goals by consistently working toward them</p> <p>We go above and beyond the call of duty</p> <p>We aim for the best in 'me and them' and take pride in all we do</p> <p>We seek help and support before giving up and identify lessons in setbacks</p> <p>We encourage all to develop maximum potential and support others to achieve</p> <p>We embrace opportunities, challenge, and seek to develop our skills and talents</p> <p>We identify opportunities for School Development</p>	RESPONSIBILITY <p>We do what we say we will</p> <p>We are punctual and prompt in all that we do</p> <p>We use our resources responsibly, developing and caring for our environment</p> <p>We act before being asked and consistently deliver on expectations</p> <p>We prepare thoroughly for all tasks</p> <p>We encourage autonomy in all and seek leadership</p> <p>We acknowledge and seek to resolve problems</p> <p>We pioneer better ways of doing things</p>	KINDNESS <p>We are open and approachable to all</p> <p>We welcome and listen to the opinions of others</p> <p>We look to engage and involve all in the community</p> <p>We attend to newcomers and those needing help, and build relationships actively</p> <p>We are positive in responding to questions</p> <p>We support each other and stand up for fellow colleagues and pupils</p> <p>We acknowledge individual needs within the community</p> <p>We speak positively of the School community</p>

MORAL INTEGRITY

- We demonstrate a desire to do the right thing.
- We act in private as we do in public.
- We have the courage to say and do the right thing.
- We stand firm for what is right.
- We challenge things we think are wrong and are open to challenge from others.
- We are accountable for failure as well as success, and do not allocate blame.
- We can be relied upon to do what is right.
- We demonstrate and promote honesty.



Durham School for Girls Doha

AMBITION

- We achieve our goals by consistently working towards them.
- We go above and beyond the call of duty.
- We aim for the best in 'me and them' and take pride in all we do.
- We seek help and support before giving up and identify lessons in setbacks.
- We encourage all to develop maximum potential and support others to achieve.
- We embrace opportunities, challenge, and seek to develop our skills and talents.
- We identify opportunities for School Development.

RESPONSIBILITY

- We do what we say we will.
- We are punctual and prompt in all that we do.
- We use our resources responsibly, developing and caring for our environment.
- We act before being asked and consistently deliver on expectations.
- We prepare thoroughly for all tasks.
- We encourage autonomy in all and seek leadership.
- We acknowledge and seek to resolve problems.
- We pioneer better ways of doing things.

KINDNESS

- We are open and approachable to all.
- We welcome and listen to the opinions of others.
- We look to engage and involve all in the community.
- We attend to newcomers and those needing help and build relationships actively.
- We are positive in responding to questions.
- We support each other and stand up for fellow colleagues and pupils.
- We acknowledge individual needs within the community.
- We speak positively of the School community.

What is a Durham Girl like?

She is...



