

Chronicles



Vice Principal's Message



The Cambridge High School

6 March 2026

Issue #02

Dear CHS Community,

Firstly, Ramadan Mubarak to all our families! May this holy month be a time of reflection, kindness, and community spirit for us all.

As we move into March, we wanted to take a moment to reflect on the incredible energy and achievement that filled our school throughout February. It was a month defined by academic rigour, exploration beyond the classroom, and a wonderful sense of community spirit.

During the assessments our Year 7, 8, and 9 students applied themselves diligently. We were immensely proud of the resilience and maturity they showed. Our classrooms buzzed with excitement during the intra-class Spelling Bee, where students showcased their literacy skills with great enthusiasm. One of the true highlights of the month was our TEDxTCHS event. It was an inspiring day filled with ideas worth spreading, and our student speakers moved us all with their eloquence and confidence.

We saw our curriculum come to life through two fantastic excursions; Year 7 at Warner Bros where our students explored the magic of filmmaking and storytelling, gaining unique insights into the creative industries. And, Year 3 at the Natural History Museum, our younger learners embarked on a journey of discovery, bringing their science and history lessons to life through world-class exhibits.

Community remains the heartbeat of CHS, and February saw us come together in many meaningful ways. CHS students took to the court for a high-energy charity match. It was a brilliant display of sportsmanship and a wonderful way to support a worthy cause. We were delighted to host a range of Coffee Morning as these informal gatherings are vital to our partnership with you, and it was lovely to see so many of you there.

We celebrated the dedication through beautiful recitations of our students, showing incredible discipline, and spiritual growth during this special event.

To round off the month's events, our CHS Family First Iftar was a truly heart-warming occasion. It was an honour to break our fast together and celebrate the strength and diversity of our school family.

Thank you for your continued support and for being such an integral part of these successes.

Warm regards,
Ms Rukshana

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Highlights!

ACADEMIC EXCELLENCE: YEAR 13 HAVE THEIR RESEARCH PUBLISHED!

We are incredibly proud to announce a significant academic achievement for four of our Year 13 students. Aarabhi Vimal, Maryam Kalam, Siyas Jayawardana, and Yasiru Rashmika have successfully conducted and published an original research study.

The Research

Their study, titled "The Impact of Gender Colour Perception in High School Students: An Experimental Study," explores the psychological nuances of how we perceive colour. The group designed and executed the experiment right here on campus, demonstrating exceptional dedication to the scientific method.

Published Scholars

In a testament to the quality of their work, their findings have been officially published in the Falcon Journal of Emerging Scholars. To be published at this level is a rare feat for school-aged researchers and speaks volumes about their analytical skills and commitment to Learning Like a GEM.

Celebrating Their Success

We recently held a small ceremony to recognise their hard work, where the students were presented with their certificates of publication. It was a wonderful moment to see their months of data collection and academic writing come to fruition.

To see our students transition from learners to published contributors in their field is truly inspiring. They have set a brilliant example for our younger year groups.



FAMILY FIRST CARNIVAL

A Spectacular Success: The Family First Carnival!

A massive thank you to everyone who joined us for our Family First Carnival. It was a truly marvellous day, filled with sunshine, smiles, and the wonderful spirit of our school community. Seeing families come together to switch off from the hustle and bustle and simply enjoy each other's company was exactly what this event was all about.

Building Memories Together

Events like the Family First Carnival remind us that we are more than just a school—we are a community. These moments of connection create lasting memories for our children and strengthen the bonds between us all.

Thank you again to our volunteers, our staff, and, most importantly, our families for making it such a brilliant success. We are already looking forward to the next one!



Early Years – FS2



As part of our Community Helpers theme, we have been enjoying exciting and meaningful learning experiences in class. Last week, our focus was on firefighters. The children learned about the important role firefighters play in keeping us safe. We discussed fire safety, emergency procedures, and how firefighters help during emergencies. The children especially enjoyed role-playing as firefighters, exploring firefighting equipment, and learning about the importance of calling emergency services when needed.



This coming week, our focus will be on doctors and nurses. We will be learning about how medical professionals care for us when we are unwell and how they help keep our community healthy. Through hands-on activities, role play in our classroom clinic, and discussions about healthy habits, the children will develop a better understanding of the importance of healthcare workers.



We encourage you to extend the learning at home by discussing visits to the doctor, the importance of hygiene, and ways we can stay healthy.



Thank you for your continued support. We look forward to another wonderful week of learning!

Warm regards,
FS2 Team





KS1 - Lower Primary

Ramadan Kareem to our families in Key Stage 1!
May this blessed month bring peace, reflection and joy to all our families.

This term, our Key Stage 1 students have been immersed in the wonders of nature, exploring the parts of a plant, plant reproduction and the role of flowers through hands-on investigations and meaningful discussions. It has been wonderful to see their curiosity grow as they make connections between their learning and the world around them.

Alongside their science learning, students have also begun exploring newspaper articles, identifying key features such as headlines, captions, photographs and facts. They have enjoyed stepping into the role of young journalists, strengthening both their reading comprehension and writing skills. Our learning was further enriched through exciting educational trips, with Year 1 visiting the Dubai Butterfly Garden to observe life cycles and habitats, and Year 2 exploring farm life and animals during their visit to Mazaara Farm.

We are also delighted to welcome our Lower Primary families for our Community Iftar, as we come together to celebrate the spirit of unity and gratitude during this special month.

We are incredibly proud of our students' enthusiasm, resilience and positive attitudes, and we encourage them to continue striving to do their very best in their learning, their behaviour and their character every single day.

As we begin to look ahead to Term 3, we are excited for another meaningful and productive chapter of learning in Key Stage 1. We would like to remind families that Primary Reading Week is just around the corner. This is a wonderful opportunity for our students to celebrate the joy of reading, explore new books and strengthen their literacy skills.

Thank you for your continued support.
Yours truly,
Key Stage 1 Team



KS2 – Upper Primary



Ramadan Kareem CHS Community!

Our classrooms have been buzzing with curiosity, creativity and critical thinking as students across all year groups dive into a wide range of exciting learning experiences. From problem-solving in mathematics to exploring personal responsibility and global connections, our learners have truly been stretching their minds!

Year 4 students have been busy exploring the fascinating world of sound, conducting investigations and developing their scientific enquiry skills. In Maths, they have been converting, finding equivalents and simplifying fractions. In English, students have been applying their understanding of non-fiction recounts through engaging diary writing, developing both structure and creativity while reflecting on events in an informative and thoughtful way.

Year 5 learners have been sharpening their mathematical thinking by confidently converting between decimals, fractions and percentages. In English, they have been developing their voice through informal letter writing, learning how to communicate clearly, effectively and with personality. In Science, hands-on investigations into different types of forces have sparked curiosity and encouraged students to ask questions, test ideas and think like scientists.

Year 6 students have been tackling algebra and decimals, developing confidence in working with increasingly complex mathematical concepts. In English, they have been immersed in the powerful novel *Kensuke's Kingdom*, deepening their comprehension skills while exploring themes of survival, empathy and human connection. In Science, they have been investigating what makes them healthy by exploring the human body

All students have been working incredibly hard to prepare for their upcoming assessments, showing resilience, focus and determination. We wish them the very best of luck, we are confident they will rise to the challenge and do themselves proud!

Looking ahead to Term 3, students will be given a meaningful voice as they take ownership of trip choices. Our House Representatives are working closely with their classes to identify options, allowing students to vote and actively participate in decision-making: an excellent step towards independence and autonomy. We are also delighted to see students stepping forward to apply for the role of Wellbeing Ambassador. These candidates are eager to support others, offer a listening ear and help ensure that everyone feels valued, supported and included within our school community. Thank you for your continued support.

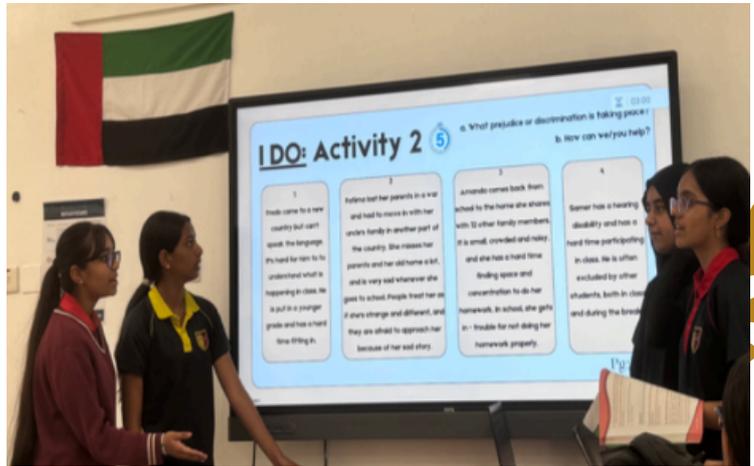


KS3 – Lower Secondary



Our Learning Environment led by students

At our school, learning is not just delivered — it is driven by our students. From classroom discussions to collaborative projects, our students take ownership of their learning journey. They lead conversations, ask meaningful questions, and actively shape a learning environment that is engaging, respectful, and innovative.



