



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL
AIN KHALED



Primary Newsletter

14th November 2024

Our Purpose

Is that every young person should gain as much as possible from our school, based on our belief that all learners can, need and want to achieve

Our Vision

Is to be a vibrant, welcoming international school that provides a first class education enabling pupils to thrive within a dynamic, global environment

Our Mission

Is to prepare all pupils through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community



PRINCIPAL'S MESSAGE

MRS. LYNETTE GRANT

It has been wonderful to welcome our students back to campus following the holiday. Our school community has been bustling with excitement and achievement across numerous areas.

We have enjoyed a rich programme of events, including our annual Dance Festival which showcased our students' remarkable artistic talents. Our sporting programme continues to flourish, with many pupils participating in our football camp. We are particularly proud of our Under-19 football team's bronze medal success in the QUESS competition.

Anti-bullying Week proved to be both meaningful and engaging, featuring a range of student-led activities. The week concluded with our spirited Odd Socks Day, which celebrated our community's uniqueness and reinforced our commitment to kindness, inclusion and respect.

We were privileged to host Aditi Khurana, a visiting artist from the School of Visual Arts in New York. She worked closely with our Year 11 students, providing valuable insights and guidance as they prepare for their upcoming examinations.

At DBS, we remain dedicated to creating enriching opportunities that empower our students and enhance their educational journey. Our aim is to ensure that every child's learning experience is both meaningful and transformative.

Thank you for your continued support in making our school community thrive.





Welcome to Doha British Schools

Doha British Schools are one of the world's leading British International Schools in Qatar, with a reputation for outstanding academic excellence since 1997

HEAD OF PRIMARY MESSAGE

MRS. MARIE SIBLEY

It has been wonderful to see the children finally being able to enjoy the outdoor spaces a little more whether that be the Reception children accessing the areas outside their classrooms or the older children accessing the pitches and courts at break times. This definitely has a positive impact on their wellbeing as they are able to burn off energy, take exercise and socialise in different ways. Thank you for your understanding and vigilance in sending in hats. We continue to insist that children must stay within our shaded areas if they do not have a hat.

The children have enjoyed learning about 'respect' this week as part of our work to support Anti-Bullying week. Not only have they been learning about it, but teachers have told me about many examples of children showing respect around school and encouraging others to do the same. It was great to see the children taking part in Odd Socks Day today also. This has become a highlight of the school calendar and the children enjoy wearing their odd socks but also benefit from thinking about how we are all unique and should respect each other's differences. It would be wonderful if you could talk to your children over the weekend about what respect means to them and how important it is to show respect to each other.

Thank you very much to all parents who have made an effort to be wearing or carrying lanyards this week. This has made it much clearer to us on the gate and has helped us to keep the site safe. Please keep this up. If you do not yet have lanyards, or need to replace yours, please contact our Finance department.





SAFE LEARNING ENVIRONMENT

EXCELLENCE IN ALL WHAT WE DO

TRAINING WITH



On Thursday, November 7th, staff members from both DBS Ain Khaled and Wakra campuses participated in a comprehensive four-hour Health and Safety and Risk Assessment Training Session.



Mr. Roque Dcunha
Group Head of Health, Safety & Environment
Artan Holding

The intensive session covered:

- Key risk assessment definitions and frameworks
- Strategic planning for risk identification
- Assessment techniques for effective risk mitigation
- School-specific safety protocols

This training perfectly aligns with our guiding statement that Doha British School is committed to ensuring that all thrive in a safe and supportive environment. While many schools emphasise professional development, we believe that health and safety training forms a fundamental layer of our commitment to excellence.

Our continued investment in such training demonstrates our unwavering dedication to maintaining the highest standards of safety for our entire school community.



DR. LUKE CHEATER

VICE PRINCIPAL'S MESSAGE



REMINDER

STAY TUNED FOR MORE UPDATES!

