

Chronicles

The Cambridge High School

22 May 2026

Issue #03

Assistant Principal's Message



Dear Parents and Families,

As we move through the month of May, it has been wonderful to see students across the school continuing to grow in confidence, independence, and engagement with their learning. Term 3 is well underway, and whether in classrooms, online spaces, or co-curricular activities, our school community has remained focused, positive, and committed.

Students in both Primary and Secondary have been actively involved in a wide range of learning experiences—from strengthening core literacy and numeracy skills to engaging in inquiry, collaboration, and critical thinking across subject areas. It has been particularly encouraging to see students demonstrating our school values through respectful interactions, responsibility, and support for one another.

Although we were not physically in school for the entire period and relied on distance learning, our students and teachers demonstrated resilience and commitment, working together to make every learning experience a success. The flexibility, effort, and perseverance shown during this time reflect the strong partnership between home and school, and I sincerely thank families for your continued support.

Across the whole school, we continue to reinforce our Be a GEM expectations. Being a GEM means showing Good behaviour, Encouraging others, and Making positive choices. These shared expectations help us maintain a safe, respectful, and supportive learning environment for all students, from the early years through to the senior grades. We are proud of the many students who consistently model these behaviours each day.

As we move forward, our focus remains on maintaining strong learning routines, supporting student wellbeing, and ensuring regular attendance. Open communication between school and families remains essential in helping students achieve their best both academically and socially.

Thank you for being an active and valued part of our school community. We look forward to another positive and productive month ahead.

Warm regards,
Annemarie De Beer

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BE A GEM - ATTENDANCE AND PUNCTUALITY

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Save the Dates!



25th May - 31st May 2026 : Eid Al Adha Break

1st June 2026 - Students Return to School

Highlights!



Mubadala WTA 2026 Championship
 Our Early Years students made unforgettable memories interacting with professional WTA players! Students, parents, and teachers also proudly marched in the Game Village parade representing CHS, with all participants receiving certificates of recognition.



World Bee Day
 Our young learners celebrated World Bee Day with fun, interactive activities, learning all about the vital role bees play in protecting our environment.



Ancient Egypt Project
 History came to life as students dressed in pharaonic attire to proudly present their hand-crafted models of the Pyramids and Sphinx.



Young Authors' Roundtable
 Our talented young writers confidently shared their original stories and poems directly with the School Principal, showcasing outstanding literacy skills.



Family First breakfast
 Under the theme "Family First," we hosted a wonderful breakfast gathering for parents and students, celebrating our strong school-family partnership.





Term 3 Calendar

EVENT	DATE	PARENTS INVITED	LOCATION	LEAD PERSON
Term 3 ECA's Commence	Tuesday, 5th May	No	Various	Cony Alphonso
Mental Health Awareness Week	Monday, 11th May - Friday, 15th May	No	Classrooms	Roshni Pereira
FS2 & Year 1 Phonics Celebration	Wednesday, 13th May & Thursday, 14th May	No	Classrooms	Shalini Kumar
Year 3 Ancient Egyptian Day	Thursday, 14th May	No	Classrooms	Sheldene Scholtz & Angela Matilla
Family First Breakfast	Friday, 15th May	Yes	TBC	Cony Alphonso
FS2 Show & Tell	Friday, 15th May	No	Classrooms	Safa Omar
FS2 - Year 10 Term 3 Open House	Tuesday, 19th May & Wednesday, 20th May	Yes	Various	Rukshana Ali
FS2 & Year 1 World Bee Day	Wednesday, 20th May	No	Classrooms	Safa Omar & Shalini Kumar
Eid Al Arafat Tuesday, 26th May - Friday, 29th May (TBC)				
FS2 New Parent Induction	Monday, 1st June	Yes	Auditorium (After-School)	Safa Omar
Career Session for Parents	Thursday, 4th June	Yes	Auditorium (After-School)	Frithi Antony
Seniors Guard of Honour	Monday, 8th June	No	Various	Student Council
Term 3 ECA's Conclude	Tuesday, 9th June	No	Classrooms	Cony Alphonso
Model United Nations	Friday, 12th June - Sunday, 14th June	No	Various	Priyanka Jha
Islamic New Year Tuesday, 16th June (TBC)				





Term 3 Calendar

EVENT	DATE	PARENTS INVITED	LOCATION	LEAD PERSON
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
FS2 & Year 1 Father's Day Celebration	Friday, 19th June	Yes	Classrooms	Safa Omar & Shalini Kumar
Transition Days	Monday, 22nd June & Tuesday, 23rd June	No	Classrooms	Directors of Key Stage
School Play	Tuesday, 23rd June	Yes	Auditorium	Mario Ross
Year 2 & Year 3 Sounds of Learning	Wednesday, 24th June	Yes	Auditorium	Year 2 & Year 3 Teachers
Twin Day	Thursday, 25th June	No	Classrooms	Student Council
FutureBridge AI - Session for Parents & Students	Thursday, 25th June	Yes	Auditorium (After-School)	Frithi Antony & Student Council
FS2 Space Dress-up Day	Friday, 26th June	No	Classrooms	Safa Omar
End of Year Sports Team Ceremony	Wednesday, 1st July	Yes	Auditorium	Jithesh Pradeep & Student Sports Council
FS2 Splash Day	Thursday, 2nd July	No	FS2 Playground	Safa Omar
Staff Farewell & Celebration Assembly	Friday, 3rd July	No	Auditorium	Executive Leadership Team
Secondary Crazy Hat Day	Friday, 3rd July	No	Classrooms	Student Council
End of Term 3	Friday, 3rd July			
SUMMER BREAK: Monday, 6th July - Friday, 28th August				



Early Years - FS2



Dear Parents,

Over the past two weeks, the students have shown excellent attendance and enthusiasm in returning to school. We are very proud of how engaged and excited they have been during their learning activities.

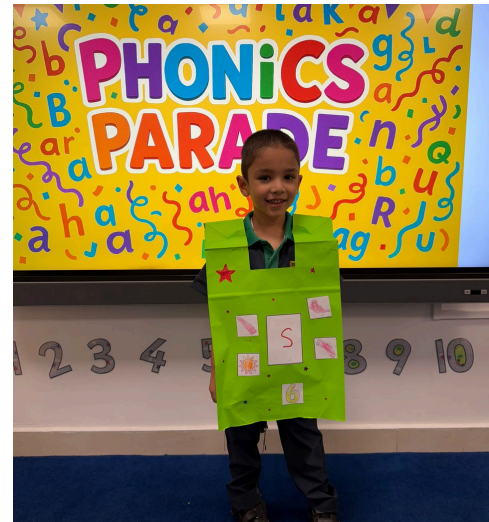
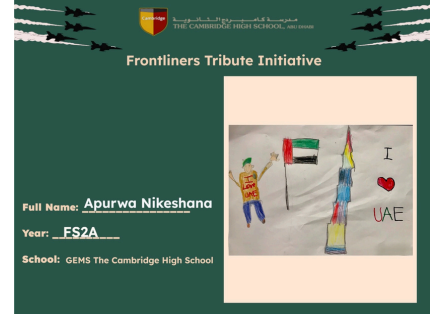
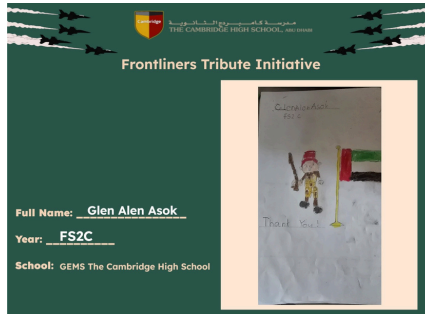
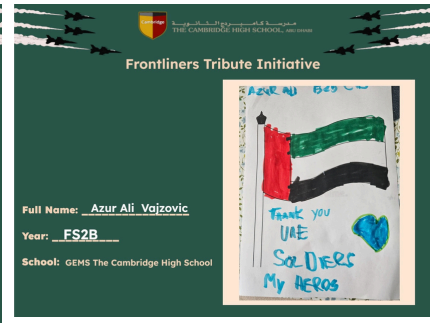
The children also expressed their love for the UAE by creating beautiful drawings to thank and appreciate our frontline heroes. We are delighted to share some of their wonderful artwork samples with you.