Winners of the Arabic B – Broadcast Competition

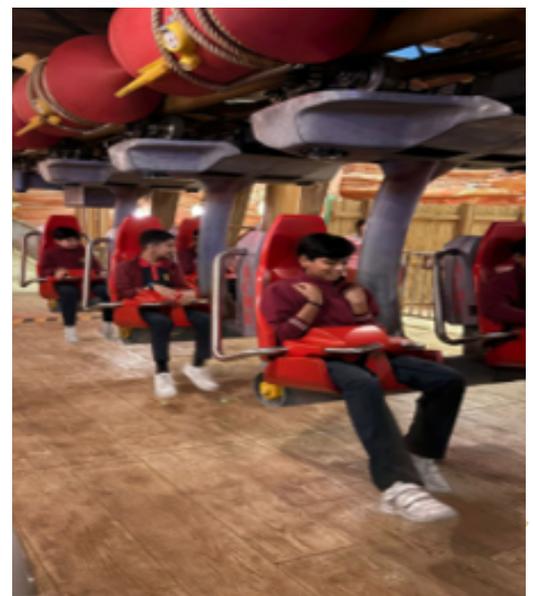
We are proud to celebrate the outstanding achievement of our students who participated in the Arabic B – Broadcast Competition. Competing in a language that is not their mother tongue, these students demonstrated remarkable confidence, pronunciation skills, creativity, and stage presence.

Their dedication and hard work truly reflect their commitment to learning Arabic as an additional language. Congratulations to our winners for this well-deserved accomplishment!



Year 7 Educational Trip to Warner Bros. World

Our Year 7 students recently enjoyed an exciting and enriching trip to Warner Bros. World. The experience provided students with an opportunity to explore themed attractions while strengthening their social skills, teamwork, and independence outside the classroom setting.



Term 2 Assessments

Our students are currently engaged in answering their Term 2 assessments with focus and determination. The assessment period provides them with an opportunity to demonstrate their understanding, critical thinking skills, and subject knowledge gained throughout the term.



KS3 – Lower Secondary



GEM Student for the Month of January.

We are delighted to recognise our outstanding students who have exemplified the school's values and demonstrated excellence in academics, behaviour, and personal growth. Congratulations to our GEM Students for January: Your dedication, perseverance, and positive attitude make us proud. Keep shining and inspiring others!



Vedanth Adityan 7B2



Muhammad Ammaar 8B1



Sri Varshini Vedula 9G1



Our Young Ambassadors

"Excited to spark new ideas! Our Young Ambassadors at the SPARK launch at GEMS Education Research and Innovation School, Dubai."



KS4 – Upper Secondary



Wishing all our families observing the holy month a blessed, reflective, and spiritually fulfilling Ramadan. May this time bring harmony, good health, and happiness to you and your families

Shark Tank Innovation Challenge

Our Year 10 and Year 11 students recently took part in the Shark Tank Competition, where they were presented with a real-life problem and tasked with designing a practical, innovative solution. Students explored all aspects of project development — including budgeting, execution, timelines, and realistic profit/loss projections. They also examined potential long-term impact, feasibility, and how their solutions could positively benefit others. Their creativity, teamwork, and critical thinking were truly impressive!



TEDx Youth Presentations

We are incredibly proud of the Year 10 and 11 students who participated in this year's TEDx Youth event. Many students courageously shared meaningful topics connected to their personal journeys — from balancing academics with responsibilities, to managing stress, building resilience, and preparing for upcoming assessments and exams. Their confidence and authenticity made the event both inspiring and insightful.

Annual Clinic Screening Sessions

The school clinic completed the annual health screenings for KS4 students. These sessions served as an important reminder of the value of:

- Maintaining a healthy lifestyle
- Eating a balanced diet
- Staying physically active
- Prioritising mental wellbeing
- Getting adequate sleep

All these factors play a crucial role in daily performance, emotional balance, and academic success — especially as exam season approaches.



Parent Support & Upcoming Interventions

A heartfelt thank you to all KS4 parents who responded to the teachers' outreach, have engaged with and offered their support in helping their children prepare for the upcoming exams.

In the coming weeks, the school will implement additional interventions focused on Year 11–13 students, including:

- Targeted support sessions
- Subject-specific intervention blocks
- Drop-down days for revision and consolidation

Detailed schedules and information will be shared with parents shortly.

Thank you for your continued trust and support—it means so much to us as we work together to guide and uplift our KS4 students.



Warm regards,
The Key Stage 4 Team

KS5 – Sixth Form



The **Panel Discussion** held on 5th February 2026 from 12:30 pm to 2:30 pm was an engaging and insightful session focused on exploring the future of careers. The event brought together a distinguished group of panelists, including

- Ms. Sara Hamoudi from ADEK
- Ms. Anjana – Khalifa University
- Dr. Dirar Al Homouz from Khalifa University
- Dr. Arjen Rene' Van Vliet from Khalifa University
- Mr. Ryan Howell – Secondary Assistant Principal
- Ms. Dhanya Wilson – IDP Regional Development Manager

Alongside our student leaders, the panelists shared valuable perspectives on emerging career trends, the evolving job market, and the skills students will need to thrive in the future.

The discussion provided clarity, inspiration, and practical guidance, empowering students to make informed decisions about their academic and professional pathways. It was a highly enriching experience for all attendees.



Year 13 Dubai University Visit

Our Year 13 students participated in a comprehensive university visit to leading institutions in Dubai. This initiative was organised to provide students with valuable exposure to higher education opportunities within the UAE and to support them in making well-informed decisions about their future academic pathways.

The group departed from Abu Dhabi at 7:45 am and during the visit, students explored five prestigious universities: University of Birmingham Dubai, Heriot-Watt University Dubai, University of Wollongong in Dubai (UOWD), Middlesex University Dubai, and Murdoch University Dubai.

At each campus, students gained first-hand information about academic programmes, entry requirements, campus facilities, scholarships, and student life. The experience allowed them to interact with university representatives, ask questions, and better understand the expectations of higher education.

The visit was both informative and inspiring, empowering our Year 13 students to take confident steps towards their university aspirations.





TEDx

The 12th Annual TEDx event [TEDxTCHS YOUTH] at Cambridge High School was a vibrant celebration of innovation and imagination. This year's event featured an impressive lineup of 16 inspiring speakers who delivered compelling insights, shared personal experiences, and offered perspectives that challenged and motivated the audience. The programme sparked curiosity, promoted meaningful conversations, and encouraged students and guests to reflect thoughtfully on the world around them.



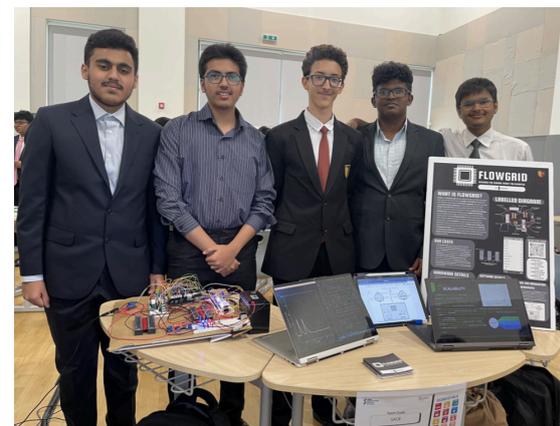
It was truly a rewarding and memorable experience for the entire school community. We were honoured to have our Vice Principal, Ms. Rukshana Ali, as the Chief Guest for the occasion. The event was successfully organised by Dr. Frithi Herbert, the TEDx organiser, along with

IMs. Mary Gonsalvez and Ms. Friya Francis, the Teacher TEDx Coordinators. Special appreciation also goes to the Student TEDx Coordinators, Amelia Mary Gonsalvez and Yas Marina, whose dedication and teamwork played a significant role in making the 12th Annual TEDx event a grand success.



GEMS DG Global Innovation Challenge (DG-GIC) 2026

The GEMS DG Global Innovation Challenge (DG-GIC) has received more than 550 team submissions from both junior and senior categories across GEMS schools, with thousands of students actively participating. At Cambridge High School (CHS), we are proud to have had 7 teams representing us in the Senior GIC category. This outstanding level of participation highlights the creativity, innovation, and commitment demonstrated by our students and schools. We sincerely appreciate the continued support in promoting the GIC within our school community.



KS5 – Sixth Form



Shark Tank 2026 – Innovating for a Sustainable Future

The Shark Tank event has been thoughtfully designed to nurture students' entrepreneurial mindset, strengthen their problem-solving abilities, and deepen their understanding of sustainability and social impact. Each year group has been assigned a distinct theme aligned with the United Nations Sustainable Development Goals (SDGs), challenging students to balance innovation, feasibility, and ethical responsibility in their business ideas. During the event, each team will present a 5-minute pitch, followed by a 3-minute question-and-answer session, where judges will evaluate their concepts, financial planning, scalability, impact, and overall feasibility. We are privileged to have our esteemed judges ("Sharks") from Tetr Business School and a parent representative who serves as a Technical Manager at ADNOC. Their expertise will provide students with valuable industry insight and real-world perspectives. Certifications and mentorship opportunities will be offered by Tetr Business School and our ADNOC parent representative, further enhancing the learning experience.

