

Chronicles



The Cambridge High School

12 June 2026

Issue #04

Assistant Principal's Message



The past few weeks have been extremely productive at CHS, with many successful events enriching the experience of our students.

Our Open House provided families with a valuable opportunity to celebrate learning and progress, while students have approached their assessments with focus and determination. We now look forward to an equally rewarding period ahead, with exciting school trips and end-of-year celebration events planned as we bring another successful school year to a close.

Our Term 3 assessment period continues to progress successfully, with over 130 exams administered and more than 4,000 pieces of evidence collected from Years 11, 12 and 13 for their Exam Board Portfolio of Evidence. GL Progress Tests are now coming to an end for Years 2–10. The assessments have included Mathematics, English, Science, and the PASS (Pupil Attitudes to Self and School) Survey.

Congratulations to our students for the outstanding manner in which they have approached all assessments, and a sincere thank you to the CHS staff body for ensuring such a smooth and well-organised examination period.

Mental Health Week, led by our School Counsellor, Ms Roshni, was a huge success in raising awareness of the importance of mental wellbeing.

Our Sports Team have returned to action this month, participating in many ADEK competitions and achieving fantastic success, including medals in Athletics, Ju-Jitsu, and Chess. Well done to all our participants and thank you to the PE Team for their continued dedication and support.

As we embark on the final few weeks of the school year, it is important that we maintain our momentum and accelerate towards the summer holidays. By ensuring excellent attendance and bringing our very best to school each day, we can make these final weeks both productive and successful.

Thank you for your continued support, partnership, and contribution as valued members of the CHS community.

Mr Howell
 Assistant Principal & Head of Secondary

Contents

HIGHLIGHTS!

TERM 3 CALENDAR

PHASE UPDATES:
 FS2, KS1, KS2, KS3, KS4 and KS5

MOE
 ARABIC, ISLAMIC, NATIONAL IDENTITY,
 SOCIAL STUDIES

BE A GEM

BE A GEM - ATTENDANCE AND PUNCTUALITY

READ LIKE A GEM - LIBRARY

TEACH LIKE A GEM, LEARN LIKE A GEM

SPORTS

WELLBEING AND COUNSELLING

LEADERSHIP GEMSTONES

SAFEGUARDING - DIGITAL SAFETY & UAE LAWS

UPDATES FROM CHS MEDICS

HEALTH AND SAFETY

Save the Dates!



Monday 15th June - Islamic New Year - Holiday

Tuesday 16th June - Students Return

Wednesday 17th June - FS2 Parent Coffee

Morning: Transitioning to Year 1, FS2 & Year 1

End of Year Celebration

Thursday 18th June - Year 13 Graduation, Science

Day

Friday 19th June - Blue Day



Term 3 Calendar

EVENT	DATE	PARENTS INVITED	LOCATION	LEAD PERSON
Model United Nations	Friday, 12th June – Sunday, 14th June	No	Various	Priyanka Jha
Islamic New Year Monday 15th June (Public Holiday)				
Seniors Guard of Honour	Tuesday 16th June	No	Various	Student Council
FS2 Parent Coffee Morning: Transitioning to Year 1	Wednesday, 17th June	Yes	Auditorium	Safa Omar & Shalini Kumar
FS2 & Year 1 End of Year Celebration	Wednesday, 17th June	Yes	Auditorium	Safa Omar & Shalini Kumar
Y13 Graduation	Thursday, 18th June	Yes	Auditorium	Frithi Antony
Science Day	Thursday, 18th June	No	Classrooms	Nazia Abbas & Siddhanta Chettri
Blue Day	Friday, 19th June	No	Classrooms	Ryan Howell
Transition Days	Monday, 22nd June & Tuesday, 23rd June	No	Classrooms	Directors of Key Stage
School Play	Tuesday, 23rd June	Yes	Auditorium	Mario Ross
Secondary Talent Show	Wednesday, 24th June (Tentative)	No	Auditorium	Cony/ Student council
KS3 Field trip	Thursday, 25th June	No	Ferrari World	Cony Alphonso
KS4 Trip- Bounce	Thursday, 25th June (Tentative)	No	Marina Mall	Frithi Antony
Twin Day Years 1-13	Friday, 26th June	No	Classrooms	Student Council





Term 3 Calendar

EVENT	DATE	PARENTS INVITED	LOCATION	LEAD PERSON
FS2 Space Dress-up Day	Friday, 26th June	No	Classrooms	Safa Omar
Primary Prize Day	Friday, 26th June	Yes	Auditorium	Annemarie de Beer
Tropical Dress up Day – Whole school	Monday, 29th June	No	Classrooms	Cony/ Student Council
Disney Children’s Dress up Day- Whole school	Tuesday, 30th June	No	Classrooms	Cony/ Student Council
End of Year Sports Team Ceremony	Wednesday, 1st July	Yes	Auditorium	Jithesh Pradeep & Student Sports Council
Casuals Adam Sandler Day	Thursday, 2nd July	No	Classrooms	Cony/ Student Council
FS2 Splash Day	Thursday, 2nd July	No	FS2 Playground	Safa Omar
Staff Farewell & Celebration Assembly	Thursday, 2nd July	No	Auditorium	Executive Leadership Team
Secondary Crazy Hat Day	Friday, 3rd July	No	Classrooms	Student Council
End of Year Reports Released	Friday, 3rd July	No	N/A	Frinson Francis
End of Term 3	Friday, 3rd July			
SUMMER BREAK: Monday, 6th July - Friday, 28th August				



Early Years – FS2



Dear Parents,

The end of the school year is just around the corner, and our students are busy preparing for their exciting End-of-Year Performances, which will take place on Wednesday, 17th June 2026. We are looking forward to celebrating their hard work and achievements with you.

The children continue to enjoy a variety of indoor activities and engaging hands-on learning experiences each day. It has been wonderful to see their enthusiasm and creativity shine.

As the weather remains warm, please ensure that your child has a hat available at dismissal time each day.

Thank you for your continued support. We look forward to a memorable end to the school year!

Kind regards,
Safa Omar
Director of EYFS





KS1 – Lower Primary

Dear Parents,

As we approach the end of another successful academic year, I would like to take a moment to acknowledge and celebrate the incredible hard work, perseverance, and positive attitude our students have demonstrated throughout the recent assessment weeks.

A heartfelt thank you to all parents for your continued support and encouragement. Your partnership plays a vital role in helping our children grow and thrive.

Looking ahead, we are excited to celebrate Science Week from 16–19 June. This special week will provide students with opportunities to explore discoveries, innovation, scientific thinking, and teamwork through a range of engaging and hands-on activities.

We are also excited to celebrate the end of a wonderful year with our little learners in Year 1. On 17 June 2026, our Year 1 students will join our FS students for a special End-of-Year Celebration.

We look forward to making these final weeks of the school year enjoyable, memorable, and filled with meaningful learning experiences.

Kind regards,
Angela Matilla
Director of Key Stage 1



KS2 – Upper Primary



I begin by celebrating our incredible students, who have once again demonstrated remarkable resilience and determination. Throughout this assessment period, they have worked with focus and commitment and we are immensely proud of all they have achieved.

As we approach the final stretch of the academic year, there is just one last push before a well-deserved reward awaits. Students can look forward to an exciting end-of-year trip to Warner Bros. World, followed closely by a relaxing and much-earned summer break.

Beyond assessments, the spirit of innovative and engaging learning has continued to thrive across the department as students complete the final stages of the curriculum. Science Week is proving to be a particular highlight, with students collaborating to produce creative and impressive projects. A special thank you goes to Ms Nazia for organising such an inspiring event and for encouraging learning beyond the classroom.

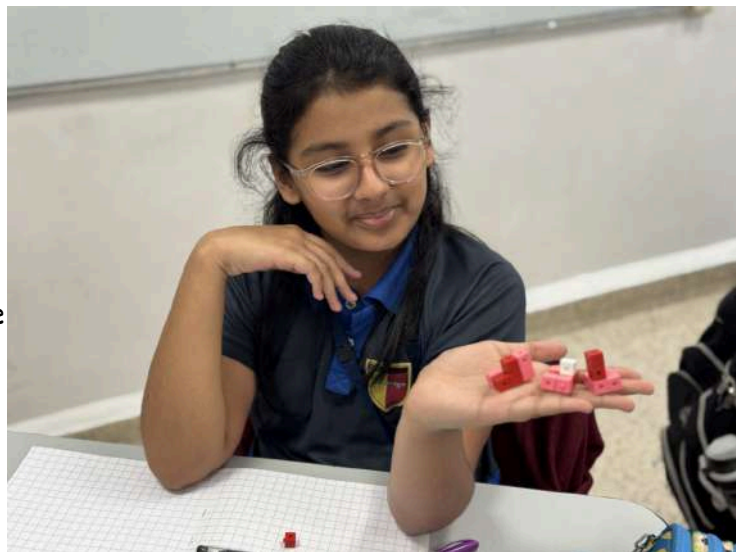
Jersey Day was another fantastic success in KS2. It was wonderful to see so many students proudly representing their countries and favourite teams in celebration of the start of the Men's FIFA World Cup. The excitement surrounding the tournament has certainly added to the buzz around school and will no doubt continue to spark lively conversations in the weeks ahead.

We would also like to extend our sincere thanks to our parents for their continued support during this busy and sometimes challenging time of year. Your encouragement and partnership do not go unnoticed and are greatly appreciated.

It has truly been a fantastic year so far, and we look forward to a positive and productive final few weeks as we bring the 2025–2026 academic year to a close.

Kai Stone

Director of Key Stage 2



KS3 – Lower Secondary

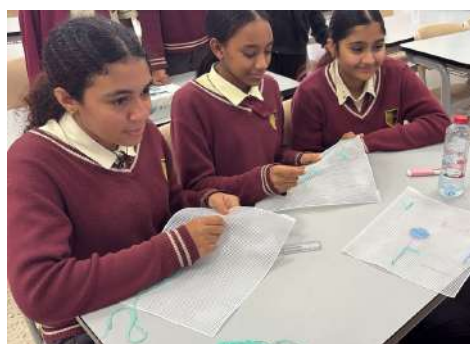


Dear Parents,

As we approach the final stretch of the academic year, we would like to express our heartfelt gratitude for your unwavering support during these challenging times. Your partnership, flexibility, and trust, especially throughout the period of online learning, have been invaluable. The encouragement you offered, and the patience you demonstrated have played a vital role in ensuring that our students continue to learn, grow, and thrive. We deeply appreciate the strength and unity of our school community.