In addition, we celebrated the students' learning through a fun and exciting Phonics Parade, where all the displayed work was proudly created 100% by the students themselves. The children also participated in their very first "Show and Tell" activity, where they brought their favourite item from home and confidently spoke about it. It was wonderful to see their creativity, confidence and communication skills shining through.

To end the week, we will be celebrating World Bee Day. The students will take part in engaging craft activities whilst learning about the importance of bees and the role they play in our environment.

Thank you for your continued support and partnership.

Kind regards,
Safa Omar
Director of EYFS





KS1 - Lower Primary

we had a strong and positive start to Term 3 after several weeks of distance learning. Our students and teachers were incredibly happy to be back at school, reconnecting with friends, teachers, and returning to their daily routines.

One of our main priorities this term has been ensuring the safety and wellbeing of all our learners. We successfully conducted our safety drills, and we are proud of how confidently and responsibly the students followed the procedures and demonstrated their understanding.

Throughout the transition back to face-to-face learning, we ensured continuity in lessons so our students could continue learning smoothly and confidently. Our classrooms have remained filled with meaningful learning experiences, creativity, and collaboration.

Our young learners in Year 1 recently celebrated a joyful and successful Phonics Day led by our wonderful Ms. Shalini, our Director for Phonics, together with our dedicated FS and Year 1 teachers. The day was packed with exciting phonics activities, interactive learning, and plenty of fun as students celebrated their growing reading and writing skills.

Meanwhile, our talented Year 3 students proudly showcased a fantastic Ancient Egypt Exhibition, bringing history to life through creative displays, projects, and presentations. It was especially lovely to see our Year 2 students and teachers visiting the exhibits and engaging with the wonderful work prepared by Year 3.

Students across Lower Primary were also actively involved in our UAE Frontliners Tribute Project, where they created meaningful pieces of work to honour and appreciate the dedication, courage, and sacrifices of the UAE Frontliners. It was heartwarming to see our learners express gratitude and understanding through creativity and teamwork. Adding even more excitement to the term, we celebrated Bee Day with engaging activities that encouraged fun, creativity, and awareness about the importance of bees and nature.

As we move further into the term, both our internal and external assessments are approaching. We would like to reassure parents that your children are continuously being prepared in school through topic revisions, reading activities, guided practice, and classroom support. We understand that Progress Tests can sometimes feel overwhelming, but together, we've got this. Just as we always do!

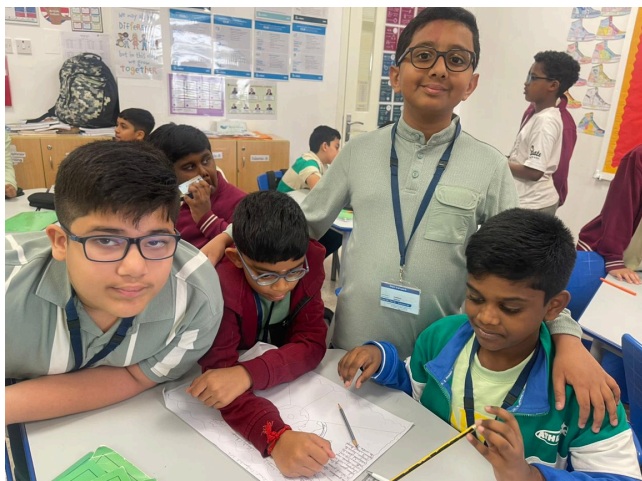
Our young learners in Lower Primary continue to amaze us with their resilience and enthusiasm for learning. We truly believe in each and every one of them and are incredibly proud of all they continue to achieve.



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KS2 – Upper Primary



I am delighted to share how well our students in Upper Primary continue to thrive academically and personally. It has been wonderful to see how successfully they have re-established positive routines following a period of remote learning. We are incredibly proud of the way students are conducting themselves around school and in classrooms, consistently demonstrating respect, focus and a strong commitment to their learning.

As we approach the end of the academic year, our attention is now turning towards preparing students for their end-of-year assessments. Staff are working diligently to ensure that all learners feel confident, well-supported and fully equipped to demonstrate their progress. Classrooms remain vibrant and purposeful spaces, with personalised learning approaches being used to both inspire and appropriately challenge every student to achieve their best.

Students enthusiastically took part in Mental Health Week by wearing green to show their support and raise awareness. This simple but meaningful initiative helped to promote important conversations around wellbeing and highlighted the importance of kindness, understanding, and looking after ourselves and one another.

We were also truly impressed by the outstanding artwork submitted for the UAE Frontliners project. The creativity, thoughtfulness and heartfelt expressions of gratitude shown by our students were exceptional, reflecting both their artistic talent and their deep appreciation for those who serve our community.

It was a pleasure to welcome so many parents to our recent Open House meetings. Your attendance and engagement in discussions about your child's academic progress are greatly valued and these conversations play a vital role in supporting student achievement and development.

I would also like to take this opportunity to wish all our families a peaceful and joyful Eid al-Adha celebration. May this special time bring happiness, reflection and togetherness for you and your loved ones. Please enjoy a restful and meaningful holiday. We look forward to welcoming students back after the break and would like to sincerely thank you for your continued support and partnership throughout the year.



KS3 – Lower Secondary

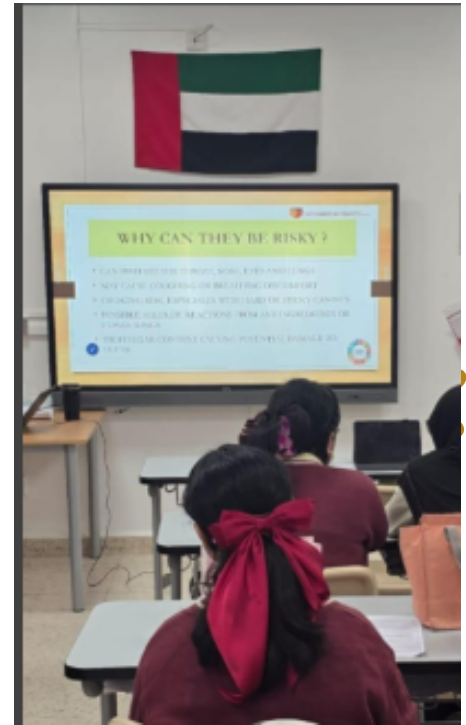


Student-Led Initiative: "Think Before You Try" Awareness Campaign

As part of our steadfast and ongoing commitment to safeguarding the health, safety, and well-being of our students, and ensuring a secure and conscious learning environment, a group of our student leaders recently conducted a comprehensive and interactive awareness workshop titled "An Awareness on Smoking-Piping Candies – Think Before You Try."

This exceptional student-led session was delivered directly to their peers in the classroom, focusing on shedding light on the physical, respiratory, and health risks associated with these look-alike products that mimic harmful behaviors. Through well-researched points, our young presenters highlighted the potential long-term negative impacts on health, emphasizing the crucial importance of peer awareness in making informed, healthy, and responsible choices in their daily lives.

We take immense pride in our students' leadership, maturity, and dedication to looking out for the welfare of their peers. Their proactive role as "ambassadors of awareness" truly reflects the values we nurture at our school, contributing significantly to maintaining a safe and healthy environment for our entire school community.



KS4 – Upper Secondary



Year 11 Progress

Our Year 11 students have now successfully completed their mock examinations and assessments—an important milestone as they approach the end of their school year. This achievement reflects a great deal of hard work and dedication, particularly in building their portfolios of evidence alongside their teachers. A massive thank you to both our Year 11 students and staff for their commitment and perseverance.

As we near the conclusion of the year, maintaining strong attendance remains essential to ensure continued progress and a successful finish.

Year 10 Updates

Year 10 students have successfully completed their GL assessments—excellent work from all involved.

- Catch-up date: Monday, 1st June (for any missed GL assessments)

Following the upcoming holiday, Year 10 will begin their End-of-Year Mock Examinations, taking place from 2nd June to 15th June. These assessments are crucial in:

- Monitoring student progress
- Identifying any learning gaps
- Guiding next steps for targeted revision over the summer
- Supporting preparation for the transition into Year 11

We encourage all students to approach these exams with focus and determination.

Appreciation for Our School Community

We would like to take this opportunity to extend our sincere thanks to our students and parents for their flexibility, resilience, and unwavering support throughout the year. The several transitions between face-to-face and online learning have been challenging, and your understanding and cooperation have made a significant difference.

Wellbeing & School Initiatives

We are proud to highlight the success of our Green Day initiative, held on Friday, 16th May, which focused on raising awareness of the importance of mental health and wellbeing. Thank you to everyone who participated and supported this meaningful event.

