



Emirates International School Meadows

Early Years Parent Handbook

2026-2027

Contents Page



Welcome to the Early Years Parent Handbook. This guide contains key information to support you and your child through a happy, successful and meaningful journey with us.

	Vision, Mission & Philosophy	3 – 4
	Head Teacher's Welcome	5
	Early Learner's Welcome	6
	Primary Leadership Team	7 – 8
	Key Contacts	9 – 10
	Academic Calendar	11
	Week 1 for EY1 & EY2	12
	Communication	13 – 14
	Campus Safety	15
	Our School Day	16 – 19
	Uniform Expectations	20 – 21
	Health & Wellbeing	22 – 24
	Curriculum	25 – 29
	Additional Experiences	30
	School Buses	31
	Extended Hours Programme	32
	Frequently Asked Questions	33 – 34

Our Vision, Mission and Values



EISM VISION

To enable our students to excel and thrive in a happy, safe and successful environment whilst providing substantial academic rigour.



EISM MISSION

EIS Meadows is a learning community where students are ready, respectful and safe in all they do. Students are empowered to think critically and creatively and to show resilience in their search for success. Our inclusive environment and innovative enquiry based international education fully prepares students for their future.



EISM PHILOSOPHY

Our Philosophy at EIS Meadows, we foster a love of life-long learning through an innovative, inspiring IB curriculum that allows students to be leaders of their own learning journey. We nurture open-minded, principled, independent learners who exhibit self-awareness and grow to be responsible global citizens. We foster inter-cultural sensitivity and personal responsibility to encourage internationally minded young adults who are fully prepared for our future world.

Why EISM?

At Emirates International School Meadows, we believe that every student deserves an education that challenges, supports and inspires them to achieve their personal best. As one of Dubai's longest-established IB World Schools, EISM offers a complete educational journey from the Primary Years Programme (PYP) through to the Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP). This allows students to benefit from a seamless, internationally recognised education that develops academic excellence, personal growth and future readiness. What makes EISM truly special is the balance we achieve between high expectations and personalised support. Our students are known, valued and encouraged to pursue pathways that reflect their individual strengths, interests and aspirations.

At EISM, students benefit from:



An IB Continuum Education

A connected learning journey from PYP through to DP and CP, fostering inquiry, critical thinking and international-mindedness.



Multiple Pathways to Success

Students can choose from the academically rigorous Diploma Programme or the innovative Career-related Programme, ensuring every learner can pursue a pathway aligned to their future goals.



A Commitment to Excellence

High-quality teaching, consistent learning experiences and a culture of continuous improvement support students in achieving strong academic outcomes.



Exceptional Student Care

A dedicated pastoral, wellbeing and inclusion team ensures students feel safe, supported and empowered to thrive.



Leadership and Personal Growth

Through student leadership, service learning, co-curricular activities and community engagement, students develop confidence, resilience and character.



A Future-Focused Education

Students graduate with the knowledge, skills and attributes required to succeed at university, in higher education and in an increasingly complex global society.

At EISM, we are committed to empowering learners, inspiring ambition, motivating growth and supporting every student to succeed.

Head Teacher's Welcome



Dear Parents,

Welcome to the 2026–27 academic year at Emirates International School, Meadows.

It is a pleasure to welcome both our returning families and those joining our community for the first time. As Head of Primary, I am proud to be part of a school where relationships, learning, and wellbeing are at the heart of everything we do. Together, we continue to build a vibrant and inclusive community where every child is encouraged to thrive.

At EISM, we are committed to ensuring that every student is known, every learning experience is challenging, and every day is excellent. Our vision is to enable students to excel and thrive in a happy, safe and successful environment, providing the foundation for children to grow in confidence, develop resilience, and achieve their personal best.

As an International Baccalaureate (IB) World School, we are proud to offer the Primary Years Programme (PYP), an engaging and inquiry-driven framework that inspires students to be curious, reflective, and active participants in their learning. Through meaningful learning experiences, students develop the knowledge, skills, and attributes needed to become compassionate, internationally minded individuals who are prepared to make a positive contribution to the world around them.

Our dedicated staff work tirelessly to create a learning environment that nurtures academic excellence, creativity, collaboration, and personal growth. We celebrate each child's unique strengths and are committed to providing opportunities that challenge, support, and inspire them throughout their educational journey.

The strength of EISM lies in its community. We greatly value the partnership between home and school and recognise the important role that parents play in a child's success. By working together with openness, trust, and mutual respect, we can ensure that every child feels supported, valued, and empowered to reach their full potential.

As we begin another exciting year, I look forward to working closely with you and your children. Together, we will create a year filled with learning, achievement, friendship, and memorable experiences that will help every child flourish both academically and personally.

Warm regards,

Sarah Marshall
Head of Primary

Early Learner's Welcome



Dear Parents,

It is with great pleasure that I welcome you and your child to the Early Years at Emirates International School, Meadows. As Assistant Head Teacher for the Early Learners, I am delighted to begin this exciting journey with you and look forward to working in partnership with your family throughout the year. Together, we will support your child as they grow in confidence, develop new skills and discover a love of learning.

The Early Years is a vital stage in a child's development. Rooted in the philosophy of the IB Primary Years Programme (PYP), our approach is transdisciplinary, inquiry-driven and child-centred. We celebrate each child as a unique individual, encouraging them to explore, question, create and learn in meaningful ways.

At the heart of our Early Years programme is play. Through purposeful play and rich learning experiences, children develop essential skills, build confidence and deepen their understanding of the world around them. Our learning environments are carefully designed to inspire curiosity, independence and a genuine love of learning, while ensuring every child feels safe, valued and happy.

We believe children learn best when they are actively involved in their own learning. By valuing their ideas, interests and questions, we empower them to make choices, solve problems and become confident, capable learners. Every day is filled with opportunities for exploration, creativity, collaboration and discovery, laying strong foundations for lifelong learning.

We are committed to nurturing the attributes of the IB Learner Profile and empowering children to become caring, reflective and open-minded learners. Alongside academic growth, we place great importance on developing kindness, resilience, independence and a strong sense of belonging within our school community. We value the trust that families place in us and believe that by working together through open communication and shared experiences, we can provide the very best opportunities for every child.

I look forward to welcoming both new and returning families to our Early Years community and to sharing a year filled with learning, growth and discovery. Thank you for entrusting us with this important stage of your child's educational journey. It is a privilege to be part of these precious early years, and I look forward to celebrating every milestone alongside you throughout the year.

Warm Regards,
Mrs Kavya Gojer
Assistant Head Teacher – Early Learners

Primary Leadership Team



Ian Ward
School Principal
ian@eischools.ae



Sarah Marshall
Head of Primary School
marshalls@eischools.ae



Dionne McKinstry
Deputy Head
Primary School
kinstryd@eischools.ae



Kavya Gojer
Assistant Head
Early Learners
kgojer@eischools.ae



Vicky Martin
Assistant Head
Coaching, Learning
and Innovation
martinv@eischools.ae