Focus Areas by Year Group:

- Year 10 – Medical Innovation vs Healthcare Affordability - Students explore ways to make medical advancements more affordable and accessible, particularly for underdeveloped regions and low-income communities.
- Year 11 – Electric Vehicles vs Battery Waste - Students address environmental concerns surrounding lithium-ion batteries by proposing sustainable alternatives, improved recycling methods, or enhanced lifecycle solutions.
- Year 12 – Digital Scams in Low-Income Communities - Students design practical and scalable digital innovations aimed at protecting vulnerable communities from increasingly sophisticated online scams.
- Year 13 – Affordable Education vs Accessibility - Students investigated whether educational inequality stems from cost or access and propose solutions to expand the availability of quality education globally.

Each pitch clearly outlined the problem statement, proposed solution, financial plan, target audience, SDG alignment, and unique selling proposition. The Shark Tank event offers students an invaluable platform to showcase their creativity and leadership while gaining constructive feedback from experienced professionals. The presence, mentorship, and guidance of our distinguished judges will serve as a powerful source of inspiration and motivation for all participants.



BTEC Coursework Industrial Visit – Brainy n Bright

As part of their BTEC coursework, students recently participated in an industrial visit to Brainy n Bright, where they gained valuable exposure to emerging technologies in Artificial Intelligence and Robotics. During the visit, students explored a range of AI tools and engaged in hands-on activities using robotic kits, allowing them to apply theoretical concepts in a real-world setting.

This practical experience provided students with deeper insight into how AI and robotics are implemented in industry. Importantly, the real-time working experience gained during the visit will form a meaningful component of their coursework, enabling them to strengthen their assignments with practical knowledge and industry-based evidence.





Our students actively participate in expressing their ideas and reading aloud with confidence. These moments highlight how learners develop their speaking skills, reading abilities, and classroom engagement through role-play and meaningful sharing of what they have learned.

يشارك طلابنا بنشاط في التعبير عن أفكارهم وقراءة نصوصهم أمام زملائهم، مستخدمين اللغة العربية بثقة. وتُظهر هذه اللحظات كيف يطور الطلاب مهارات التحدث، والقراءة الجهرية، والتفاعل مع الدرس من خلال تمثيل الأدوار ومشاركة ما تعلموه بشكل ممتع وفعال.



Learning for our students goes beyond gaining knowledge; it is about connecting what they learn to real-life situations. These hands-on activities show how students apply their understanding in meaningful, practical ways—making learning more authentic, relevant, and engaging.

تعلم طلابنا لا يقتصر على اكتساب المعرفة، بل يمتد إلى ربط ما يتعلمونه بحياتهم اليومية. ويظهر ذلك في هذه الأنشطة التطبيقية التي يقوم فيها الطلاب بتمثيل المواقف الحياتية الحقيقية، مما يعزز مهاراتهم العملية ويجعل التعلم أكثر معنى وقرّبًا من واقعهم.



These moments highlight our pride in students receiving certificates of achievement in recognition of their hard work and progress. The celebration reflects the school's commitment to honoring student accomplishments and encouraging a culture of perseverance and success.

تجسّد هذه اللحظات فخرنا بطلابنا الذين حصلوا على شهادات التميز تقديراً لاجتهادهم وتقدمهم. ويعكس هذا التكريم حرص المدرسة على الاحتفاء بإنجازات الطلاب وتعزيز روح المثابرة والنجاح لديهم.





STARS OF RECITATION: SHINING IN OUR SCHOOL'S SKY

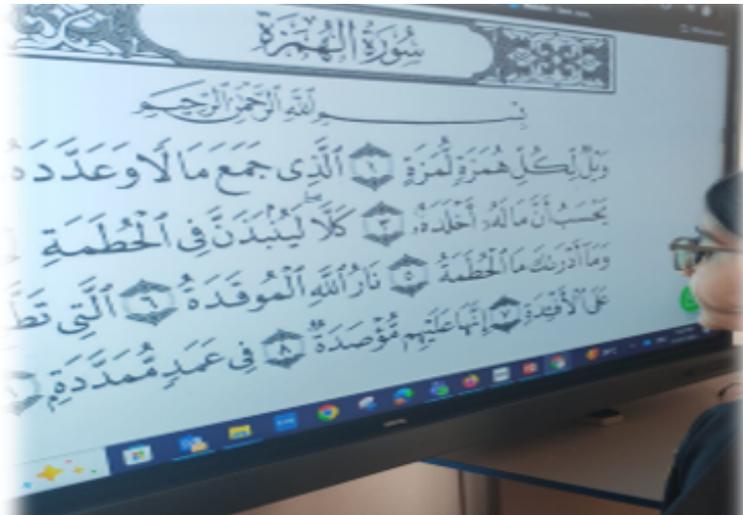
Our students competed in reciting the Holy Quran with grace and devotion, filling the school with the beauty of their voices as they shone brightly in a spirit of faith-filled competition."

تنافس طلابُ مدرستنا في تلاوة آيات القرآن الكريم، فتألقت أصواتهم وتنافسوا بقلوبٍ خاشعةٍ وأداءٍ متميزٍ أضاء سماءَ "مدرستنا بالروحانية والجمال."



Their voices rose with devotion, turning every verse into a light that brightened our school

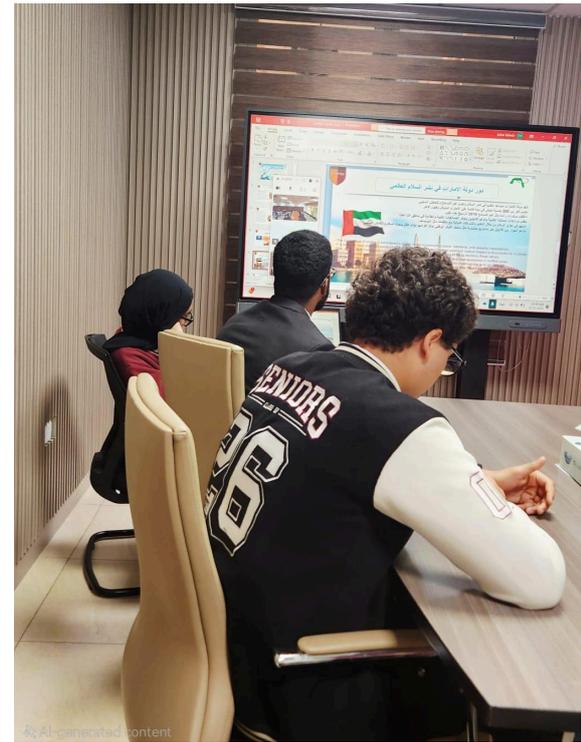
"ارتفعت أصواتهم بإخلاص، فتحوّلت كل آية إلى نورٍ أضاء مدرستنا"



A Message of Peace Inspired by Our National Identity
With hearts full of pride, our school participated in the UAE National Identity Conference, which brought together GEMS schools from across the country on an educational platform that reflects the spirit of belonging and unity. Our students took part in the Values strand under the theme of Global Peace. Their participation was a true reflection of the values we believe in—tolerance, coexistence, and love—which are an essential part of our national identity.

مؤتمر الهوية الوطنية

طلابنا... رسالة سلام تنبض بقيم هويتنا الوطنية بقلوب يملؤها الفخر، شاركت مدرستنا في مؤتمر الهوية الوطنية لدولة الإمارات العربية المتحدة، الذي جمع مدارس مجموعة جيمس على مستوى الدولة، في منصة تربوية تعكس روح الانتماء والوحدة وشارك طلابنا ضمن محور القيم تحت عنوان السلام العالمي، حيث جاءت مشاركتهم تجسيداً حياً لما نؤمن به من قيم التسامح والتعايش والمحبة، التي تُعد جزءاً أصيلاً من هويتنا الوطنية



Year 5 students participated in an activity aimed at strengthening national identity by designing one of the symbols of the United Arab Emirates—such as the Burj Khalifa—using recycled materials. The students used simple materials from their environment, shaping and arranging them to create a model that represents one of the country's prominent national landmarks.

This activity contributed to reinforcing a sense of national belonging, enhancing students' awareness of the nation's symbols, and promoting sustainability through the reuse of materials. It also supported the development of creativity and collaborative teamwork skills among the students.



“ التعرف على رموز بلادي ” دولة الإمارات العربية المتحدة

شارك طلاب الصف الخامس في نشاط يهدف إلى تعزيز الهوية الوطنية من خلال تصميم أحد رموز دولة الإمارات - مثل برج خليفة - باستخدام مواد معاد تدويرها. استخدم الطلاب خامات بسيطة من البيئة، وقاموا بتشكيلها وتنسيقها لصنع مجسم يجسد أحد المعالم الوطنية البارزة. يسهم هذا النشاط في ترسيخ الانتماء الوطني، وتعزيز وعي الطلاب برموز الدولة، وتنمية روح الاستدامة من خلال إعادة استخدام المواد، إضافة إلى دعم مهارات الإبداع والعمل التعاوني بينهم.



