

Emirates International School High School - Jumeirah



Parent and Student Handbook 2026 – 2027

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Parents of MYP students receive a copy of the MYP Handbook via email at the start of the Academic Year. Parents of DP/CP students receive a copy of the DP/CP Handbook and supporting documents via email at the start of the Academic Year.

Please also refer to the website for more detailed policies and guidelines on:

- **Academic Honesty**
- **After School Activities**
- **Attendance**
- **Assessment**
- **Behaviour Protocols**
- **Curriculum**

Our Mission

Emirates International School provides a broad international education, in English, designed for local and expatriate students, which promotes excellence in all academic activities. It is our mission to enhance the educational, social and physical development of our students, encouraging them to think analytically and creatively in preparation for the next stage of their education. EIS provides a safe yet challenging environment which develops in students an inter-cultural sensitivity and responsibility towards the people and environment of our local and global community.

Welcome from the Head of High School

Dear Parents and Guardians,

A warm welcome to the new academic year at EIS Jumeirah. Whether you are returning or joining our community for the first time, we are delighted to have you with us.

As I begin my sixth year as Head of High School, I continue to be inspired by the energy, diversity, and dedication that define our community. EISJ is a vibrant, inclusive environment where every student is empowered to thrive both academically and personally.

As Dubai's most experienced IB World School, offering the IB Diploma since 1992, we are proud to be one of the few schools globally authorized to offer all four IB programmes: PYP, MYP, DP, and CP. This comprehensive continuum ensures that our students benefit from a coherent, rigorous, and globally relevant education.

We believe school is about far more than academics. Our mission is to nurture well-rounded, compassionate young people who are equipped to contribute meaningfully to the world. Academic excellence is paired with rich opportunities in sport, the arts, culture, and service learning. Whether on stage, on the field, or in the community, we celebrate participation, growth, and achievement.

Our teachers are passionate, skilled, and deeply committed to student learning. They design engaging, inquiry-based experiences that spark curiosity and build confidence. We aim to stretch each student, support them holistically, and empower them to become open-minded, principled, and reflective learners.

Pastoral care is at the heart of everything we do. We know that students learn best when they feel seen, safe, and supported. Our strong pastoral programme ensures that every student receives individual attention and care, with a focus on wellbeing, personal development, and academic progress. Form Tutors, Heads of Year, counsellors, and support teams work collaboratively to provide a nurturing network around every learner.

We are proudly inclusive and celebrate the rich diversity of our school, with over 80 nationalities represented. This global perspective is one of our greatest strengths, encouraging tolerance, empathy, and international-mindedness hallmarks of an IB education.

Beyond the classroom, our students actively contribute to the life of the school. Our extensive co-curricular programme includes a wide range of clubs, student-led initiatives, and competitive and recreational opportunities in Sport, Music, and Drama. These experiences foster leadership, creativity, and confidence, enriching the student journey and supporting holistic development.

Our Service and Action and Career, Action, Service programmes enable students to engage with the world around them locally, nationally, and globally developing the knowledge, compassion, and skills needed to be change-makers in their communities and beyond.

This handbook offers a helpful starting point and answers many of the practical questions families may have. Should you need more specific guidance, your child's Form Tutor is your first port of call. We also continue to uphold our Open-Door policy, and I look forward to meeting many of you in person or online over the coming weeks.

Here's to a successful, enriching, and inspiring year ahead.

Warm regards,

Wendy Feherty

Head of High School

EISJ

The School Day

We run a 2 week timetable - however, the school timings of the day are the same each week. Please see the timings of the school day below.

During Ramadan, School has a modified timetable, which allows for students to attend all of their classes each day.

40 Mins Lessons			
Mon - Thurs			
Form Group	7:40	8:00	0:20
Period 1	8:00	8:40	0:40
Period 2	8:40	9:20	0:40
Period 3	9:20	10:00	0:40
BREAK	10:00	10:20	0:20
Period 4	10:20	11:00	0:40
Period 5	11:00	11:40	0:40
Period 6	11:40	12:20	0:40
LUNCH	12:20	12:50	0:30
Period 7	12:50	13:30	0:40
Period 8	13:30	14:10	0:40
Period 9	14:10	14:50	0:40

FRIDAY			
Gate opens	7:30	7:40	
Period 1	7:40	8:20	0:40
Period 2	8:20	9:00	0:40
BREAK	9:00	9:20	0:20
Period 3	9:20	10:00	0:40
Period 4	10:00	10:40	0:40
Period 5	10:40	11:20	0:40

EIS-J A - Z

The following section provides a quick reference guide to aspects of school life. Please refer to the handbooks for each IB Programme for a closer look at learning, and also to the relevant policies which can be found in the 'Policies' section of our school website.

ACADEMIC PROMOTION

It is a KHDA requirement that students are required to pass classes with a **minimum of a level 3**. Students who fail three or more classes are subject to non-promotion. This means they do not move up to the next academic year with their peers. For students to achieve success in one of the post-16 IB Programmes, they are required to pass the MYP Certificate (28 points or more). EISJ strives to be an inclusive school and decisions are reviewed on a case-by-case basis at the discretion of the school leadership. All students are required to complete Year 13 to graduate from EISJ.. It is not possible for students to graduate from IB at the end of Year 12. Please note that we are subject to KHDA and MoE requirements with regards to graduation and equivalency.

Teachers inform parents at each reporting period if their child is seen to be "At Risk" of failing to fulfil their potential in one or more subjects. "At Risk" students are expected to attend support and intervention classes. These are provided in a range of subjects each year.