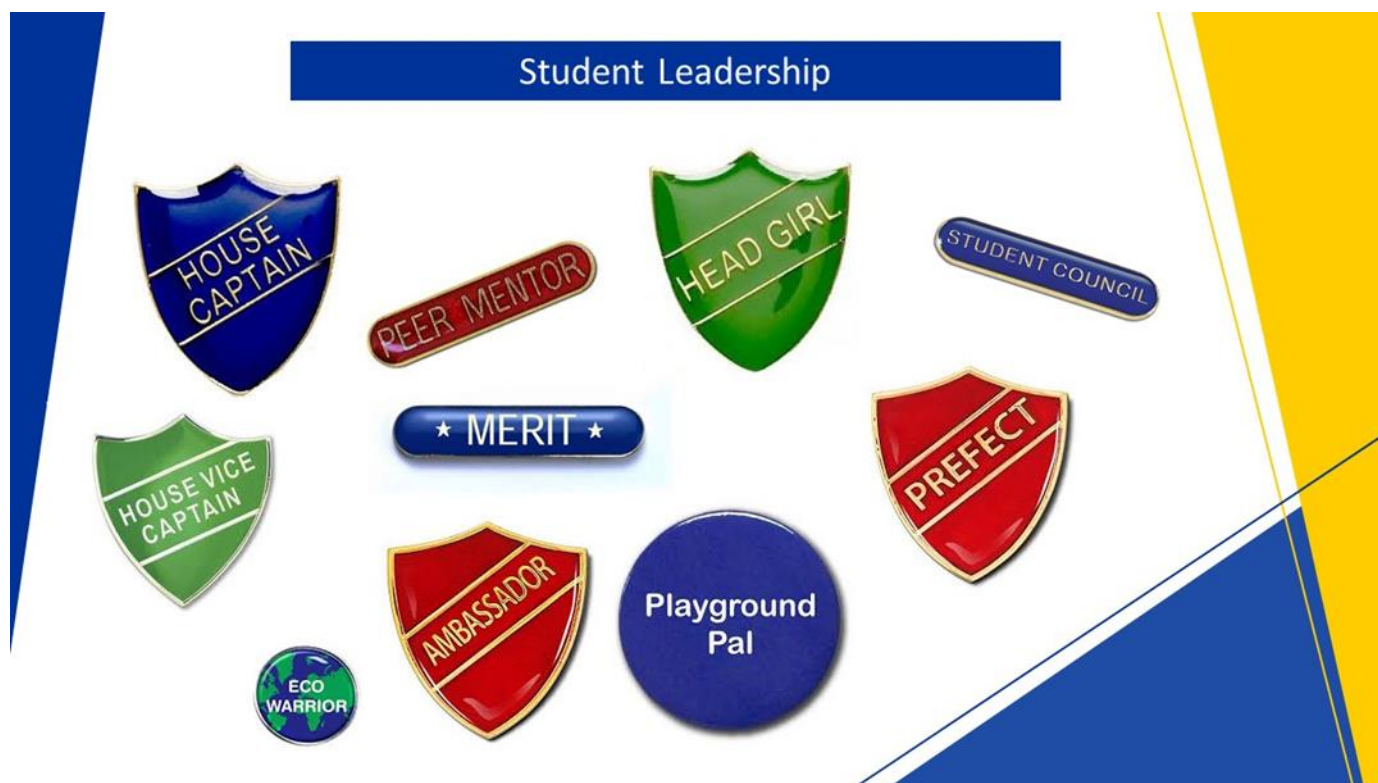
...SHE IS DURHAM



Durham School for Girls Doha

Student leadership team

We also encourage our girls to take responsibility posts within the school and these can include positions such as these illustrated below.



PSHE (Personal, Social, Health and Economic Education)

We have a **zero-tolerance** approach to bullying and poor behaviour. Our girls will have firm but fair role models who will guide them through school life. We are building '**Confidence for Life.**' A lot of our girls have mentioned that they have suffered from bullying in their previous schools – this is something that we aim to change by providing a secure, safe and nurturing environment for our girls to thrive in. Through a very structured approach to behaviour management and our zero-tolerance approach to bullying we aim to ensure that all our girls have positive attitudes towards school, learning and socialising.

PSHE is a subject taught through 'circle time' lower in the school and in more structured lessons higher in the school. Our girls will develop the knowledge, skills and attributes they need to manage their lives now and in the future.



SCHOOL HOUSES



Oryx



Horse



Gazelle



Falcon



Camel

Following in the tradition of Durham School UK, we will be having a 'House' system in the school.

These houses are vertically streamed, meaning children in Year 1 will have a big sister in higher year groups this not only fosters a family and community feel within the school but also provides additional responsible members of the school to discuss feelings and events with. All the girls will enter a house when arriving at the school and will remain in their house until leaving.

The student leadership structure is built through the house system and allows the girls to follow the school aims and values. Throughout the 3 terms in each academic year there will be 'House' competitions for arts, sports, cooking, drama etc.

Girls can receive **House Points** for following **MARK**. Certificates will be given to the 'MARK Girl of the Week' celebrating their achievements for one of the areas of MARK. House points build a family feeling and sense of belonging to their houses.

In Upper KS2 and KS3, girls will be able to gain Durham Merits. Durham Merits are for individual successes. Girls can still be awarded house points, but merits provide an additional goal to strive for.

- 100 Merits = Silver Certificate from Mrs Cathrae
- 200 Merits = Gold certificate from Miss Whay
- 300 Merits = Durham School for Girls pin for their lapel



Durham School for Girls Doha

UNIFORM

Presentation and how we dress is an important part of becoming and adult. Great pride should be taken in a school uniform!



The School uniform supplier is 'Nobel House'. On the 20th of August 2019 Noble House will be in school to aid with sizing and orders. The supplier has specifically asked for this date to allow correct sizing, as we all appreciate children have growth spurts.

Our uniforms are similar to those at Durham School UK and provide a sense of belonging and pride to be part of the school.