Year 5 students participated in a hands-on activity aimed at bringing ancestral professions to life by designing models that represent traditional fishing and pearl diving. The students used simple materials such as colored sand, seashells, nets, and cardboard to create fishing boats. Recycled materials were also used to apply the principle of sustainability.



مِهْنُ أَجْدَادِي

شارك طلاب الصف الخامس في نشاط عملي يهدف إلى تجسيد مهن الأجداد قديمًا من خلال تصميم مجسمات تعبر عن مهنة الصيد والغوص على اللؤلؤ. اعتمد الطلاب في المجسم على خامات بسيطة مثل الرمل الملون والأصداف والشباك و ورق الكرتون لصناعة زوارق الصيد) تم استخدام مواد معاد تدويرها لتطبيق مبدأ الاستدامة ، مما أتاح لهم فرصة للتعلم بالممارسة وفهم التراث البحري لدولة الإمارات. يسهم هذا النشاط في ترسيخ الهوية الوطنية، وتعزيز تقدير الطلاب لجذور المجتمع الإماراتي، وتنمية روح العمل الجماعي والإبداع لديهم



Family First: Celebrating Ramadan Together



Our Family First Carnival was a wonderful event, and we received lots of positive feedback from families and staff. Thank you for your contribution for making this day a success. As you know, every month we organise activities that encourage families to work and bond together.

This month, our focus is Ramadan—a time to reflect, share, and engage in acts of charity. We encourage students to record their good deeds and share them with their form teachers as part of this meaningful journey.

We are excited to invite you to our Community School Iftar on 25th February. Please enrol and join us as we celebrate the spirit of oneness while breaking the fast together.

Additionally, ADEK has launched a 30-Day Challenge for students, parents, and staff, a wonderful initiative to reflect on daily and record your acts of kindness. During this period, let us also take a moment to think of those less fortunate around the world and strive to be more patient, understanding, and compassionate.

We wish you all a blessed time of sharing, caring, and togetherness with your families.

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



TEACHER CHAMPIONS



GEM OF THE WEEK Certificate

This Certificate is proudly presented to

Conny Barnard

In recognition of your outstanding embodiment of LEADING, INSPIRING AND EMPOWERING

GEM OF THE WEEK Certificate

This Certificate is proudly presented to

Ms Francis Barrameda

In recognition of your outstanding embodiment of LEADING, INSPIRING AND EMPOWERING

GEM OF THE WEEK Certificate

This Certificate is proudly presented to

Dhanika Hettiaratchi

In recognition of your outstanding embodiment of LEADING, INSPIRING AND EMPOWERING

GEM OF THE WEEK Certificate

This Certificate is proudly presented to

Rachel Wright

In recognition of your outstanding embodiment of LEADING, INSPIRING AND EMPOWERING

GEM OF THE WEEK Certificate

This Certificate is proudly presented to

Priti Mahajan

In recognition of your outstanding embodiment of LEADING, INSPIRING AND EMPOWERING

GEM OF THE WEEK Certificate

This Certificate is proudly presented to

Sara Anwar

In recognition of your outstanding embodiment of LEADING, INSPIRING AND EMPOWERING

Be A GEM – Attendance and Punctuality



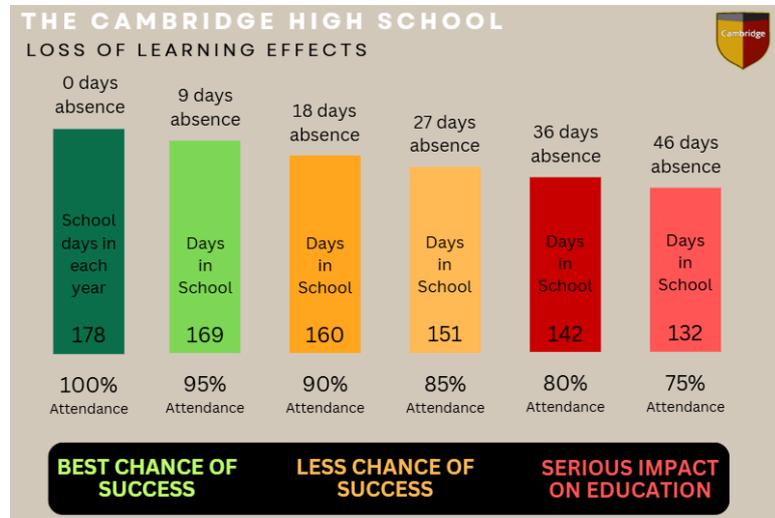
Every Minute Matters: Attendance and Punctuality at CHS

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

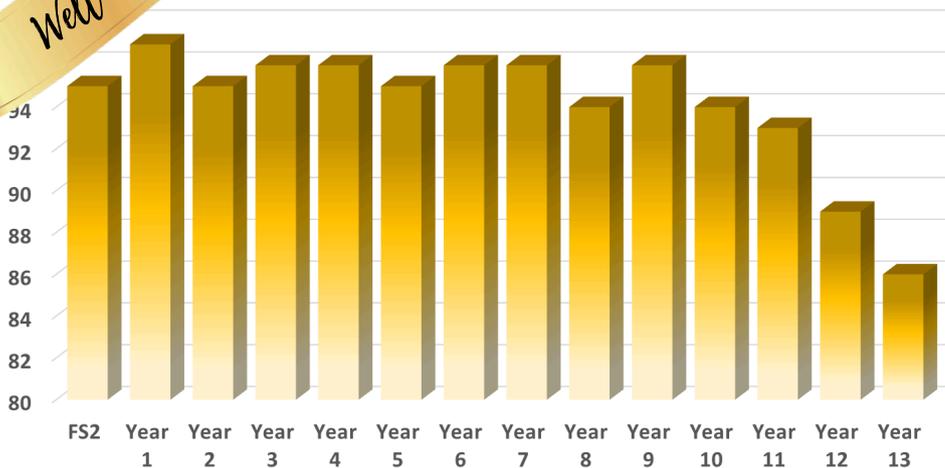
As our "Loss of Learning" data illustrates, every day counts. High attendance is the cornerstone of academic achievement:

- 95% – 100% Attendance: Students are positioned for their best chance of success.
- Below 90% 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.



Well Done!

Attendance - 2 Feb 2026 to 27 Feb 2026



- ★ Year 1 takes the gold medal with a spectacular 97% attendance!
- 👏 Years 3, 4, 6, 7, and 9 are close behind with a brilliant 96%!
- ☀️ FS2, Year 2, and Year 5 are all shining bright at 95%!

A huge thank you to all our families for your continued support in ensuring our students arrive at school ready to learn. Regular attendance is the foundation of student success, and we are delighted to share our highlights from February 2026.

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.