Attendance is also a factor in Academic Promotion. Where students are at risk of failure due to attendance concerns, parents will be alerted to this. Please see the Attendance Policy on our website for further information.

AFTER SCHOOL ACTIVITIES

The EISJ After School Activity Programme aims to provide all students the opportunity to experience and discover new areas of learning and competency beyond the curriculum. In keeping with the EISJ mission to enhance the social and physical development of students, the HS offers a comprehensive and diverse programme of after school activities. Competitive sports teams represent the school in basketball, football (soccer), athletics, netball, rounders, cricket and swimming. There are also recreational options in a variety of sports and other activities.

EISJ also has a strong wellbeing focus on activities such as Helping Hands, Best Buddies, Eco Club as well as Pink Week. Students are also encouraged to take an active role in the Student Council and initiate their own projects. Other activities include the Model United Nations (MUN), journalism and Yearbook, drama, music, art, language clubs and academic support. At the beginning of the year further information will be provided.

ASSEMBLIES

Meeting as a community to celebrate our achievements is a regular part of school life. Assemblies foster our sense of belonging, pride and responsibility. It is expected that students participate in assemblies for example through performance, contributing ideas and opinions, and by respectfully recognising the contributions and achievements of their peers. Assemblies take place for different year groups each day. These are held by Heads of Year. Longer assemblies are also scheduled as part of our Personal, Social and Health programme. These longer assemblies often feature guest speakers.

ATTENDANCE and PUNCTUALITY

It has been well documented that attendance and academic progress are closely linked. As such, we have high expectations of all our students. As every absence impacts a student's ability to reach their full potential, **a minimum 98% attendance record is expected**. KHDA expects all students to attend school **188 days** per year. Where students do not meet attendance targets, they are at risk of failing the year and will be considered as potential non-Promotion. The expectation of course, is that all students attend 100% of sessions.

At EISJ, we have extremely high expectations regarding students' attendance. We support our students and families to ensure that excellent attendance is achieved. Our high expectations on attendance will ensure that all students can fully benefit from their education and achieve their true potential.

As IB teachers we motivate our students to aspire to develop the attributes of the IB learner Profile. It is an expectation that all students build and develop the IB learner profile. Being principled and balanced are profiles that can be demonstrated through excellent punctuality and attendance.

Planned absences

Occasionally, absence cannot be avoided, and parents are asked to inform the school by **contacting the relevant Head of House**.

Students then need to obtain a **leave of absence form** available from the Head of House or the Assistant Head - Pastoral. Please notify School **at least 24 hours ahead** of the expected absence. To support the safeguarding of your children, two signatures are required for them to leave the Campus (their Head of House AND a Senior Leader). It can be frustrating for parents and teachers if parents arrive to collect children with no advance notice. Parents invariably need to wait while the appropriate member of staff is found to 'sign out' the child. If the teacher is in a classroom, they cannot be interrupted to 'sign out' as this would unfairly disrupt the learning for other students. This can lead to a long wait for parents.

Parents should not organise appointments, events or travel which may jeopardise their child's attendance record as poor attendance may affect their ability to progress to the next year level in the school.

Unplanned absence

Please contact the school as soon as possible or before 8am if your child is away from school. This is important safeguarding information for us.

Contact the High School secretary or your child's Head of Year to let them know of unplanned absence.
(HS Secretary - laila@eischools.ae)

Heads of House work hard with individual students and families to improve attendance.

Students are expected to arrive at school and class on time. Students should be on Campus by 7.35am, and in form rooms by 7.40 am for the start of Registration with their form teacher. Attendance is taken in every period of the day. Where students are late to class, it is likely that parents will receive an automated email alerting them to their child's absence. This can be confusing and distressing for parents so please support us by ensuring children learn the habit of punctuality.

Further important information regarding lateness, early leave and attendance is located at the end of this document for your review.

Appointments in the day

Children may leave school during the school day for essential medical appointments if collected by a parent, driver or nanny holding the EISJ school ID AND the school has been given **24 hours' notice prior to the appointment**. We do, however, encourage you to make these appointments for times outside the school day so as not to interrupt your child's learning.

BEHAVIOUR, REWARDS and SANCTIONS

Rewards

As a school we take every opportunity to reward academic excellence and endeavour, positive learning behaviours, service to the community, and to celebrate success both in and out of the classroom. We encourage the establishment of good teacher/student relationships and support of the school's values through a system of rewards and sanctions which are designated to provide a safe, inclusive and compassionate learning environment. Rewards are given in the following ways:

- Verbal Praise
- Notes/Emails home
- Prominent display of students' work
- Additional responsibilities and privileges
- Termly awards and certificates.
- Award ceremonies in school

In addition, students are nominated and recognised for their contributions to the academic and wider life of the school in monthly award assemblies. Our rewards are also centred around the IB Learner Profile which encourages students to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Sanctions

Sanctions: Failure to comply with the standards and values of the school are dealt with through the guidelines of the behaviour policy and we seek to make the disciplinary measures a learning experience rather than disciplinary. Sanctions are implemented in line with the Behaviour Policy and may include:

- A verbal reprimand
- Break, Lunch, or after school reflection time
- Report to the Tutor, Head of Department, HoY
- Referral to the Assistant Head - Pastoral
- Parental email and, or meeting request if behaviour continues and student will be given a behaviour card.
- Referral to the Head of High School
- internal suspension or external exclusion.

We very much see our parents as partners in school life and you will be kept informed and included in the process.

Behaviour Aims and Guiding Principles

Aim:

To enable students to reach their true potential through a supportive environment, which encourages students to develop the attitudes found in the IB Learner Profile. The school is dedicated to creating a positive learning environment for all. The school expects all students to be positive contributing members to the school community, with respect towards other students and teaching staff.