We were truly delighted by the positive feedback shared during our recent Open House. Your kind words and thoughtful reflections reaffirm the importance of our shared commitment to providing the best possible learning experience for every child. It is inspiring to see how strongly our parents, students, and staff remain connected. Our students have also shown remarkable spirit and empathy. Their participation in Mental Health Day, proudly wearing green, demonstrated their awareness and support for one another. We are equally proud of the meaningful project they completed to honor and appreciate our frontline heroes. Their creativity, compassion, and sense of responsibility reflect the values we strive to nurture every day. Thank you for sharing your family time through pictures on Padlet, celebrating International Family Day.

Warm regards,
Cony Alphonso
Director of KS3
Family First Lead



KS4 – Upper Secondary



As we near the end of the Year 10 assessment period, it truly feels that the end of the academic year is just around the corner.

Over the past two weeks, our Year 10 students have shown outstanding commitment and engagement throughout a fast-paced and demanding assessment schedule. Their resilience and focus have been impressive, and the experience has given them a valuable insight into what Year 11 will feel like.

Year 10 students have also completed their GL Progress Assessments. Having built familiarity with these over the years, they approached them with confidence and maturity, which was fantastic to see.

Year 11 will have the opportunity to sign up and take part in our Educational Internships at CHS starting next week. More information will be shared with the students.

Our Jersey Day, held to celebrate the opening of the World Football Cup, was a huge success. Students, teachers, and staff all joined in, creating a lively and inclusive atmosphere. It was truly a fun day for everyone involved.

We are incredibly proud of the students who visited GEMS World Academy in Dubai to represent our school in the GEMS Youth Parliament—a prestigious student leadership program that brings together representatives from across GEMS schools. During this experience, students discussed important issues affecting young people, contributed ideas for positive change, and further developed their leadership, communication, and advocacy skills. They also participated thoughtfully in reflections on the Family First initiative over the past academic year, while gaining valuable insight from the experiences of other GEMS students.

School Expectations Reminders

 <p>Attendance and punctuality expectations remain essential.</p>	 <p>School uniform expectations continue to be upheld to a high standard.</p>
 <p>Zero phone policy remains a key focus.</p>	 <p>With summer heat setting in, staying hydrated is more important than ever.</p>

CHS is proud to host the annual CAMUN over the weekend, one of our most valued events. This year's conference is centered around the theme "Redefining Resilience: Innovating for Equity in an Uncertain World," inspired by the United Nations Sustainable Development Goals (SDGs). The event brings together young leaders and delegates from diverse backgrounds to engage in meaningful discussions and develop innovative solutions to global challenges. As always, our students will get a chance to excel in their participation and representation.

A big thank you to our amazing teachers for their continued support, and a special thanks to our support staff, whose efforts behind the scenes make a real difference every day.

The long weekend is certainly welcome after such a busy few weeks. We also extend our warm wishes to all families who mark and celebrate the occasion of the Islamic New Year, wishing you and your loved ones peace and happiness.

As we move into the final stretch of the term, there are a few important reminders:

- Attendance and punctuality remain essential
- School uniform expectations continue to be upheld to a high standard
- Our zero-phone policy remains a key focus
- With the summer heat setting in, staying hydrated is more important than ever

Thank you, as always, for your continued support.

Take care and best wishes to all.





Pharmacy and Nutrition Internship Day at Al Ain University – College of Pharmacy



The Pharmacy Internship Visit to Al Ain University, Abu Dhabi on 9th June 2026, provided students with an engaging and informative introduction to the field of pharmaceutical sciences. The visit offered valuable insights into university life, modern laboratory facilities, and potential career opportunities within the healthcare sector.

Students were welcomed by university staff and taken on a guided tour of the campus, where they explored laboratories, lecture halls, and learning spaces. A key highlight of the visit was the hands-on microbiology session, during which students learned how bacteria are cultured on agar plates using streaking and spreading techniques. They also gained practical experience using laboratory equipment such as micropipettes and inoculating loops.



The students further developed their scientific skills through a microscopy activity, where they observed specimens and enhanced their understanding of laboratory investigations. An informative session on nutrition introduced students to various aspects of health and dietary science, broadening their awareness of the interdisciplinary nature of pharmacy.



Additionally, students used a BMI analysis machine to assess body composition and learn about health indicators. Overall, the internship provided a meaningful and inspiring experience, helping students gain a deeper understanding of pharmacy and healthcare careers. We sincerely thank Al Ain University for hosting and supporting this valuable learning opportunity.



ONLINE CAREER SESSION FOR PARENTS AND STUDENTS

The Cambridge High School, Abu Dhabi, successfully hosted an Online Career Session for parents and students from Year 8 to Year 13 on 4 June 2026 via Microsoft Teams. The session was organized by Dr. Frithi Herbert, Director of Sixth Form, with the aim of helping students and parents gain a clearer understanding of career pathways, higher education opportunities, and future workforce trends.

The keynote speaker, Mr. Shalabh, Co-founder and CEO of ISMOJO, delivered an insightful presentation on career planning and the importance of making informed academic and professional choices. He introduced participants to the ISMOJO platform and demonstrated how it can support students in exploring careers, identifying their strengths, and planning their educational journeys effectively.

A major highlight of the session was the Alumni Talk segment, where three accomplished alumni shared their experiences and inspired students with their success stories. Ms. Angela from Virginia Tech, USA, spoke about her transition from school to university, the academic opportunities available abroad, and the importance of developing a global perspective.

Ms. Adisri Biswas from the University of Birmingham shared valuable insights into university life, student support systems, and the skills required to succeed in higher education. Ms. Mehwish from Khalifa University, UAE, discussed her academic journey, research opportunities, and the growing career prospects in STEM-related fields within the UAE.



The session also covered future career trends, university admissions, career planning strategies, and guidance opportunities available to students. Parents and students actively participated in the discussion, raising questions about university applications, subject selection, scholarships, and career development.



Overall, the event was highly informative and engaging. It provided students and parents with practical guidance, real-life experiences, and valuable resources to help them make confident decisions about their future academic and career pathways. The school extends its sincere appreciation to Mr. Shalabh and the alumni speakers for their time, expertise, and inspiring contributions to the success of the session.



أولياء الأمور الكرام،

شهدت مدرستنا خلال الفترة الماضية نشاطاً حافلاً بالتميز؛ حيث احتفل طلابنا ب عيد الأضحى المبارك من خلال مجموعة متنوعة من الأنشطة التفاعلية والأعمال اليدوية المبتكرة. وفي إطار تعزيز دورهم الإيجابي في العملية التعليمية، قدم الطلبة بكل ثقة عروضاً تقديمية مشوقة من إعدادهم، أظهرت قدرتهم على التعبير عن أنفسهم والمشاركة الفاعلة في التعلم. وفي الختام، أدى طلابنا اختبارات نهاية العام في مادة اللغة العربية بكل جد ومثابرة، وهو ما عكس بوضوح تطورهم المعرفي الملحوظ خلال العام الدراسي. كل التوفيق لطلابنا المتميزين!

قسم اللغة العربية



Dear Parents,

Our school recently witnessed a period filled with notable activities and achievements. In celebration of Eid Al-Adha, our students participated in a wonderful variety of interactive activities and creative crafts. Demonstrating leadership and practical skills, they confidently delivered engaging educational presentations of their own design, reflecting their active and positive role in the learning process. Concluding this period of hard work, our students approached their end-of-year Arabic exams with great diligence and perseverance, clearly reflecting their academic growth and progress throughout the year. We are very proud of our students' efforts and wish them continued success!

Arabic Department



في أجواء مليئة بالبهجة والتفاعل والحماس، احتفل طلاب مدرسة كامبريدج الثانوية بعيد الأضحى المبارك من خلال مجموعة متنوعة من الأنشطة والفعاليات التي عكست فرحتهم بهذه المناسبة السعيدة. وقد عبّر الطلبة عن مشاعرهم المبهجة بالمناقشات الهادفة، والرسومات المعبرة، والأنشطة التفاعلية التي أضفت روحًا من السعادة والمحبة داخل المدرسة.

In an atmosphere filled with joy, enthusiasm, and active participation, CHS students celebrated Eid Al-Adha through a variety of engaging activities and events that reflected their happiness on this special occasion.

Students expressed their excitement and festive spirit through meaningful discussions, creative drawings, and interactive activities that spread happiness and positivity throughout the school.



نواصل في حلقات تلاوة القرآن الكريم تعزيز مهارات الطلبة في التلاوة الصحيحة وتطبيق أحكام التجويد، حيث يتلون آيات القرآن الكريم بخشوع وإتقان في أجواء إيمانية يسودها التركيز وحب كتاب الله، بما يسهم في ترسيخ القيم الإسلامية وتنمية الارتباط بالقرآن الكريم.

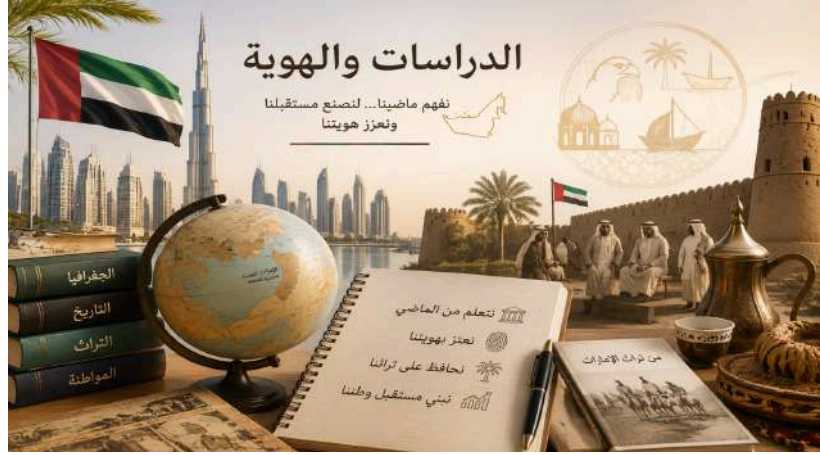
We continue our Qur'an recitation circles by strengthening students' skills in proper recitation and the application of Tajweed rules, as they recite the verses of the Holy Qur'an with reverence and accuracy in a faith-filled atmosphere of focus and love for the Book of Allah, fostering Islamic values and a deeper connection with the Holy Qur'an.

في مادة التربية الإسلامية، شارك الطلبة في مناقشات وحوارات هادفة حول شعيرة الحج، مما ساهم في تنمية مهارات التعبير والتواصل وتعزيز فهمهم لقيم هذه العبادة العظيمة.