Kimberly Vanske
Assistant Head
Pastoral Care & Support
venskek@eischools.ae

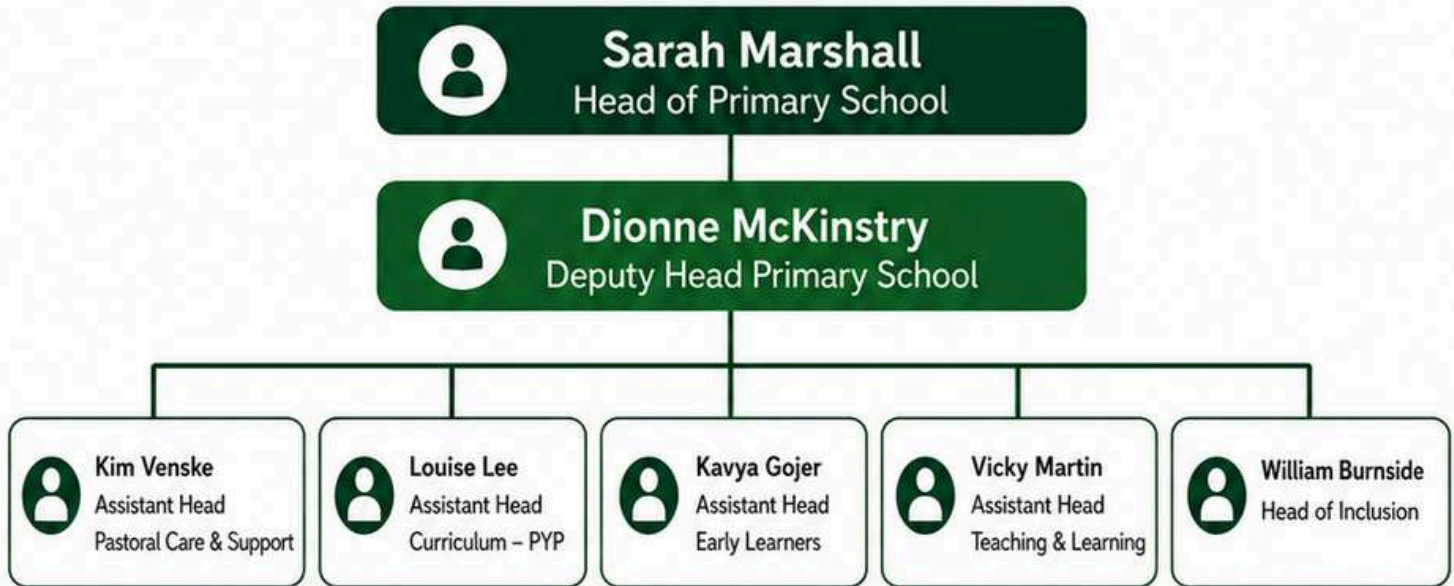


Louise Lee
Assistant Head
Curriculum - PYP
leel@eischools.ae



William Burnside
Assistant Head
Inclusion
burnsidew@eischools.ae

Primary School Leadership Structure



 Department Leads		
	English Lead	Alex Adair
	Phonics Lead	Katie Hall
	Maths Lead	Rebecca Sharkey
	Science Lead	Sahar Usman
	Arabic A Lead	Mohammad Ahmad Muamar
	Arabic B Lead	Seham Hadi
	Islamic Lead	Abir Mohammad Ajaj
	PE Lead	Matthew Stephen Stoutt
	Primary SENCo	Pearl Demosthenous
	EAL Coordinator	Dalal Murad

 Year Leaders		
	EY 1 and EY 2 Leader	Kavya Gojer
	Year 1 Leader	Isabel Bailey
	Year 2 Leader	Faye Norman
	Year 3 Leader	Niamh Gormley
	Year 4 Leader	Sherene Shehata
	Year 5 Leader	Thomas Gavin
	Year 6 Leader	Sarah McCabe

Key Contacts Administration



Your key contacts for everyday support and enquiries.

 DESIGNATION	 STAFF MEMBER	 EMAIL ADDRESS
 PA to the Head of Primary	Mrs. Rasha El Mohamedy	rasha@eischools.ae >
 Primary School Receptionist	Mrs. Marichu Lontoc	marichu@eischools.ae >
 After School Activities Coordinator	Mr. Matt Stoutt	asa_eism@eischools.ae >
 Registrar	Ms. Rosine Labaki	rosine@eischools.ae >
 Assistant Registrar	Mr. Kiran Radhakrishnan	kiran@eischools.ae >
 Finance and Accounts	Mr. Manoj Maniyil	manoj@eischools.ae >
 Cashier	Mr. Marcos	marcos@eischools.ae >



It is important to update us if your contact information changes.
In case of an emergency we must have your most up to date phone number.

Key Contacts Education



Your child's class teacher will always seek to find the answers and support you wherever they can. Our dedicated leadership team are also there too. Following the correct lines of communication, please see further contacts below should you need to reach out.

LEADERSHIP TEAM

 Designation	 Staff Member	 Email Address
 Head of Primary	Sarah Marshall	marshalls@eischools.ae
 Primary Deputy Head Teacher	Dionne McKinstry	kinstryd@eischools.ae
 Assistant Heads	Kim Venske	venskek@eischools.ae
	Louise Lee	leel@eischools.ae
	Kavya Gojer	kgojer@eischools.ae
	Vicky Martin	martinv@eischools.ae

YEAR LEADERS

 Department	 Staff Member	 Email Address
 EY 1 and EY 2 Lead	Kavya Gojer	kgojer@eischools.ae
 Year 1 Lead	Isabel Bailey	baileyl@eischools.ae
 Year 2 Lead	Faye Norman	normanf@eischools.ae
 Year 3 Lead	Niamh Gormley	gormleyn@eischools.ae
 Year 4 Lead	Sherene Shehata	shehata@eischools.ae
 Year 5 Lead	Thomas Gavin	gavint@eischools.ae
 Year 6 Lead	Sarah McCabe	mccabes@eischools.ae

SUBJECT LEADS & SPECIALIST LEADS

 Department	 Staff Member	 Email Address
 Arabic A Lead	Mohammad Ahmad Muamar	muamam@eischools.ae
 Arabic B Lead	Seham Hadi	hadis@eischools.ae
 Islamic Lead	Abir Mohammad Ajaj	ajaja@eischools.ae
 PE Lead	Matthew Stephen Stoutt	stouttm@eischools.ae
 Art	Hana El Mir	mirh@eischools.ae
 French	Islam Gharsalli	gharsalli@eischools.ae

SUPPORT SERVICES

 Department	 Staff Member	 Email Address
 Head of Inclusion	William Burnside	burnsidew@eischools.ae
 Primary SENCo	Pearl Demosthenous	demosthenousp@eischools.ae
 EAL Coordinator	Dalal Murad	muraddo@eischools.ae
 Counsellor	Sumatee Sahni	sahnis@eischools.ae

Academic Calendar 2026-2027



TERM 1 (2026)

MONTH	DATE	EVENTS
 AUGUST	Monday 31 st	 EY1 and EY2 Stay and Play Session
 SEPTEMBER	Tuesday 1 st	 First day for all students
 OCTOBER	Monday 12 th – Friday 16 th	 Mid-Term break, School closed (dates inclusive)
 DECEMBER	Friday 11 th	 End of Term 1

TERM 2 (2026/2027)

MONTH	DATE	EVENTS
 JANUARY	Monday 4 th	 Students return, Start of Term 2
 APRIL	Friday 2 nd	 End of Term 2

TERM 3 (2026/2027)

MONTH	DATE	EVENTS
 APRIL	Monday 12 th	 Students return, Start of Term 3
 JULY	Friday 2 nd	 Last day for the students



PLEASE NOTE

Dates are subject to change.
Any updates will be communicated to
parents and students in advance.

Week 1 for EY1 and EY2

31st Aug to 4th Sept



We understand that the first few days of school can be a difficult transition for children and parents.

We hope that by providing this information, we can answer some of the questions you have before students begin school.

1



**Monday,
31 August 2026**

Stay and Play Session (EY1 & EY2)

On Monday, 31 August 2026, all EY1 and EY2 families will be invited to attend a 'Stay and Play' session.