GUIDING PRINCIPLES FOR BEHAVIOUR MANAGEMENT

The management of student behaviour at EISJ is based on the following principles that guide all decisions on how to approach problems with behaviour:

Individualism: All students are individuals and respond to different situations in different ways. We consider all circumstances before deciding what is best for the student and for our community. As with any society or community, we do need clear rules to live and work by, so that everyone understands what is expected of them. We also have a clear sanction ladder so that we can ensure fairness in what can often be challenging and complex circumstances. Please do understand that when sanctions are applied, this is after much consideration and investigation: please support us by ensuring your child sees that we are working in partnership to enable them to grow.

Strengths: We create the conditions for students to see and feel real success. Students' interests and strengths are identified from the start and incorporated into their learning to ensure a sense of positive participation and fulfilment.

'Students achieve when they can': No healthy student wants to fail or to get into trouble, but behaviour is a skill. We need to model and teach good behaviour to the individual. We support and teach academically, and we must support and teach behaviourally, not just punish. That is not to say that sanctions can't be applied - sometimes they must - but we always ask the question, *'will these sanctions help the student do better in the future?'*

Belonging: We all need to belong. We foster a sense of belonging both in and out of the classroom.

Self-Motivation: Giving 'carrots and sticks' for behaviour simply makes students good at getting carrots and sticks. To create long-term success, we foster an environment that builds self-motivation: students doing the right thing because it is the right thing to do.

Everyone makes mistakes: We all make mistakes. But we need to take responsibility for them, make things right, and work to ensure the same mistake doesn't happen twice. Students need to grow behaviourally as they grow academically. It's very rare for any student to receive a 7 in any subject without guidance, nurturing and being able to recognize where they have gone wrong: behaviour is no different.

'BRING YOUR OWN DEVICE' (BYOD)

Emirates International School – Jumeirah provides a learning environment where students use appropriate technology in order to enhance learning and connect locally and globally. We ensure that all students, staff, and guests have access to high-speed internet in all areas of the school. The BYOD (Bring Your Own Device) policy has been developed to ensure that all members of the community are given the opportunity to develop the necessary skills and literacy to thrive in the digital age. Student-centred learning is a key value of any IB World School and BYOD helps support this philosophy by giving students more opportunities to take responsibility for their own learning and to develop the attributes of the IB Learner Profile.

How does BYOD support learning?

Our aim at EIS-J is for students to learn *with* technology, rather than learning *from* technology. The use of BYOD supports learning skills including:

- Accessing, filtering and processing information
- Planning and organizing
- Making choices and decisions
- Facing challenges and problem solving
- Risk-taking and overcoming challenges
- Collaborating and sharing
- Communicating
- Being creative and innovative
- Reflecting

This policy applies to any device that is not school owned or supplied and is used to access the school wireless network. The purpose of this policy is to establish clear guidelines and procedures when students use their own devices in school, to ensure the safe use and the integrity of the EIS network.

Students bring a tablet device of their own to classes and other activities to enhance their learning.

All students are required to sign the Bring Your Own Device policy.

Smartphones/Mobile Phones Smartphones are not considered a suitable device for most classroom learning due to screen size, storage limitations, and function restrictions. Smartphone/mobile phones may be brought to school but must be powered off and stored in the student's backpack or locker during school hours. This includes during break and lunchtimes. **Students seen with their smartphone/mobile out during school hours will have it taken from them** and it will be given to the Assistant Head for safe storage until the end of that day. Repeat offenders will face longer and/or other sanctions.

Occasionally, teachers may allow the use of a smartphone/mobile phone for recording or other circumstances. **Students must only use their smartphone/mobile phone for the purpose and time stated by that teacher and should not be visible at break and lunchtimes.**

Please see the BYOD Policy for further details

CALENDAR

EIS – JUMEIRAH SCHOOL CALENDAR ACADEMIC YEAR 2026-2027



مدرسة الإمارات الدولية - جميرا
Emirates International School - Jumeirah

EIS – JUMEIRAH SCHOOL CALENDAR ACADEMIC YEAR 2026-2027

Term 1 - 2026		Events
August	Monday 17th	Principal, Heads and Deputies
August	Wednesday 19th	Senior Leadership Team
August	Thursday 20th	New staff start date
August	Monday 24th	All Staff return / Induction
August	Monday 31st	New Students' Orientation day
September	Tuesday 1st	All Students Return
October	Monday 12th – Friday 16th	Mid -Term Break
December	Wednesday 2nd – Friday 4th	National Day*
December	Friday 11th	Last day of Term 1

Term 2 - 2027		Events
January	Monday 4th	First day of Term 2 Students Return
February	Monday 8th	Ramadan Begins*
March	Monday 8th	Ramadan Ends*
March	Monday 8th – Friday 12th	Eid Al Fitr*

Term 3 - 2027		Events
April	Friday 2nd	Last day of Term 2
April	Monday 5th – Friday 9th	Spring Break
April	Monday 12th	First day of Term 3 Students Return
May	Monday 17th – Tuesday 18th	Eid al-Adha*
July	Friday 2nd	Last day of Term 3

*Public holidays are subject to Government declaration.

CAMPUS SAFETY

Students' safety and security are the School's top priorities. To maximise security, all parents are issued with ID cards, and these must be worn at all times when entering campus. All those not wearing ID will be asked to sign in at the Security Guard before entering, and to wear a Visitor ID when on campus. Please do not be offended if you are challenged by staff on Campus when you are not wearing ID: we are doing this to keep your children safe.