Upcoming Performance

Year 6 Presents "Mulan"

We are excited to invite parents to Year 6's production of Mulan! Performances will take place on:

- Monday, 9th December
- Wednesday, 11th December

Tickets will be on sale after school near the canteen from **Tuesday, 19th November to Thursday, 21st November**. The children have been working hard and look forward to sharing their performance with the school community.

Don't miss this wonderful showcase!

Doha British School Ain Khaled
Year 6 Presents...

MULAN

Performances are on
Monday 9th December &
Wednesday 11th December

Tickets on Sale
Tuesday 19th November until
Thursday 21st November
After School by Canteen

The children have been working extremely hard on their performance and are looking forward to showing our school community what they have produced.





DOHA
BRITISH
SCHOOL

AIN KHALED

DBS AK

LIBRARY SPOTLIGHT

IMPORTANT REMINDER AND E-LIBRARY GUIDE

Please follow the below step by **step guide for access.**



Once you click Borrowed you will get the options as shown below

6) Click return



1) Please click on the following [link](#).

2) Access using your Google school teacher/student email account with password.

3) Once logged in you can borrow and browse books immediately.

4) Books are to be kept for a period of two weeks only.

5) To return, click on the book and then click on Borrowed as shown below.



NOTICE!

ATTENTION

Dear Parents,

We would like to take a moment to remind you of the valuable resources available through our e-Library (SORA). Encouraging your children to explore the e-library can enhance their learning experience and foster a love for reading.

Arabic Students and readers also have the opportunity to browse a variety of interesting Arabic Language books, Stories and Islamic books.

E-Library Reading Challenges and competitions with rewards and prizes will be announced soon! Keep an eye on our newsletters

Happy Reading!

Primary and Secondary Library





SAFEGUARDING & WELLBEING

CREATING A SAFE SPACE

10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect'. Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS

We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.

#WakeUpWednesday

The National College





SAFEGUARDING & WELL BEING

CREATING A SAFE SPACE

Top Tips for Supporting Children Who Are

EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.





SPOTLIGHT OF THE WEEK

ASSESSMENT GUIDE AT DBS AK

WHAT IS ASSESSMENT?

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

ASSESSMENT AT DOHA BRITISH SCHOOL

The National Curriculum for England and Wales was reviewed and revised in 2014 and since then schools were mandated to design assessment systems 'fit for purpose' to meet the needs of their students, parents and teachers. Doha British School put in place age related expectations measured on a 4 point scale.

How will i know my child is doing well?

Parents are provided with clear and detailed information in a range of subjects. The system allows parents to see how their child is performing compared to the expectations for their age group. These are given to parents at three points over the academic year, known as the Assessment Points (AP). Parents receive an Individual Report three times per year electronically via the Parent Portal. The Report shows their child's attainment levels and provides detail on their attitude to learning seen in class. Parents also have three opportunities to meet with their child's class teacher.





REPORTS & POINT SCALE

ASSESSMENT GUIDE AT DBS AK

WHAT ARE THE BENEFITS OF REPORTS?

Parents are provided with information about how their child is progressing and opportunity to discuss what their next steps are. This allows parents to further support their child's achievement. Along with age related expectations, parents receive insight into how their child is progressing within the learning environment. Students themselves are also given a voice that ensures that they have an active role in the assessment process, including developing their own learning goals.



WHAT IS THE 4 POINT SCALE?

Your child is assessed in three specific learning areas in English and also in mathematics as well as a range of other subjects. These are broken down into age related target areas. Children's progress is measured using the four criteria below. These specific areas have key objectives that outline the age-related expectations.

Below

Your child is developing understanding in this area. Independence is beginning, although learning still requires consolidation, fluency and consistency.

Working towards

Your child is developing a secure base in this area. Independence is usually evident, but learning still requires further consolidation, fluency and consistency.

Expected

Your child is secure and has a thorough understanding of the age-related target area. They demonstrate consistency, fluency, independence and reason their thinking.

Greater depth

Your child has achieved Mastery and is now able to create, evaluate and analyse using the age-related learning in new situations and concepts. This is above the expected standard depth of application and understanding required in this age related area.