Parents will spend approximately one hour in the classroom alongside their child, providing an opportunity to become familiar with the learning environment, meet the teaching team and begin building confidence before the school year begins.



2



EY1 Transition Programme

To support a gentle transition into school, EY1 children will begin with a staggered start.



Tuesday, 1 September – Thursday, 3 September

- Children will attend in small groups for up to two hours each day.
- These sessions allow children to become familiar with their classroom, teachers and classmates in a calm, supportive environment.
- The smaller groups enable teachers to build strong relationships with each child while helping them develop confidence and independence.



Friday, 4 September

- All EY1 children will attend together as a full class for the first time.
- Your child's class teacher will share further information closer to the date.



Parents will receive an email before the start of school confirming their child's group allocation and session times.

3



EY2 Return to School

**Tuesday,
1 September 2026**

EY2 children will begin their first full day of school from

7:50 AM – 1:00 PM

Please ensure your child arrives wearing their school uniform (see the Uniform section for further information) and brings:



A healthy snack



A named water bottle



A complete change of clothes in case of toileting accidents

Our Early Years team will be waiting at the Early Years entrance to welcome your family and help your child settle happily into their new classroom.



We are here to support you and your child every step of the way.

If you have any questions, please do not hesitate to contact the Early Years Team.





At EISM, strong communication between parents and the school is a top priority. We keep you informed and involved through a variety of channels and opportunities.

We encourage open communication, whether it's something big or small. Your child's class teacher is your first point of contact and we're here to support your child's learning journey every step of the way.

- ✓ We prefer to address concerns early, no matter how small
- ✓ Visits to campus should be arranged by appointment
- ✓ Teachers are unavailable during lesson times to ensure uninterrupted learning



WHO TO CONTACT YOUR CHILD'S CLASS TEACHER

- First point of contact for all questions and concerns
- Available through Toddle Chat
- Quick conversations at pick-up time

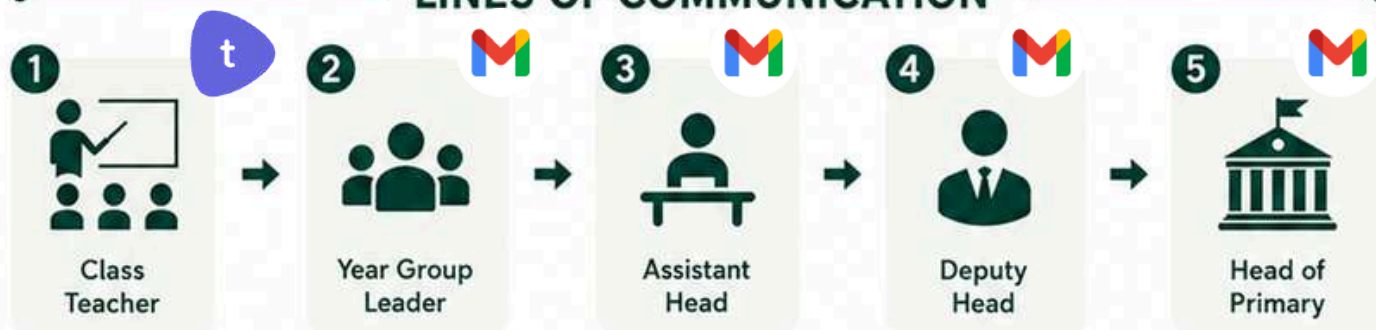


NEED MORE TIME?

- Book an appointment directly with the class teacher
- Or contact the Primary School Secretary

✉ rasha@eischools.ae

LINES OF COMMUNICATION



We encourage parents to follow this pathway so that queries can be resolved efficiently and we can provide the best possible support.



Communicating with your child's class teacher via the Toddle Platform



Please note that we do not share the email contacts of our class teachers. All written communication with your child's class teacher is via the platform.



Class teachers will respond to messages at their earliest convenience and only within the working week.



Please look out for announcements, reminders and calendar events.

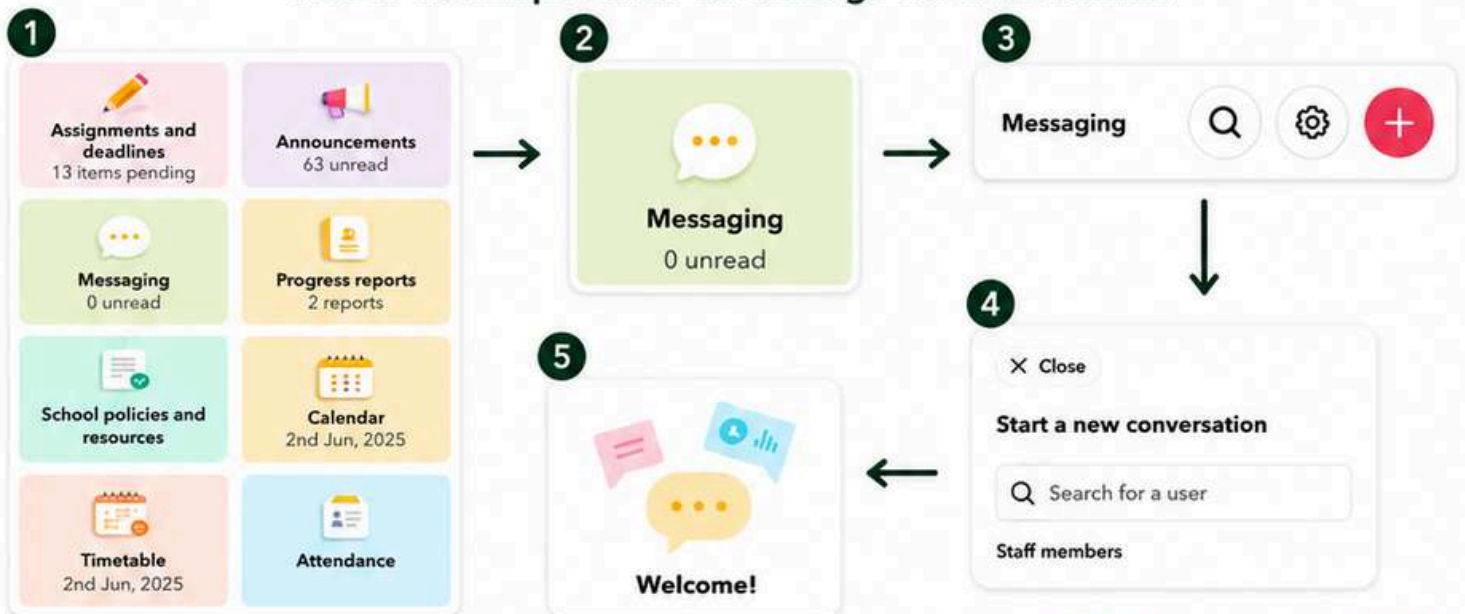
Getting started on Toddle



Family members | Toddle Help Center for the IB curriculum

toddleapp.com

Follow the steps below to message the class teacher



Campus Safety



Safeguarding our Students

A notice for all staff, students & visitors



EISM operates a colour coded lanyard safeguarding system for ALL visitors on site. Lanyards **MUST** be worn at all times.



Staff



Parent

To be supervised on site



Visitor

To be supervised on site unless a shown DBS



VIDEO AND PHOTOGRAPHS

To safeguard the privacy of all students at the school, parents/visitors are not permitted to take any video or photographs in the classrooms or around the school at any time. There will be occasions where this is permissible (i.e. school productions or school events) and you will be advised at such time.



PARENTS AND VISITORS

Our students' safety and security are the School's first and foremost priorities. To maximize security, all parents have been issued with lanyards and these must be worn at all times when entering the Campus.