Upcoming Holiday – Eid

With the Eid holiday approaching next week, we would like to extend our warmest wishes to all students, parents, and members of our wider community celebrating.

May this special time bring peace, happiness, and joy to your homes, and provide a well-deserved opportunity to rest and spend time with loved ones.

Thank you for your continued support and dedication.

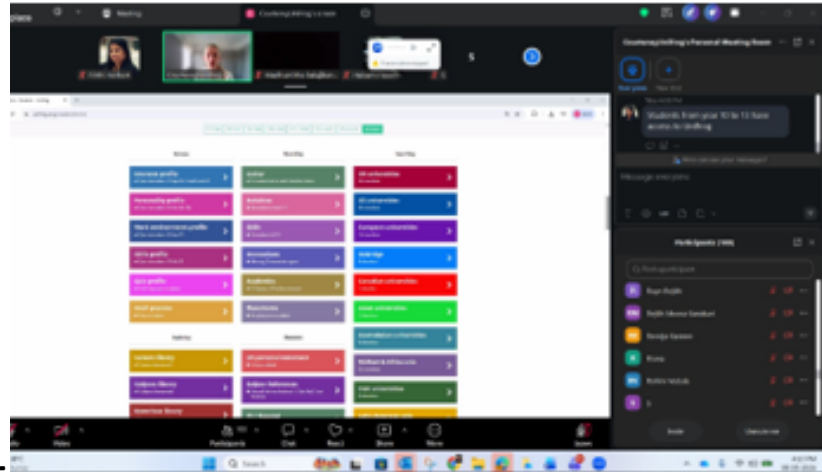
Key Stage 4 Team



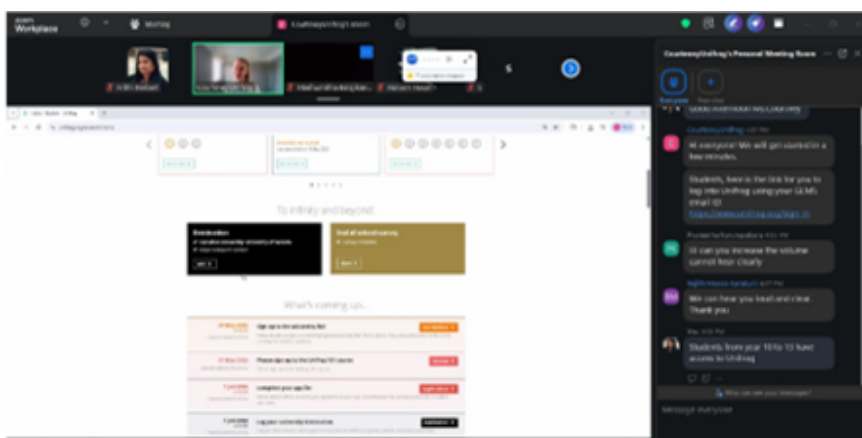


Unifrog Online Workshop for Parents and Students

On 8th May 2026, the school successfully organised an engaging online Unifrog workshop for students from Years 10 to 13 and their parents from 4:00 pm to 5:00 pm. The event was led by the dedicated Unifrog representatives from Years 10 to 13 and attracted over 100 participants, creating an interactive and informative learning experience for all involved. The workshop focused on several important areas, including careers of the future, university exploration, subject selection, and course pathways. Students and parents were introduced to the many features of the Unifrog platform, which supports students in researching universities, exploring career opportunities, and planning their future academic journeys. Parents also gained valuable insights into how they can support their children in making informed decisions about higher education and career choices.



The successful session reflected the school's ongoing commitment to providing meaningful career guidance opportunities and empowering students to confidently plan for their future using the Unifrog platform.





Global Innovation Challenge – Mentorship Programme

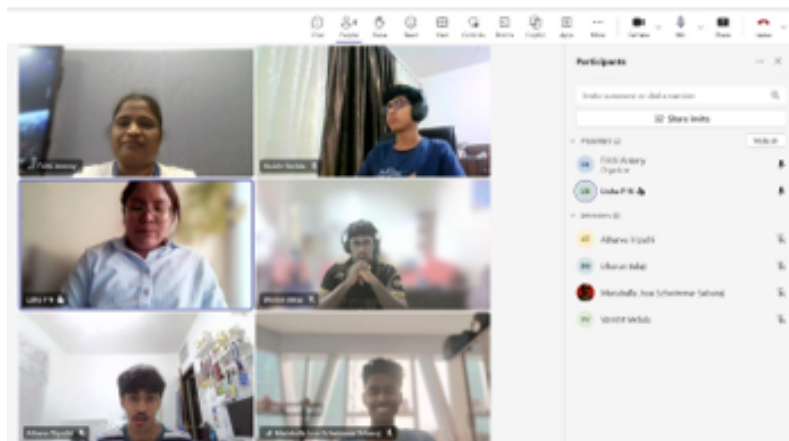


1st place for WinnovateGreenX Challenge 2026

The team Aeronics, comprising Atharva Tripathi, Vasisht Vedula, Mariabella Jose, and Dharun Balaji, recently participated in the Global Innovation Challenge (GIC) Mentorship Programme and proudly emerged as winners of the GIC competition. As winners, the team had the privilege of being mentored by external industry partners, providing them with valuable real-world exposure and expert guidance.

The team was recognised for their innovative project addressing the critical issue of methane and other carbon-intensive gases such as carbon dioxide and butane, which contribute significantly to global warming. Their project highlights the urgent need for real-time monitoring systems to detect harmful gas leaks and emissions before they become dangerous. Methane, in particular, is nearly 80 times more heat-trapping than carbon dioxide in the short term, making its reduction essential for environmental sustainability and climate protection.

On 19th May 2026, the students attended a mentorship session from 5:00 pm to 6:30 pm with industry expert Ms. Lisha from Think Innovate Company. During the session, the students received valuable guidance and feedback, helping them refine their innovative ideas and strengthen their research and problem-solving skills.

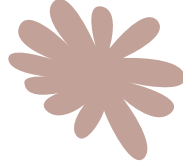
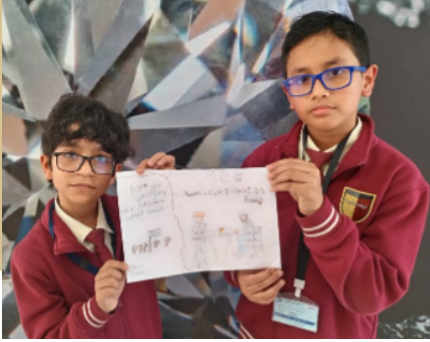




أولياء الأمور الكرام،

سعدنا كثيرًا بعودة طلابنا إلى مقاعد الدراسة الحضورية، وكان من الرائع رؤيتهم مجددًا والتفاعل معهم بحماسهم داخل الصفوف.

وخلال الفترة الماضية، شارك طلابنا في أنشطة مميزة عبّروا من خلالها عن حبهم لدولة الإمارات وتقديرهم لأبطال خط الدفاع الأول، كما احتفلوا بيوم الأرض ويوم النحل بأنشطة ممتعة عززت وعيهم البيئي. ونود في الختام الإشادة بمشاركة طلابنا الفعّالة في اختبارات ABT خلال الأسبوع الماضي. نفخر بحماس طلابنا وتفاعلهم المستمر، ونشكر دعمكم الدائم. قسم اللغة العربية



Dear Parents,

We were delighted to welcome our students back to face-to-face learning and it was wonderful to see their enthusiasm and engagement in class once again.

Over the past period, students participated in a range of engaging activities where they expressed their appreciation for the UAE and our frontline heroes, while also celebrating Earth Day and World Bee Day through enjoyable and meaningful activities.

Finally, we would like to commend our students for their active participation in the ABT assessments last week.

We are proud of their enthusiasm and continued engagement, and we thank you for your ongoing support.

Arabic Department



لحظات من درس التربية الإسلامية أظهر فيها الطلبة إبداعهم وتعاونهم، معبرين عن فخرهم بدولة الإمارات وقيمها.



Moments from the Islamic Education lesson where students showed creativity and teamwork, expressing pride in the UAE and its values.

في حلقة التلاوة والتجويد، يجلس الطلبة بخشوع وانتباه يتلون آيات القرآن الكريم بإتقان، متدربين على أحكام التجويد، في أجواء يسودها الهدوء والتركيز وحب كتاب الله.