Parents are requested not to approach or talk to a child who is not your own. If you wish to comment on something that is happening inside school, please discuss this with a member of staff, and not a student.

Parents/ Visitors may not enter the professional environment of the teacher without an appointment.

If the fire alarm goes off while you are on campus, follow the instructions of the Security or the teachers. You will not be able to leave the building until the 'All Clear' is given. If you have signed into School, we need to be able to account for your safety during any emergency situation. If you leave the Campus when an alarm sounds, we have no way of knowing for certain that you have left, and lives may be put at risk while we look for you. Thank you in advance for your understanding in these situations.

EIS-J has a lockdown policy which is intended to protect the school community at times when it could be unsafe to be out and about on campus. If you are visiting school when a lockdown occurs, it is essential that you comply with the instructions of the person with whom you are meeting. The lockdown procedures are practised periodically, as are the fire evacuation procedures.

During emergency evacuations, our priority will be to preserve life and prevent injury. In the event of an emergency evacuation or a lockdown, KHDA covid protocols regarding health and safety will inevitably be secondary to the demands of the situation.

Video and photographs

To safeguard the privacy of all students at the school, parents/ visitors are not permitted to take photographs in classrooms or around the campus grounds. There will be occasions when this is permissible - such as school productions. You will be advised at such times.

We do take photographs in School, for example, to celebrate success or to share what's happening in our classrooms. If you do not want your child to appear in photographs, please email the HS Secretary so that our teachers can be informed.

COMMUNICATIONS

EISJ has an open-door policy and welcomes parents to make an appointment to meet with a teacher or member of the Senior Leadership Team. Please do keep in mind that the teacher you would like to see could be teaching so email them well ahead of time to make an appointment. All teacher email addresses are available through your child's Managebac account.

Please do also trust us with regards to who might be able to provide you with the most help in any situation.

Our teachers work very hard to ensure your children get the best support. We are committed to the

wellbeing of all our staff, so please do not be offended if you do not receive a reply to an email sent over the weekend, or out of hours.

The Heads of Year send a weekly newsletter on a Friday. We also make regular use of Twitter, Facebook and Instagram to share information and celebrate success. You can find our social media accounts at:

Twitter https://twitter.com/EIS_Jum

Instagram <https://www.instagram.com/eisjumeirah/>

Facebook www.facebook.com/eisjumeirah

We hold parent coffee mornings, focus groups and information sessions throughout the year. You will always receive email notifications of these.

Parent - Student - Teacher Conferences take place throughout the year. Again, details will come to you via email.

CONTACT DETAILS - students and parents

Please ensure we hold up to date contact details for the family. It is important that we can reach you quickly in the event of an emergency. Teachers will also want to contact you to talk about your child's progress or to discuss concerns. If you change your email address or telephone numbers, inform the HS Secretary and your child's Head of Year so that our systems can be updated. We routinely use the first contact number that you provide so ensure this number belongs to someone who is generally able to receive calls. Please also ensure that we have at least two phone numbers for you.

CONTACT DETAILS - contacting School

As a parent, your first "port of call" in High School is your **child's form teacher** and then the Head of House. Contact details for relevant teachers can be found easily on Managebac. At the beginning of the academic year we publish our contact details.

If the issue is a subject matter, please contact the subject teacher and then the Subject Leader/ Head of Department directly.

Where an issue is not resolved at this level, the next step is to contact the appropriate IB Programme Coordinator:

- IB Assistant MYP Coordinator Ms Neelum Nadeem nnadeem@eischools.ae
- IB MYP Coordinator Ms Charlotte Haydn Higgins chiggins@eischools.ae
- IB DP Coordinator/Head of Seniors Ms Nausheen Arif narif@eischools.ae
- IB CP Coordinator/Deputy Head of Seniors Ms Charlotte Baxter cbaxter@eischools.ae

Contact details for teachers

Our teachers spend most of their time in School working alongside your children. This means they are not usually available to check emails several times throughout the day so please do understand if an email is not immediately answered. School emails should be used to contact teachers. Teachers are not allowed to share their personal email; their mobile phone number; or their WhatsApp number with you.

The list of teacher contacts will be shared at the beginning of the academic year.

EMERGENCY EVACUATION AND LOCKDOWN

Termly drills take place on Campus. If this happens when you are on Campus, it is imperative you follow the instructions of EIS-J staff who will be acting in your best interests.

EIS-J has a lockdown policy which is intended to protect the school community at times when it could be unsafe to be out and about on campus. If you are visiting school when a lockdown occurs, it is essential that you comply with the instructions of the person with whom you are meeting. The lockdown procedures are practised periodically, as are the fire evacuation procedures.

GL Assessment

National Agenda Parameter Testing (NAP Testing)

As you are aware, every school in the UAE has to comply with various KHDA mandatory testing throughout the year in order to meet the National Agenda Parameter (NAP).

The below table will help as an initial guide to the NAP testing that will take place. Please be advised that this can be subject to change from KHDA. We will endeavour to keep you updated. Your child is expected to comply with testing and attendance is encouraged.

For questions relating to GL tests and their results, contact your child's IB Coordinator.

Please note that this table does not indicate the IB subject specific dates for any testing, for which you should refer to the relevant IB Handbook and Coordinator.