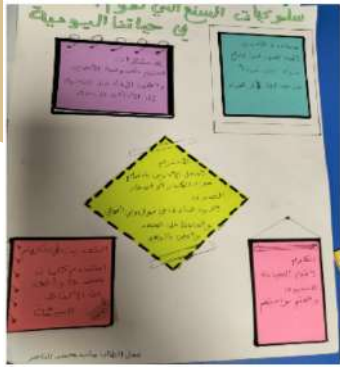
In Islamic Studies, students engaged in meaningful discussions and dialogues about the rituals of Hajj, enhancing their communication and expression skills while deepening their understanding of the values and significance of this great act of worship.

جسد طلابنا من خلال هذه البوسترات قيم السنع الإماراتي الأصيل، معبرين عن أهمية الاحترام والتعاون والكرم وحسن التعامل مع الآخرين. وقد أظهرت أعمالهم إبداعاً وتميزاً في إبراز العادات والتقاليد التي تعكس هويتنا الوطنية وتراثنا الإماراتي العريق

Through these posters, our students embodied the values of authentic Emirati hospitality, expressing the importance of respect, cooperation, generosity, and good treatment of others. Their work demonstrated creativity and excellence in highlighting the custom sand traditions that reflect our national identity and rich Emirati heritage.



شارك الطلاب في نشاط تعليمي تفاعلي بعنوان "خريطة بلادي"، حيث قاموا بتجميع وترتيب قطع بازل لخريطة دولة الإمارات العربية المتحدة. أسهم النشاط في تعزيز معرفة الطلاب بالشكل الجغرافي للدولة، وتنمية مهارات الملاحظة والتفكير المكاني والعمل التعاوني. كما ساعدهم على ترسيخ مفاهيم الهوية الوطنية والانتماء للوطن من خلال التعرف إلى خريطة الإمارات بطريقة ممتعة وتفاعلية



Students participated in an interactive educational activity titled "My Country's Map", where they assembled and arranged puzzle pieces to form the map of the United Arab Emirates. The activity enhanced students' understanding of the country's geographical shape while developing their observation, spatial thinking, and teamwork skills. It also helped reinforce concepts of national identity and belonging by enabling students to explore the UAE map in an enjoyable and engaging way.



شارك طلابنا في أنشطة متنوعة حول مناسك الحج وعيد الأضحى المبارك، حيث تعرّفوا إلى أهمية هذه الشعائر والقيم التي تجسدها، مثل الإيمان والتضحية والتعاون. وقد عكست أعمالهم إبداعهم وفهمهم لمعاني هذه المناسبة المباركة.

Our students participated in a variety of activities about Hajj and Eid Al Adha, where they learned about the importance of these sacred occasions and the values they represent, such as faith, sacrifice, and cooperation. Their work reflected both creativity and a deeper understanding of the meaning of this blessed celebration.





This month's Family First activity celebrates the theme: "Family First – Building Memories Together"

We invite students to create an artwork inspired by the idea of building meaningful family memories, along with the gemstone Peridot, symbolising kindness, generosity, and care for others. Encourage your child to create from the heart and let their family experiences guide their imagination. Their story matters, and their art will shine.

Categories

- Under 8
- Under 13
- Under 19

Rules & Guidelines

- Artwork must be original and created by the participants.
- Any art medium is allowed (drawing, painting, collage, digital art, etc.).
- Each participant may submit only one entry.
- Entries must be clearly labelled with name, class, section, school name, and category.
- Artwork must reflect the theme.

Submission deadline:
22nd June 2026.

Entries will be judged on creativity, relevance to theme, and presentation.

Peridot

Cambridge

FAMILY FIRST

ART COMPETITION June 2026

*"Family First - Building Memories Together
A Legacy of Generosity"*

SHARE YOUR VISION

CREATE AN ARTWORK CELEBRATING PERIDOTS

**SUBMISSION DEADLINE:
JUNE 22, 2026**
to our PRE, Ms. Fowzia Jama
f.jama_chs@gemsedu.com

SYMBOLIZING KINDNESS, GENEROSITY, AND OUR SHARED JOURNEY WITH FAMILY AND CHS COMMUNITY.

**ENTRY CATEGORIES:
AGES 4-7,
AGES 8-12,
AGES 13-18**

"Art washes away from the soul the dust of everyday life."

We look forward to seeing the beautiful memories your children bring to life through their art.

Be A GEM



Our GEMS values are at the heart of everything we do. They support our positive behaviour strategy and help us achieve our vision, enabling every child to Be a GEM.



CARE

Narrate the positives and ensure they outweigh the negatives



ALWAYS LEARNING

Staff identify and remove barriers to learning to allow each pupil to thrive. Instill a GEMS culture of excellence so that GEMS' teachers can teach and our GEMS' students can learn, without disruption



EXCELLENCE

Ensure every GEM has the right to access a high-quality education that will lead to excellent qualifications that open doors and help them to realise their dreams and aspiration.



Be a GEM

Cambridge

OUR NEGATIVE BEHAVIOUR PROCESS

1. Whisper correction: If a student is doing something wrong, the teacher will first give a quiet (whisper) correction to address the behaviour.
2. Negative behaviour points & phone call home: If the student continues the behaviour after the whisper correction, the teacher will issue negative behaviour points and make a phone call home.
3. Reflection: If the student continues the same behaviour within the same lesson, they will receive a reflection.

Reflections

- Reflections apply to both primary and secondary students.
- They take place on Thursdays during second break.



ONE TEAM

Value and promote an inclusive culture where all GEMS are rewarded and praised regularly, consistently and fairly. Ensure the whole-school community creates a supportive environment allowing all GEMS to flourish



Be A GEM



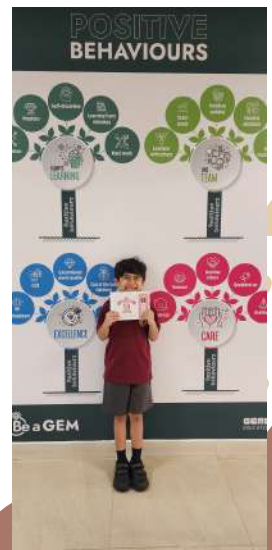
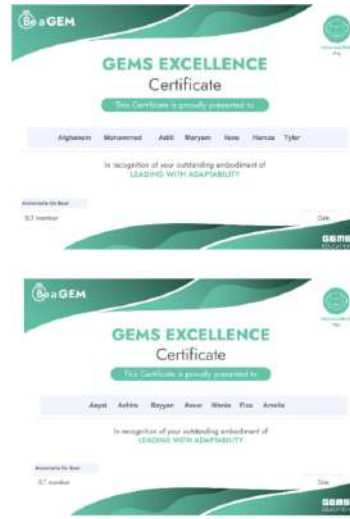
Gem Teacher of the month for May 2026

- Princess Feliciano
- Erica Gouws
- Megan Arendse
- Nishaant Aftab
- Jenny Magee
- Shanty Santhoshkumar



Gem Student of the Month for MAY 2026

- Alghanem Abueida FS2A
- Mohammed Abdullah 1A
- Aditi Sahasra Sandeep 2D
- Maryam Syed Ahmed 3D
- Ilene Sheeraj 4E
- Hamza Soliman 5B
- Tyler Liam Silveira 6B1
- Aayat Mahbeer Khan 7B2
- Ashira Ashiq Basha 8G1
- S M Rayyan Akhtar 9B1
- Aaser Mohamed Farag Abouegiram 10B1
- Wania Ahmad 11G2
- Fiza Omer Sherief Latheef 12G1
- Amelia Mary Gonsalvez 13G1



Be A GEM - Attendance and Punctuality



ABSENTEEISM

"Why Every Day at School Counts" - Attendance Rules & What Parents Need to Know.

01 The 5% & 10% Absenteeism Rule

Applies on combined excused & unexcused absences



Kindergarten
If a student misses more than **10% (18 days)**, it is flagged

Grades 1-12
If a student misses more than **5% (9 days)**, it is a concern

03 Medical Absences



Up to **3 consecutive days**
(and a maximum of 12 days annually)

Parent-written sick notes

Starting 4th sick day

DOH sick leave certificate

Chronic Illness Absences

If a student exceeds 12 missed school days, parents must submit DOH medical reports

02 Excused Absences



- ✓ Illness
- ✓ Emergency medical appointments
- ✓ Family Loss (1st or 2nd degree relative)
- ✓ Official duties
- ✓ Competitions/events
- ✓ Government public holidays
- ✓ Study/exam leave (with ADEK approval)
- ✓ Government-mandated closures

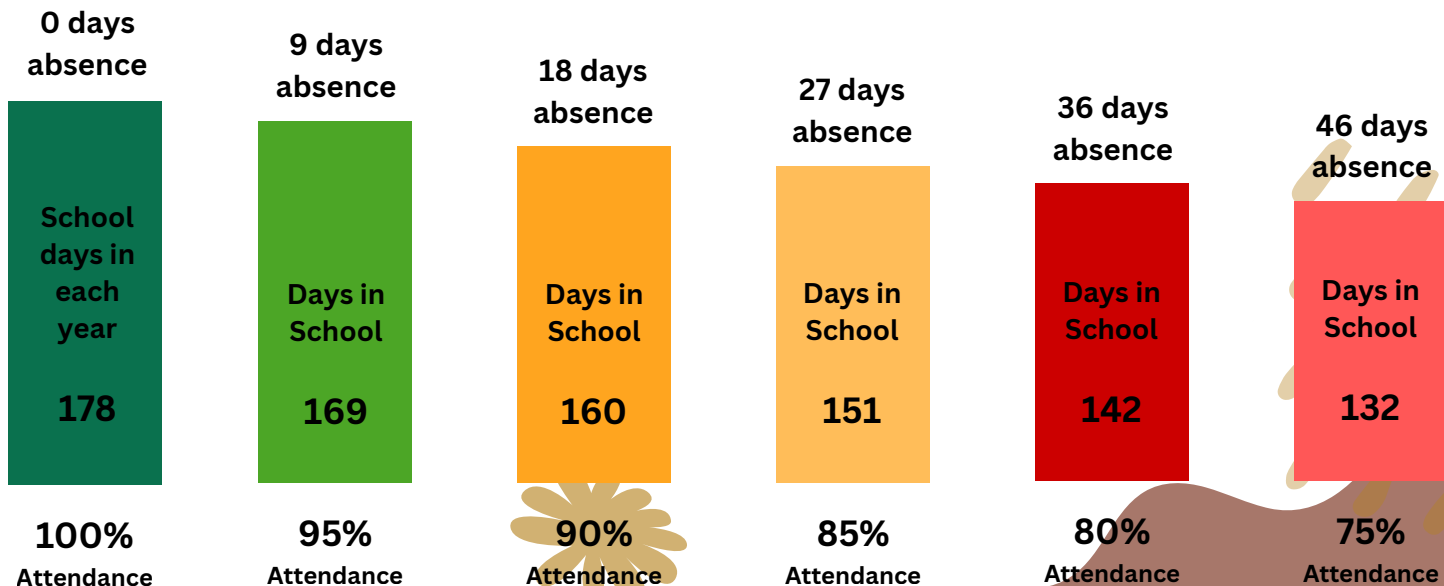
Unexcused Absences



- ✗ Family vacations during school days
- ✗ Staying home without notifying the school
- ✗ Non-emergency medical appointments
- ✗ Non-severe weather conditions