Be A GEM – Attendance and Punctuality



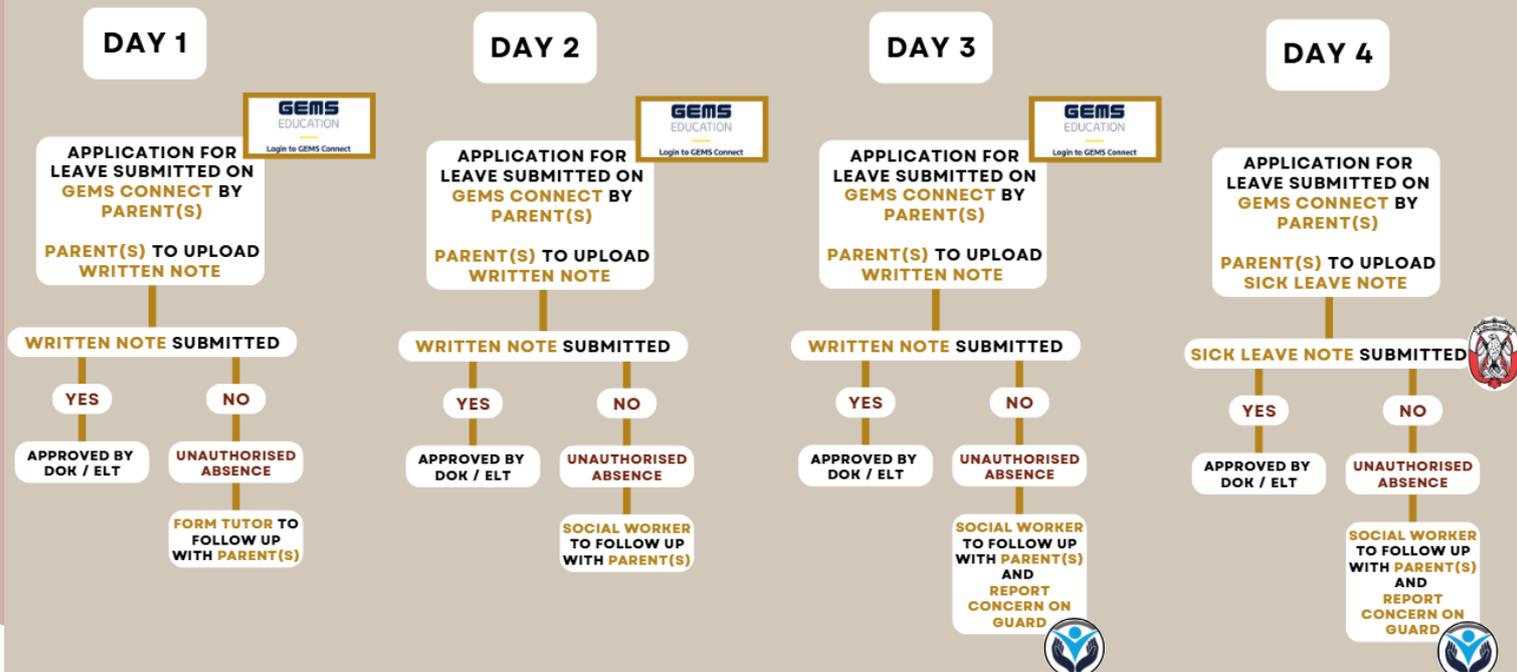
Strict Protocols for Illness

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

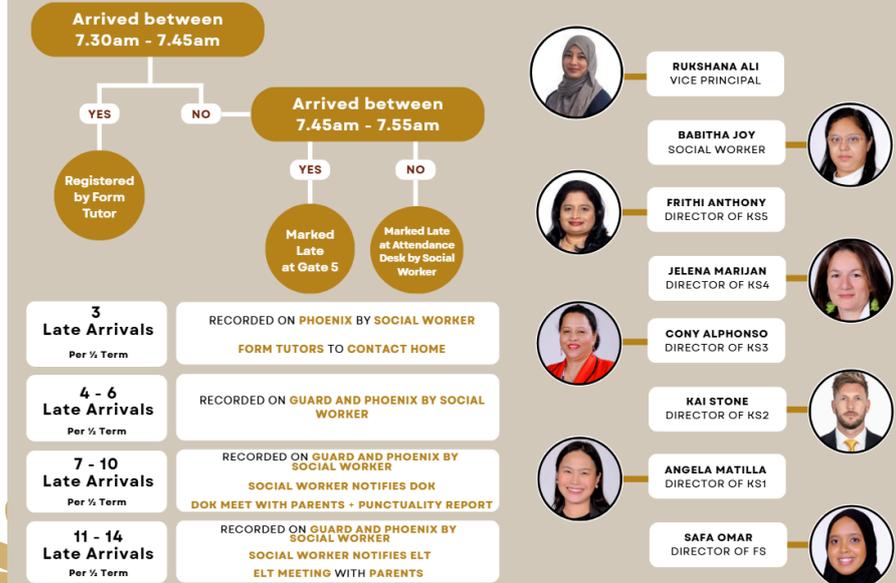
Punctuality is a vital life skill and a sign of respect for the learning environment.

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



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 9th March**, students can collect their Book Review Passports from their homeroom teachers and 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: _____

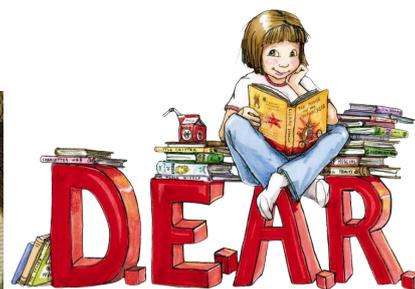
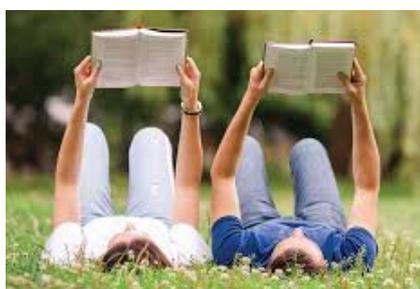
Plot: _____

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?

Teach Like A GEM, Learn Like A GEM



FOCUS: EXIT TICKETS



Closing the Loop

The Power of the Exit Ticket

We believe that the best teaching happens when it's driven by evidence, not assumptions. That's why we've prioritised Exit Tickets across our curriculum. By asking students to respond to a brief prompt at the end of a lesson, we capture a real-time picture of their progress.

This helps our teachers identify any "muddled" ideas early on, allowing them to adapt the very next lesson with the right support. For your child, it's a moment of calm reflection that helps make their learning "stick." It's all part of our commitment to making every lesson purposeful and every student's voice heard.



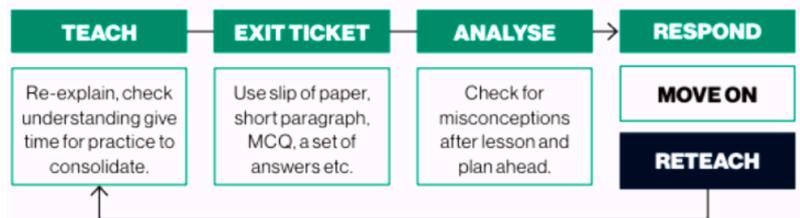
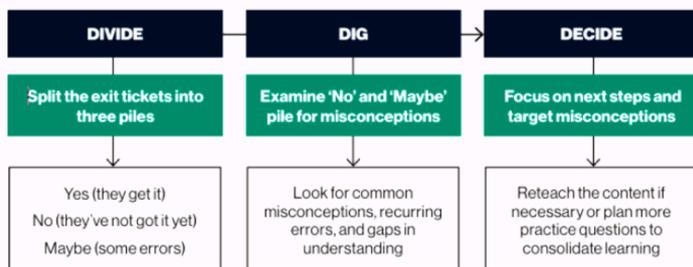
"Exit tickets are simple but powerful: designing and using them can help us refine our planning, find out what students have understood and teach more responsively."

— Harry Fletcher-Wood (2019)

What the Research says

HARRY FLETCHER WOOD'S DIVIDE, DIG, DECIDE METHOD

Source: Jamie Clark, Exit Ticket Guide, Teaching One-Pager.



HOW YOU CAN SUPPORT LEARNING AT HOME

LLAG: Empowering Students

Learn Like a GEM is the student-facing side of this commitment. It ensures your child understands the routines and expectations needed to be an active, confident, and effective learner.

It's all about teaching students how to learn, focusing on effortful thinking and bringing knowledge back to mind to strengthen their long-term memory. When teachers use techniques like Cold Call (ensuring all students are accountable) or Right is Right (expecting full precision in answers), it builds academic rigour and a focused classroom culture.

- Support Homework: Please encourage your child to complete their Retrieval Practice-based homework effectively. This type of homework is specifically designed to help them consolidate their knowledge. Retrieval practice—the act of recalling information—is one of the most effective ways to make learning stick.
- Engage with Communication: We will continue to share details on the TLAG framework via further communications and/or workshops. We encourage you to engage with this information so you can understand how lessons are structured and how to best support your child's long-term retention
- Use Curriculum Maps: We share the Curriculum Maps for each subject. Use these maps to guide and support your child with consolidation and review at home, particularly before assessments.

Sports



The term has been an exciting and active period for our PE and Sports department, with strong student participation across competitions, events, and enrichment activities.

Our students proudly represented the school at the ADEK Athletics Competition. Around 25 students took part in various track and field events, demonstrating excellent commitment, teamwork, and sportsmanship. We are pleased to share that approximately 8 students are expected to be selected for the finals, and we are currently awaiting the official qualification results.

During the same week, students were given a wonderful opportunity to engage with professional sport through the Mubadala Tennis Event. Over the course of seven days, around 200 students attended the matches as spectators. This experience allowed them to observe elite-level performance, understand game strategies, and develop a greater appreciation for competitive tennis.

We also hosted a Girls' Basketball Charity Match between Year 12 and Year 13, which was played in a fantastic spirit of friendly competition and community support. The match was highly engaging and showcased the leadership and teamwork of our senior students. Year 13 emerged as the winners, but both teams should be commended for their enthusiasm and sportsmanship.

We are proud of our students' efforts and the positive attitudes they have shown towards sport, fitness, and healthy lifestyles. We look forward to further competitions and activities in the second half of the term.



Wellbeing and Counselling



As we move deeper into Term 2, it is truly heartening to see the focus and resilience our students are bringing to their studies. At CHS, we know that academic success is built upon a foundation of emotional wellbeing, and we remain steadfast in our commitment to ensuring every student feels valued, respected, and heard.

HEALTHY CONNECTIONS AND BOUNDARIES

This fortnight, our pastoral focus has been on healthy friendships, respectful communication, and setting personal boundaries. We are encouraging our students to lead with empathy, navigate conflicts constructively, and cultivate peer relationships that uplift them. These are not just school-day skills; they are the building blocks for long-term health and success.



RAMADAN TIPS FOR STUDENTS

FROM YOUR CHS COUNSELLING TEAM



EAT WELL AT SUHOOR & IFTAR

Choose healthy foods that give you energy throughout the day.



STAY HYDRATED (BEFORE FASTING STARTS)

Drink plenty of water during the night so your body stays refreshed.



BALANCE SCHOOL & FASTING

Plan your study time when you feel most alert – this helps you learn better.



SHOW KINDNESS

Ramadan is a time for caring. Be patient, helpful, and respectful to others.



PRACTICE GRATITUDE

Take a moment to think about the good things in your life.

Ramadan: A Time for Reflection and Balance. As many of our families are observing Ramadan.