- School bags must also be purchased from 'Nobel House'.
- Wheelie bags and bags which are not Durham School bags will not be accepted in school.
- Black school shoes should also be worn.
- Black or white trainers for sports should be purchased.
- Trainers are not acceptable as general school shoes.
- Jewellery in the form of small stud earrings are bracelets for religious purposes are allowed but, for health and safety, no other jewellery is allowed.

Price lists, where and how to purchase the uniform can be found in the booklet most of you received during the recent open day.

Wearing School Uniform in Public

As soon as your daughter wears her Durham School uniform, she is representing the school. This means exceptional behaviour should be displayed at all times. Poor displays of behaviour in public- whilst in Malls etc gives others a poor image of our school.



الثقة للحياة
'Confidence for Life'



COMMUNICATION TOOLS



When dropping off or collecting your daughter, parents can have daily contact with their daughter's class teacher. Throughout the year, there are **3 formal parents'** meetings, where parents meet with the class teacher. A monthly Newsletter from the school Principal with updates about the school is sent to all parents. This will also contain important dates and upcoming events. The formal parents evening must be attended to allow school reports to be released to parents. We believe you should hear from teachers face to face so you can praise your daughter at home and continue building confidence as we endeavour to do each day at school.

Durham School for Girls Doha has a School Management System called ENGAGE and parents will receive all messages, emails and school information through the parent portal. It is important that all parents regularly check emails.

Parents will also receive a **parent planner** each time their daughter starts a new 'theme.' This will normally be half termly or termly. It will highlight the curriculum objectives for each area of learning.



Parent Portal

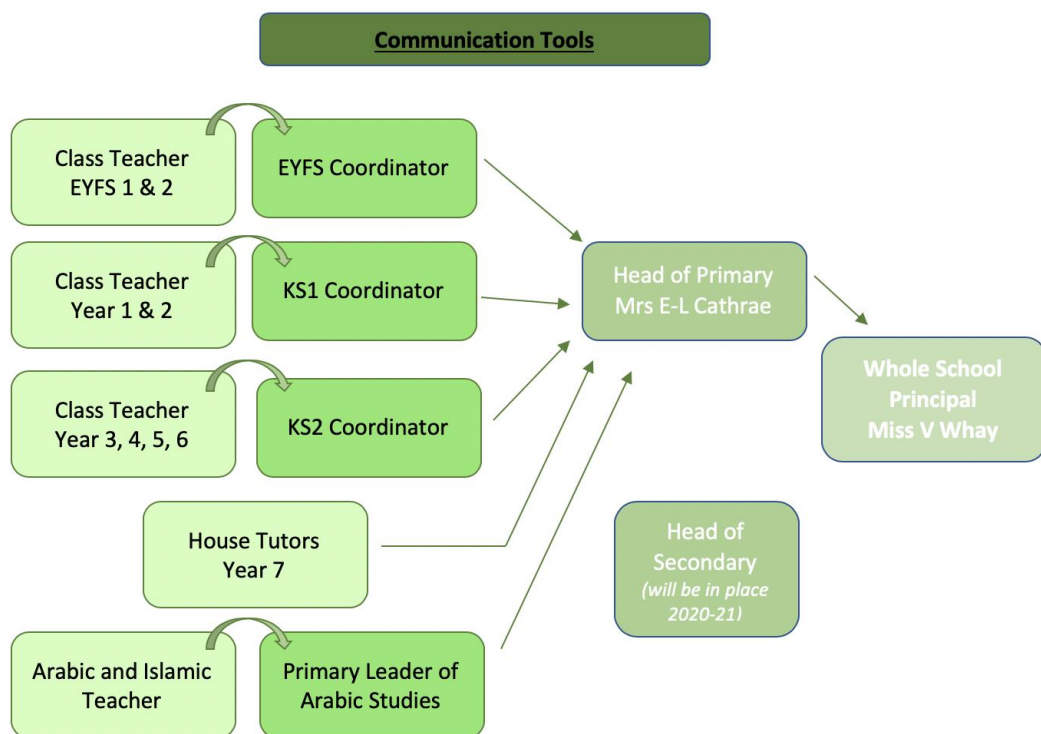


COMMUNICATION TOOLS

In KS2 and Secondary Education each girl will have a school diary. It is each girl's responsibility to write down homework and/or messages for parents to see at home. This must be signed weekly.

In EYFS and Key Stage 1, memorable events will be noted in a contact book for parents to see. This book should also be used for informing the class teacher of any information that would be useful, such as, a bad night's sleep or they didn't want breakfast etc.