IB MYP Coordinator chiggins@eischools.ae

IB DP Coordinator narif@eischools.ae

HIGH SCHOOL LEADERSHIP TEAM

Head of High School Ms Wendy Feherty wfeherty@eischools.ae

Deputy Head of High School Mr Thomas Rolt trolt@eischools.ae

Assistant Head IB DP Coordinator Ms Nausheen Arif narif@eischools.ae

Assistant MYP Coordinator Ms Neelum Nadeem nnadee@eischools.ae

Assistant Head IB MYP Coordinator Ms Charlotte Haydn Higgins chiggins@eischools.ae

Assistant Head Pastoral Mr Gavin Taylor gtaylor@eischools.ae









HIGHER EDUCATION SUPPORT

We have a dedicated Higher Education (HE) Advisor who assists the students with their plans for further study. This assistance varies from career advice to the processing of university applications. The HE Advisor has a dedicated office in the Annex Building of the school. Students and parents are free to arrange appointments in order to gain one-on-one advice.

The Higher Education Advisor is responsible for writing references for each individual student to support their university applications. They will also collate the official school transcripts which again are used to support applications. Additionally, all students have access to a software named Unifrog to support their research.

Parents can contact Ms. Cynthia Tsepe at csepe@eischools.ae

HOUSE SYSTEM

 <p>EARTH</p> 	 <p>AIR</p> 	 <p>WATER</p> 	 <p>FIRE</p> 
<p>Values - Optimism/Positivity Learner Profiles - Inquirers / Communicators Aligned - Open Minded</p>	<p>Values - Friendship/Honesty Learner Profiles - Risk Takers / Thinkers Aligned - Caring</p>	<p>Values - Confidence/Excellence Learner Profiles - Open Minded / Knowledgeable Aligned - Principled</p>	<p>Values - Strength / Courage Learner Profiles - Principled / Caring Aligned - Risk Takers</p>

The house system has been designed to be balanced and reflective to provide every member of staff, student, and parent a sense of belonging within the school community. This will promote a strong house ethos which will increase positive cross-curricular competitive spirit.

As an IB school, learner profiles and attitudes play a huge part in the development of a child's progress. The School's mission statement outlines that it is our aim to enhance the educational, personal and physical development of our students. Learner profiles and attitudes are a true influence on student outcomes, and this is a specific area the new house system will focus on.

The House system has been divided into four houses. Earth, Fire, Air and Water. Each house represents the colours and values of the UAE. Earth, green and represents optimism and positivity. Fire, red and represents strength and courage. Air, black and represents friendship and honesty. Water, white and represents confidence and excellence.

Weekly certificates and termly rewards will be awarded, and students will have the opportunity to represent their house and compete in various cross-curricular activities throughout the academic year. Students will also have the opportunity to earn house points by demonstrating outstanding learner profiles and positive attitudes towards learning.

The new house system will also promote further student leadership opportunities which links in with personal development of students. Within each year group, four students will be elected as house captains and will work very closely with the head team and the Assistant Head - Pastoral

ILLNESS OR INJURY DURING THE SCHOOL DAY

EIS-J employs a full-time nurse and doctor who are present during the school day and when after-school activities are on. If a student is feeling unwell during class time they must inform their teacher who will give them a note to visit the clinic. The medical staff will ascertain the seriousness of the situation and may administer simple treatments. Where the medical staff deem the illness or injury is of a more serious nature and either the student needs to go home or seek further treatment from a professional outside the school, parents will be contacted to either arrange for the students to be collected or to coordinate the calling of emergency services. In all instances when a student visits the clinic parents will be notified by email for minor cases or by phone and email for more serious instances. The Assistant Head Pastoral or Head of High School will be notified regarding any serious illness or injury and will coordinate communication with parents and investigations to ascertain how an injury occurred. Parents will be kept fully informed of the results of any investigation.

INDEPENDENT LEARNING

Independent learning is a core value of both the school and the International Baccalaureate. Independent learning is fostered throughout the school day, but students are required to continue their learning outside of school hours both in their academic subjects and their ASAs, Personal Projects, Action for Service and CAS opportunities. As students move through the school greater emphasis is put on them taking responsibility for their learning both in and out of school. Independent learning is also the conduit through which parents discuss and support progress with their child. Assignments for independent learning, or home learning, are posted on Managebac, which is the IB's on-line learning platform accessible by all students and teachers.

Given the emphasis on collaboration in IB MYP and DP, students are often set tasks which require them to work with other students. This can be very demanding as young people learn to cooperate, negotiate, and manage themselves as team players. Where group work is set, parents can support by ensuring young people break tasks into smaller 'chunks' so that all deadlines are met. As adults do when they are engaged in team work, students will want to use their devices to ensure the best collective outcome. At EIS-J we expect students to maintain appropriate behaviour towards each other when working 'out of hours' on school projects. Where parents or students have concerns that these protocols are not being followed, they should immediately alert the class teacher in the first instance, or the relevant Form Tutor or Head of House.

EISJ has a dedicated library for MYP and also a separate library for our Senior students. The School's libraries help to foster the development of lifelong learning abilities, information handling skills in a range of media, and a love of reading. The libraries are well stocked with print material for research and enjoyment as well as access to online resources and information which link directly to the school's curriculum. Students in Years 12 and 13 have access to their own library, which provides a stimulating environment for their independent learning.

Our librarians are Ms Varsha (DP/ CP Library) and Mr Rajeevan (MYP Library).

It is important that students return their borrowed books. If a student has overdue books, no more books will be issued until the overdue books are returned. Lost or damaged books will be charged to the students' parents and no more books will be issued until payment is made.

LIBRARY

EISJ has a Senior Library based in The Annexe and a Junior Library based in the High School. Our Librarians are delighted to spend time with students and guide them to appropriate texts. We encourage all students to borrow books on a regular basis. To enable all students to access the books they should be returned on time and any overdue books will incur a fine at the rate of 1 AED each school day on each overdue item.