All those not wearing a lanyard will be asked to sign in at the Security Guard's desk before entering, and to wear a Visitor ID Pass. Please see our lanyard poster to guide on this.

Parents/Visitors on campus must wait in the main reception of High School if they have a scheduled appointment before the staff member they are visiting joins them. There are regulations and school-wide policies regarding adults on campus and it is important these are adhered to at all times.



SCHOOL ALARMS

If the Fire Alarm goes off while you are on school premises, follow the instructions of our security guards or the teachers. You will not be able to leave the campus until the 'All Clear' is given. You will be asked to go to the safe Collection Point on the field. If a school alarm happens within the school day you will be emailed and notified of why this has occurred.



LOST AND FOUND

We do ask that you ensure all items of clothing and other belongings are clearly labelled with your child's full name to avoid the inconvenience of them becoming lost. We will return all named items to their owners. All unclaimed and unnamed items will be disposed of at the end of each term for health and safety reasons. Valuable items such as mobile phones, spectacles, money etc. are generally held by the Primary School Receptionist, Ms. Marichu Lontoc, marchu@eischools.ae until claimed.



The safety and wellbeing of every member of our school community is our priority. By working together and following these important guidelines, we create a secure, respectful and welcoming environment for all.



Our School Day

Drop Off



 SCHEDULE	 TIME
 Doors Open	7:15 am
 EY1	7:40 am – 12:45 pm
 EY2	7:40 am – 1:00 pm
 EY Extended Hours Programme (Pick up time)	2:30 pm
 EY1 and EY2 on Friday	7:40 am – 11:15 am

 Children should arrive **no earlier than 7:15am**. Children need to be **picked up promptly** at their pick up times.

WHERE TO DROP OFF

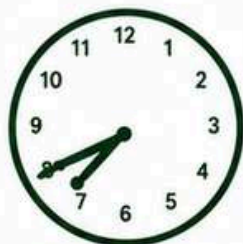
Drop off at the Early Learners Entrance and Primary School Entrance as seen below.

Please note that parents are requested to drop off at the doors and not enter the Early Years Corridor.



Our learning begins as soon as children arrive.

Starting the day on time helps them settle, build confidence and engage fully in their learning.



7:40 am



LATE ARRIVAL

If arriving **after 7:40am**, students need to visit the **Main Reception** to check in with our school secretary where they will be **recorded as late**.



Please support your child's learning and well-being by ensuring they **arrive on time** each day.



Punctuality and lateness is recorded and monitored.



Working together helps us build positive habits for success!

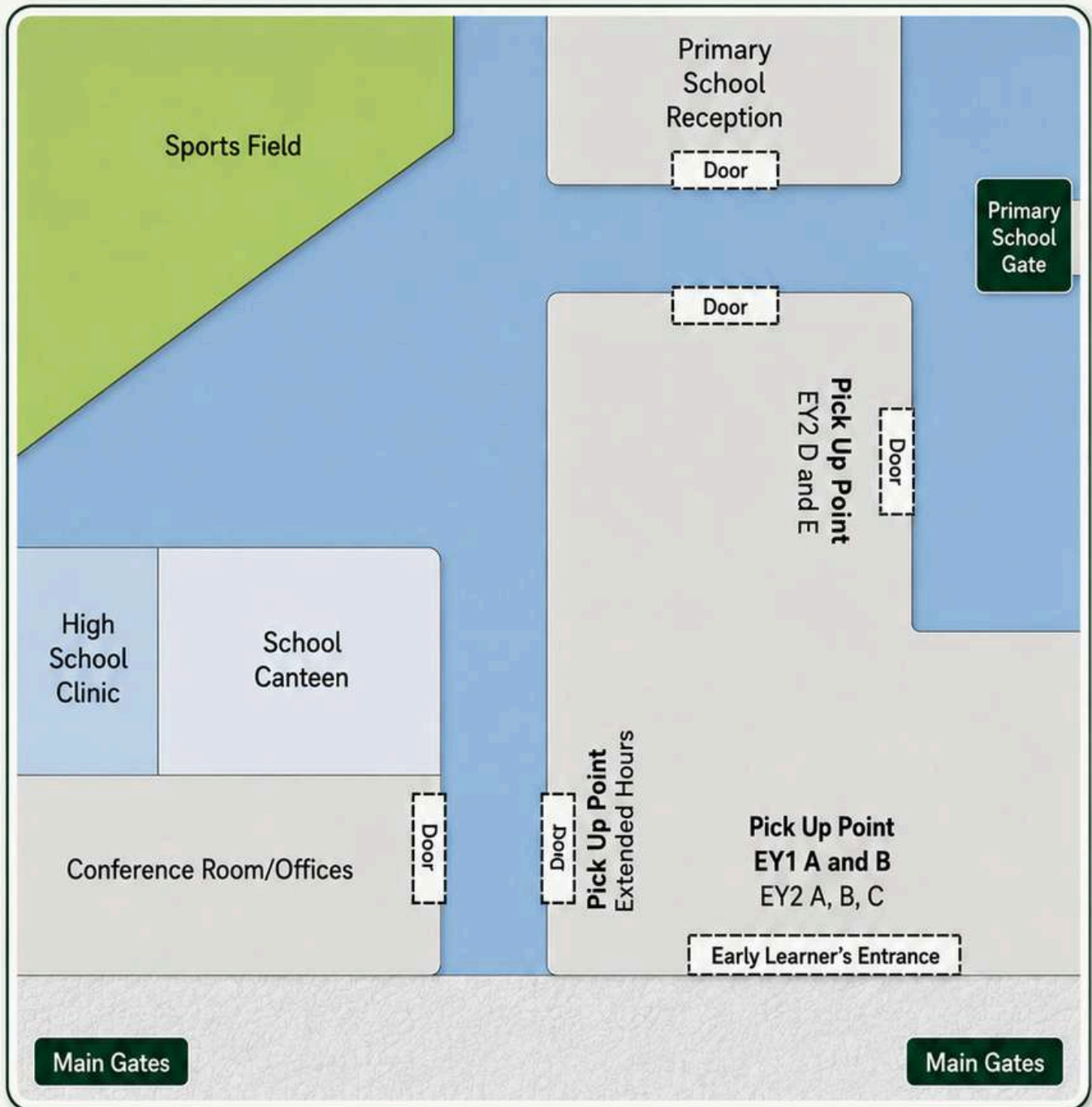
Our School Day

Pick Up



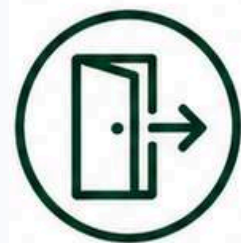
Early Years Pick-Up Locations

Please collect your child promptly at their designated dismissal time from the allocated pick-up point shown on the map below.



Please note: Children will be dismissed from their allocated pick-up points. Parents are kindly requested to wait at the designated collection area and not enter the Early Years corridor.

Our School Day Attendance



WITHDRAWAL DURING THE DAY

We highly encourage you to request appointments around the school day. If you do need to take your child out of school during the day, please send an email, attaching the proof of appointment to both Mrs. Rasha Mohamedy (rasha@eischools.ae), our Primary School Secretary, and Ms. Marichu Lontoc (marichu@eischools.ae) by 8.00 am and notify your child's class teacher via the Toddle platform.

- Students will be collected from the teacher and brought down to you.
- You will receive a form signed by the class teachers.
- Hand this form to the security guard before you leave the school premises.

If you return your child to the school during the day, please ensure their class teacher knows that they will return to school.