Contact books should also be signed weekly to ensure effective communication between school and home.



Each girls class teacher is their first point of contact on a daily basis for any concerns. Teachers are not available 24 hours of the day to answer queries. During lesson time teachers are prohibited to email parents as teaching and learning should always be first priority. If there is an emergency (serious illness, accident etc.) our school nurse or administration team will contact you. If you have an emergency, you should contact the main school office via telephone. Sending an email would not be seen as the most appropriate form of communication during a state of emergency.

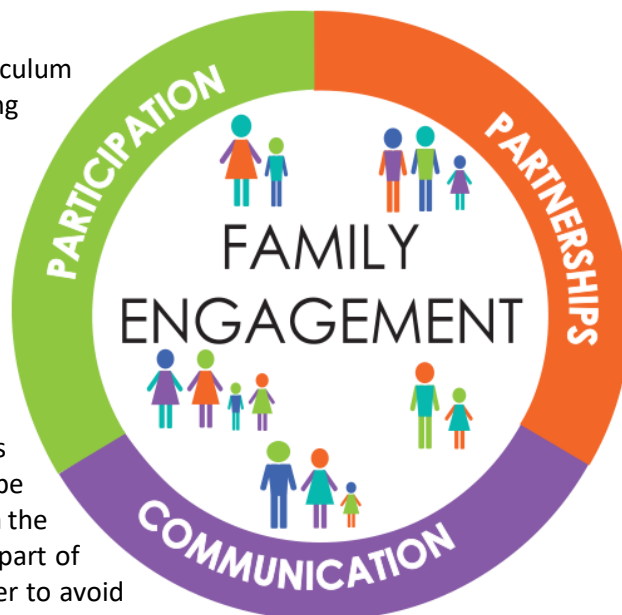
- The School social media pages will be updated with pictures of our girls (with your permission).
- As the school moves through the first term, we envisage a school blog/vlog being set up whereby you can gain access to pictures and videos of the girls learning.
- We do not condone WhatsApp groups whereby the school's teachers or curriculum is discussed, should you need to ask questions about the school you should speak to a member of staff who holds the correct information.
- Coffee mornings and workshops are lovely examples of correct channels for information sharing.



PARENT ENGAGEMENT

Parent Workshops are available for all parents on assessment, curriculum and other areas of school life. Dates will be provided at the beginning of the school year once girls have settled into the Durham family.

Whilst visiting the school discussing **cooking classes** has been a source of excitement for most girls. This will be built into our school timetable regularly. It may not occur every week but will occur at least every other week. As cooking is such a fantastic family activity, we will be inviting mummy's into school to help out and even advise on some traditional cooking. There will be a list of timings sent out and mum's can check their schedules to see when they are available to come and help us. Please note we can only have adults in the school who have a valid police clearance check. This must be submitted to the school office prior to helping in a cooking class with the girls. If helping out in cooking is something you would like to be a part of please get yourself a police clearance check sooner rather than later to avoid disappointment.



There will be points in the year where we will invite mummy's to **swimming classes** with their daughter(s). This is not designed to interfere with their regular schedule of swimming classes but to enhance our girls experience in school. Again, a valid police clearance certificate is needed to allow entry to any classes during school hours. This is a non-negotiable.

Reading in Arabic and English is a very important skill to develop well. With curriculum demands, hearing every child read every day is virtually impossible. We will ask for **parent helpers** to come to school and listen to a child read for 10-20 minutes each day depending on the year group. Parent helpers will be asked to join any class and any year group, therefore depending on your availability and the lessons running that week you may not be in your daughter class. As with all activity's where mums are welcomed into the school a valid police check must be produced before entry to any class during the schools timetabled lessons.

Throughout the school year trips are planned to enhance learning and memorable experiences for our girls. Mums and dads can join us on school trips as helpers where you will be asked to facilitate a group of children throughout the duration of the trip. This would be for educational purposes and one member of staff will have a photographic device to take pictures of the girls. **Parents are not to take photographs on a school trip** and must have a valid police clearance check. Any parent who does abide by this rule will not be invited to help in the school again. We value and respect the wishes of all parents and photographing other parents' children is not considered appropriate.

As an all-female campus fathers are not permitted to join most of the offerings above. As we appreciate this can be sad for fathers who love to play an active part in their daughter's education, we propose **Daddy Tuesdays** which will occur once a month in Primary. Details of Daddy Tuesdays will be promoted in the first term.