RAMADAN REFLECTIONS

we extend our warmest wishes to you. We recognise that this is a period of deep spiritual significance, and we are mindful that fasting and adjustments to daily routines can naturally impact energy levels and focus. To ensure our students feel supported during this time, we encourage them to:

- **Prioritise Rest:** Maintain consistent sleep routines
- **Stay Hydrated:** Ensure adequate water intake during non-fasting hours.
- **Communicate Needs:** Reach out if they feel they need additional support
- **Practice Self-Pacing:** Balance academic expectations with personal energy levels during this spiritual month.



Leadership Gemstones

For the month of Ramadan, our Leadership Gemstone is Amethyst, and our focus is Leading with Purpose. Ramadan offers a powerful opportunity for reflection and growth. As a school community, we encourage everyone to consider their intentions, act with integrity and demonstrate leadership through service to others. Leading with purpose means making thoughtful choices, showing compassion, and taking responsibility for our words and actions. It is a time to strengthen self-discipline, support those around us and hold ourselves to account. May this month inspire us all to lead with sincerity, humility and a clear sense of purpose.

LEADERSHIP GEMSTONES

— Stand up. Speak out. —

RAMADAN AMETHYST: LEADING WITH PURPOSE

YOUR RAMADAN JOURNEY

30 Days to Grow, Reflect, and Lead

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<p>RAMADAN KAREEM</p> <p>This Ramadan, we invite you to embrace each day with intention. Through small, meaningful actions, we grow in character, strengthen our values, and learn what it truly means to lead with purpose. Complete one task each day and reflect on how your choices shape the world around you.</p> <p>NOTES</p> <hr/> <hr/> <hr/>	1 Begin with intention. Why do I want to be better this month?	2 Pause before speaking today. Let your words reflect purpose.	3 Choose patience when something tests you.	4 Act with honesty, even when it's unnoticed.	5 Keep a promise you make today.	6 Do the right thing, even if it's difficult.	7 Reflect: how have my choices shaped others this week?
	8 Show kindness without expecting thanks.	9 Notice someone who feels left out – include them.	10 Offer help before being asked.	11 Use gentle words, even when emotions are strong.	12 Stand up respectfully for someone else.	13 Say thank you – and mean it.	14 Reflect: how did I serve others this week?
	15 Choose calm when faced with frustration.	16 Adapt your response instead of reacting.	17 Try again when something doesn't go to plan.	18 Show resilience – keep going with purpose.	19 Learn from a mistake instead of hiding it.	20 Encourage someone who feels discouraged.	21 Reflect: how have I grown stronger inside?
	22 Put the group before yourself today.	23 Listen fully without interrupting.	24 Create peace through your actions.	25 Choose respect in every interaction.	26 Celebrate differences – they strengthen us.	27 Unite others through kindness and fairness.	28 Reflect: how did I lead by example?
	29 Commit to one value you will carry beyond Ramadan.	30 Lead quietly. Lead consistently. Lead with purpose.					



مدرسة كامبردج الثانوية
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI



SUPPORTING CHILDREN DURING REGIONAL TENSIONS



Listen First: Be Curious
Start by asking what they've heard and how it made them feel before explaining



Keep it Simple: Share age-appropriate facts without graphic detail or speculation.



Reassure Safety:
Emphasise "You are safe. We are here together." Repeat as needed.



Validate Feelings:
Acknowledge worry or confusion — avoid dismissing fears.



Limit Media Exposure: Turn off news or social media when children are nearby.



Encourage Calm Responsibility:
Model kindness, critical thinking, and following guidance.



Keep the Conversation Open:
Check in regularly and answer questions as they arise.



CHS Support: Our Pastoral and Safeguarding teams are available for students and Families.

Together, we help children stay secure, confident, and resilient.



If you need any support, you can reach us via email on:

Designated Safeguarding Lead – Ms. Rukshana Ali: r.ali3_chs@gemsedu.com

Student Counsellor – Ms. Roshni Pereira: r.pereira_chs@gemsedu.com

In case emergencies, please dial 999 Police, 998 Ambulance, 997 Fire

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
Cherai Sentral
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.

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.

AED 100,000+



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

During Holy month of Ramadan, many of our students observe fasting from dawn to sunset. Proper nutrition and hydration help the children to stay healthy and focused throughout the school hours.

STARTING THE DAY RIGHT AT SUHOOR

Start the day right at Suhoor
Encourage children to eat a balanced meal at Suhoor and these can be:

- Whole grains (Oats, Whole wheat bread)
- Protein (eggs, yoghurt, cheese, beans)
- Fruits and vegetables
- Nuts and seeds
- Plenty of water

Avoid sugary and salty foods as they may increase thirst during the day.

HEALTHY BODY, HEALTHY LIFE

REFUEL IN THE RIGHT WAY AT IFTAR

Break the fast with,

- 1-2 dates and water
- Soup (lentil or vegetable)

Follow with a balanced meal:

- Grilled or baked protein (chicken, fish, legumes)
- Vegetables
- Moderate portions of rice or bread
- Limit fried food and sweets

STAY HYDRATED GET ADEQUATE REST AND SLEEP

It is essential to drink 6-8 glasses of water during the non-fasting hours, and caffeinated or sugary drinks need to be reduced.

Adequate sleep helps children to stay focused during the school hours.

UNWELL?

If the students feel dizzy, tired or unwell during the school hours, they are advised to visit the school clinic



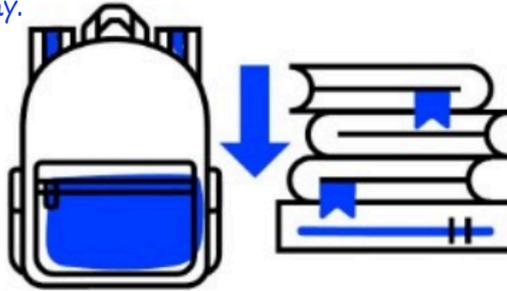
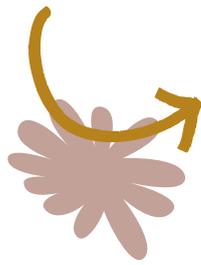
Health and Safety



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



Admissions and Registration



Re-Enrolment Now Open for Academic Year 2026-2027

We are pleased to inform you that the re-enrolment process for the upcoming academic year is now officially open!

All parents who wish to secure their child's place for the next academic year are kindly requested to carefully review the Guidelines for Re-Enrolment below and complete the re-enrolment process within the specified timeline to ensure their child's place is confirmed. The re-enrolment fees are to be paid before 5 April 2026 to complete the re-enrolment process.

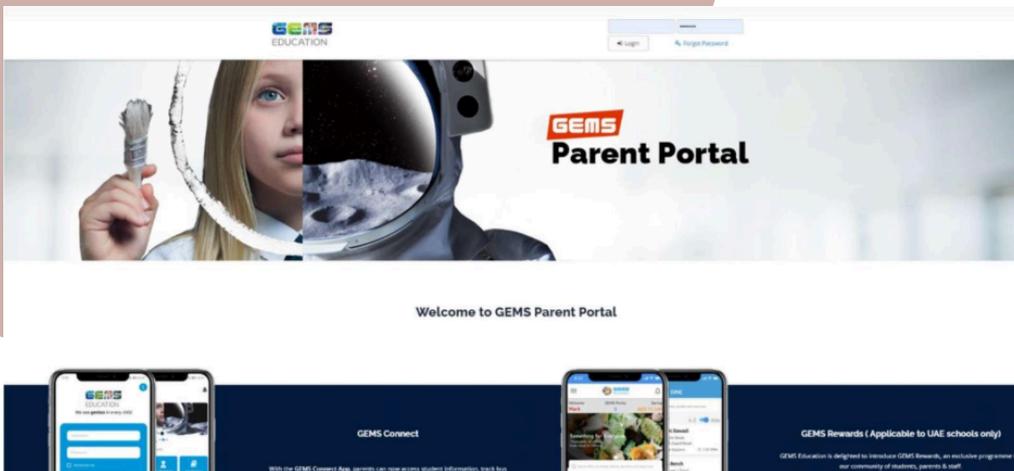
As we continue to receive a high volume of enquiries and applications, completing your re-enrolment promptly will also enable us to efficiently manage and process applications from families currently on our waiting list.

Should you require any clarification or assistance regarding the re-enrolment process, please do not hesitate to contact the Admissions Office.

We are here to support you!