ASSESSMENT IN EYFS

ASSESSMENT GUIDE AT DBS AK

HOW IS MY CHILD ASSESSED IN EYFS?

Students will be assessed against the EYFS profile. The EYFS profile summarises a child's attainment against the early learning goals. There are seventeen early learning goals (sometimes shortened to ELGs) across all the Areas of Learning. The early learning goals are the goals or targets that children are working to achieve by the end of reception. The goals cover a range of skills that children will have been learning and practising throughout the Early Years Foundation Stage.



Reception teachers will use their knowledge of what each child knows, understands and can do in order to decide the outcomes presented in the profile. For each of the early learning goals, children will be awarded an outcome of either:

- **'Emerging'** - meaning that the child is not yet reaching the expected level.
- **'Expected'** - meaning the child has reached the expected level.

Communication and Language (CL)

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development (PSED)

- Self-Regulation
- Building Relationships

Physical Development (PD)

- Gross Motor Skills
- Fine Motor Skills

Literacy (L)

- Comprehension
- Word Reading
- Writing

Mathematics (M)

- Number
- Numerical Patterns

Understanding the World (UtW)

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design (EAD)

- Creating with Materials
- Being Imaginative and Expressive



TYPES OF ASSESSMENTS

ASSESSMENT GUIDE AT DBS AK

HOW DO WE ASSESS AT DBS?

At DBS, we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum. We use two overarching forms of assessment in our school:

- Day-to-day in school formative assessment
- In school summative assessment

Formative Assessment

Formative assessment is the most crucial type of assessment, as it should be used daily to inform the next steps in teaching and learning. It is used as an opportunity to quickly identify gaps in children's learning and misconceptions and use this information to respond and adapt teaching as necessary. Teachers know their children best and are the most accurate judges of their children's progress. At DBS we use a range of:

- In class questioning
- Marking and feedback
- Observations during lessons
- Evidence in books, whiteboards etc
- Low stakes quizzes
- Self/peer assessment

Summative Assessment

Summative assessments are used to monitor and support children's attainment and progress. These provide teachers with an opportunity to evaluate pupil learning at key points in the year and also to use this to evaluate their own teaching.

These measure the pupils' attainment in English and Maths compared to other children across the country in the same year group and provide a standardised test score as well as detailed analysis of any gaps in the children's learning. The tests are a further layer to help us to enable us to quickly identify any children who are at risk of falling behind, to ensure that measures are swiftly put in place to accelerate their progress.

Reception	<ul style="list-style-type: none"> • Reception Baseline Assessment
Year 1	<ul style="list-style-type: none"> • NFER Papers - Reading and Maths in the Summer term • Year 1 Phonics screening check • Comparative Judgement Writing Window (January)
Year 2	<ul style="list-style-type: none"> • NFER Papers - Reading and Maths in the Autumn term • End of KS1 PTM and PTE • Comparative Judgement Writing Window (February)
Year 3	<ul style="list-style-type: none"> • NFER Papers - Reading and Maths in the Autumn and Summer term • Comparative Judgement Writing Window (October)
Year 4	<ul style="list-style-type: none"> • NFER Papers - Reading and Maths in the Autumn and Summer term • Multiplications tables check • Comparative Judgement Writing Window (January)
Year 5	<ul style="list-style-type: none"> • NFER Papers - Reading and Maths in the Autumn and Summer term • Comparative Judgement Writing Window (November)
Year 6	<ul style="list-style-type: none"> • NFER Papers - Reading and Maths in the Autumn term • End of KS2 PTM and PTE • Comparative Judgement Writing Window (March)





STUDENT DEVELOPMENT

PRIMARY NEWSLETTER



HOW WILL I KNOW IF MY CHILD IS IMPROVING?

A full set of age-related expectations for each year group can be found in the reports. This will give a very clear idea of exactly what and where each child is in relation to targets.

Assessments allow us to easily and quickly identify learning gaps. In addition, we ensure sufficient challenge for all students within each age group, allowing ample time for students to get to grips with new knowledge as well as developing a wide range of Greater Depth skills that ensure each and every child is appropriately engaged throughout the year.