In the recitation and Tajweed circle, students sit attentively, reciting the Holy Qur'an with care and accuracy while practicing Tajweed rules, in a calm and focused atmosphere filled with love for the Book of Allah.



نفذ الطلاب نشاط "على خطى فخر الإمارات" المستوحى من رؤية صاحب السمو الشيخ محمد بن زايد آل نهيان حفظه الله، حيث قدم الطلاب أعمالاً مميزة حول التعليم والابتكار والحفاظ على الهوية الوطنية، معبرين عن وعيهم بدورهم في خدمة الوطن والمحافظة على إنجازاته



Students carried out the "Following the Path of the Pride of the UAE" activity, inspired by the vision of His Highness Sheikh Mohamed bin Zayed Al Nahyan, may God protect him. Through this activity, students presented outstanding work about education, innovation, and preserving national identity, expressing their awareness of their role in serving the nation and protecting its achievements.

عبر طلابنا عن تقديرهم وامتنانهم لخط الدفاع الأول وجنود الوطن في دولة الإمارات من خلال كتابة رسائل شكر عبّروا فيها عن فخرهم بتضحياتهم وجهودهم في حماية الوطن، وذلك تعزيزاً لقيم الولاء والانتماء والهوية الوطنية

Our students expressed their appreciation and gratitude to the UAE's first line of defense and the nation's soldiers by writing thank-you letters in which they showed pride in their sacrifices and efforts to protect the homeland, promoting the values of loyalty, belonging, and national identity.



عبر طلابنا عن فخرهم بالإنجازات الاقتصادية في دولة الإمارات من خلال تصميم خريطة ذهنية مميزة أبرزت تطور الدولة وريادتها في مختلف المجالات، مما ساهم في تعزيز وعيهم بأهمية العمل والابتكار ودورهما في بناء مستقبل الوطن

Our students expressed their pride in the economic achievements of the United Arab Emirates by designing outstanding posters that highlighted the country's development and leadership in various fields, helping to enhance their awareness of the importance of work and innovation in building the nation's future.



Family First Breakfast: Celebrating Connection and Community



We extend our sincere appreciation to all parents who shared their Family First Breakfast moments with us. It was a pleasure to witness the meaningful connections and quality time enjoyed by families, reflecting the strong values of care, togetherness, and community that we hold dear.

Your enthusiastic participation made this event a true success, with each contribution highlighting the importance of nurturing family relationships. The warmth and joy evident in your shared experiences embodied the spirit of the occasion.

Thank you for your continued engagement and support in making initiatives like this so impactful. We look forward to creating many more meaningful opportunities to celebrate our community together.

#FamilyFirst

FAMILY FIRST – INTERNATIONAL FAMILY DAY- FAMILY BREAKFAST TIME

Our Family Breakfast moments are always special!!



My family is my life
AHMED & MOHAMMED

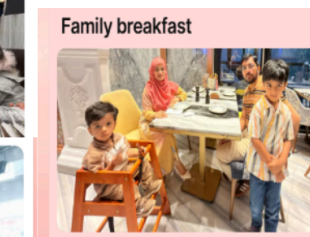


I am grateful to have a meal with my family!!



I am having a good breakfast with my grandmother!

Break fast with family..



Serving love one plate at a time."

- "Pancakes, laughter, and precious moments."
- "The secret ingredient is always family."

My family



My family my world.

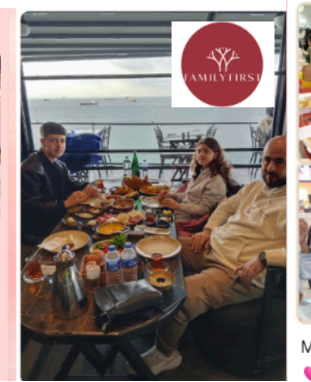


Our little snack time, eating papaya

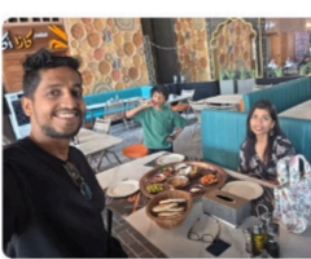
Family Breakfast



Family: the heart of every moment."
"Tiny moments, big memories."

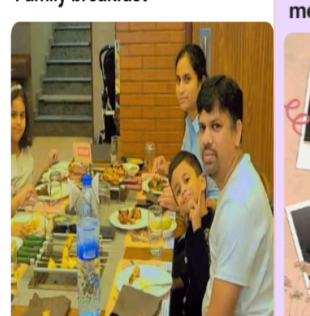


Breakfast is always special with family...



Breakfast tastes better with family

Family breakfast



FAMILY BREAKFAST (not quite)



My family moments fill my life with joy!

Breakfast Fun with Tom & Jerry



Sharing breakfast with our favorite friends, Tom & Jerry! A cheerful morning filled with smiles, yummy cheese, crunchy biscuits, and lots of happiness to start the day right

Family Time



Family breakfast & forever memories



Breakfast filled with love & beautiful family moments

Breakfast filled with love & beautiful family moments

Family breakfast and unforgettable moments together

Always remember ,, Family first



Breakfast tastes better when you share it with your built-in bestie.

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.



Narrate the positives and ensure they outweigh the negatives



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



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

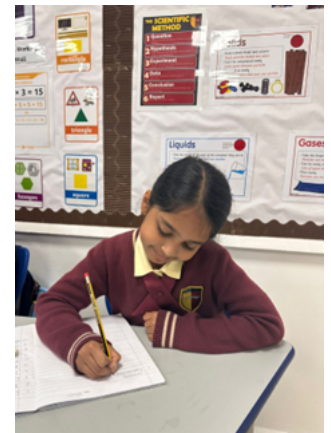
1. Whisper correction: If a student is doing something wrong, the teacher will first give a quiet (whisper) correction to address the behaviour.
2. Negative behaviour points & phone call home: If the student continues the behaviour after the whisper correction, the teacher will issue negative behaviour 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.



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 - 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

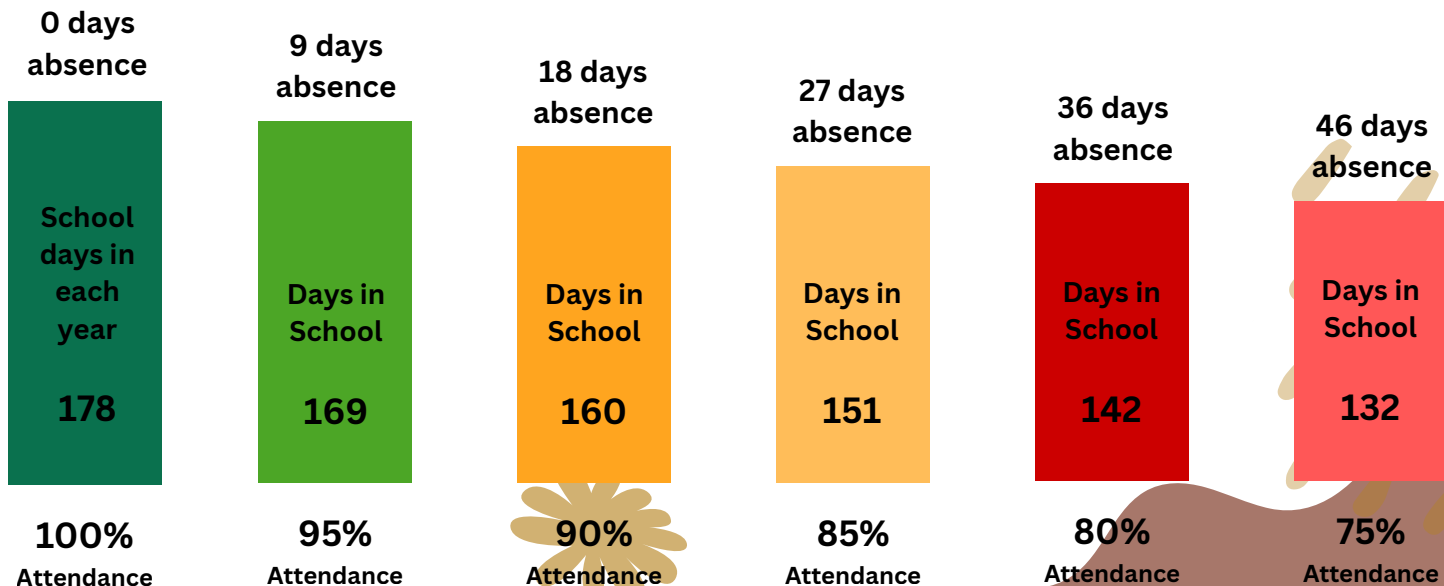
Unexcused Absences



- ✗ 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 + Excalation	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