GUIDE TO PAY RE ENROLL VIA GEMS PARENT PORTAL

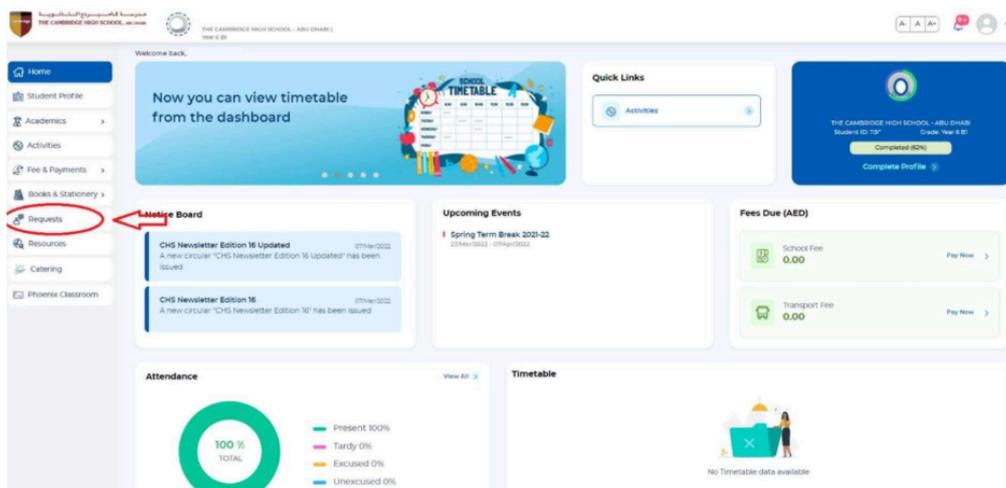
Step 1: Sign in to your Gems Parent Portal using your parent username and password.



2026						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.](#)

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



Admissions and Registration



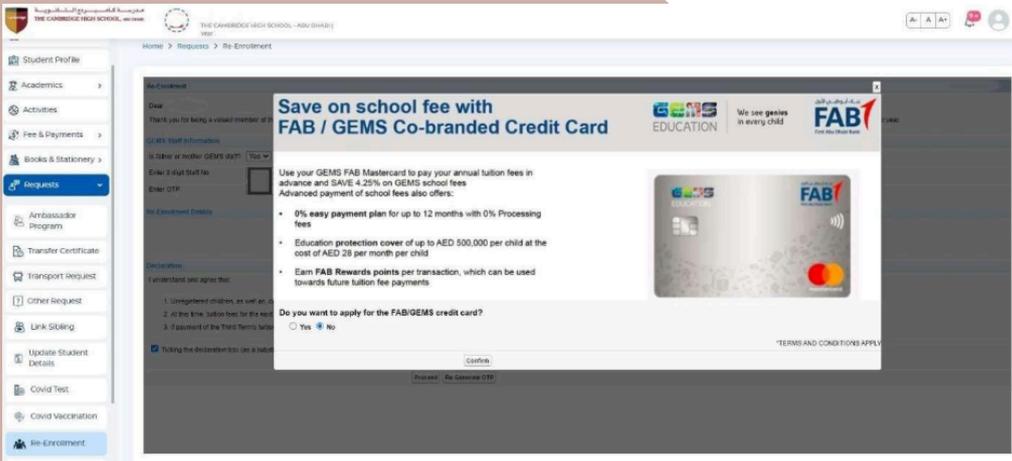
Step 3: Click on **"Re-Enrolment"** from the drop-down menu. Your child's re-enrolment page will appear.



**RE ENROLLMENT TO
BE COMPLETED BY: 5
APRIL 2026**

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

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



2026			APRIL			
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		





Centre No and Name

AE020 – Cambridge

96064 – Oxford AQA

90061 – Pearson

Exam time

Centre No	Qualification	Code	Syllabus	Component Title	Exam Date	Session	Duration	Start	End
AE020	IGCSE	0417/21	Information And Communication Technology	Practical Test 21	Apr 1, 2026	AM	2h 15m	8:30 AM	10:45 AM
AE020	IGCSE	0417/31	Information And Communication Technology	Practical Test 31	Apr 2, 2026	AM	2h 15m	8:30 AM	10:45 AM
96064	IGCSE	9280/S	English As A Second Language	Speaking	07-04-2026 to 09-04-2026	AM	10m		
AE020	IGCSE	0417/22	Information And Communication Technology	Practical Test 22	Apr 16, 2026	AM	2h 15m	8:30 AM	10:45 AM
AE020	IGCSE	0417/32	Information And Communication Technology	Practical Test 32	Apr 21, 2026	AM	2h 15m	8:30 AM	10:45 AM
AE020	GCE AS & A Level	9702/33	Physics	Advanced Practical Skills 33	Apr 28, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE	0620/32	Chemistry	Theory (Core) 32	Apr 28, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0620/42	Chemistry	Theory (Extended) 42	Apr 28, 2026	AM	1h 15m	8:30 AM	9:45 AM
96064	IGCSE	9280/L	English As A Second Language	Listening	Apr 29, 2026	AM	45m	10:30 AM	11:15 AM
96064	IGCSE	9280/R	English As A Second Language	Reading	Apr 29, 2026	AM	1h 15m	11:30 AM	12:45 PM
AE020	GCE AS & A Level	9709/12	Mathematics	Pure Mathematics 1 (12)	Apr 29, 2026	PM	1h 50m	12:30 PM	2:20 PM
AE020	IGCSE	0580/12	Mathematics (Without Coursework)	Paper 12 Non-calculator (Core)	Apr 29, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	IGCSE	0580/22	Mathematics (Without Coursework)	Paper 22 Non-calculator (Extended)	Apr 29, 2026	PM	2h	12:15 PM	2:15 PM
AE020	GCE AS & A Level	9701/33	Chemistry	Advanced Practical Skills 33	Apr 30, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE	0610/32	Biology	Theory (Core) 32	Apr 30, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0610/42	Biology	Theory (Extended) 42	Apr 30, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE (9-1)	7180/01	Arabic	Writing	May 4, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	GCE AS & A Level	9700/33	Biology	Advanced Practical Skills 33	May 5, 2026	AM	2h	8:30 AM	10:30 AM
AE020	GCE AS & A Level	9489/12	History	Document Question 12	May 5, 2026	PM	1h 15m	12:30 PM	1:45 PM
AE020	GCE AS & A Level	9609/12	Business	Business Concepts 1 Paper 12	May 5, 2026	PM	1h 15m	12:30 PM	1:45 PM
AE020	IGCSE	0580/32	Mathematics (Without Coursework)	Paper 32 Calculator (Core)	May 5, 2026	PM	1h 30m	12:30 PM	2:00 PM



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AE020	IGCSE	0580/42	Mathematics (Without Coursework)	Paper 42 Calculator (Extended)	May 5, 2026	PM	2h	12:15 PM	2:15 PM
AE020	GCE AS & A Level	9708/22	Economics	AS Level Data Response and Essays 22	May 6, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE	0500/12	First Language English (Oral Endorsement)	Reading 12	May 6, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE (9-1)	0990/12	First Language English	Reading 12	May 6, 2026	AM	2h	8:30 AM	10:30 AM
AE020	GCE AS & A Level	9709/42	Mathematics	Mechanics (42)	May 6, 2026	PM	1h 15m	12:30 PM	1:45 PM
AE020	IGCSE	0460/12	Geography	Geographical Themes 12	May 6, 2026	PM	1h 45m	12:30 PM	2:15 PM
AE020	GCE AS & A Level	9696/12	Geography	Core Physical Geography 12	May 7, 2026	AM	1h 30m	8:30 AM	10:00 AM
AE020	GCE AS & A Level	9701/42	Chemistry	A Level Structured Questions 42	May 7, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE	0620/62	Chemistry	Alternative to Practical 62	May 7, 2026	AM	1h	8:30 AM	9:30 AM
90061	GCSE	1PS0 01	Psychology		May 7, 2026	AM	1h 45m	11:30 AM	1:15 PM
AE020	GCE AS & A Level	9231/12	Further Mathematics	Further Pure Mathematics 12	May 7, 2026	PM	2h	12:15 PM	2:15 PM
AE020	GCE AS & A Level	9489/22	History	Outline Study 22	May 7, 2026	PM	1h 45m	12:30 PM	2:15 PM
AE020	IGCSE	0417/12	Information And Communication Technology	Theory 12	May 7, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	IGCSE	0470/12	History	Structured Questions 12	May 7, 2026	PM	2h	12:15 PM	2:15 PM
AE020	GCE AS & A Level	9093/32	English Language	Language Analysis Paper 32	May 8, 2026	AM	2h 15m	8:30 AM	10:45 AM
AE020	GCE AS & A Level	9700/42	Biology	A Level Structured Questions 42	May 8, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE	0625/32	Physics	Theory (Core) 32	May 8, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0625/42	Physics	Theory (Extended) 42	May 8, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	GCE AS & A Level	9618/12	Computer Science	Theory Fundamentals 12	May 8, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	GCE AS & A Level	9706/22	Accounting	AS Level Fundamentals of Accounting 22	May 8, 2026	PM	1h 45m	12:30 PM	2:15 PM
AE020	IGCSE	0475/12	Literature In English	Poetry and Prose 12	May 8, 2026	PM	1h 30m	12:30 PM	2:00 PM