SCHOOL MEALS



Durham School for Girls is a **no NUT zone**, both for snacks and also for lunches. We respect allergies and religious diets. **It is parent's responsibility to inform the school of any allergies.**

All girls are asked to bring to school a water bottle. This needs to be **named clearly** and will be returned home daily. Girls will be encouraged to drink water throughout the day and remain hydrated.

Snack time

A snack should be provided by parents and brought into school by the child. All snack bags or boxes need to be named clearly. Snack for EYFS is supervised by the EYFS team and children sit together to eat. Snack time is at 8.30am. After snack the children have a playtime. Snack must be finger food and eaten cold. Parents can provide a mixture of fruit, cheese, olives, egg, vegetables, crackers etc. Healthy food is a must, **no crisps or chocolate.** **REMEMBER – the girls will be eating a full lunch in school from 11.40am.**



Lunch time

Having a full lunch together underpins the values of Durham School for Girls Doha: making the right choices; trying new things; being sociable etc. All these skills are part of our curriculum and ensure we have well rounded and healthy girls. The food and quality will be closely monitored and assessed. Children with food allergies will be catered for and our dining room is a NUT free zone. All the girls will eat lunch in the dining room together with their teachers, with role models showing the correct manners and table etiquette. Every day there will be a choice of 2 hot meals and a vegetarian option, soup and salad and fruit for after.

All parents will be sent a monthly menu with all the nutritional value of the meals, so you can track what the girls are eating.

In EYFS, the girls eat lunch with the EYFS staff and are served directly to the table. EYFS parents will be informed by the teachers if there are any problems with food, or how well the girls ate. No girl will go hungry, so please do not worry!






Durham School for Girls Doha

TRANSPORT PARKING AND BUSES

BUS SURVEY



Durham School for Girls Doha مدرسة درم الدوحة للبنات

BUS SURVEY

NAME OF PARENT: _____

EMAIL: _____

TEL NO: _____

NUMBER OF DAUGHTERS ATTENDING DURHAM SCHOOL FOR GIRLS DOHA (Please circle)

1	2	3	4	5		
WHICH CLASS WILL YOUR DAUGHTER(S) BE IN? (Please circle)						
EYFS 1	EYFS 2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
YEAR 6	YEAR 7					

USING THE SCHOOL BUS SERVICE COULD BE AN OPTION FOR US (Please circle) YES NO

I WOULD BE INTERESTED IN THE SCHOOL BUS SERVICE FOR (Please circle) MORNINGS AFTERNOONS BOTH

ADDRESS / POINT FOR PICK UP OR DROP OFF _____

The School has two designated areas to drop your daughter off. Safety is our main concern and therefore please refrain from dropping your daughter off in the wrong area.

EYFS and KS1's drop-off area will be through the side gates where admissions have been taking place prior to the school opening to students.

KS2 and KS3's drop-off area will be through the main entrance at the front of the school. Please be aware there are no males permitted on the premises. If you would like to drop your daughter off at school as a father, this is encouraged and completely acceptable, however, you are asked to not come into the school grounds to respect the wishes of the staff and girls who are free to wear their school uniform with pride uncovered in an all-female campus.

We are in the process of finalising our bus offer and the routes they will take. As soon as further information is available regarding this, we will of course contact all parents with transport options.

As mentioned previously, Durham School for Girls takes safeguarding seriously and, as such, behaviour and etiquette on the school bus is very important to us. If the girl's behaviour does not mirror the school rules during transportation to and from school, parents may be asked to make alternative arrangements. This will always be discussed with parents.

Alongside this handbook you will receive a bus survey which needs to be returned back to the school before the beginning of July to ensure we can allocate seats and bus routes.



ICT AND MOBILE PHONES



Durham School for Girls is a **No Mobile Zone**. Please do not send your daughter to school with a mobile phone as this will be removed from her and will only be given back to a parent.

All primary students will have access to the ICT room for computing and programming. ICT is integrated throughout the curriculum and each corridor will have laptops for general use.

Durham School for Girls safeguards against cyber bullying and trolling whilst your daughter is in the school grounds. We believe girls should remain innocent to the possible negatives of social media for as long as possible, therefore, parents and girls who do not strictly adhere to this rule will be called to a meeting with the Head of Primary and Principal to discuss their longevity in the school.