ATTENDANCE AND ABSENCES OF STUDENTS

For students to make the most of their education at EISM they should arrive on time and attend school each day. It is appreciated that absence from school for a variety of family reasons may occur from time to time. Extended holidays and vacations interrupt and impact your child's educational progress and routine.



PLANNED ABSENCES FROM SCHOOL

KHDA expects all students to attend 182 school days each year.

If you know your child will be absent from school, please inform Ms Rasha and Ms Marichu in advance and in writing, indicating the dates you expect your child to leave and return to school. This will then be passed on to the Head of Primary. Please inform your child's class teacher so they can plan accordingly

All absence is recorded.



UNPLANNED ABSENCES FROM SCHOOL- SICKNESS

Please contact the school by 8.00am if your child is absent from school. This is important child protection information which we must be made aware of as soon as possible.

Ms. Marichu Lontoc is our Attendance Officer and her contact details are marichu@eischools.ae. The school phone number is 04-3629009. The School Office will contact parents of children who are absent without notification. Your support in keeping us informed is very much appreciated.

Our School Day

Healthy Eating Policy



Snack Time:

There are two snack times during the school day, usually between **8:30 AM** and **12 noon**. Children will have the opportunity to eat in both the classroom and the school canteen.

- The first snack is a shorter break, usually in the classroom.
- The second snack is longer, with up to 30 minutes allocated for children to eat alongside their classmates in the canteen.

To help students manage their food easily, we recommend sending two separate snack boxes, clearly labelled “First Snack” and “Second Snack”. This supports both children and teachers in ensuring snacks are eaten at the right time, without overwhelming the child with too many options at once. Teachers carefully monitor lunch boxes and keep track of students who may not have eaten, gently encouraging them throughout the day. We also strongly recommend that children eat a healthy breakfast at home each morning to help them focus and engage in learning.



HEALTHY EATING

At EISM, we actively promote healthy eating. Our staff are committed to encouraging students to make nutritious food choices in line with our Healthy Eating Policy.

Please ensure your child brings a healthy snack or packed lunch that does not include nuts, fizzy drinks, candy, chocolate, chips, potato crisps, or other junk food. Students are not allowed to share food for both health and allergy-related reasons.



PLEASE NOTE: EISM IS A NUT-FREE SCHOOL.

All forms of nuts are strictly banned, as some students have severe allergies. This includes nut products such as peanut butter, Nutella, almond butter, etc.

To support healthy habits and independence, we request that children bring **two clearly labelled snack boxes**:

1 FIRST SNACK

Items such as a banana, chopped vegetables, fruit or crackers. This will be eaten during a short snack time in the morning.

2 SECOND SNACK

A more substantial meal for the longer break later in the day.

EXAMPLE FOR FIRST SNACK



EXAMPLE FOR SECOND SNACK



BIRTHDAY CELEBRATIONS

As a healthy school, we ask that no cakes, treats or party bags be brought into school for birthdays. Celebrations can still take place in meaningful ways without food, allowing the class to acknowledge the birthday in a special manner.

There are a large number of students with differing types of food allergies and this puts these students in difficult, awkward and potentially dangerous situations.



Uniform Expectations



Girls



Boys



Layers



Blue Bag



TOPIC	PLEASE NOTE	✓ ALLOWED	✗ NOT ALLOWED
 HATS:	Please note that children are not allowed to play in the sun unless they are wearing a hat. This is especially important during the hotter months.		
 HAIR:	Shoulder length hair must be tied back with plain colour band that matches the uniform. Natural hair colour only.		
 ACCESSORIES:	Students must not wear jewellery to school except for a watch. Students with pierced ears should wear simple stud earrings. Students must not wear nail polish or highly decorated hair bands.		



Blue Bag:

This is a requirement for library books, reading material and homework to be taken to and from school safely. The blue bag is available in the uniform shop.



Footwear:

Plain black formal shoes with plain white socks are to be worn with the school uniform. For safety and independence, all children must wear shoes with velcro fastenings only. Lace-up shoes are not permitted.



Please note: All items should be clearly labelled with your child's name. For any queries, please contact the uniform shop.

Uniform Expectations



Girls



Boys



PE Kit

Students must wear trainers for all sports, and it is important that they have **"non-marking soles"**, this is particularly necessary when using the Sports Hall. These can be white or black trainers.



Personal Presentation



We are all proud to be part of the EISM community, and our uniform is a symbol of that pride. It reflects the high standards we uphold each day and promotes positive attitudes towards learning and one another. Learning to dress smartly and professionally from a young age helps students develop habits that will serve them well beyond school, particularly in the workplace. Additionally, wearing a uniform reduces social pressures related to fashion trends, creating a more inclusive and focused environment. For these reasons, we place great importance on wearing the school uniform correctly and consistently.

We thank you for your continued support in helping our students reach their full potential.



Where to purchase the school uniform

Uniforms are sold at:

RIGHT FIT READYMADE GARMENTS TRADING CO. LLC

Tel: +971 50 903 4694

Email: rightfituniforms@eischools.ae

Emirates International School-Jumeirah, Primary School Building (Side Entrance),

Operating Hours: 9:30 am to 2:00pm & 2:00pm to 3:00pm (closed) & from 3:00pm - 6:00pm (Monday to Saturday).

Health and Wellbeing

Personal Belongings



What Your Child Needs Each Day

In the Early Years, we promote independence, self-management and confidence. Here is some important information to help you prepare for a happy and successful start.



1 SCHOOL BAGS

In the Early Years, we promote independence and self-management skills. To support this, we ask that you do not send large wheeled school bags or oversized rucksacks. Bags with wheels not only hinder independence but also pose a significant trip hazard in our busy Early Years environment.

A small lunch bag with a simple handle, no larger than 30cm, is ideal for your child's snacks and water bottle. These bags are easier for children to manage on their own and help foster confidence and responsibility. If an unsuitable bag is brought to school, your child's class teacher may kindly ask for it to be replaced with something more appropriate.

Children may also bring a separate smaller bag containing spare clothes, which will be kept at school in case of toilet accidents. This bag will be sent home when the clothes need to be replaced. All other learning materials will be provided in class.

Below are some helpful examples of school bags that meet our Early Years requirements.



2 SPARE CLOTHES

Please send two full sets of spare clothes, including underwear and socks, in a clearly labelled carrier bag. These will be kept at school in case your child has a toilet accident or needs a change during the day.

We also ask that you provide a spare pair of sandals with a backstrap, clearly labelled, to be used if your child's shoes become wet and need replacing during the day.

If your child's uniform is soiled, it will be sent home in a labelled bag to be washed. Please ensure a fresh set of spare clothes and shoes are returned within 24 hours, so we always have what your child needs at school.



3 LABELS

Please label everything your child brings to school to avoid it getting lost. Please avoid sending any toys to school.

All they need is their snack box and their water bottle in their bags and maybe a jumper/sweater in case they feel cold.



Health and Wellbeing Facilities and Initiatives



We are committed to the health, safety and wellbeing of every child at EISM.



HEALTH FACILITIES

The school has two medical clinics:

- The Primary School Clinic is staffed by Nurse Princy Lazar.
- Our School Doctor, Dr. Noor Mohamed, is based in the Main School Building.



If your child is treated by the nurse or doctor during the school day, you will be contacted by phone. Medical records, including vaccinations, are securely kept on file. Parents are kindly requested to keep the School Doctor informed of any medical updates, vaccinations or new health concerns.

It is essential that the school is aware of any medical conditions or allergies your child may have. Please ensure that the school always has your most up-to-date contact details so we can reach you in case of an emergency or a health-related concern.