GL PTE and PTM Standardised Assessment

At our school, we utilise GL PTE (Progress Test in English) and PTM (Progress Test in Maths) Assessments to gain valuable insights into student progress. These assessments serve as our most reliable End of Key Stage benchmark, drawing from a validity sample of over 300,000 students. This extensive data pool enables us to conduct a forensic analysis of each student's strengths and weaknesses in English and mathematical development. By employing these standardised tests, we can accurately track individual growth, identify areas for improvement, and tailor our teaching strategies to meet the specific needs of each learner.

Comparative Judgement by No More Marking

In our Primary School, we employ Comparative Judgement to enhance our understanding of student writing development. This innovative approach involves teachers from around the world moderating student work, allowing us to regularly benchmark our students' writing against global standards. By participating in this international assessment community, we gain valuable insights into best practices and emerging trends in writing.

This global perspective enables us to continuously refine our teaching methods, ensuring that we provide the most effective support for all our students' writing skills. Through Comparative Judgement, we maintain a dynamic and world-class approach to writing, adapting our strategies to meet the evolving needs of our learner population.





PRESCHOOL HIGHLIGHTS

THIS WEEK IN PRESCHOOL



Summary of the Week

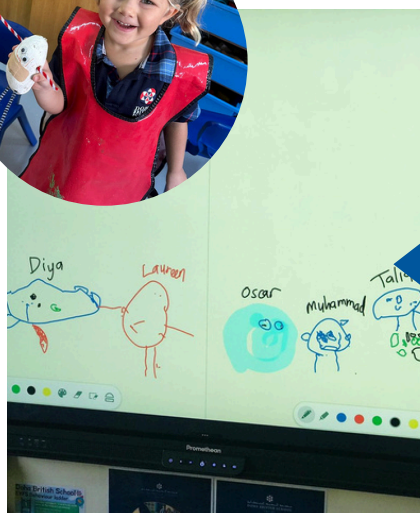
We've had a wonderful week in preschool filled with fun and creativity as the children continued to explore the story of Humpty Dumpty! The children enjoyed retelling and sequencing the rhyme independently, building confidence in storytelling. They also got creative by painting and decorating their own "Humpty Dumpty potatoes," which was a big hit!

Looking ahead to next week, we're thrilled to announce that our outdoor area will be open, providing new space for outdoor exploration and play. We'll also be learning the nursery rhyme Incy Wincy Spider, with a special focus on the weather. This will help the children connect their learning with the changing seasons around them.

Teacher's Message

If you still have not been able to access the Tapestry application to please send an email to emily.byars@dohabritishschool.com

We would like to remind parents that they MUST wear their red lanyards when on the school premises. If you forgot your lanyard, you are able to use a yellow visitor lanyard which is available from Security.



Home Activities

Talk to your child about different types of weather. You can discuss the weather in your home country and how it is different from Qatar. It would also be beneficial to discuss the wonderful changes in the weather in Qatar now it is cooling down.





RECEPTION HIGHLIGHTS

THIS WEEK IN RECEPTION



In Maths

In Maths this week we have continued to submit, represent and find different ways to make the numbers 4 and 5.

Next week...

We will be finding 1 more and 1 less with numbers up to 5, including some word problems.

Summary of the Week

We have enjoyed spending time reading and completing activities on the story 'Handa's Surprise'. Next week, we will be reading 'Lost and Found' and discussing what it is like in the Arctic where it is very cold.

We will be looking at different Arctic animals, choosing our favourite and writing about it.



In Spanish

Reception students are working diligently on practising their Spanish greetings!

This week, they are focused on learning how to introduce themselves by saying, "Me llamo..." ("My name is...")

Teacher's Message

Just a polite reminder that children should be wearing black shoes to school, except on PE days. They should not be wearing coloured trainers or shoes.

Please also ensure your child's school bag is big enough for all their belongings to fit inside.

Thank you!





Thank You