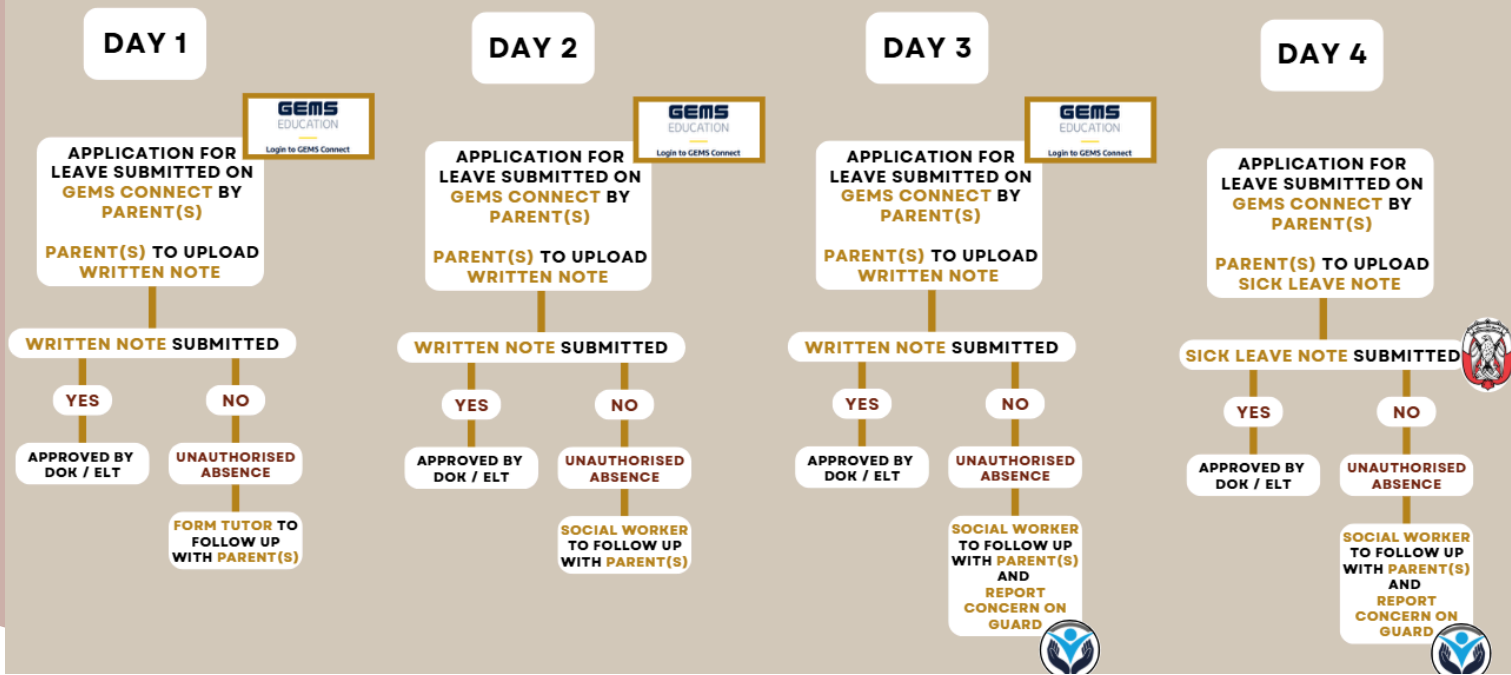
Strict Protocols for Illness

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

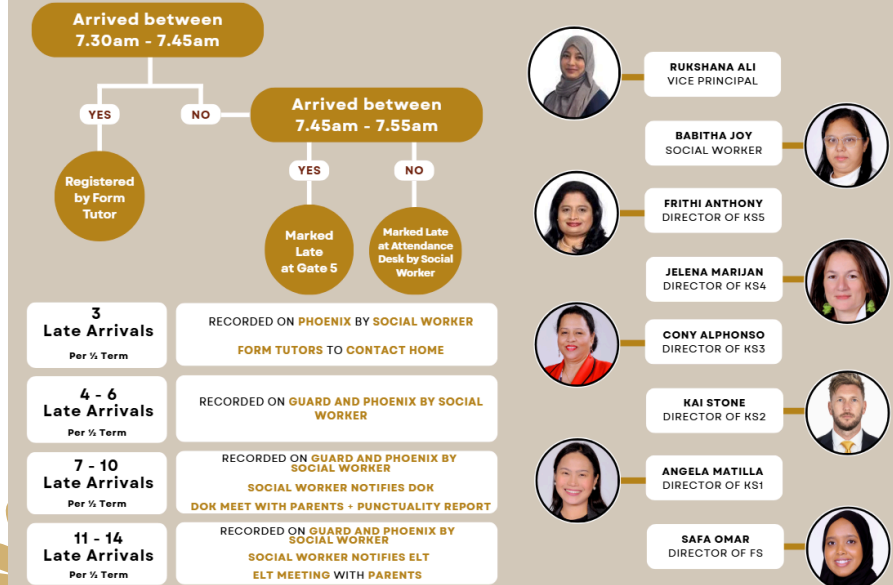
Punctuality is a vital life skill and a sign of respect for the learning environment.

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



Key Abbreviations: ELT - Executive Leadership Team, DOK - Directors of Key Stage

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.

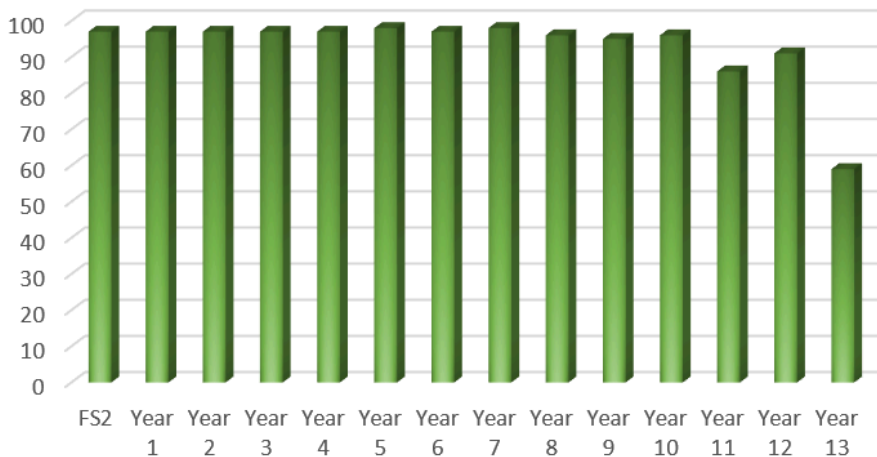


☀ Fantastic Attendance Across the School! ☀

4th May – 21st May 2026

Well Done!

Attendance from 4th May to 21st May 2026



We are delighted to celebrate outstanding attendance across our school community over the past few weeks!

- FS2 through to Year 10 have demonstrated exceptional commitment, with attendance consistently close to 100% – a fantastic achievement that reflects strong partnerships between school and home.
- A special mention goes to Year 7, who have achieved near-perfect attendance – truly impressive!

🎯 Years 11 and 12 have also maintained strong attendance, especially during a busy assessment period – well done! 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.

Name: _____ Class: _____

BOOK REVIEW **GEMS READERS CHALLENGE**

READ LIKE A GEM **READ LIKE A GEM** **READ LIKE A GEM** **READ LIKE A GEM**

READ LIKE A GEM **READ LIKE A GEM** **READ LIKE A GEM** **READ LIKE A GEM** **READ LIKE A GEM**

GEMS READERS CHALLENGE **READ 10 BOOKS THIS MONTH** **ARE YOU UP FOR THE CHALLENGE?**

PASSPORT

Title: _____ Author: _____

Date started: _____ Date finished: _____

Characters: _____ Opinion: _____

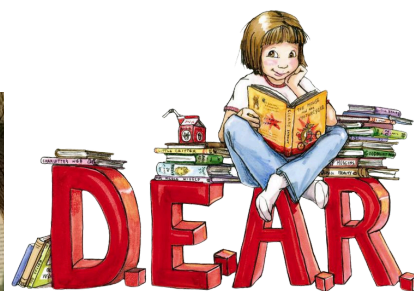
Plot: _____

CAN YOU MAKE IT TO 10??