Attendance	Tier	Label	Action Owner	Action Required
97 - 100%	Tier 1a	Expected	Tutor	No Action
96 - 97%	Tier 1b	Early Intervention	Social Worker	Letter: No Penalty Flagged for Monitoring
92 - 96%	Tier 1c	Cause for Concern	Social Worker	Letter: Warning Stage 1
91% or below	Tier 2	Persistent Absenteeism	Social Worker, KS Lead	Letter + Meeting: Warning Stage 2, AIP, Parent Commitment to Attendance
Below 90%	Tier 3 + Escalation	ADEK Risk	Social Worker, KS Lead, Principal / Vice Principal	Letter + Meeting: Warning Stage 3 + Escalation to ADEK & Submit Case Study

LOSS OF LEARNING EFFECTS



Be A GEM – Attendance and Punctuality



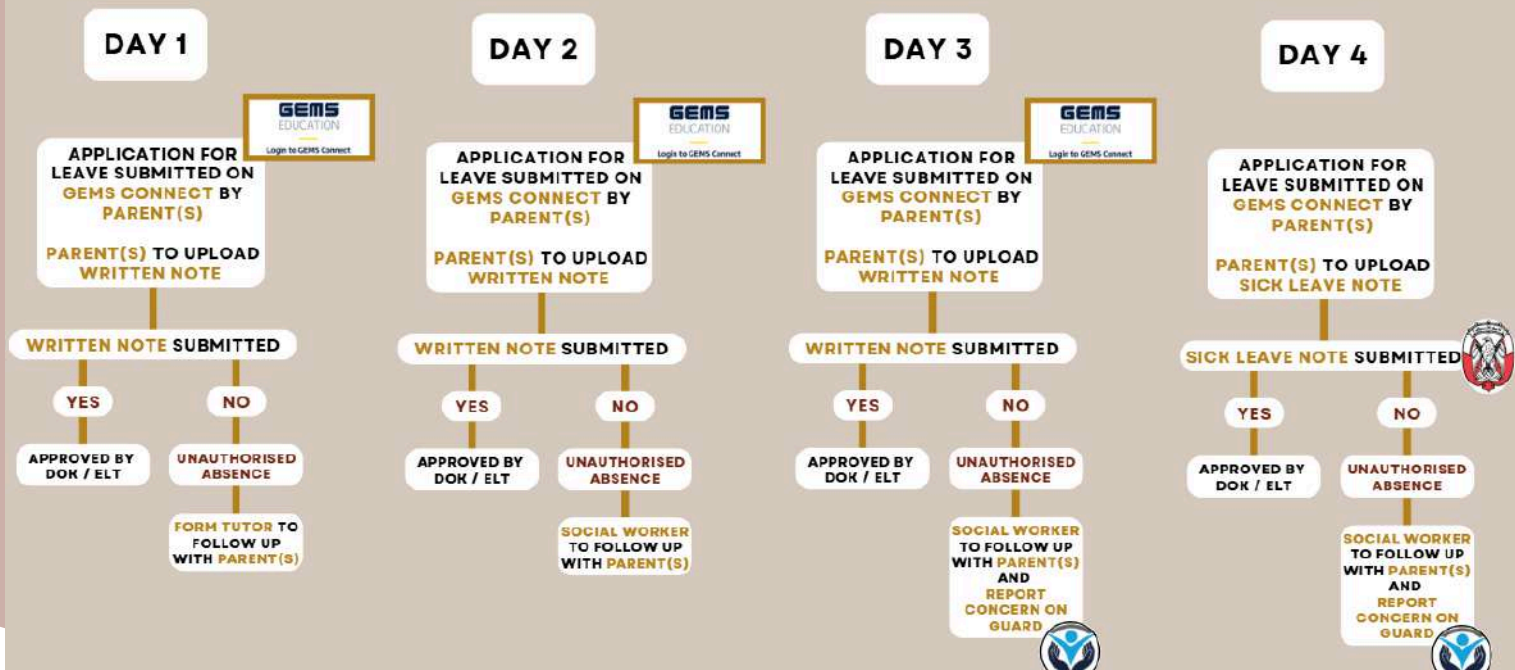
Strict Protocols for Illness

To maintain accurate records, parents must adhere to the following timelines for reporting illness:

- Days 1–3: Parents must submit a written sick note daily via GEMS Connect. Failure to do so results in an "Unauthorised Absence."
- Day 4 Onwards: A Sick Leave Certificate from a DoH-licensed physician is mandatory. This must be submitted within 24 hours of the medical consultation.

The 12-Day Rule: Per ADEK policy, schools can authorise a maximum of 12 annual school days for medical reasons without a doctor's certificate (provided parent notes are submitted). Beyond 12 days, medical reports from a DoH-licensed physician are required for further absences to be considered.

THE CAMBRIDGE HIGH SCHOOL REPORTING ABSENCE AND APPROVALS PROTOCOLS



Punctuality

Start the Day Strong

Punctuality is a vital life skill and a sign of respect for the learning environment.

7:30 am – 7:45 am: Students should be in class for registration by their Form Tutor.

Lateness Protocols: Students arriving after 7:45 am are marked late at Gate 5 or the Social Worker's desk.

Consequences: Persistent lateness leads to a formal meeting with the Executive Leadership Team (ELT) and a punctuality report.

THE CAMBRIDGE HIGH SCHOOL RECORDING PUNCTUALITY PROTOCOLS



Be A GEM – Attendance and Punctuality



Every Minute Matters: Attendance and Punctuality at CHS

At The Cambridge High School, we are committed to providing our students with the best possible foundation for their future. In alignment with the ADEK School Student Administrative Affairs Policy (September 2025), we maintain rigorous standards for attendance and punctuality to ensure every child has the "Best Chance of Success."

The Impact of Absence on Learning

As our "Loss of Learning" data illustrates, every day counts. High attendance is the cornerstone of academic achievement:

- 95% – 100% Attendance: Students are positioned for their best chance of success.
- Below 95% Attendance: Represents a lesser chance of success; gaps in knowledge begin to form.
- 80% or Lower: This is a serious impact on education, equating to over 36 days of missed learning.

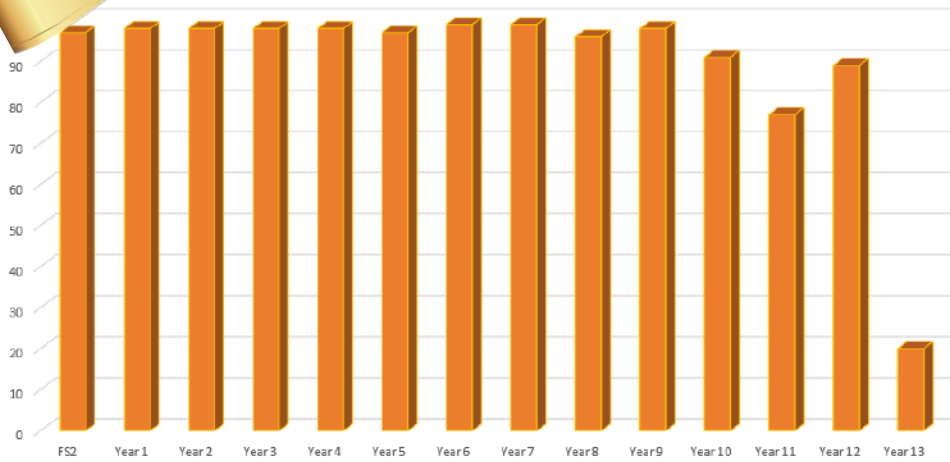


★ Fantastic Attendance Across the School! ★

1st June to 12th June 2026

Well Done!

Attendance 1st June to 12th June 2026



Overall attendance across the school remains positive, with most year groups achieving between 97% and 99%, reflecting strong commitment to learning and excellent routines.

- Early Years and Primary (FS2–Year 6) continue to show very strong attendance, consistently at 97–99%.
- Lower Secondary (Years 7–9) also maintain high levels, mostly at 96–99%.

- Year 10 and Year 12 show slightly lower attendance at 91% and 89%, and we are working closely with students to improve this.

🎯 Year 11 (77%) and Year 13 have significantly lower figures, largely due to examination leave and study arrangements during this period. As expected at this time of year, Year 13 attendance reflects exam study leave, and in some cases, completion.

Understanding Authorised Absences

In accordance with ADEK Policy, schools shall only authorise absences supported by official documentation. These include:

- Illness (see specific rules below).
- Family Emergencies: Death of a first- or second-degree relative or essential urgent family travel (medical care/escort leave).
- Official Requirements: Mandatory appearance before an official body or official community tasks.
- Enrichment & Academics: Medical appointments (scheduled prior), approved conferences/competitions (e.g., MUN), religious holidays not defined as UAE public holidays, and specific Board Examination/Study leave (as approved by ADEK).

Note: For any authorised absence, CHS will ensure students are informed of the work they need to catch up on and allowed to complete missed assignments or tests.

Read Like A GEM - Library



Ms Renu has been serving as our School Librarian for the past decade and her mission has always been to foster a lifelong love of reading while maintaining a resource-rich environment that sparks curiosity and academic growth by working alongside both Primary and Secondary English Departments.

READING CHALLENGE!

How it works

Starting **Monday 4th May**, homeroom teachers will send the Book Review Passports. For every book review submitted, earn stamps for every milestone reached.

The Goal is to celebrate diverse stories and reward our most dedicated readers, whilst fostering a love for reading!

I can't wait to see which books our students choose to tackle first!

This term, we are launching the Librarians Reading Challenge! This programme is designed to encourage students to step out of their comfort zones and explore new genres—from historical non-fiction to contemporary poetry.

CAN YOU
MAKE IT TO
10??

Name: _____ Class: _____

BOOK REVIEW

READ 10 BOOKS THIS MONTH

ARE YOU UP FOR THE CHALLENGE?

PASSPORT

READ LIKE A GEM

Title: _____ Author: _____

Date started: _____ Date finished: _____

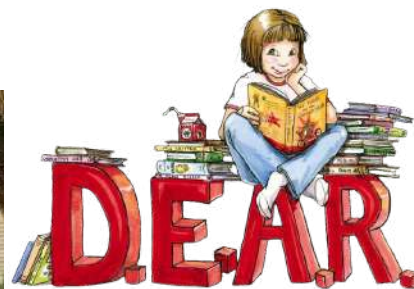
Characters: _____ Opinion: _____

Plot: _____

DROP EVERYTHING AND READ!!