MANAGEBAC

ManageBac is our IB-specific curriculum management tool. Each student in the school is provided with a Managebac account. All assignments, assessment dates, and report cards are managed through Managebac (MB). Parents have access to their child's information through ManageBac. Managebac is built around the IB Programmes. It allows online submission of internal and external assessments, and deadlines and academic planning can be shared with parents. Exam registrations are done for the Diploma via Managebac as the IB platform is integrated with Managebac. All curriculum unit plans are posted on Managebac and are available for parents and students to view.

Students' work for CAS (DP), Service and Action(MYP), the Extended Essay (DP) and the Personal Project (MYP) are monitored through Managebac. Parents use ManageBac extensively to monitor their child's homework and assignments and to view curriculum units and resources and to stay updated with achievement levels and feedback on assessment tasks. Teachers and Middle/Senior leaders communicate with students and their parents regularly via the "Messages" function (to inform them about subject

related matters, additional support classes, eAssessments etc).

The calendar provides a useful overview of homework, assignments and events for students and parents.

The “Files” section is used to store important IB related documents and information for students, parents and teachers.

Student class lists and timetables are stored on Managebac and are easily accessible there. Information is provided in the “Groups” section for students following clubs and activities. Although ManageBac is not specifically set up for the CP requirements, it is still used extensively to help structure and monitor the course.

There are opportunities for parents to learn more about how Managebac supports learning. Parents should look out for the curriculum information afternoons, where the IB MYP Coordinators will help you get the best out of Managebac.

For parent support on navigating Managebac from home, please visit the Managebac parents help and support tutorials .

<https://managebac.zendesk.com/hc/en-us/articles/360045820491-Getting-Started-with-ManageBac-as-a-Parent>

PRIVATE TUITION

Teachers at EIS – J are not allowed to privately tutor students from their own class. This is viewed as a conflict of interest.

REPORTS AND UNDERSTANDING YOUR CHILD’S PROGRESS

Middle Years Programme

Within the IB curriculum, students move through a series of Phases, each having their own set of assessment objectives for students to work towards. Our Progress Pathway models have been designed to increase the focus on all students’ individual learning journeys through High School. It is expected that a child meets, or exceeds, their target by the end of each phase of learning (Year 7, 9, 11 and 13). A student who is expected to achieve a level 5 by the end of phase is on track with a level lower than their target by the end of the first year of that phase (Years 8, 10 or 12)

In addition to real time monitoring of your child’s progress on the Managebac grade book, we also publish an official report three times across the academic year. The report grades are based on all ongoing assessments completed throughout the term or year, they are generated using a ‘best-fit’ approach. To better understand the information on the report card, it is advised that you monitor the comments and feedback from your child’s teachers.

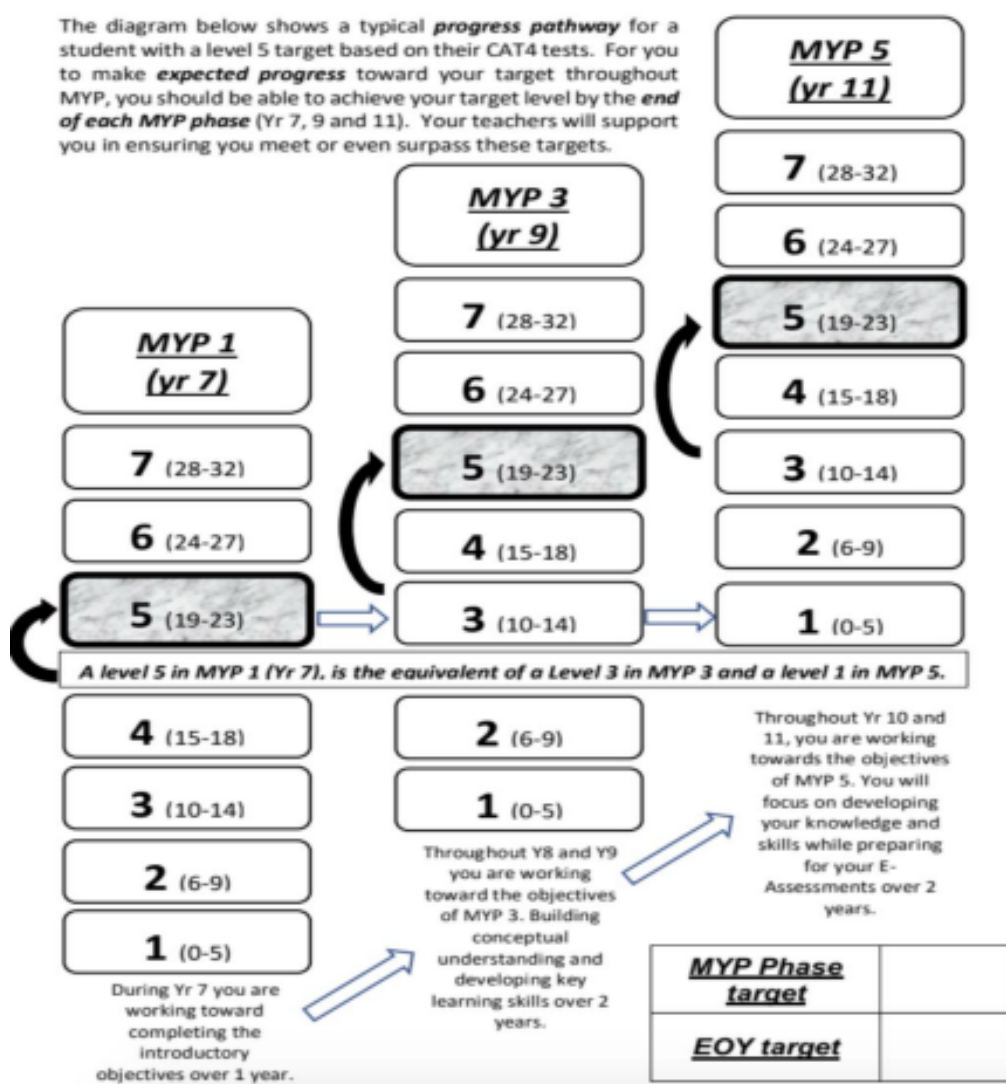
The interim report (term 1) focuses on the ATL skills (see MYP handbook for more information) and engagement with learning as it is not expected that all assessment criteria are covered at this stage of the academic year. Development of ATL skills are vital to the success of students throughout the IB continuum and beyond.