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



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



 OWL BABIES Martin Waddell	 THE VERY HUNGRY CATERPILLAR Eric Carle	 THE TIGER WHO CAME TO TEA Judith Kerr	 DINOSAUR ROAR! THE TYRANNOSAURUS REX Peter Curtis	 Shark IN THE PARK! Nick Sharratt	 DEAR ZOO Rod Campbell	 a little world of ants Cara Rosney
 BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? Eric Carle	 PIP AND POSY SERIES Axl Scheffler	 HAIRY MACLARY FROM DONALDSON'S DAIRY Lynley Dodd	 THE GINGERBREAD MAN Traditional	 NOT 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 JUMPER 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

GEMS Cambridge High School

GIVE SUMMER READING A BOOST!

epic! FOR KIDS 12 & UNDER

ENJOY 1 FREE MONTH OF EPIC FAMILY.

Epic Family is a great way to keep your kid's reading momentum going this summer. Enjoy a free month with this special offer!

- 40,000+ popular books and learning videos.
- 24/7 access. Plus downloadable books for offline reading.
- Badges and Reading Buddies to keep them motivated.
- Fun ways to read, like audiobooks, comics and Read-To-Me books.

REDEEM THIS OFFER BY JULY 1, 2026.

GO TO getepic.com/voucher AND ENTER CODE: **SUMMER2026**

Read more. Learn more. Be more. ♥

KG1 / FS 2



 SUPERTATO! Paul Linnett and Sue Hendra	 FATIMA'S GREAT OUTDOORS Andreas Taring and Stevie Lewis	 LITTLE KIDS FIRST BIG BOOK OF WHY Amy Shields & National Geographic	 THE GRUFFALO Julia Donaldson and Axel Sheffler	 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 Brendan Wenzel	 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) Kes Gray and Jim Fields	 HOW TO CATCH A STAR Oliver Jeffers	 BILLY AND THE BEAST Nadia Shireen

KG2 / YEAR 1

 DADAJI'S PAINTBRUSH (DIVERSITY) Rashmi Sirdeshpande	 ROSIE REVERE, ENGINEER Andrea Beauty	 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	 THE SQUIRRELS WHO SQUABBLED	 WHATEVER NEXT! Jill Murphy	 ODD DOG OUT Rob Biddulph

 ZIM ZAM ZOOM (POETRY) James Carter & Nicola Colton	 THE OWL WHO WAS AFRAID OF THE DARK Jill Tomlinson & Paul Howard	 LOOK UP! Nathan Bryon	 ADVENTUREMICE: OTTER CHAOS (CHAPTER BOOK) Phillip Reeve	 RABBIT AND BEAR: RABBIT'S BAD HABITS Julian Gough	 STUCK Oliver Jeffers	 TRACTION MAN IS HERE! Mini 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 Yoshitake



FLAT STANLEY
Jeff Brown and Rob Biddulph



NELLIE CHOC ICE
Jeremy Strong



SOMEBODY SWALLOWED STANLEY
Sarah Roberts



DEAR MR. BLUEBERRY
Simon James



IF I WERE PRIME MINISTER
Trygve Skaug



THE PIGEON HAS TO GO TO SCHOOL!
Mo Willems



TOO SMALL TOLA (CHAPTER BOOK)
Atinuke



CLIFFORD THE BIG RED DOG
Norman Bridwell



THERE'S A SNAKE IN MY SCHOOL
David Williams



DRAGONS LOVE TACOS
Adam Rubin



THE SNOWY DAY
Ezra Keats



A GREAT BIG CUDDLE: POEMS FOR THE VERY YOUNG
Michael Rosen



THE HODGHEG (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 Walsh



YOU'RE CALLED WHAT? (NON FICTION)
Kate Green



THE PENGUIN WHO WANTED TO FIND OUT
Jill Tomlinson



THE PIRATES NEXT DOOR
Jonny Duddle

GRADE 2 / YEAR 3

READ LIKE A GEM



THE TURTLE OF OMAN
Naami Shihab Nye



THE THAMES AND TIDE CLUB
Katya Balen



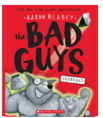
NEVER SHOW A T-REX BOOK
Rashmi Sirdeshpande



CLAUDE IN THE CITY
Alex T Smith



THE 13-STOREY TREE HOUSE
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 Shepherd



PABLO AND SPLASH SERIES (GRAPHIC NOVELS)
Sheena Dempsey



THE CURIOUS GARDEN
Peter Brown



SUPA NOVA
Chante 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 Guillain & Riddle



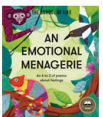
ASTROSAURS: RIDDLE OF THE RAPTORS



THE ADVENTURES OF THE DISH AND THE SPOON



FERNO: THE FIRE DRAGON (BEAST QUEST 1)



AN EMOTIONAL MENAGERIE (POETRY)



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
Onjali Q. Rauf & Pippa Curnick



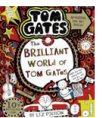
THE GIRL WHO STOLE AN ELEPHANT
Nizrana Farook



HOW DO MEERKATS ORDER PIZZA? (NON FICTION)
Brooke Barker



STUART LITTLE (CLASSIC)
E. B White



THE BRILLIANT WORLD OF TOM GATES
Tom Gates



THE FIREWORKMAKER'S DAUGHTER
Phillip Pullman



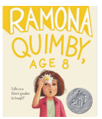
INVESTIGATORS
John Patrick Green



THE LAND OF ROAR
Jenny McLaughlan



THE ARABIC QUILT
Aya Khalil



RAMONA QUMBY, 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 Bowdler



BUNNY VS MONKEY: BUNNY BONANZA
Jamie Smart



EMIL AND THE DETECTIVES (CLASSIC)
Frich Krustner



THE GREAT CHOCOPLOT
Chris Callaghan



THE CREAKERS
Tom Fletcher


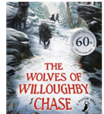





















Read Like A GEM




















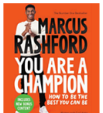



GRADE 4 / YEAR 5

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 Motum	 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 Warqa	 THE TAPPER TWINS GO VIRAL Geoff Rodkey	 BRIGHTSTORM Vashti Hardy
 I AM LENNY BROWN Dan Freedman	 ROBOT GIRL Malorie Blackman	 FOUR FEET, TWO SANDALS Karen Lynn Williams	 JAZ SANTOS VS THE WORLD Priscilla Mante	 1000, YEAR OLD BOY Ross Welford	 TWO GREAT LEADERS Sheikh Mohamed Bin Rashid Al Maktoum	 THE LAST BEAR Hannah Gold & Levi Pinfold



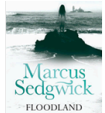






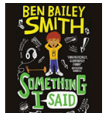











GRADE 5 / YEAR 6

READ LIKE A GEM

 THE BOY, THE MOLE, THE FOX AND THE HORSE Charlie Mackesy	 THE BOY WHO MADE EVERYONE LAUGH Helen Rutter	 THE EXPLORER Katherine Rundell	 THE EYES & THE IMPOSSIBLE Dave Eggers	 PLANET OMAR: ACCIDENTAL TROUBLE MAGNET Zanib Mian	 AMAL UNBOUND Aisha Saeed	 THE TALE OF DESPEREAUX Kate DiCamillo
 TIME TRAVELLING WITH A HAMSTER Ross Welford	 MURDER MOST UNLADYLIKE Robin Stevens	 THE LOST WHALE Hannah Gold & Levi Pinfold	 WONDER R.J. Palacio	 STITCH HEAD (GRAPHIC NOVEL) Guy Bass	 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 Shet	 YOU ARE A CHAMPION Marcus Rashford	 THE LONDON EYE MYSTERY Siobhan Dowd	 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	 NUSH AND THE STOLEN EMERALD Jasbinder Bilan	 SOMETHING I SAID Ben Bailey Smith	 THE ARRIVAL Shaun Tan	 WILDSPARK Vashti 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) COOL THE CLIMATE Leah Hadfield	 YOU ARE AWESOME (NON-FICTION) Matthew Syed	 TILDA TRIES AGAIN Tam Percival