To celebrate our love for literacy and the launch of the Librarians Reading Challenge, we are looking for the most imaginative, unique, and "perfectly timed" photos of our students caught in the act of reading!

Whether it's reading to a pet, finding a secret nook in the garden, or even reading in full costume—we want to see where your imagination takes you when you Drop Everything and Read!



Drop Everything And Read -
Submit Your Photos Here!!



🏆 How to Enter:

- Find your spot: Pick a book and a creative location (safety first, of course!).
- Snap a photo: Capture the moment you "dropped everything" to dive into a story.
- Submit: Upload your photo using the QR Code or bring a printed copy

★ What are the Judges looking for?

- We aren't just looking for a nice picture; we are looking for creativity!
- Originality: Is it a place no one else thought of?
- Storytelling: Does the photo capture the mood of the book you're reading?
- Humour: Did you find a funny or unexpected moment to start reading?

Read Like A GEM



SUMMER READING DEVELOPMENT

As the summer break begins, the school is pleased to launch the "Read Like A Gem" summer reading challenge, aimed at enriching students' spare time by fostering their imagination and confidence through consistent reading.

This challenge is designed to encourage students to explore diverse narratives and transform reading into an engaging daily activity that offers significant academic and intellectual benefits.

To enhance this experience, a series of structured activities has been developed, covering a wide range of interests—from reading in outdoor settings and exploring

non-fiction texts to engaging in social reading activities, such as reading aloud to friends or family members. Students are encouraged to document their summer reading progress on a specialised "Bingo" card, recording the titles of the books and the dates of completion. These cards should be submitted to their new teachers no later than Friday, September 11th. The school looks forward to celebrating all participating students and honoring their reading accomplishments in the school library at the start of the upcoming academic year.

Summer Reading Bingo		
Read a book under a tree, up a tree or next to a tree. Date: Title:	Make a den and read. Date: Title:	Read some non-fiction. Date: Title:
Read while eating a snack. Date: Title:	Read something that makes you laugh. Date: Title:	Read a book written before you were born. Date: Title:
Read instructions to help you do or make something. Date: Title:	Read to a soft toy or a pet. Date: Title:	Read to your friends or family online. Date: Title:

Bring or send your completed Bingo card to your new teacher by Friday 11th September!

READ LIKE A GEM!

GEMS

SUMMER READING CHALLENGE!

Read anywhere, anytime, and enjoy every page!

Keep reading over the summer to grow your imagination, boost your confidence and discover new adventures!

As part of our **Read Like A Gem** initiative, we are excited to launch our **GEMS Summer Reading Challenge!** Let's keep our reading habits strong over the summer, explore new stories, and enjoy reading for pleasure. Every page you read is a step towards becoming an even stronger reader!

HOW TO TAKE PART:

- Take a screenshot of the Summer Reading Bingo Card or print a copy.
- Complete the reading activities throughout the summer.
- Record the title of each book, story, article or text you read, along with the date completed, on your Bingo Card.
- Once the summer holidays have ended, please bring your completed Bingo Card to your class teacher.
- We will celebrate completed Summer Reading Challenges after the holidays in our library!

Happy reading and have a wonderful summer!

Read Like A GEM



We have an excellent scheme to encourage children to continue reading over the summer break. Please take advantage of this excellent offer and continue the love of reading! Also we have attached the GEMS Reader Catalogue as our RLAG challenge is fully underway – most of these books can be found on Phoenix Classroom in PDF format. Please encourage your children to complete the challenge and fill in the booklets given out by the class teacher. Thanks for your support in creating a culture of reading in CHS.

PreKG / FS 1

READ LIKE A GEM

 OWL BABIES Martin Waddell	 THE VERY HUNGRY CATERPILLAR A Picture Page-By Eric Carle	 The Tiger Who Came to Tea Judith Kerr	 DINOSAUR ROAR! THE TYRANOSAURUS REX Peter Curtis	 Shark in the Park! SHARK IN THE PARK (RHYMING) Nick Sharratt	 Dear Zoo Rod Campbell	 a little world of ants Cara Rooney
 BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? Eric Carle	 Pip and Posy In the Garden Arl MacLellan	 Hairy Maclary FROM DONALDSON'S DAIRY Lynley Dodd	 THE GINGERBREAD MAN Traditional	 HOT NOW, BERNARD David McKee	 Pete the Cat AND THE MISSING CUPCAKES James Dean	 Hooray for Fish! Lucy Cousins
 USBORNE PEEP INSIDE SERIES Anna Milbourne	 THE GIANT JUMPEREE Julia Donaldson	 I LOVE YOU TO THE MOON AND BACK Amelia Hepworth	 GOODNIGHT MOON Margaret Wise Brown	 THE POUT-POUT FISH Deborah Diesen	 WE'RE GOING ON A BEAR HUNT Michael Rosen and Helen Oxenbury	 EACH PEACH PEAR PLUM Janet and Allan Ahlberg

KG1 / FS 2

READ LIKE A GEM

 SUPERTATO! Paul Linnett and Sue Handa	 FATIMA'S GREAT OUTDOORS Andreea Torca and Stevie Lewis	 LITTLE KIDS FIRST BIG BOOK OF WHY Amy Shickle & National Geographic	 THE GRUFFALO Julia Donaldson and Axel Scheffler	 AVOCADO BABY (CLASSIC) John Burningham	 THE TALE OF PETER RABBIT (CLASSIC) Beatrix Potter	 VERY BUSY SPIDER Eric Carl
 THE WONDERFUL THINGS YOU WILL BE Emily Winfield Martin	 MONKEY PUZZLE Julia Donaldson	 ON THE WAY HOME (CLASSIC) Jill Murphy	 THIS BOOK JUST ATE MY DOG! Richard Byrne	 THEY ALL SAW A CAT Brandon Woelzel	 HANDA'S NOISY NIGHT Eileen Browne	 CLEAN UP! Nathan Bryon
 SIX DINNER SID (CLASSIC) Inga Moore	 I WILL NOT EVER EAT A TOMATO Lauren Child	 COMPOST STEW Mary McKenna Siddals	 DOGGER (CLASSIC) Shirley Hughes	 OI FROG (RHYMING) Kas Gray and Jim Fields	 HOW TO CATCH A STAR Oliver Jeffers	 BILLY THE BEAST Nadia Siveen

KG2 / YEAR 1

 DADAJI'S PAINTBRUSH Rashmi Srideshpande	 ROSIE REVERE, ENGINEER Andrea Beaty	 PADDINGTON (CLASSIC) Michael Bond	 THE LIGHTHOUSE KEEPER'S LUNCH David Armitage and Ronda Armitage
 THE DAY THE CRAYONS QUIT Drew Daywalt	 THAT RABBIT BELONGS TO EMILY BROWN Cressida Cowell	 WHERE THE WILD THINGS ARE Maurice Sendak	 FROG AND TOAD ARE FRIENDS Arnold Lobel
 THE HARE AND THE TORTOISE	 SQUIRRELS WHO SQUABBLED	 WHATEVER NEXT Jill Murphy	 ODD DOG OUT Rob Biddulph

 ZIM ZAM ZOOM (POETRY) James Carter & Nicola Cotton	 THE OWL WHO WAS AFRAID OF THE DARK Jill Tomlinson & Paul Howard	 LOOK UP! Nathan Bryon	 ADVENTUREMICE: OTTER CHAOS (CHAPTER BOOK) Philip Reeve	 RABBIT & BEAR: RABBIT'S BAD HABITS Julian Gaugh	 STUCK Oliver Jeffers	 TRACTION MAN IS HERE! Mimi Grey	 BEEGU Alexis Deacon	 THE GIRL AND THE DINOSAUR Hollie Hughes
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Read Like A GEM



GRADE 1 / YEAR 2

READ LIKE A GEM

 CAN I BUILD ANOTHER ME? Shinsuke Yashitake	 FLAT STANLEY Jeff Brown and Rob Bidakiph	 NELLIE CHOC ICE Jeremy Strong	 SOMEBODY SWALLOWED STANLEY Sarah Roberts	 DEAR MR. BLUEBERRY Simon James	 IF I WERE PRIME MINISTER Trygve Skoug	 THE PIGEON HAS TO GO TO SCHOOL Mo Williams
 TOO SMALL TOLA (CHAPTER BOOK) Ahnika	 CLIFFORD THE BIG RED DOG Norman Bridwell	 THERE'S A SNAKE IN MY SCHOOL David Walliams	 DRAGONS LOVE TACOS Adam Rubin	 THE SNOWY DAY Ezra Keats	 A GREAT BIG CUDDLE: POEMS FOR THE VERY YOUNG Michael Rosen	 THE HEDGEHOG (CHAPTER BOOK) Dick King Smith
 THE TUNNEL (CLASSIC) Anthony Browne	 IZZY GIZMO Pip Jones	 FERGAL IS FUMING! Robert Starling	 10 THINGS I CAN DO TO HELP MY WORLD (NON FICTION) Melanie Martin	 YOU'RE CALLED WHAT? (NON FICTION) Eva Gray	 THE PENGUIN WHO WANTED TO FIND OUT Jill Tomkinson	 THE PIRATES NEXT DOOR Jimmy Doolittle

GRADE 2 / YEAR 3

READ LIKE A GEM

 THE TURTLE OF OMAN Naomi Shihab Nye	 THE THAMES AND TIDE CLUB Karya Balon	 NEVER SHOW A T-REX BOOK Rashmi Sirdeshpande	 CLAUDE IN THE CITY Alex T Smith	 THE 13-STORY TREEHOUSE Andy Griffiths & Terry Denton	 THE BAD GUYS (GRAPHIC NOVEL) Aaron Blabey	 THE UNLUCKY ELEVEN Phil Earle
 THE IRON MAN (CLASSIC) Ted Hughes	 THE BOY WHO GREW DRAGONS Andy Shephard	 PABLO AND SPLASH SERIES (GRAPHIC NOVELS) Sheena Dempsey	 THE CURIOUS GARDEN Peter Brown	 SUPA NOVA Clarice Timothy	 HOW TO WASH A WOOLLY MAMMOTH Michelle Robinson	 THE STONE AGE BOY Satoshi Kitamura
 THE HOSPITAL DOG Julia Donaldson	 THE STREET BENEATH MY FEET Charlotte Guillot &	 ASTROSAURS: RIDDLE OF THE RAPTORS Ardale	 THE ADVENTURES OF THE DISH AND THE SPOON Ardale	 FERNO: THE FIRE DRAGON (BEAST QUEST 1) FERNALD	 AN EMOTIONAL MENAGERIE (POETRY) Ardale	 THE HUNDRED MILE PER HOUR DOG Jeremy Strong