The Mid-Year report includes grades on ATL skills, engagement and includes a numeric grade for all

assessment criteria within each subject discipline. It is important that parents and students review these with the 'Progress Pathway' and individual targets in mind.

The End of Year report card includes the same information as the Mid-Year report card and is designed to communicate the attainment and progress of your child across the whole academic year. Again, it is important that parents and students review these with the 'Progress Pathway' and individual targets in mind.

For more information regarding assessment, please contact class teachers in the first instance. Where you have a more general question MYP relating to IB MYP assessment, please contact the MYP Coordinator, Ms N Nadeem nnadeem@eischools.ae



Assessments in the IB Diploma Programme

In Year 12, students have regular assessment in line with EIS-J (HS) guidelines and IBDP subject requirements culminating in an end of year examination in June. Mid-year examinations also take place. All students are required to take the examinations in line with IB requirements.

At the end of Year 12 students must get an average grade of 3 (18 points minimum) or above in all subjects to be promoted. However, in order to be allowed to continue in the Diploma Programme, a student must achieve an average grade of 4 or above in HL subjects, a minimum total of 24 points, and have met all deadlines in TOK, CAS and the Extended Essay.

In Year 13, students sit mock examinations on school published dates and the IB exams in May.

Reports will be published thrice a year for Years 12 and 13. Students are awarded a grade of 1 to 7 in the Interim, Mid-Year, and End of Year Reports respectively. Parents must review the “Progress Pathway” indicator and the “Self-management indicators”, along with the published grade of 1 to 7 to estimate progress and individual targets for the student.

The End of Year Report grade in Year 12 is an important indicator of your child’s performance in the final examinations in the Diploma and is used to derive the Predicted Grade which is sent to universities in Year 13.

The Mock Examinations in Year 13 will support the Predicted Grade that is sent to IB in Year 13.

Internal Assessments in DP

The six academic subjects, Extended Essay, and Theory of Knowledge (TOK), all have an internal assessment /external assessment component. This can vary from 20% to 50% of the final grade depending on the subject.

If no internal assessment is presented, then a student will not be allowed to sit the written examination.

The Internal Assessment is marked by the teacher, and, after submission of the marks, a sample is chosen by the IB to be sent for moderation by external examiners.

The dates for submission to teachers are staggered and published by the School at the start of the academic year in line with the IB published dates.

All assessments are submitted to teachers online via Managebac. Students are advised on academic honesty and expected to adhere to academic honesty principles in line with the EIS-J and IB Academic Honesty policy.

Assessments in the IB Careers Related Programme

In Year 12 students have regular assessments in line with EIS-J (HS) guidelines and IBCP / DP subject requirements, culminating with an end of year examination in June. At the end of Year 12 students must achieve a minimum grade of 3 (out of 7) in all three of their academic DP courses and have achieved a successful 'PASS' for all their BTEC Units and Core components.

In Year 13, students sit mock examinations in December/January and the final IB examinations in May. The BTEC course has ongoing assessment, and in May of Year 1 & 2 it will be externally moderated by representatives of Edexcel-Pearson. Final accreditation will then be approved, and certification completed. Assessments for BTEC continue until the end of June in Year 12 and the end of April in Year 13.

Internal assessments in the IB Careers Related Programme

IB CP students have to complete the internal assessment components for all their DP subjects. The weighting of these internal assessments varies from 20% in Mathematics (SL and HL) and Language and Literature (HL), to 25% in Language Acquisition and 30% in Language and Literature (SL). The core components of the IBCP programme, Personal and Professional Skills, Language Development and Service Learning are internally assessed by the relevant teachers, while the Reflective Project is internally assessed and externally moderated by the IB.

STUDENT WELLBEING

We have an outstanding pastoral model in place at EISJ. The safety and well-being of our students are very much at the forefront of our learning community. As an International School, we respect and value cultural diversity and adopt the ethos of every child matters.

The wellbeing of students at EISJ is of paramount importance; each student is assigned a Form Tutor who monitors the progress and well-being of each student in their form, and they are the first point of contact for your child during the school day as well as for you as parents. Form Tutors are led by Heads of Year and the Assistant Head - Pastoral and supported by the Senior Leadership Team.

In addition, we have a dedicated counsellor on-site, Dr Rose Kamath, who provides support for students and families who feel they would benefit from speaking with someone about welfare and wellbeing.

Another key resource for ensuring student welfare and wellbeing is the Higher Education Careers Advisor, Ms Tameka Burke. Students from Year 7 through to Year 13 have access to a professional dedicated to helping students plot their future education and employment pathways. This is particularly the case for Year 12 and 13 students who are given specialist guidance and assistance for university admissions.