To us, the safety of your daughter is paramount! Alongside this the girls will abide by a code of conduct for their behaviour in school. You, as a parent will be required to sign the **code of conduct** to ensure we are a working partnership when dealing with any instances of poor behaviour in school. It is our priority to aid the girls in maturing into well mannered, independent individuals. This is a team effort whereby we all want the same outcome- girls who are ready to take on whatever is presented to them when they leave the school in a mature socially adjusted way.




ASSESSMENT IN DURHAM SCHOOL FOR GIRLS

Assessment is done continuously in the school and the class teacher tracks the children against the Year Group objectives in the National Curriculum.

Year group	Assessment type	How is this reported to Parents																										
FS1 & FS2 EYFS	Durham School Baseline upon entry to school.	FS1: Emerging, Expected, Exceeding the expectations for a child of their age as set out in the Early Years Foundation Stage (EYFS) curriculum.																										
	Continuous Teacher Assessment through focused observations throughout the year for the 7 key areas of learning.	Expected Attainment journey of an FS1 child <table><tr><td>22-36</td><td>30-50</td><td>30-50</td><td>30-50</td><td>40-60</td><td>40-60 +</td></tr><tr><td>Working Below</td><td>On Entry to FS1</td><td>End of Term One</td><td>End of Term Two</td><td>End of Term Three</td><td>Working Above</td></tr></table>	22-36	30-50	30-50	30-50	40-60	40-60 +	Working Below	On Entry to FS1	End of Term One	End of Term Two	End of Term Three	Working Above														
	22-36	30-50	30-50	30-50	40-60	40-60 +																						
	Working Below	On Entry to FS1	End of Term One	End of Term Two	End of Term Three	Working Above																						
	At the end of FS2, Emerging, Expected, Exceeding is based on whether they have achieved the Early Learning Goals as set out in the EYFS curriculum.																											
	Expected Attainment journey of an FS2 child <table><tr><td>30-50</td><td>40-60</td><td>40-60</td><td>40-60</td><td>ELG</td><td>ELG+</td></tr><tr><td>Working Below</td><td>On Entry to FS2</td><td>End of Term One</td><td>End of Term Two</td><td>End of Term Three</td><td>Working Above</td></tr></table>	30-50	40-60	40-60	40-60	ELG	ELG+	Working Below	On Entry to FS2	End of Term One	End of Term Two	End of Term Three	Working Above															
30-50	40-60	40-60	40-60	ELG	ELG+																							
Working Below	On Entry to FS2	End of Term One	End of Term Two	End of Term Three	Working Above																							
Year 1 KS1	Teacher Assessment for all subjects. Termly challenges are given to ensure we are aiding all students in our quest of <i>‘building confidence for life.’</i>	The judgement of “Below, Working Towards, Meeting, Above or Exceeding” the age-related expectations for the year group objectives as displayed in the English National Curriculum.																										
	Standardised, external tests in Reading.	A grade of 1-9 relating to Below, Working Towards, Meeting, Above or Exceeding as based on your child’s standardised score from the test. The ‘Durham School for Girls Doha Grading System’ correlates with age related expectations in the UK whereby 5 is meeting expectations in that year group.																										
	Phonics Screening Test	The pass rate for the Phonics Screening Test is 32 out of 40 words. This is the only assessment at Durham School that is Pass/Fail. If your child fails this assessment they will re-sit it the following academic year in Year 2 <table><tr><th colspan="9">Durham School Grading System</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td colspan="2">Below Expectations</td><td colspan="2">Working Towards Expectations</td><td colspan="2">Meeting Expectations</td><td colspan="2">Above Expectations</td><td>Exceeding Expectations</td></tr></table>	Durham School Grading System									1	2	3	4	5	6	7	8	9	Below Expectations		Working Towards Expectations		Meeting Expectations		Above Expectations	
Durham School Grading System																												
1	2	3	4	5	6	7	8	9																				
Below Expectations		Working Towards Expectations		Meeting Expectations		Above Expectations		Exceeding Expectations																				