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AE020	GCE AS & A Level	9702/42	Physics	A Level Structured Questions 42	May 11, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE	0450/12	Business Studies	Short Answer/Data Response 12	May 11, 2026	AM	1h 30m	8:30 AM	10:00 AM
96064	IGCSE	9280/W	English As A Second Language	Writing	May 11, 2026	AM	1h 15m	10:30 AM	11:45 AM
AE020	GCE AS & A Level	9609/22	Business	Business Concepts 2 Paper 22	May 11, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	IGCSE	0475/32	Literature In English	Drama (Open Text) 32	May 11, 2026	PM	45m	12:20 PM	1:05 PM
AE020	IGCSE	0475/42	Literature In English	Unseen 42	May 11, 2026	PM	1h 15m	1:10 PM	2:25 PM
AE020	GCE AS & A Level	9696/22	Geography	Core Human Geography 22	May 12, 2026	AM	1h 30m	8:30 AM	10:00 AM
AE020	GCE AS & A Level	9990/32	Psychology	Specialist Options: Approaches,	May 12, 2026	AM	1h 30m	8:30 AM	10:00 AM
AE020	IGCSE	0610/62	Biology	Alternative to Practical 62	May 12, 2026	AM	1h	8:30 AM	9:30 AM
AE020	GCE AS & A Level	9709/52	Mathematics	Probability & Statistics 1 (52)	May 12, 2026	PM	1h 15m	12:30 PM	1:45 PM
AE020	GCE AS & A Level	9700/22	Biology	AS Level Structured Questions 22	May 13, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	GCE AS & A Level	9700/52	Biology	Planning, Analysis and Evaluation 52	May 13, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0478/12	Computer Science	Paper 12 Computer Systems	May 13, 2026	AM	1h 45m	8:30 AM	10:15 AM
AE020	GCE AS & A Level	9609/32	Business	Business Decision-Making Paper 22	May 13, 2026	PM	1h 45m	12:30 PM	2:15 PM
AE020	GCE AS & A Level	9618/22	Computer Science	Problem Solving & Programming 22	May 13, 2026	PM	2h	12:15 PM	2:15 PM
AE020	IGCSE	0460/22	Geography	Geographical Skills 22	May 13, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	GCE AS & A Level	9990/42	Psychology	Specialist Options: Application and	May 14, 2026	AM	1h 30m	8:30 AM	10:00 AM
AE020	GCE AS & A Level	9706/32	Accounting	A Level Financial Accounting 32	May 14, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	IGCSE (9-1)	7180/02	Arabic	Reading and Grammar	May 14, 2026	PM	1h 30m	12:30 PM	2:00 PM
90061	GCSE	1PSO 02	Psychology		May 14, 2026	PM	1h 20m	4:00 PM	5:20 PM
AE020	IGCSE	0500/22	First Language English (Oral Endorsement)	Directed Writing & Comp 22	May 15, 2026	AM	2h	8:15 AM	10:15 AM



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AE020	IGCSE (9-1)	0990/22	First Language English	Directed Writing & Comp 22	May 15, 2026	AM	2h	8:15 AM	10:15 AM
96064	GCE AS & A Level	PS01	Psychology	Paper 1	May 15, 2026	AM	1h 30m	10:30 AM	12:00 PM
96064	IGCSE	9210/1	Computer Science	Programming-Paper 1	May 15, 2026	AM	2h	10:45 AM	12:45 PM
AE020	GCE AS & A Level	9709/32	Mathematics	Pure Mathematics 3 (22)	May 15, 2026	PM	1h 50m	12:30 PM	2:20 PM
AE020	IGCSE	0470/22	History	Document Questions 22	May 15, 2026	PM	1h 45m	12:30 PM	2:15 PM
AE020	GCE AS & A Level	9701/22	Chemistry	AS Level Structured Questions 22	May 18, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	GCE AS & A Level	9701/52	Chemistry	Planning, Analysis and Evaluation 52	May 18, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0450/22	Business Studies	Case Study 22	May 18, 2026	AM	1h 30m	8:30 AM	10:00 AM
AE020	GCE AS & A Level	9609/42	Business	Business Strategy Paper 42	May 18, 2026	PM	1h 15m	12:30 PM	1:45 PM
AE020	IGCSE	0470/42	History	Alternative to Coursework 42	May 18, 2026	PM	1h	12:30 PM	1:30 PM
AE020	GCE AS & A Level	9093/42	English Language	Language Topics Paper 42	May 19, 2026	AM	2h 15m	8:30 AM	10:45 AM
AE020	GCE AS & A Level	9708/42	Economics	A Level Data Response and Essays 42	May 19, 2026	AM	2h	8:30 AM	10:30 AM
AE020	IGCSE	0625/62	Physics	Alternative to Practical 62	May 19, 2026	AM	1h	8:30 AM	9:30 AM
96064	IGCSE	9210/2	Computer Science	Concepts and Principles of Computer	May 19, 2026	AM	2h	10:30 AM	12:45 PM
AE020	GCE AS & A Level	9618/32	Computer Science	Advanced Theory 32	May 19, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	GCE AS & A Level	9702/22	Physics	AS Level Structured Questions 22	May 20, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	GCE AS & A Level	9702/52	Physics	Planning, Analysis and Evaluation 52	May 20, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0452/22	Accounting	Paper 22	May 20, 2026	AM	1h 45m	8:30 AM	10:15 AM
AE020	IGCSE	0478/22	Computer Science	Paper 22 Algorithms, Programming and Logic	May 20, 2026	AM	1h 45m	8:30 AM	10:15 AM
96064	IGCSE	9218/1	Psychology	PAPER 1	May 20, 2026	AM	2h	10:30 AM	12:45 PM
AE020	IGCSE	0460/42	Geography	Alternative to Coursework 42	May 20, 2026	PM	1h 30m	12:30 PM	2:00 PM



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AE020	GCE AS & A Level	9618/42	Computer Science	Practical 42	May 21, 2026	AM	2h 30m	8:30 AM	11:00 AM
AE020	GCE AS & A Level	9231/32	Further Mathematics	Further Mechanics 32	May 21, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	GCE AS & A Level	9706/42	Accounting	A Level Cost and Management Accounting 42	May 21, 2026	PM	1h	12:30 PM	1:30 PM
AE020	IGCSE	0455/22	Economics	Structured Questions 22	May 22, 2026	AM	2h 15m	8:30 AM	10:45 AM
96064	GCE AS & A Level	PS02	Psychology	Paper 2	May 22, 2026	AM	1h 30m	10:30 AM	12:00 PM
AE020	GCE AS & A Level	9231/22	Further Mathematics	Further Pure Mathematics 22	May 25, 2026	PM	2h	12:15 PM	2:15 PM
90061	IAL	WET03	English Literature 3		May 29, 2026	AM	2h	8:30 AM	10:30 AM
AE020	GCE AS & A Level	9231/42	Further Mathematics	Further Probability & Statistics 42	May 29, 2026	PM	1h 30m	12:30 PM	2:00 PM
AE020	GCE AS & A Level	9701/12	Chemistry	Multiple Choice 12	Jun 2, 2026	AM	1h 15m	8:30 AM	9:45 AM
96064	IGCSE	9218/2	Psychology	PAPER 2	Jun 2, 2026	AM	2h	10:30 AM	12:45 PM
AE020	GCE AS & A Level	9702/12	Physics	Multiple Choice 12	Jun 3, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0625/12	Physics	Multiple Choice (Core) 12	Jun 3, 2026	AM	45m	8:30 AM	9:15 AM
AE020	IGCSE	0625/22	Physics	Multiple Choice (Extended) 22	Jun 3, 2026	AM	45m	8:30 AM	9:15 AM
AE020	GCE AS & A Level	9706/12	Accounting	AS Level Multiple Choice 12	Jun 3, 2026	PM	1h	12:30 PM	1:30 PM
90061	IAL	WME02	Mechanics 2		Jun 3, 2026	PM	1h 30m	11:30 AM	1:00 PM
AE020	GCE AS & A Level	9700/12	Biology	Multiple Choice 12	Jun 4, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0452/12	Accounting	Paper 12 (Multiple Choice)	Jun 4, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	GCE AS & A Level	9708/32	Economics	A Level Multiple Choice 32	Jun 5, 2026	AM	1h 15m	8:30 AM	9:45 AM
AE020	IGCSE	0455/12	Economics	Multiple Choice 12	Jun 5, 2026	AM	45m	8:30 AM	9:15 AM
90061	IAL	WPH15	Physics 5		Jun 5, 2026	AM	1h 45m	8:30 AM	10:15 AM
90061	IAL	WET04	English Literature 4		Jun 5, 2026	AM	2h	8:30 AM	10:30 AM



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AE020	GCE AS & A Level	9708/12	Economics	AS Level Multiple Choice 12	Jun 8, 2026	AM	1h	8:30 AM	9:30 AM
AE020	IGCSE	0610/12	Biology	Multiple Choice (Core) 12	Jun 8, 2026	AM	45m	8:30 AM	9:15 AM
AE020	IGCSE	0610/22	Biology	Multiple Choice (Extended) 22	Jun 8, 2026	AM	45m	8:30 AM	9:15 AM
AE020	IGCSE	0620/12	Chemistry	Multiple Choice (Core) 12	Jun 9, 2026	AM	45m	8:30 AM	9:15 AM
AE020	IGCSE	0620/22	Chemistry	Multiple Choice (Extended) 22	Jun 9, 2026	AM	45m	8:30 AM	9:15 AM
90061	IAL	WMA14	Pure Mathematics 4		Jun 9, 2026	AM	1h 30m	8:30 AM	10:00 AM
90061	IAL	WPH16	Physics 6		Jun 10, 2026	AM	1h 20m	8:30 AM	9:50 AM