GRADE 3 / YEAR 4

READ LIKE A GEM

 THE WILD ROBOT ESCAPES Peter Brown	 HOW TO TRAIN YOUR DRAGON Cressida Cowell	 THE BOY AT THE BACK OF THE CLASS Ouyang Q. Hou & Pippa Carrick	 THE GIRL WHO STOLE AN ELEPHANT Nirvana Feroz	 HOW DO MEERKATS ORDER PIZZA? (NON FICTION) Brooke Barker	 STUART LITTLE (CLASSIC) E. B. White	 THE BRILLIANT WORLD OF TOM GATES Tom Gates
 PHILIP PULLMAN: THE FIREWORKMAKER'S DAUGHTER Philip Pullman	 INVESTIGATORS John Patrick Green	 THE LAND OF ROAR Jenny McLoachlan	 THE ARABIC QUILT Ava Khalil	 RAMONA QUIMBY, AGE 8 Beverly Cleary	 FRINDLE Andrew Clements	 OCEAN MEETS SKY The Fan Brothers
 SONG OF THE DOLPHIN BOY Elizabeth Laird	 VARJAK'S PAW SF Said	 FANTASTICALLY GREAT WOMEN WHO CHANGED THE WORLD Kate Rusling	 BUNNY VS MONKEY: BUNNY BONANZA Jamie Smart	 EMIL AND THE DETECTIVES (CLASSIC) Erich Kästner	 THE GREAT CHOCOPLOT Chris Cullaghan	 THE CREAKERS Tom Fletcher


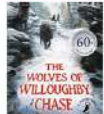


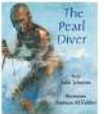
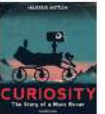



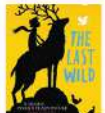
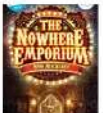
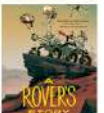











Read Like A GEM






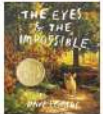
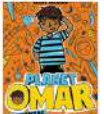

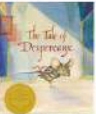

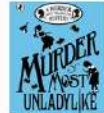







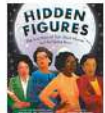
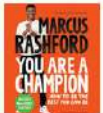



GRADE 4 / YEAR 5

READ LIKE A GEM

 COSMIC Frank Cottrell Boyce	 THE WOLVES OF WILLOUGHBY CHASE (CLASSIC) Joan Aiken	 CLOUD SOUP (POETRY) Kate Wakeling	 MATILDA (CLASSIC) Roald Dahl	 THE PEARL DIVER Julia Johnson	 CURIOSITY Markus Mautz	 EVEREST (NON-FICTION) Alexandra Stewart
 COGHEART Peter Bunzl	 BOBBY BAINS PLAYS A BLINDER Bali Rai	 THE LAST WILD Piers Torday	 THE NOWHERE EMPORIUM Ross Mackenzie	 A ROVER'S STORY Jasmine Warra	 THE TAPPER TWINS GO VIRAL Geoff Rodkey	 BRIGHTSTORM Vashi Hardy
 I AM LENNY BROWN Don Freedman	 ROBOT GIRL Malorie Blackman	 FOUR FEET, TWO SANDALS Karen Lynn Williams	 JAZ SANTOS VS THE WORLD Priscilla Mantu	 1000 YEAR OLD BOY Rosa Wolkoff	 TWO GREAT LEADERS Sheikh Mohamed Ali Rashid Al Maktoum	 THE LAST BEAR Hannah Gold & Levi Pinkoff



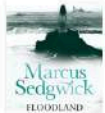

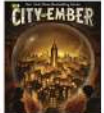
















GRADE 5 / YEAR 6

READ LIKE A GEM

 THE BOY, THE MOLE, THE FOX AND THE HORSE Charlie Mackesy	 THE BOY WHO MADE EVERYONE LAUGH Hulus Rutter	 THE EXPLORER Katherine Rundell	 THE EYES OF THE IMPOSSIBLE Dara Eggars	 PLANET OMAR: ACCIDENTAL TROUBLE MAGNET Zanib Mian	 AMAL UNBOUND Aisha Saeed	 THE TALE OF DESPEREAUX Kate DiCamillo
 TIME TRAVELLING WITH A HAMSTER Ross Wolkoff	 MURDER MOST UNLADYLIKE Robin Stevens	 THE LOST WHALE Hannah Gold & Levi Pinkoff	 WONDER R.J. Palacio	 STITCH HEAD (GRAPHIC NOVEL) Guy Boss	 A SERIES OF UNFORTUNATE EVENTS Daniel Handler	 BOY IN THE TOWER Charles Dickens
 IMPOSSIBLE CREATURES Katherine Rundell	 CLOUD BUSTING (POETRY) Malorie Blackman	 HIDDEN FIGURES Margot Lee Shai	 YOU ARE A CHAMPION Marcus Rashford	 THE LONDON EYE MYSTERY Siobhan David	 DIARY OF A WIMPY KID THE THIRD WHEEL Jeff Kinney	 THE BLOCKBUSTERS Frank Cottrell Boyce

GRADE 6 / YEAR 7

READ LIKE A GEM

 CLOCKWORK Phillip Pullman	 ANNE OF GREEN GABLES L.M. Montgomery	 FLOODLAND Marcus Sedgwick	 THE HOUSE WITH CHICKEN LEGS Sophie Anderson	 THE CITY OF EMBER Jeanne DuPrau	 MERCI SUÁREZ CHANGES GEARS Meg Medina	 THE RED PENCIL Andrea Davis Pinkney
 CAN YOU SEE ME? Libby Scott	 HUSH AND THE STOLEN EMERALD Jasbinder Bilan	 SOMETHING I SAID Ean Bailey Smith	 THE ARRIVAL Shaun Tan	 WILDSPARK Vashi Hardy	 KICK Mitch Johnson	 HATCHET Gary Paulsen
 GHOST Jason Reynolds	 CHECK MATES Stewart Foster	 POEMS ALOUD (POETRY) Joseph Coelho	 BOY (NON-FICTION) Roald Dahl	 THIS BOOK WILL HELP YOU COOL THE CLIMATE 50+ ACTIVITIES	 YOU ARE AWESOME (NON-FICTION) Matthew Syed	 TILDA TRIES AGAIN Toni Petricola



Read Like A GEM



GRADE 7 / YEAR 8

READ LIKE A GEM



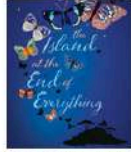
STARGIRL
Jerry Spinelli



LOOK BOTH WAYS
Jason Reynolds



THE BUBBLE WRAP BOY
Phil Earle



THE ISLAND AT THE END OF EVERYTHING
Kiran Hargrove



TALL STORY
Candy Gourlay



JONATHAN LIVINGSTONE SDEAGULL
Richard Bach



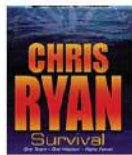
WORK IT, LARA BLOOM
Dee Benson



THE MYSTERY OF GRAVEN MANOR
Joy Wadhams



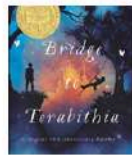
RAILHEAD
Philip Reeve



SURVIVAL
Chris Ryan



HOBBIT
J.R.R. Tolkien



BRIDGE TO TERABITHIA
Katherine Paterson



THE HOUND OF THE BASKERVILLES (CLASSIC)
Arthur Doyle



ON SILVER TIDES
Sylvia Bishop

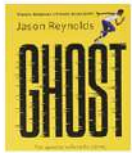


GRADE 8 / YEAR 9

READ LIKE A GEM



THE BREADWINNER
Deborah Ellis



GHOST
Jason Reynolds



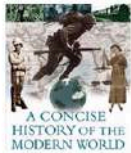
RUNNING WILD
Michael Morpurgo



ADVENTURES OF SHERLOCK HOLMES
Conan Doyle



HOW I TAUGHT MY GRANDMOTHER TO READ AND OTHER STORIES
Sudha Murthy



A CONCISE HISTORY OF THE MODERN WORLD
William Woodruff



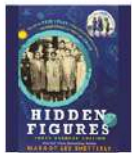
THE BOY WHO MADE EVERYONE LAUGH
Helen Rutter



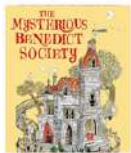
THE BOOKCASE
Dave Shelton



A WRINKLE IN TIME
Madeleine L'Engle



HIDDEN FIGURES (YOUNG READERS' EDITION)
Margot Lee Shetterly



THE MYSTERIOUS BENEDICT SOCIETY
Trenton Lee Stewart



SCAVENGERS
Darren Simpson



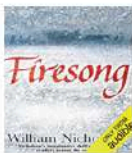
PRIVATE PEACEFUL
Michael Morpurgo



A SINGLE SHARD
Linda Sue Park

GRADE 9 / YEAR 10

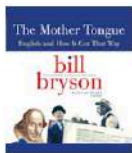
READ LIKE A GEM



WIND OF FIRE TRILOGY
William Nicholson



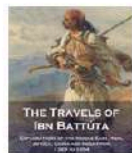
CHARLOTTE SOMETIMES
Penelope Farmer



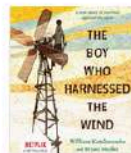
THE MOTHER TONGUE: ENGLISH AND HOW IT GOT THAT WAY
Bill Bryson



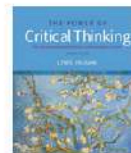
A WRINKLE IN TIME
Madeleine L'Engle



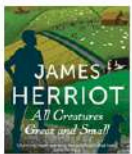
THE TRAVELS OF IBN BATTUTA
Sheikh Ibn Battuta



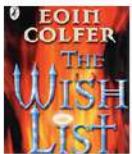
THE BOY WHO HARNESSSED THE WIND
William Kamkwamba