Year 2 KS1	Teacher Assessment, plus Durham School Challenges for Maths, English, Science, Arabic and Islamic. This is the Durham School System for <i>'building confidence for life.'</i>	A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of 1-9 against National Curriculum objectives.																																																														
	<p>Progress Tests provided by GL Assessment for Maths and English as part of the National Agenda Parameter (NAP tests).</p> <p></p>	<p>Progress tests are taken in June depending on the academic calendar. You will be informed in advance. A score whereby '100' is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade "5" as Meeting Expectations and will be displayed as such in your child's end of year report.</p> <p>Information in table below provided in Progress Tests from GL Assessment</p> <table><tr><th colspan="13">Relationship between scores</th></tr><tr><th>Description</th><th colspan="2">Very Low</th><th colspan="2">Below Average</th><th colspan="3">Average</th><th colspan="2">Above Average</th><th colspan="2">Very High</th></tr><tr><td>Stanine (ST)</td><td>1</td><td></td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td></td></tr><tr><td>Standard Age Score (SAS)</td><td>70</td><td></td><td>80</td><td></td><td>90</td><td>100</td><td>110</td><td>120</td><td></td><td>130</td><td></td></tr><tr><td>National Percentile Rank (NPR)</td><td>1</td><td>5</td><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td><td>95</td><td>99</td></tr></table>	Relationship between scores													Description	Very Low		Below Average		Average			Above Average		Very High		Stanine (ST)	1		2	3	4	5	6	7	8	9		Standard Age Score (SAS)	70		80		90	100	110	120		130		National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95
Relationship between scores																																																																
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Standard Age Score (SAS)	70		80		90	100	110	120		130																																																						
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99																																																			
Year 3 KS2	Teacher Assessment, plus Durham School Challenges for Maths, English, Science, Arabic and Islamic. This is the Durham School System for <i>'building confidence for life.'</i>	<table><tr><th colspan="9">Durham Primary School Grading System</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th></tr><tr><td>Below Expectations</td><td colspan="2">Working Towards Expectations</td><td colspan="2">Meeting Expectations</td><td colspan="2">Above Expectations</td><td colspan="2">Exceeding Expectations</td></tr></table> <p>A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of 1-9 against National Curriculum objectives.</p>	Durham Primary School Grading System									1	2	3	4	5	6	7	8	9	Below Expectations	Working Towards Expectations		Meeting Expectations		Above Expectations		Exceeding Expectations																																				
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Below Expectations	Working Towards Expectations		Meeting Expectations		Above Expectations		Exceeding Expectations																																																									
	CAT4, a cognitive ability digital test is taken in September for every girl starting the school*. Progress Tests provided by GL Assessment for Maths, English and Science are taken digitally at the end of the academic year. Dates will be communicated in advance.	<p>CAT4 is taken in September and is used to inform teaching and learning at the beginning of the year. Progress tests are taken at the end of the academic year. You will be informed in advance. A score whereby '100' is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade "5" as Meeting Expectations and will be displayed as such in your child's end of year report.</p>																																																														
Year 4 KS2	Teacher Assessment, plus Durham School Challenges for Maths, English, Science, Arabic and Islamic. This is	A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of 1-9 against National Curriculum objectives.																																																														



Durham School for Girls Doha

	the Durham School System for <i>'building confidence for life.'</i>	
	CAT4, a cognitive ability digital test is taken in September*. Progress Tests provided by GL Assessment for Maths, English and Science are taken digitally at the end of the academic year. Dates will be communicated in advance.	CAT4 is taken in September and is used to inform teaching and learning at the beginning of the year. Progress tests are taken at the end of the academic year. You will be informed in advance. A score whereby '100' is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade "5" as Meeting Expectations and will be displayed as such in your child's end of year report.
Year 5 KS2	Teacher Assessment, plus Durham School Challenges for Maths, English, Science, Arabic and Islamic. This is the Durham School System for <i>'building confidence for life.'</i>	A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of 1-9 against National Curriculum objectives.
	CAT4, a cognitive ability digital test is taken in September*. Progress Tests provided by GL Assessment for Maths, English and Science are taken digitally at the end of the academic year. Dates will be communicated in advance.	CAT4 is taken in September and is used to inform teaching and learning at the beginning of the year. Progress tests are taken at the end of the academic year. You will be informed in advance. A score whereby '100' is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade "5" as Meeting Expectations and will be displayed as such in your child's end of year report.
Year 6 KS2	Teacher Assessment, plus Durham School Challenges for Maths, English, Science, Arabic and Islamic. This is the Durham School System for <i>'building confidence for life.'</i>	A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of 1-9 against National Curriculum objectives.
	CAT4, a cognitive ability digital test is taken in September*. Progress Tests provided by GL Assessment for Maths, English and Science are taken digitally at the end of the academic year. Dates will be communicated in advance.	CAT4 is taken in September and is used to inform teaching and learning at the beginning of the year. Progress tests are taken at the end of the academic year. You will be informed in advance. A score whereby '100' is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade "5" as Meeting Expectations and will be displayed as such in your child's end of year report.
	End of Key Stage Test (SATs) for Maths, Reading and SPaG (Spelling Punctuation and Grammar).	In the UK, scaled scores are provided whereby '100' is considered as Meeting the expectations in the National Curriculum of England and Wales. This again is easily converted into the grade "5" as Meeting Expectations.