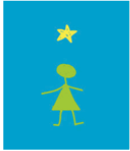


Read Like A GEM



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 Hargrave



TALL STORY
Candy Gourlay



JONATHAN LIVINGSTONE SDEAGULL
Richard Bach



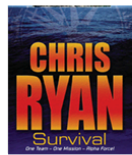
WORK IT, LARA BLOOM
Dee Benson



THE MYSTERY OF GRAVEN MANOR
Joy Wodhams



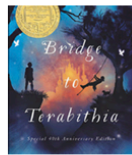
RAILHEAD
Philip Reeve



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



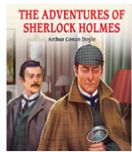
THE BREADWINNER
Deborah Ellis



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



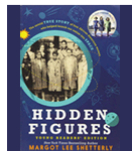
THE BOY WHO MADE EVERYONE LAUGH
Helen Rutter



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



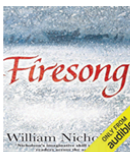
PRIVATE PEACEFUL
Michael Morpurgo



A SINGLE SHARD
Linda Sue Park

GRADE 9 / YEAR 10

READ LIKE A GEM



WIND OF FIRE TRILOGY
William Nicholson



CHARLOTTE SOMETIMES
Penelope Farmer



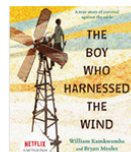
THE MOTHER TONGUE: ENGLISH AND HOW IT GOT THAT WAY
Bill Bryson



A WRINKLE IN TIME
Madeleine L'Engle



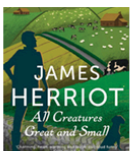
THE TRAVELS OF IBN BATTUTA
Sheikh Ibn Battuta



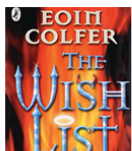
THE BOY WHO HARNESSED THE WIND
William Kamkwamba



THE POWER OF CRITICAL THINKING
Lewis Vaughn



ALL CREATURES GREAT AND SMALL
James Herriot



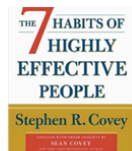
THE WISH LIST
Eion Colfer



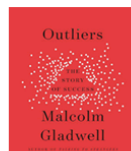
SEA OF TROLLS
Nancy Farmer



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>AMULET OF SAMARKAND Jonathan Stroud</p>	<p>Google It A HISTORY OF GOOGLE... HOW THE FRENCH-BOSS CHANGED THE WORLD 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 Kruijf 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 HARD TIMES 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 Joyce Efa 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>

Teach Like A GEM, Learn Like A GEM



FOCUS: TURN & TALK

At our school, we are always looking for ways to actively engage every student in their learning.

One simple but powerful strategy we use is called "Turn and Talk."

What is "Turn and Talk"?

"Turn and Talk" is a classroom technique where students are given a question or idea to think about, and then turn to a partner to discuss their thoughts. This may sound simple—but it has a big impact!

Why is it important?

Research-informed teaching practices show that talking about learning helps students to:

- ✓ Think more deeply about ideas
- ✓ Clarify their understanding by explaining it aloud
- ✓ Remember learning better through discussion
- ✓ Build confidence in sharing ideas
- ✓ Learn from others' perspectives

Instead of only a few students answering questions, every child is actively involved.



What the Research says

"A Turn and Talk by itself is a great tool for boosting Participation Ratio... It multiplies voices and gets everyone going by giving them a low-stakes way to share ideas, rehearse larger thought, develop their first impression, or hear an alternative reaction, all in semi-private."

— Lemov (2011)

HOW YOU CAN SUPPORT LEARNING AT HOME USING TURN & TALK

Turn & Talk @ Home

You don't need a classroom to use this powerful strategy—"Turn and Talk" can easily be used at home to support your child's learning and confidence.

1. Ask open-ended questions: Instead of questions with one-word answers, try:

- "Why do you think that?"
- "How do you know?"
- "Which option is best—and why?"

Research shows that children learn more deeply when they are asked to explain and justify their thinking, not just recall facts.

2. Create mini "talk moments"

You can build quick discussion opportunities into everyday routines:

- After reading a book together
- While doing homework
- During car journeys or at dinner

Even short conversations help children process ideas more deeply and strengthen understanding.



3. Be your child's "talk partner"

In school, children talk to a partner—instead, you can:

- Take turns sharing ideas
- Encourage your child to explain first
- Ask follow-up questions to extend their thinking

This mirrors classroom practice and helps build confidence and communication skills

Sports



congratulations to our CHS students for their excellent achievements and outstanding representation of the school in the ADEK Cup 2026 competitions this term. Our students displayed dedication, teamwork, resilience, and true sporting spirit across various events.

ADEK Cup 2026 Achievements

- Sanvi Bidua – Year 11 Girls Under-15 300m Finals – Gold Medal
- Evan Markus – Year 9B2 Under-16 Jiu-Jitsu – Silver Medal
- Joao Pedro – Year 8B2 Under-14 Jiu-Jitsu – Silver Medal
- Vedhant Adithyan – Year 7B2 Under-13 Chess – Silver Medal

Jr. NBA 2026

CHS proudly participated in the Jr. NBA 2026 tournament across six boys' and girls' categories. The event provided students with valuable opportunities to compete against top teams in the city, helping them build confidence, improve basketball skills, and strengthen teamwork.

PE & Sports Updates

Several ADEK sporting events scheduled for Term 3 have been postponed and will be rescheduled by Abu Dhabi School Sports (AD Sports). Parents will be informed once new dates are confirmed.

Please note that Term 3 PE lessons have been combined with the Term 2 programme schedule. Inter-house competitions will be conducted after the completion of the Term 3 assessments. Well done to all our students for their hard work, commitment, and excellent sporting spirit throughout the term.



Wellbeing and Counselling



REFLECTING ON MENTAL HEALTH AWARENESS WEEK: ACTION – SMALL STEPS, BIG CHANGE

From 11 May to 15 May, our school community came together to participate in Mental Health Awareness Week 2026. This year's theme was "Action," and it was a privilege to watch our students shift from simply

- Foundation & Key Stage 1: Our youngest learners practiced identifying their emotions through "Happy Moves" and used "Breathing Buddies" to explore deep, calming breathing techniques.
- Key Stage 2 & 3: Students explored the positive impact of supporting others by participating in a "Secret Buddy" mission, experiencing first-hand how acts of kindness reduce personal stress levels.
- Key Stage 4 & Sixth Form (Years 10-13): Older students engaged in digital well-being audits and learned the "Desk-to-Floor" somatic stretching flow to release physical tension and reset their focus during high-pressure study learning about well-being to actively practicing it in their classrooms every day.
- Our goal for the week was to show our students that mental health is a proactive journey. Throughout the week, teachers facilitated simple, impactful daily routines during morning registration to give students tangible tools for self-regulation periods. We capped off the week with our "Wear it Green" day on Friday, creating a beautiful visual reminder across the campus that no one walks their journey alone.

Looking Ahead: World No Tobacco Day & "Youth Voices for a Tobacco-Free Future"

As we move forward, our commitment to student wellness and healthy lifestyle choices continues. In the upcoming week, our focus will shift toward a major health and advocacy campaign as we observe World No Tobacco Day (31st May).

To ensure this vital message resonates deeply with our students, we are proud to officially launch the "Youth Voices for a Tobacco-Free Future" initiative. This is a highly structured, youth-led awareness drive specifically designed for and targeting our students in Cycles 2 and 3 (ages 13–17).

To kick off this initiative, our Student Council will be taking the lead. They have been undergoing specialized training and clinical preparation led by our School Nurse, equipping them with the essential medical facts, health implications, and peer-advocacy skills needed to drive a real impact. Armed with this training, our student leaders will facilitate peer-to-peer awareness sessions focusing on the physical, mental, and social impacts of tobacco and vaping, empowering their peers to navigate social pressures confidently.

Our 15-Day Action Plan:

To ensure this campaign leaves a lasting impression and fully completes its health objectives, we are activating a dedicated 15-day implementation period spanning the remainder of this semester. Over these three weeks, Cycles 2 and 3 will engage in interactive morning registration slots, student-led assemblies, and collaborative project requirements aimed at creating a completely tobacco-free mindset within our school community.

Mental health, peer dynamics, and physical well-being are all deeply interconnected. The conversations and positive lifestyle choices started at school are always most powerful when they are reinforced and supported within the home.