THE POWER OF CRITICAL THINKING
Lewis Vaughn



ALL CREATURES GREAT AND SMALL
James Herriot



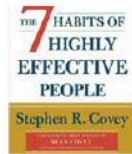
THE WISH LIST
Eon Colfer



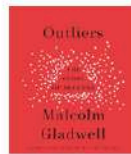
SEA OF TROLLS
Nancy Farmer



THE FACEBOOK EFFECT
David Kirkpatrick



THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE
Stephen Covey



OUTLIERS
Malcolm Gladwell



THE GIVER
Lois Lowry

Read Like A GEM



GRADE 10 / YEAR 11



<p>Humble Pi: When Math Goes Wrong in the Real World Matt Parker</p>	<p>HIDDEN FIGURES Margot Shetterly</p>	<p>TEEN INNOVATORS 9 Young People Engineering a Better World with Creative Inventions: Fred Estes</p>	<p>WHEN STARS ARE SCATTERED Omar Mahmood Mohamed and Victoria Jamieson</p>	<p>A Black Hole Is NOT a Hole Carolyn Cinami DeCristofano</p>	<p>EVERYTHING ALL AT ONCE Steven Camden (Poetry)</p>	<p>CHILDREN OF THE PHOENIX Obert Skye</p>
<p>THE AMULET OF SAMARKAND Jonathan Stroud</p>	<p>Google It Anna Crowley Redding</p>	<p>A QUANTUM LIFE Hakeem Oluseyi and Joshua Horwitz</p>	<p>FLOODLAND Marcus Sedgwick</p>	<p>LIFE OF PI Yann Martel</p>	<p>ONE OF US IS LYING Karen M. McManus</p>	<p>I MUST BETRAY YOU Ruta Sepetys</p>

GRADE 11 / YEAR 12



<p>BECOMING Michelle Obama</p>	<p>THE 7 HABITS OF HIGHLY EFFECTIVE TEENS Sean Covey</p>	<p>FREAKONOMICS Steven D. Levitt</p>	<p>A BRIEF HISTORY OF TIME Stephen Hawking</p>	<p>DNA: THE STORY OF THE GENETIC REVOLUTION James D. Watson</p>	<p>ASTROPHYSICS FOR YOUNG PEOPLE IN A HURRY Neil deGrasse Tyson</p>	<p>THE MICROBE HUNTERS De Krail Paul</p>
<p>THE AGATHAS Kathleen Glasgow & Liz Lawson</p>	<p>OF MICE AND MEN John Steinbeck</p>	<p>SHOE DOG Phil Knight</p>	<p>BLINK: THE POWER OF THINKING WITHOUT THINKING Malcolm Gladwell</p>	<p>DIVIDED CITY Theresa Breslin</p>	<p>PACKING FOR MARS Mary Roach</p>	<p>GRIT: THE POWER OF PASSION AND PERSEVERANCE Angela Duckworth</p>

GRADE 12 / YEAR 13



<p>ATOMIC HABITS James Clear</p>	<p>GRIT: THE POWER OF PASSION AND PERSEVERANCE Angela Duckworth</p>	<p>BLINK: THE POWER OF THINKING WITHOUT THINKING Malcolm Gladwell</p>	<p>WUTHERING HEIGHTS Emily Brontë</p>	<p>THE PICTURE OF DORIAN GRAY Oscar Wilde</p>	<p>THE OTHER SIDE OF TRUTH Beverly Naidoo</p>	<p>OUTLIERS Malcolm Gladwell</p>
<p>GOOD ECONOMICS FOR HARDTIMES Abhijit V. Banerjee and Esther Duflo</p>	<p>INTO THE WILD Jon Krakauer</p>	<p>ASTROPHYSICS FOR YOUNG PEOPLE IN A HURRY Neil deGrasse Tyson</p>	<p>HOW FAR WE'VE COME Joyca Eflia Harmer</p>	<p>ONE OF US IS LYING Karen McManus</p>	<p>REBECCA Daphne du Maurier</p>	<p>SURELY YOU'RE JOKING MR. FEYNMAN! ADVENTURES OF A CURIOUS CHARACTER AS TOLD TO RALPH LEIGHTON Richard P. Feynman</p>



READ LIKE A GEM

Summer Reading Challenge

Dear Parents

Summer Reading Challenge 2026 — Let's Keep Reading This Summer!

We are so excited to invite your child to take part in our **Summer Reading Challenge**! At GEMS Cambridge High School, we believe that every child deserves to be a confident, enthusiastic reader — and the summer holidays are a wonderful time to curl up with a great book, share stories together as a family, and discover new adventures between the pages.

Why Reading Over Summer Matters

Did you know that children who read regularly over the summer:

- Keep their reading skills sharp and arrive back in September ready to learn
- Build a bigger vocabulary, which helps them in every subject at school
- Develop their imagination, empathy and love of storytelling
- Are more confident readers — and more confident learners

Without regular reading, many children experience a '**summer slide**' — where reading confidence dips over the long break. The good news? Just **10–20 minutes of reading a day** is enough to make a real difference. It doesn't have to be a long chapter book — comics, picture books, audio stories, magazines and reading in your home language all count!

This Summer's Reading Activities

We have put together two fun activities to help keep your child reading. You can choose one or try both!

Summer Reading Bingo

A colourful bingo card with nine reading adventures — from reading under a tree to listening to an audiobook or sharing a book with a friend. Children fill in the date and book title each time they complete a square. Can they get a full line?

Reading Comprehension Bingo

A 5x5 activity board with fun things to do after reading — draw your favourite part of the story, retell it to a family member, write a letter to a character, or make a list of five 'wow words'. Mark each square with a star when it's done. Try to complete a full row!

How to Take Part

1. Download or print the activity sheets from Pheonix Classroom Read Like a Gem.
2. Choose one sheet — or try both!
3. Complete as many activities as you can before **Friday 11th September 2026**.
4. Bring your completed sheet(s) to your class teacher when you return. We will celebrate all our readers in assembly — every child who takes part will be recognised!

Ideas for What to Read

Not sure where to start? Visit www.booksfortopics.com for brilliant reading lists sorted by age and topic. Your child's class teacher or school librarian can also suggest books — just ask!

Remember: **reading in any language counts**. If your child reads in Arabic, French, Urdu, Malayalam or any other language at home, this is wonderful and we encourage it wholeheartedly.

And don't forget — reading together as a family is one of the most powerful things you can do. Even older children love to be read to!

We hope your family has a magical, story-filled summer. We can't wait to hear what everyone has been reading when we're back in September.

Teach Like A GEM, Learn Like A GEM



FOCUS: HABITS OF DISCUSSION

Habits of Discussion: Helping Students Think, Talk, and Learn Together

At our school, we are continuing to strengthen learning through Habits of Discussion—an approach that helps students engage in meaningful classroom talk. This means students are not just answering questions, but actively listening, building on each other's ideas, and explaining their thinking.

Research shows that when discussions are structured and purposeful, students develop deeper understanding. They learn to reason more clearly, challenge ideas respectfully, and connect new knowledge to what they already know. This type of talk is a powerful tool for learning across all subjects.

In class, students are learning to:

- Explain their thinking using evidence
- Build on and respond to others' ideas
- Ask thoughtful questions
- Summarise key points from discussions

We also use clear routines and roles (such as Builder, Challenger, and Summariser) to ensure every student participates and contributes meaningfully.



What the Research says

"High quality classroom dialogue helps students articulate reasoning, challenge ideas, and build knowledge collaboratively. When discussion is structured and purposeful, learners do more than share opinions; they develop deeper understanding by explaining, elaborating, and responding to one another's thinking."

- Alexander (2020)

HOW YOU CAN SUPPORT LEARNING AT HOME USING HABITS OF DISCUSSION

Supporting your child to develop strong Habits of Discussion at home can make a significant difference to their learning in school. High quality discussion helps children think more deeply, explain their ideas, and build understanding by learning from others.

Here are some simple, practical ways you can help:

Encourage Meaningful Talk

Make time for regular conversations at home about school, books, current events, or everyday experiences. Instead of asking questions with short answers, try:

- "Why do you think that?"
- "How do you know?"
- "Can you explain your thinking?"

This supports your child to practise reasoning and explanation.

Model Active Listening

Show your child what good listening looks like:

- Maintain eye contact
- Avoid interrupting
- Respond thoughtfully

You can model this by saying:

- "So what you're saying is..."
- "That's interesting—tell me more."



Encourage Thinking, Not Just Answers

Help your child understand that learning is not just about being right, but about thinking carefully. Encourage them to:

- Justify their ideas ("I think... because...")
- Give examples to support their thinking
- Change their mind when they hear a better idea

Sports



We are delighted to share that all six Cambridge High School Jr. NBA teams successfully qualified for the Quarter-Final stage of the competition, reflecting the hard work, dedication, and teamwork of our students throughout the season.

We would also like to congratulate Saanvi Bidua and Zainab Afiyah, who have been selected to participate in the prestigious U14 Jr. NBA All-Star Game during the Jr. NBA Finals Day. This is a fantastic achievement and recognition of their outstanding performances.

Due to the recent high temperatures, the PE Department has adapted its programme to ensure student safety and well-being. Most PE lessons have been moved indoors, with a focus on theory-based and interactive classroom activities while maintaining learning outcomes and student engagement.

Congratulations to all our students on their achievements, and we look forward to celebrating more sporting success in the future.

PE Department



Wellbeing and Counselling



NAVIGATING THE ASSESSMENT PERIOD WITH FOCUS, BALANCE AND CALM

Dear Families and Students,

With assessments currently underway, it is completely normal for pressure and stress levels to rise. However, tension doesn't have to control the narrative. When managed well, a little bit of pressure can be channelled into sharp focus.

The goal of this edition is to move away from generic advice and look at Practical, Actionable Strategies to keep minds clear and anxiety low over the coming weeks.

For Students: 3 High-Impact Revision Habits

When time is limited, how you prepare matters much more than how long you sit at your desk. Swap out passive reading for these active techniques:

- The Pomodoro Technique (25/5 Rule): Our brains can only maintain peak focus for about 20–30 minutes. Focus entirely on your material for 25 minutes, then take a strict 5-minute break to stretch or grab water. This prevents burnout and keeps your brain fresh.
- Active Retrieval over Re-reading: Highlighting and re-reading notes gives a false sense of security. Instead, close the book and write down everything you can remember on a blank sheet of paper, or practice explaining a concept aloud. Forcing your brain to retrieve information strengthens memory pathways.
- The "Brain Dump" Before Bed: If your mind starts racing with assessment worries when you try to sleep, spend 5 minutes writing down every single worry or tomorrow's to-do list on paper. Getting it out of your head signals to your brain that it's safe to rest.

For Parents: Creating a "Low-Stress Zone" at Home

During major assessment periods, the home environment plays a massive role in a student's emotional regulation.

Here is how you can practically support them:

- Protect Their Sleep: A tired brain cannot retrieve information efficiently. Ensure your child stops revising at least 45 minutes before bed to wind down without screens. Sleep is when the brain consolidates what was learned during the day.
- Fuel the Brain: Watch the caffeine and sugar intake. While energy drinks or sugary snacks give a quick spike, the subsequent crash causes fatigue and spikes anxiety. Opt for water, nuts, fruits, and slow-release carbohydrates.