Secondary Education

Year group	Assessment	How is this reported																											
Year 7 KS3	Teacher Assessment and termly summative tests for all subjects.	<p>A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of 1 to 9 against National Curriculum objectives. Provided as a grade at the end of the year.</p> <table><tr><th colspan="9">Durham Secondary School Grading System</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td colspan="2">Below Expectations</td><td colspan="2">Working Towards Expectations</td><td colspan="2">Meeting Expectations</td><td colspan="2">Above Expectations</td><td>Exceeding Expectations</td></tr></table>	Durham Secondary School Grading System									1	2	3	4	5	6	7	8	9	Below Expectations		Working Towards Expectations		Meeting Expectations		Above Expectations		Exceeding Expectations
	Durham Secondary School Grading System																												
	1	2	3	4	5	6	7	8	9																				
Below Expectations		Working Towards Expectations		Meeting Expectations		Above Expectations		Exceeding Expectations																					
	CAT4, a cognitive ability digital test is taken in September. Progress Tests provided by GL Assessment for Maths and English are taken digitally at the end of the academic year. Dates will be communicated in advance.	CAT4 is taken in September and is used to inform teaching and learning at the beginning of the year to show your daughters potential. Progress tests are taken at the end of the academic year. You will be informed in advance. A score whereby ‘100’ is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade’s displayed above where “5” as Meeting Expectations and will be displayed in your child’s end of year report.																											
Year 8 KS3	Teacher assessment and termly summative tests for all subjects	A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of 1 to 9 against National Curriculum objectives. Provided as a grade at the end of the year. Progress is discussed towards the student’s predicted end of year grade.																											
	CAT4, a cognitive ability digital test is taken in September. Progress Tests provided by GL Assessment for Maths, English and Science are taken digitally at the end of the academic year. Dates will be communicated in advance	CAT4 is taken in September and is used to inform teaching and learning at the beginning of the year to show your daughters potential. Progress tests are taken at the end of the academic year. You will be informed in advance. A score whereby ‘100’ is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade’s displayed above where “5” as Meeting Expectations and will be displayed in your child’s end of year report.																											
Year 9 KS3	Teacher Assessment and termly summative tests for all subjects	A judgement of Below, Working Towards, Meeting, Above or Exceeding the year group expectations, provided as a grade of WT (Working Towards) to 7 against National Curriculum objectives. Provided as a grade at the end of the year. Progress is discussed towards the student’s predicted end of year grade.																											
	CAT4, a cognitive ability digital test is taken in September. Progress Tests provided by GL	CAT4 is taken in September and is used to inform teaching and learning at the beginning of the year to show your daughters potential. Progress tests are taken at the end of the academic year. You will be informed in advance. A score whereby																											



Durham School for Girls Doha

Assessment for **Maths, English** and **Science** are taken digitally at the end of the academic year. Dates will be communicated in advance.

'100' is considered as Meeting the expectations in the National Curriculum of England. This is easily converted into the grade's displayed above where "5" as Meeting Expectations and will be displayed in your child's end of year report.

****Please note after the initial CAT4 is taken at the beginning of your daughter's time in Durham School Doha, a CAT4 will only be re-done every 3 years.***

In every year group there are **3 times in the year** where teachers will invite parents to '**meet the teacher**' and discuss your daughter's progression against the National Curriculum Standards and the Ministry of Education, Qatar.

Alongside a discussion regarding your daughter's progression and attitude towards learning there will be a written report. All parents have made a commitment to their daughter's education, therefore, meeting the teacher events are compulsory to receive your daughter's report for that term.

**Please note school fees must also be up to date to receive your daughter's end of term report.*

CAT4 Tests (September) and Progress Tests (Summer Term) produce a separate parent report which will be sent home via PDF when they are made available after your daughter has sat her test.

Every 3 years, the girls will do a PASS test. This measures attitude, self-esteem, and is a self-evaluation. All this evidence helps us to really challenge or support your daughter to be the best that she can be.



Durham School for Girls Doha



*'The most remarkable attribute a female can have is **confidence**'*

*Durham School for Girls, building '**Confidence** for Life'*

الثقة للحياة
'**Confidence** for Life'