Moral, Social and Cultural Education is a compulsory class for all students. The subject allows for social and emotional growth, which, coupled with service learning and community opportunities, helps to develop our students' sense of self, community and responsibility. All staff are trained in Safeguarding and Child Protection. Key staff are identified as points of contact for Child Protection issues. Their faces can be seen on posters around school.

Our team is extremely caring, hard-working and supportive of the students in our care. Students also demonstrate a very strong sense of leadership, which is always commended by KHDA. Student leadership groups, such as house captains, tutor ambassadors and peer mentors offer additional help when it is needed. Furthermore, a vast amount of care and support is offered through our strong Year 13 Student Head Team.

The Safeguarding and Child Protection team for 2026/2027 is:

Ms W Feherty (Head of Secondary) wfeherty@eischools.ae

Mr Gavin Taylor (Assistant Head-Pastoral) gtaylor@eischools.ae

Dr Rose Kamath (School Counsellor) rkamath@eischools.ae

Food

In High School, we have a cafeteria which sells hot and cold food, drinks and fruit. Your child will be able to purchase a payment card and you can top up online or with cash. Students also bring packed lunches to school. I would like to ask you to make sure that these contain healthy choices.

STUDENT VOICE AT EISJ

Students have a voice in all aspects of school life and The Student Representative Council (SRC) is the main body which allows that voice to be heard. Members are elected by their peers on an agenda of how effective they feel they will be in representing the wider student body. Members gain important experience in self-expression, the representation of others and personal and political integrity. The Student Representative Council (SRC) is led by the Head Girl and Boy who lead a team of Deputy Head Students who each hold a portfolio and responsibility for improving life at EIS-J. The portfolios are: Supporting Happiness and Wellbeing, Supporting Sport and the Arts, Supporting Academic Achievement, Coaching and Mentoring, and Supporting Cultural Affairs. The team works closely with elected Class House Captains and Class Ambassadors to initiate programmes and activities aligned with these portfolios.

TRANSPORT

Diamond Lease operates a school bus system which services the EIS catchment area. All enquiries regarding the school bus service should be made directly to the Team Leader – Operations, Mr. Sajjad. (Email: school@diamondlease.com Mob: 050 5147885 Tel: 04 885 2200). Any question of poor behaviour on a bus will result in the student having to find an alternative method of transport.

Many families prefer to drop students off at school. Inevitably, the area at the front of school can become very congested at drop-off time. Please do follow the instructions of the Security and Senior staff who are managing the traffic flow at this time: they are there to ensure everyone is safe at a busy time. Where parents do not follow instructions from staff in these instances we will request you make alternative arrangements regarding your children's arrival at School.

UNIFORM

To maintain a high standard of presentation and to support the feeling of school identity, all students in Years 7 - 13 are expected to wear school uniform. Visitors often comment that our students wear their uniform with pride. **Our uniform is supplied by Right Fit.** Please do not buy uniform items from elsewhere as it can be frustrating for students and parents when they are requested to replace non-regulation uniform items. Hoodies should only be worn if part of the school uniform eg sports' teams. Jewellery should be kept to a minimum with girls allowed one pair of stud earrings, a wrist watch and a simple, discreet necklace or bracelet for personal or religious significance. Female students are allowed to wear minimal and natural-looking makeup that is appropriate for a school environment. Excessive or distracting makeup, including bold colors or heavy application, is not permitted to maintain a professional and uniform appearance.

Uniforms are sold at:

Emirates International School-Jumeirah, Primary School Building (Side

Entrance) RIGHT FIT READYMADE GARMENTS TRADING CO. LLC

Tel: +971 50 903 4694

Email: rightfituniforms@eischools.ae

PO Box 6446

Operating Hours: 9.00 am to 2.00 pm / 3.00 pm to 5.45 pm (Monday to Friday)

www.rightfituniforms.com

[Uniform Catalogue](#)

Senior/ High School Dress Code – Years 7 – 13

Boys: Daily Uniform

Years 7 to 11: Navy Trousers, oxford blue shirts with school logo.

Years 12 and 13: Black Trousers, white long sleeved or short sleeved shirts with school logo on the pocket.

The school navy V Neck / Jumper for the colder days.

Black leather shoes with navy/black socks.

Black Belt for trousers.

Year 12 Boys should wear a Blue & Red tie and **Year 13 Boys** should wear a Red & Black tie.

Girls: Daily Uniform

Years 7 to 11: Navy trousers, oxford blue blouse with school logo.

Years 12 and 13: Black Trousers, white full or half sleeves blouse with school logo. The

- school navy V Neck / Jumper for the colder days.

Black leather shoes with black/white socks.

- **Year 12 Girls** should wear a Blue & Red tie and Year 13 Girls should wear a Red & Black tie.

Girls Physical Education (PE) Uniform

- New PE uniform, dark navy with white front shirt for boys and red front shirt for girls. Leggings are acceptable as part of the PE kit only if underneath PE shorts.

- Students must wear trainers for all sports, and it is important they have “non-marking soles”, this is particularly necessary when using the Sports Hall.

- Students must use the school swimming kit during the swimming lessons and the school swimming competitions (swim kit = EIS swimming suit, EIS towel and EIS swim cap)

Shoes should be plain black (no white soles or logos, please). Please do not be surprised or offended when students are instructed to change shoes which are non-regulation. Where a child has a medical note regarding footwear, this should be shared in the first instance with their Head of Year. In these cases, we still expect a child to wear plain black footwear which is very widely available in Dubai. Please do not send your child to school with ‘sliders’ or Crocs. These pose a risk to Health and Safety within a school environment.