Leadership Gemstones



This month, our focus is on Leading with Service through the Peridot Gemstone value. Peridot symbolises generosity and reminds us of the importance of helping others with kindness, compassion, and care. We encourage all students to look for opportunities to support those around them, whether through small acts of kindness, offering assistance, or simply showing consideration for others. By leading with service and generosity, we strengthen our school community and make a positive difference in the lives of those around us.

JUNE – WEEK 23
LEADING WITH SERVICE



PERIDOT

Encourages generosity and prioritising the needs of others.

“Listening with care helps you find the best way to serve others.”

MESSAGE: Leadership through service starts with listening to others. By understanding their needs, challenges and ideas, you can offer the right support to help them grow and succeed. Listening is a powerful way to show respect and make others feel valued, creating a team environment where everyone thrives and works together toward shared goals.

REFLECT: How can I listen better to understand and serve others? What steps can I take to show that I value their ideas and support their needs?



Safeguarding: Protecting Our Pupils Together



SPOTLIGHT ON: DIGITAL SAFETY AND WELLBEING

Keeping Our Community Safe Online Digital safety isn't just about "blocking" content; it's about building digital resilience. This term, we are teaching students how to protect their "digital footprint" and what to do if they encounter something that doesn't feel right.

We recommend a "Chat, Check, and Support" strategy at home:

- **Chat:** Regularly ask what games or apps they are enjoying—keep the door open for honest conversation.
- **Check:** Ensure privacy settings are active on all devices.
- **Support:** Remind them that if they see something upsetting, they can always come to you (or a trusted teacher) without fear of getting "in trouble" or having their phone taken away.



The "Digital Jigsaw": Why Small Clues Matter

When we talk to children about staying safe online, we often focus on the "Big No-Nos"—don't share your name, phone number, or address. However, in the world of social media and gaming, it's actually the small, accidental clues that create a "Digital Jigsaw" for strangers to piece together.

What are "Hidden Clues"?

Children often share information without realising it through the background of their photos and videos. We call these "digital breadcrumbs." Common examples include:

- **School Uniforms:** A logo on a jumper or a PE kit instantly identifies a child's location five days a week.
- **Street Scenes:** A house number in the background, a distinctive local landmark, or even a street sign visible through a window.
- **Personal Belongings:** A birthday card on the mantelpiece revealing their age, or a trophy with their full name on it.
- **Meta-Data (The Invisible Clue):** Many parents don't realise that photos taken on smartphones often contain "Geotags"—GPS coordinates embedded in the file that tell people exactly where the photo was taken.

SHARENTING - HOW PARENTS CAN HELP

The term 'sharenting' is a combination of the words 'parenting' and 'sharing' and is used to describe the practice of parents regularly sharing information, photos and videos about their children on social media and other online platforms.

Sharenting Tips

Limit your Audience

Set profile to "Private" and only share posts with close friends.

Avoid Oversharing

Cover your child's face or position them faced away from the camera and blur out any other identifiable information.



Location, Location

Turn off geo-location settings and ensure there is no other information within the image that could pinpoint your location.

Review your Posts

Regularly review the posts you have shared and delete any that you, or your child, are no longer comfortable sharing.



Data Protection Commission

"Pause Before You Post!" Awareness Campaign

Children

Have open discussions with your child before posting information about them on social media. Remember, it's their personal data you are sharing, not yours.

Safeguarding: Protecting Our Pupils Together



KEEPING OUR COMMUNITY SAFE: DIGITAL RESPONSIBILITY IN THE UAE

In light of recent regional developments, the UAE authorities—including the Public Prosecution and the Police—have issued important directives regarding the sharing of information online.

As a school community, we want to ensure our families are well-informed about these regulations to keep everyone safe and legally compliant.

What are the Current Directives?

The UAE government has a zero-tolerance policy for the spread of rumours, fake news, or unverified information. Amidst heightened regional tensions, the authorities have reinforced that digital conduct is subject to strict scrutiny under the Federal Decree-Law on Combating Rumours and Cybercrimes.

Key instructions for residents include:

- **Source Verification:** Only obtain and share news from official, accredited sources (such as WAM, the Ministry of Interior, or the UAE Government Media Office).
- **The "Reposting" Rule:** Under UAE law, there is no distinction between creating false news and simply sharing it. Reposting, forwarding on WhatsApp, or circulating unverified videos from unknown sources can lead to legal accountability, even if you did not create the content.

Sensitive Imagery: Avoid filming or sharing images of sensitive security sites or incidents, as this is strictly prohibited to safeguard national security.

Understanding the Consequences

The legal consequences for spreading misinformation are significant and have been escalated during the current situation:

- **Heavy Fines:** Fines for spreading false information start at AED 100,000. During periods of crisis or regional tension, these fines can increase to AED 200,000 or more.
- **Imprisonment:** Violators may face prison terms, with a minimum of one year for general misinformation and at least two years if the information causes public panic or threatens safety during a crisis.
- **Account Closure:** Social media accounts used to spread rumours can be permanently closed, and individuals may be banned from using certain digital platforms.



PARENT DIGITAL SAFETY GUIDE

SUPPORTING SAFE & RESPONSIBLE TECHNOLOGY USE AT HOME


-  **MONITOR & GUIDE**
Check your child's online activity and screen time
-  **TALK ABOUT RISKS**
Cyberbullying · Scams · Inappropriate content
-  **ENCOURAGE RESPONSIBLE USE**
Be respectful, kind, and safe online
-  **PROTECT PRIVACY**
Use passwords, privacy settings & parental controls
-  **BALANCE SCREEN TIME**
Promote healthy habits & wellbeing
-  **STAY CONNECTED WITH SCHOOL**
Report concerns and seek support

Based on ADEK Digital Safety Expectations
Parents are key partners in safeguarding students online

QUICK GUIDE: DIGITAL SAFETY & VERIFYING NEWS

**Check OFFICIAL SOURCES**

For all news, rely *only* on the **UAE Government Media Office, the Ministry of Interior, Dubai Police, and the Emirates News Agency (WAM)**.
The government has a **zero-tolerance** policy for rumours. 


**PAUSE Before Sharing**

Stop. Think. Verify.
Pause: Forwarding unverified information on social media or WhatsApp can carry legal consequences, even if you did not create it.

**Understand the CONSEQUENCES** **AED 100,000+**

Fines begin at AED 100,000 for spreading misinformation. During sensitive situations, **prison sentences** are also a serious possibility.  

**Educate & MONITOR Children**

Talk to your children about what they see online. With the Child Digital Safety Law, Law, parents have a key responsibility to guide their digital use. 

 "Stay Informed, Stay Safe"

Tips for Parents & Guardians

With the new Child Digital Safety Law (2025/2026), parents now have a legal responsibility to monitor their children's digital activity. Here is how you can help your family stay safe

As temperatures continue to rise across the UAE, it is important for students, parents, to take extra care during the hot weather. Children are more vulnerable to heat-related illnesses because they can become dehydrated quickly while playing or participating in outdoor activities.

OUR BODY NEEDS ENOUGH WATER TO

- Keep body temperature normal
- Maintain energy levels
- Help concentration and learning
- Prevents headache and dizziness

Children may not always realise when they are thirsty, so it is important to encourage regular water intake throughout the day

Why hydration is important?

STAYING SAFE DURING SUMMER HEAT

SIGNS OF DEHYDRATION

- Dry lip or dry mouth
- Headache
- Dizziness
- Dark yellow urine
- Reduced urination
- Irritability

If a child feels unwell, encourage rest, cooling, and water intake. Seek medical attention if symptoms become severe.

SUMMER SAFETY TIPS:

- Drink water regularly, even when not feeling thirsty
- Eat fruits rich in water such as watermelon, oranges and cucumber
- Reduce sugary drinks and fizzy beverages
- Use hats or caps during outdoor activities
- Apply sunscreen before outdoor exposure if appropriate
- Avoid prolonged direct sunlight during peak afternoon hours.



ENCOURAGE CHILDREN TO:

- Eat balanced meals and healthy snacks
- Get enough sleep every night
- Wash hands regularly
- Stay physically active indoors if weather is extremely hot.

By following these habits, children can stay healthy and active during summer.

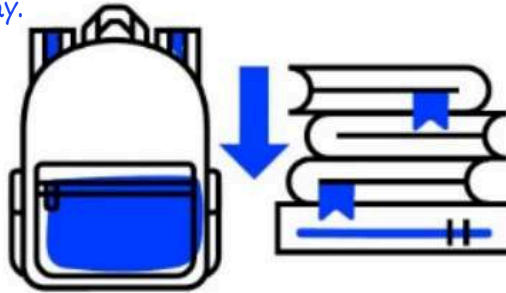
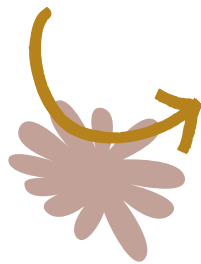
Health and Safety



BAG WEIGHT

To protect students from the long-term effects of carrying heavy loads, schools are required to enforce specific weight limits for school bags. It is recommended that a child's backpack should not exceed 20% of their total body weight to prevent adverse effects on their spine and body. These maximum weights, calculated based on the WHO Child Growth Chart, scale according to the student's age and grade level.

Please ensure you ONLY pack the books and equipment that is needed for each day.



SUBJECT POLICY LIMITING SCHOOL BAGS WEIGHT

Dear Principals,

As custodians of children's wellbeing, we would like to address the potential long-term effects of students carrying heavy school bags.

It is recommended that a child's school bag does not exceed **20%** of their body weight to avoid adverse effects on their spine and body.

Accordingly, all schools are required to take measures to ensure that students' school bags do not exceed the maximum weights listed in the table:

Grade / Year (US / UK)	Max. Backpack Weight (KG)
KG1 / FS2	2.2
KG2 / Year 1	2.4
Gr 1 / Year 2	2.6
Gr 2 / Year 3	3.0
Gr 3 / Year 4	3.4
Gr 4 / Year 5	3.8
Gr 5 / Year 6	4.1
Gr 6 / Year 7	4.5
Gr 7 / Year 8	5.0
Gr 8 / Year 9	5.8
Gr 9 / Year 10	6.5
Gr 10 / Year 11	7.3

*Source: Maximum school bags weight was calculated based on WHO Child Growth Chart

LANYARDS

All GEMS schools follow and comply with a strict lanyard policy.

For safeguarding reasons, please ensure yellow lanyards are worn when entering and exiting the school premises.

Our security have been informed to ensure they follow policy, which also means you may be denied entry without the correct lanyard and identification

PARENTS AND APPROVED GUARDIAN



VISITORS

CONTRACTORS



SCHOOL STAFF AND STUDENTS



VIP'S