THE ZONES OF REGULATION

We encourage our students to reflect on how they are feeling and aim for them to develop an understanding that all feelings are okay; that is how we process and manage these feelings which is important.

This is taught through

The Zones of Regulation

to support positive mental health and wellbeing amongst our students.



BLUE ZONE



Sad
Tired
Bored
Moving Slowly

GREEN ZONE



Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE



Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE



Mad/Angry
Terrified
Yelling/Screaming
Elated/Out of Control
Loss of Control



Helping children understand their feelings helps them make positive choices, build resilience and support others with kindness and empathy.

IT'S YOUR CHOICE!

DO YOU HAVE A SMALL PROBLEM?
TRY 2 OF KELSO'S CHOICES.



IF YOU HAVE A BIG PROBLEM,
TELL AN ADULT YOU TRUST.

KELSO'S CHOICE

Kelso's Choice is an initiative that empowers children to become confident, independent problem-solvers. It teaches them a range of age-appropriate strategies to help resolve everyday social situations and encourages them to make positive choices for themselves.

Through Kelso's Choice, children learn to advocate for themselves, communicate their feelings and needs effectively, and develop the confidence to solve small problems independently before seeking adult support.

This approach helps build resilience, independence and strong interpersonal skills that will support them throughout their learning journey.



Health and Wellbeing Toileting



Starting school is an important milestone in a child's life.

We recognise that children develop at different rates.

One key aspect of independence at this stage is toileting, as it plays a significant role in a child's confidence and well-being.



At Emirates International School – Meadows, we expect children entering the Early Years to be fully toilet-trained and able to communicate their need to use the toilet – either verbally or through clear actions – so that an adult can support them appropriately.



IN THE EVENT OF A TOILETING ACCIDENT:



For a first wet accident:

the child will be changed and parents informed at pick-up or via email.



For a second wet accident:

parents will be contacted by phone and email.



If accidents become frequent,

parents will be asked to collect their child and keep them at home until they are fully toilet-trained. A return plan will be discussed.



In the case of soiling,

the child will be cleaned to the best of our ability in line with the EISM toileting policy, and parents will be asked to collect them for a full clean at home.



We understand that some children may require help in the early weeks. A trained adult will always be nearby to assist with verbal instructions and, when necessary, guide the child in using the hose. However, staff will **not physically wipe children**, in line with school policy.



On the first day of school, parents are asked to provide a **clearly labelled** set of spare clothes to be used in case of toilet accidents, as well as a pack flushable wipes, for children to use for themselves. These will be stored at school for use when needed. If these are used during the day, a replacement should be sent in the following morning. If spare clothes are not available, parents will be contacted to bring in appropriate items. In the meantime, school-provided clothing will be offered.

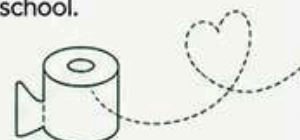


If a child has a medical or developmental condition affecting toileting, a **Health Care Plan** or **Individual Education Plan (IEP)** will be created in collaboration with families.



Supporting toileting independence is a **shared responsibility** between home and school.

At EISM, we are committed to creating a respectful, supportive environment. We work closely with parents to ensure every child's needs are met with care and dignity.



Curriculum

The PYP



Preparing students to be active participants in a lifelong journey of learning.

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.



Philosophical and Pedagogical Underpinnings of the PYP

1 International Mindedness

At the core of the IB is the mission of developing international mindedness in the learning community, which comes alive through the learner profile. The learner profile aims to instil traits that cover a range of cognitive, social, emotional, and personal attributes. From early years, students learn to be open-minded, considerate of different perspectives and cultures and to actively engage with global issues.

2 Agency

Students are at the centre of the learning process—with agency through voice, choice, and ownership. Their opinions about what and how they learn, are valued, making them the co-constructors and co-designers of their learning.

3 Transdisciplinary Learning

Through its trans-disciplinary approach to learning, the PYP weaves in knowledge, skills, and understandings from different subjects, seamlessly and organically. Students are invited to explore these through the lens of six significant transdisciplinary themes providing a context for real-world issues, making education relevant and engaging.

4 Conceptual Understanding

The PYP emphasises the development of conceptual understanding, which enables students to delve deeper, beyond knowledge to make connections. They can, thus, engage with global issues and take affirmative action to effect change.

5 Personalised Learning

PYP aims to create self-directed learners, who set their own goals and create their own pathways to becoming lifelong learners. This personalised approach to education helps make learning meaningful and creates balance.

6 Approaches to Learning Skills (ATL)

Linking all programmes of the IB, a goal of IB education is to arm all learners with skills that will help them negotiate the rapidly changing world. This includes a focused approach to developing social, thinking, research, communication, and self-management skills in the day-to-day life of young PYP learners.



The Benefits of the PYP

The PYP develops curious, confident and caring learners who take action and make a positive difference—locally and globally. At EISM, we inspire every child to grow, inquire and thrive.



Curious learners



Confident learners



Caring learners



Taking action locally and globally

Curriculum

The IB Learner Profile



The IB Learner Profile represents 10 attributes valued by IB World Schools. These attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

ATTRIBUTE	WHAT IT MEANS
 INQUIRERS	We nurture our curiosity, develop our skills for inquiry and research and know how to learn independently.
 CARING	We show empathy, compassion and respect. We have a commitment to service, and act to make a positive difference.
 RISK-TAKERS	We approach uncertainty with courage and forethought, and have the independence of spirit to explore new ideas.
 THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems.
 KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
 OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view.
 BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others.
 REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal growth.
 PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
 INTERNATIONAL-MINDED	We respect and celebrate diversity. We seek to understand our interconnected world.



At EISM, we nurture the whole child to become *confident, compassionate and capable lifelong learners.*

Curriculum

Units of Inquiry



Overview of Our Units of Inquiry:

In the Early Years, we learn through special themes called Units of Inquiry, which come from the IB PYP curriculum. Each unit lasts for about 7 to 8 weeks and helps guide what we learn and do in class. During each unit, children explore, ask questions, and discover new concepts through stories, play, activities, and discussions. Classrooms are often changed to match the theme, making learning fun, meaningful, and exciting. These units bring together learning from all areas – such as language, maths, art, music and more – so children can make real-life connections in several different ways.

Early Years 1 Units of Inquiry

Unit 1 Who We Are



Understanding ourselves.

Unit 2 Sharing the Planet



Learning to care for the world.

Unit 3 How We Organise Ourselves



Our community and how people help us.



Unit 4: How We Express Ourselves

Expressing our feelings and ideas through stories, play, art and music.



Early Years 2 Units of Inquiry

Unit 1 Who We Are



All about families.

Unit 2 How the World Works



Learning about space and our planet.

Unit 3 Where We Are In Place and Time



Animals in the past and present

Unit 4 How We Express Ourselves



Bringing stories to life

Curriculum Learning Expectations



Our Play-Based Learning Spaces

In the Early Years at EISM, we believe that play is a powerful tool for learning. Through play, children explore, experiment, create and develop a deep understanding of the world around them. Our environment is carefully designed to promote independence, curiosity, creativity and a lifelong love of learning.



Child-Led Learning

Our learning spaces are inspired by the children's own interests, questions and ideas. Teachers observe, listen and work alongside the children to create meaningful experiences that extend learning through play and encourage exploration.



Student Agency

Children are empowered to make choices, solve problems and take ownership of their learning. Student voice and agency are at the heart of everything we do, helping children grow into capable, confident and independent learners.



Skilled Facilitation

Rather than directing play, our teachers act as skilled facilitators—observing, questioning and extending learning in the moment so children can deepen their thinking and develop a lifelong love of learning.