Leadership Gemstones

Leadership Gemstone (LGS) continues to guide our daily practices, inspiring growth and resilience across our teams. The gemstone for May, Aquamarine, symbolises adaptability, encouraging us to remain flexible, embrace change, and approach new situations with calmness and clarity. In alignment with Mental Health Awareness Month, this is also a meaningful reminder to prioritise wellbeing, support one another, and navigate change with compassion and balance.

MAY – WEEK 20

LEADING WITH ADAPTABILITY

 AQUAMARINE

Helps students embrace change with resilience and flexibility.

“Listening to feedback helps you learn; using it helps you improve.”

MESSAGE: Feedback is important because it helps you learn and get better. When you listen to advice and make changes, it shows that you want to grow and improve.

REFLECT: How can I make sure I listen carefully to feedback from others and teachers? What steps can I take to act on feedback and show I'm learning?

Wellbeing and Counselling



Simple Ways to Care for MENTAL WELL-BEING

Small daily steps toward a balanced mind

Pause and Breathe



Take a few minutes to breathe slowly and mindfully. Gentle breathing helps the body relax and refocus.

Maintain Daily Routines



Getting enough rest, eating regularly, and moving lightly each day support both physical and mental balance.

Reduce Mental Load



Focus on what you can manage today. Not everything needs to be solved at once.

Make Space for Yourself



Allow time to rest without pressure or expectations. Quiet moments are an important part of restoring energy.

مدرسة كامبردج الثانوية
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI

Mental Health Awareness Week

MAY

"Taking care of your mental health is an act of self-love."



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
An Commission um
Chosaint Senral
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

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**, parents have a key responsibility to guide their digital use.



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

Admissions and Registration



Dear Parents,

We hope you are well.

This is a gentle reminder to complete the re-enrolment fee payment for the upcoming academic year in order to secure your child's place.

As we currently have many students on our waiting list, it is essential for us to confirm the number of students continuing with us for the next academic year as soon as possible. We kindly request parents who have not yet completed the payment to visit our Accounts Department and settle the re-enrolment fees as soon as possible.

Your prompt support and cooperation will greatly assist us in planning and preparing effectively for the new academic year.

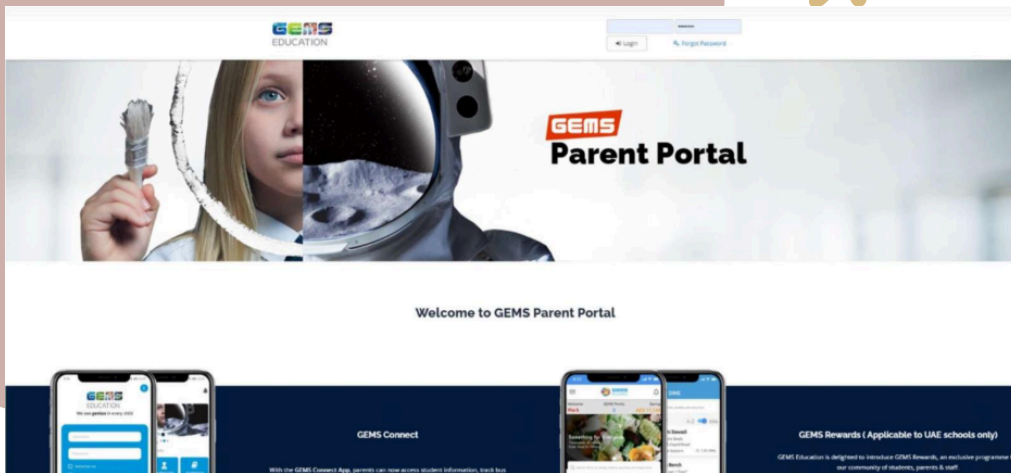
Should you require any assistance, please do not hesitate to contact us.

Thank you for your cooperation and continued support.

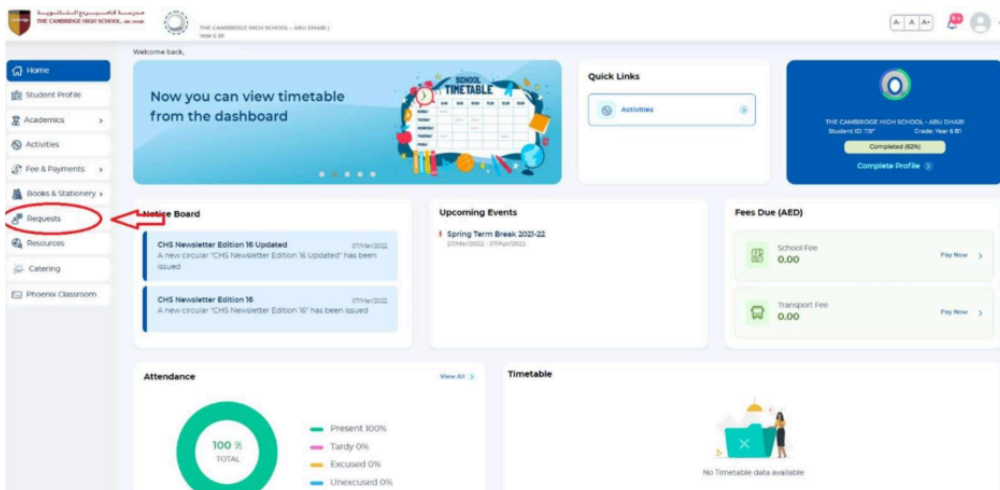
Kind regards,
Admission Team

GUIDE TO PAY RE ENROLL VIA GEMS PARENT PORTAL

Step 1: Sign in to your Gems Parent Portal using your parent username and password.



Step 2: You will be reloaded to Home Page. Click on **Request** on the left- hand side.



**RE-ENROLLMENT
OVERDUE!
COMPLETE THE
PROCESS TO AVOID
DISAPPOINTMENT**

2020							APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3	4						
5	6	7	8	9	10	11							
12	13	14	15	16	17	18							
19	20	21	22	23	24	25							
26	27	28	29	30									

If you have forgotten your password, please click on **Forgot Password** and an OTP will be sent to your registered email ID. If you are unaware of the registered email address, you may check with the **School Registrar.**

Admissions and Registration



Step 3: Click on **"Re-Enrolment"** from the drop-down menu. Your child's re-enrolment page will appear.

The screenshot shows the 'Re-Enrolment' page on the Cambridge High School website. The left sidebar contains a menu with 'Re-Enrolment' highlighted in blue and circled in red. The main content area is titled 'Re-Enrolment' and includes a 'Dear' field, a thank-you message, and a 'GEMS Staff Information' section with a dropdown menu set to 'No'. Below this is the 'Re-Enrolment Details' section with two radio button options: 'My child will be returning to The Cambridge High School - Abu Dhabi for the academic year 2022-2023.' and 'My child will not be returning to The Cambridge High School - Abu Dhabi for the academic year 2022-2023.'. A 'Declaration' section follows, with a 'Proceed' button at the bottom.

Step 4: Enter the required information and click **"Proceed"**.

Once completed, you will receive a notification regarding the FAB/GEMS Credit Card.

The screenshot shows the 'Re-Enrolment' page with a large overlay for the 'FAB / GEMS Co-branded Credit Card'. The overlay features the GEMS Education and FAB logos, along with the text 'We see genius in every child'. It lists benefits such as a 0% easy payment plan for up to 12 months with 0% processing fees, education protection cover of up to AED 500,000 per child at the cost of AED 28 per month per child, and earning FAB Rewards points per transaction. A 'Do you want to apply for the FAB/GEMS credit card?' section has radio buttons for 'Yes' and 'No', with 'No' selected. A 'Proceed' button is visible at the bottom of the overlay.

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.



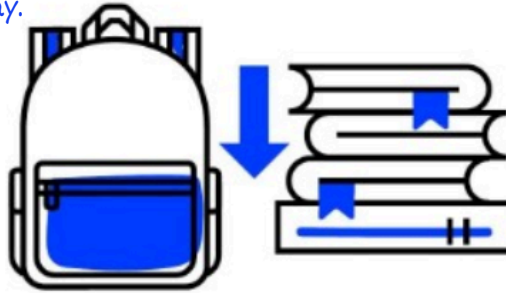
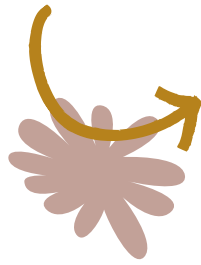
Health and Safety



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