Inspiring Learning Spaces

Our environments are carefully designed to promote independence, curiosity, creativity and a lifelong love of learning.

Phonics and Reading in the Early Years

At EISM, we place a strong emphasis on phonics as a key foundation for developing reading, writing and communication skills in the Early Years.

From the new academic year, we will be using Monster Phonics, a fun and engaging programme that uses colourful characters to help children learn letter sounds and spelling patterns. Through daily phonics lessons, children develop the knowledge and confidence needed to become successful readers and writers.

To support learning at home, children will bring home reading books and resources that are carefully matched to their developing phonics skills. Regular reading at home helps to build fluency, comprehension and a love of reading, while reinforcing the learning taking place in school.

By the end of EY2, most children will be confidently using their phonics knowledge and decoding skills to read words, simple sentences and age-appropriate texts independently.

At the start of the academic year, we will also offer parent workshops to introduce Monster Phonics and share practical ways to support your child's reading journey at home. Further details will be shared soon.



Daily Monster Phonics

From the new academic year, we will be using Monster Phonics, a fun and engaging programme that uses colourful characters to teach letter sounds and spelling patterns through daily phonics lessons.



Reading Books Home

Children will bring home reading books and resources that are carefully matched to their developing phonics skills, helping to build fluency, comprehension and a love of reading.



Home-School Partnership

Regular reading at home reinforces learning in school and helps children become confident, successful readers and writers.



Parent Workshops

At the start of the academic year, we will offer parent workshops to introduce Monster Phonics and share practical ways to support your child's reading journey at home.



Looking Ahead

By the end of EY2, most children will be confidently using their phonics knowledge and decoding skills to read words, simple sentences and age-appropriate texts independently.

Curriculum Learning Expectations



Core Subjects in the Early Years

In the Early Years at EISM, core subjects such as mathematics, language, science and social studies are thoughtfully integrated into our transdisciplinary **Units of Inquiry (UOI)**. These units are built around children's interests and delivered through purposeful, play-based learning.

We do not teach these subjects in isolation. Instead, children explore key concepts and skills through meaningful, hands-on experiences that connect across different areas of learning. This approach encourages curiosity, inquiry and a deeper understanding of the world around them.

As discussed previously in **Our Learning Expectations** section, learning is guided by the central themes of each Unit of Inquiry. For example, if children are exploring space, experiences in mathematics, language, science and social studies are all connected to that theme. Similarly, if the focus is on people who help us, experiences in maths, language, science and social studies will reflect and support that central idea. This makes learning more relevant and engaging for young children. Teachers observe children closely, using their interests to plan experiences that align with curriculum goals. This ensures that learning is developmentally appropriate, connected and enjoyable for each child.



Specialist Subjects in the Early Years

In addition to their core learning experiences, children in the Early Years take part in a variety of specialist subjects that enrich their development and broaden their learning. Each week, students enjoy:



Music

One music lesson to explore rhythm, movement, and expression through sound.



Physical Education (PE)

One PE lesson to support physical development, coordination as well as gross motor skills.



Arabic

Three Arabic lessons to build early language awareness and cultural understanding.



Library

One library session, where they develop a love of books and build important early research skills.



Library

The library plays an important role in our PYP school, helping students become confident, curious readers and researchers. Every class visits the library **weekly**. Children are supported by our Librarian and Assistant Librarian as each child selects a book to take home.

Books must be returned at the next library session so that a new one can be issued.

If a book is overdue, lost or damaged, students will not be able to borrow a new book until the issue is resolved. Lost or damaged books must be paid for at the school cashier, and a copy of the receipt should be sent with the student to the library.



Home Learning

Home Learning is designed to be purposeful, engaging and meaningful, providing children with authentic opportunities to extend their learning beyond the classroom. It aims to foster independence, reinforce key skills, concepts, knowledge and attitudes developed at school, and allow children to apply and demonstrate their understanding in a range of ways.

In the Early Years, Home Learning is closely linked to each child's phonics learning and is designed to support the development of early reading and writing skills. Activities may include practising letter-sound correspondence, reading phonics books, recognising and writing sounds and words, and completing simple reading and writing challenges. These activities help to consolidate learning, build confidence and strengthen the connection between home and school.



Additional Experiences



MARBLE JAR CELEBRATIONS

Each Early Years classroom has a Marble Jar, which celebrates teamwork, kindness and positive choices. Children work together to earn marbles by showing our school values and making good choices throughout the day.

As the jar fills, the children begin discussing how they would like to celebrate their achievement, giving them a sense of ownership and encouraging student voice.

Once the Marble Jar is full, the class enjoys a celebration chosen by the children, such as a pyjama day, picnic, superhero or princess day, or another fun class activity. These celebrations help build a strong sense of community while recognising the children's shared success.



HOUSE SYSTEM

Students from EY1 to Year 6 belong to one of four Houses: **Camels, Dhows, Khanjars and Falcons.**

The House System encourages teamwork, cooperation, school spirit and a sense of belonging across the whole school community.

Throughout the year, children earn House Points by demonstrating our school values and making positive choices. House Points contribute to weekly toints, which are celebrated during assemblies.

Children also wear their House T-shirt on House Days, Sports Days and other whole-school events. House T-shirts can be purchased in the uniform shop.

House Points are collected by students throughout the course of each week relating to our reward system and points scores are read out over our loudspeaker system with clear celebrations in place following this for the winning team.



AWARDS



Positive behaviour, effort and achievement are recognised and celebrated throughout the school year. Children who consistently demonstrate the IB Learner Profile Attributes and our school values may receive **Meadows Merits.**



At the end of each Unit of Inquiry, teachers also present a **Star of the Unit of Inquiry Award** to children who have shown outstanding engagement, growth and enthusiasm for learning.



These celebrations help build confidence, encourage positive choices and recognise every child's achievements, supporting them to become caring, reflective and lifelong learners.

School Buses



SCHOOL BUSES

Diamondlease provides the bus transportation service for EISM.

Parents must register to use the school bus at the beginning of the Academic Year.

Diamondlease has a temporary office next to the Finance Office on the Ground Floor or alternatively please contact them via email at: school@diamondlease.com.

Diamondlease
CAR RENTAL



All buses are RTA compliant and equipped with seat belts, a qualified driver and a female bus supervisor.



Only registered students are permitted to travel on the school bus.

ON BOARD WITH CARE



RTA Compliant

All buses meet RTA safety standards.



Seat Belts

All students must wear their seatbelt at all times.



Experienced Driver

Our qualified and experienced drivers ensure a safe journey.



Bus Supervisor

A female bus supervisor is on board every bus for student supervision and support.

BUS SAFETY RULES



The safety of all students is our highest priority. To ensure a safe journey, students must follow these rules at all times:



Wear your seatbelt.



Stay seated in your assigned seat while the bus is in motion.



No eating or drinking on the bus. Children are permitted to drink only water on the bus.



Keep noise to a minimum and speak quietly.



Always show respect to other children, the bus supervisor and the driver.



Follow all instructions given by the bus supervisor and driver.



CONSEQUENCES FOR MISCONDUCT

Unacceptable behaviour such as using inappropriate language, being rude, standing or moving while the bus is moving, eating or drinking (other than water), damaging the bus, or not following instructions will be reported to the Head of Pastoral Care and Support, and Ms. Kavya Gojer, who will investigate the incident.



THE FOLLOWING STEPS WILL BE TAKEN:

1

First incident - Verbal warning to parents and the children.

2

Second incident - Written warning sent to the parents.

3

Third incident - Written warning and one-day suspension from the bus service.

4

Parents will be invited to meet with the Head of Primary to discuss further consequences.

5

If further incidents occur, the student will be permanently suspended from using the bus service.



For any questions or concerns, please email the Diamondlease Supervisor, Mr. Amir, at school@diamondlease.com, or speak to our Head of Pastoral Care and Support, Ms. Kimberly Venske.



Extended Hours Programme



مدرسة الإمارات الدولية - ميدوز
Emirates International School
- Meadows

Early Years 1 and 2

**EXTENDED HOURS
PROGRAMME**

2026 - 2027



Dear Parents,

We are very excited to be offering our Early Years Extended Hours programme for the next academic year. The children will be taking part in a wide variety of activities covered over our specific themed days:



Mindful Mondays

(Wellbeing & Mindfulness)



Creative Tuesdays

(Art & Creativity)



Wiggle Wednesdays

(Gross Motor Skill Development)



Inquiry Thursdays

(Exploration & Discovery)



Should you wish for your child to be part of the programme, please ensure you have made payment for the programme no later than 29th August 2026. We need to have secure numbers of children for us to arrange staffing and rooms.

The enrichment club will be starting from Monday 7th September 2026.



ENRICHMENT CLUB

We are excited to offer a variety of activities during our Extended Hours Programme.

The enrichment club will be starting from Monday 7th September 2026.



TERMS AND CONDITIONS FEES

The termly fees are as follows:

Term 1	1,500 AED	per term per child due 29-08-2026
Term 2	1,000 AED	per term per child due 05-12-2026
Term 3	1,500 AED	per term per child due 16-03-2027
Yearly fee for the programme		4,000 AED



If you choose to pay termly, payment will be due on the dates listed above.



If payment is made after the due date, you must allow a minimum of 1 school day for students to be added to the Extended Hours Programme. Children may not attend if the fee has not been paid in advance.



The programme will be open from Monday to Thursday, 1:00 pm - 2:30 pm. Collection time is from 2:30 - 2:50 pm.



Parents will need to provide a healthy snack which will be eaten during the afternoon's activities. Sharing of food between children is strictly prohibited.



IMPORTANT INFORMATION



The programme has been recognised by KHDA as an Early Years enrichment programme.



Students, who wish to cancel/drop out of the programme, need to inform the respective teacher at least one week in advance.



Numbers are limited. Should you wish to secure your child's place for the Extended Hours Programme next year, you can do so in the following ways:



Visit the e-portal department and complete the online registration form.



Pay to bank transfer using details below and email your proof of payment to accounts@eischools.ae



Call Accounts on 04 294 1221 (ext. 107) for assistance.



For any questions or concerns, please email the Diamondlease Supervisor, Mr. Amir, at school@diamondlease.com, or speak to our Head of Pastoral Care and Support, Ms. Kimberly Vanske.



Frequently Asked Questions



1



What can I do at home to help with separation anxiety?

It is normal for young children to feel nervous about separating from their parents in the early days of school. You can support your child by talking positively about school and helping them become familiar with their new environment. Watching their teacher's welcome videos together or reading storybooks about starting school can be very helpful. Reassure your child by reminding them how brave they are, and let them know how proud you are of them. You might also draw a parallel by saying, "Just like Mummy and Daddy go to work, now you're big enough to go to school, too."



Talk positively about school



Watch welcome videos or read storybooks



Reassure them and celebrate their bravery



Use everyday examples to build confidence

2



Will I be informed if my child is crying or seems unhappy during the day?

We have a highly experienced and compassionate Early Years team who are well-versed in supporting children as they transition from home to school. If your child is upset, they will receive individual attention and comfort to help them feel more secure. If your child remains unsettled for an extended period, a member of the team will contact you to discuss the best course of action, which may include an earlier pick-up or further support strategies.



Experienced and compassionate team



Individual care and comfort



We will contact you if further support is needed

3



What is the procedure if my child is unwell?

If your child is showing signs of illness, we kindly request that you keep them at home to avoid spreading infections. Should your child become unwell during the school day, they will be taken to the school clinic, where the nurse or doctor will contact you immediately. If your child has been absent for a prolonged period, a medical clearance note is required before they return to class.



Keep unwell children at home



Taken to clinic and you will be contacted



Medical clearance note required after prolonged absence

4



What sort of activities will my child be doing at school in the first few weeks?

In the initial weeks, the focus is on helping children feel comfortable in their new environment. Teachers will support students as they become familiar with classroom routines, expectations and classmates. During this time, children will take part in a range of play-based learning experiences that build social and communication skills. Storybooks about starting school will be shared, and staff will support the children in developing confidence and independence.



Settling in and building relationships



Play-based learning experiences



Stories, routines and building confidence

5



What should I do if I have a concern or would like to speak with the teacher?

We understand that you may have questions or concerns, especially at the beginning of the school year. While teachers are always happy to speak with parents, the start and the end of the school day can be very busy. We recommend scheduling an appointment if you would like a longer conversation. You are also welcome to contact your class teacher directly, and they will respond as soon as they are available. Alternatively, you may also contact our Head of Early Learners, Ms. Kavya Gojer, who will be happy to support you.



Schedule an appointment for a longer conversation



Contact your class teacher directly



Contact Ms. Kavya Gojer, Head of Early Learners



We will hold a Parent Information Session early in the term, with further details to follow.



Frequently Asked Questions



6



How will I know what my child is learning in class?

You will receive regular updates through the Toddle app, where your child will have a personalised learning profile. Our teachers upload a minimum of three pieces of work per child every half term – and often share more than that. This gives you a lovely glimpse into your child's continuous learning journey. A weekly newsletter is also shared via Toddle with highlights from the week, upcoming events and simple ideas to support learning at home.



Updates via the Toddle app



Minimum of 3 pieces of work per child every half term



Weekly newsletter with highlights, events and ideas

7



What should my child bring to school each day?

Please ensure that your child brings a healthy snack and a water bottle every day. School bags are stored outside the classroom, so we kindly request that they be no larger than 30cm x 30cm to ensure they fit on the wall on their designated peg. Larger bags will not be permitted.



Healthy snack every day



Water bottle every day



Bags no larger than 30cm x 30cm

8



Will my child be supported in making friends?

Yes, absolutely. Supporting your child's social development is at the heart of what we do in the Early Years. We understand that forming friendships is a big part of settling in and feeling happy at school. Through daily routines, small group activities and lots of shared play, our teachers gently guide children in learning how to take turns, cooperate, communicate with kindness and develop lasting friendships.



Supporting social development



Daily routines and small group activities



Kindness, cooperation and lasting friendships

9



What if someone else is picking up my child?

Your child's safety is our top priority. If someone new or unknown to the staff is picking up your child, please inform the your child's class teacher and Ms. Kavya Gojer in advance. We kindly ask that their Emirates ID is emailed to us before they pick up the child, and that the person brings the parent ID card along with them when they come to pick up your child. We will only hand over children to adults who have been authorised by you. If your child usually takes the school bus and there is a change in plan, please inform the bus driver directly and also send an email to the class teacher, making sure to copy Ms. Kavya Gojer in to the email. This ensures we are all aligned and your child gets home safely.



Inform teacher and Ms. Kavya Gojer in advance



Emirates ID to be emailed before pick up



Bring parent ID card when picking up



Inform bus driver and email teacher (copied to Ms. Kavya Gojer) if there is a change



We will hold a Parent Information Session early in the term, with further details to follow.





Every student
known,

every learning
experience challenging,

every day
excellent.



Stronger Together

When parents and school work in partnership, children thrive.

Together, we inspire, support and empower every learner to reach their full potential.

Together, we inspire learners to make a positive difference and shape a better world.