

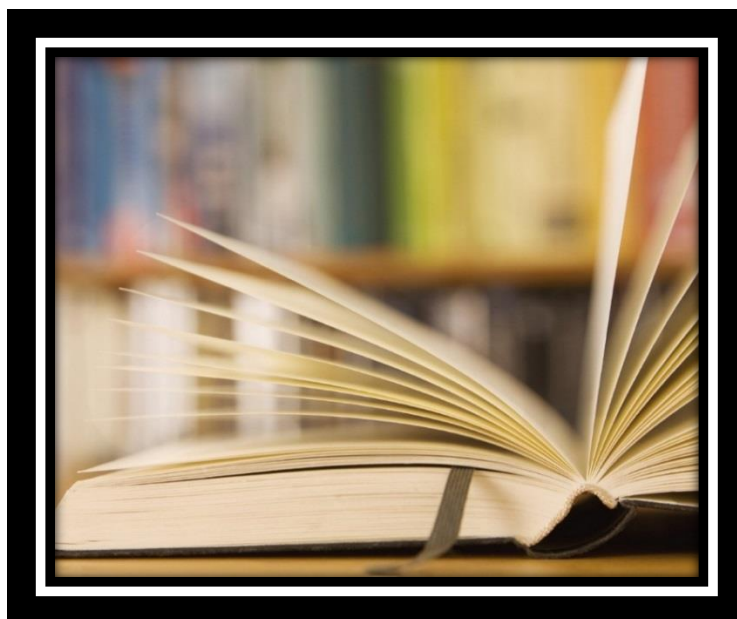


Sunrise English Private School

Tel. No : +971 2 5529989, Fax : +971 2 5527837

Email : inquiry@seps-auh.com, Website : www.seps-auh.com

ANNUAL REPORT 2020-21



This dossier briefs about the deliverance status of the school during the academic year 2020-2021. It's a summary of the happenings, results and activities of the year 2020-21. This reports the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

INDEX

S.no	Content
1	GENERAL SCHOOL PROFILE/VISION & MISSION
2	PEDAGOGY VISION
3	SCHOOL LEADERSHIP & ORGANIZATIONAL CHART
4	CURRICULUM FRAMEWORK & CURRICULUM DESIGN
5	TEACHING STRATEGIES TO PREPARE 21ST CENTURY LEARNERS
6	ENRICHING THE COMMUNITY'S AND STUDENTS' EXPERIENCE''
7	PUPIL PERFORMANCE STANDARDS
8	ASSESSMENT SYSTEMS
9	PROGRESS FRAMEWORK
10	STUDENTS WITH SPECIAL NEEDS AND GIFTED AND TALENTED STUDENTS
11	ACADEMIC SYSTEMS FOLLOWED <u>2020-21</u>
12	Academic and School Policies
13	CBSE RESULTS –GRADE10&12
14	DISTANCE LEARNING
15	STUDENT'S ACHIEVEMENTS

General School Profile/Vision & Mission

ABOUT THE SCHOOL

Sunrise English Private School was established in the year 1988 with the sole aim of imparting quality education to the expatriate Indian children. The school has 10+2 Pattern of education and follows the schemes of study prescribed by the Central Board of Secondary Education, New Delhi.

	Name of School	Total Student Enrolment
1	SUNRISE ENGLISH PRIVATE SCHOOL	2822

School Strength 2019-2020

Cycle	Number of students
Kg	423
1	861
2	1031
3	507
GRAND TOTAL	2822

The current curriculum being followed by SUNRISE SCHOOL is **CBSE**. (Affiliation number: 6630033, School Code No: 72680) The Central Board of Secondary Education is a Board of Education for public and private schools, under the Union Government of India. CBSE conducts the final examinations for Class 10 and Class 12. It is a child centered and holistic education program that prepares students for college life and beyond. It is also an internationally recognized and accepted qualification for entry into higher education.

The CBSE provides a holistic approach to learning using innovative methods to develop both disciplinary and interdisciplinary understanding. In addition to academic excellence, it encourages independent learning, inquiry, risk-taking, caring, open-mindedness and intercultural understanding. It strives to adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles. This worldwide approved curriculum with its unique features obviously has captured the patronage of the student parent community.

Learning Areas. Five learning areas are represented as the five petals which intersect in a trans-disciplinary approach across various dimensions. The curriculum exposes the student to both depth and breadth of knowledge and understanding.

- **Languages:** - The language curriculum aims to develop the skills of listening, speaking, reading and writing in a variety of contexts and train students to be able to adapt language to suit different tasks, audiences and purposes. It aims to develop confidence in the

students so that they can use their skills and abilities effectively. Students study two languages at classes IX and X. However, they do have the opportunity to study an additional language. A choice of second language as per the current curriculum includes Hindi/French for grades 6 to 10.

- **Social Science:** - The social science curriculum aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and helps them formulate and justify arguments in response to a diverse range of issues.
- **Mathematics and Technology:** - The mathematics and technology curriculum helps students develop strategies that improve their logical thinking and analytical ability. It helps to develop the ability to approximate and estimate, to use trial and improvement techniques, look for patterns and make hypothesis. It helps in development of computational skills and spatial intelligences. Information and Communication Technology help students assess the impact of new technologies on society and train them to use these productively.
- **Science:** - Science is studied as individual disciplines of Physics, Chemistry and Biology. The Science curriculum offers students the opportunity to be curious, to question, to investigate, to formulate hypothesis, design and carry out experiments, make critical observations and record results.

Physical Education, Performing Arts and Visual Arts: - These offer opportunities for the development of imagination, sense of aesthetics, sensitivity and inventiveness - all of which are the requirements of a balanced curriculum. In addition to these, CBSE is introducing Artificial Intelligence, Early Childhood Care Education and Yoga as New subjects in School curriculum from the Academic session 2019-2020. Beside these new programs, Board is already offering various Skill subjects at Secondary and Senior Secondary level to upgrade the skills and proficiency of the young generation and also to provide them awareness to explore about various career options.

MISSION

Sunrise students will live out their lives in the 21st century by building collaborative partnerships between families, communities, and educators independent of their interests. We will teach the deep reflective understanding of global historical, philosophical, creative, and intellectual content through the best methods of 21st century technology.

VISION

Comprehensive education: we provide our students with a challenging; well-rounded education that includes the arts, humanities, mathematics, the sciences, technology and health, and that fosters student's social and emotional well-being.

High Expectations: we hold ourselves and our students to high standards of performance and behavior.

Integrity: we are honest, ethical, and respectful of others, and we foster those traits in our students.

Accountability: we establish clear goals, measure progress and take responsibility for results, and we teach our students to become responsible, self-motivated learners.

Collaboration: we partner with parents and our diverse Community to support our students' learning, and we teach Our students to work cooperatively with others to accomplish Goals.

Diversity: we appreciate, respect, and learn from diverse Viewpoints and we teach our students to do the same.

Life-long learning: we challenge ourselves to continue our Own professional and personal development, and we strive to instill a love of learning in our students.

CORE VALUES

Tolerance

We at Sunrise provide opportunity to students to work together with other students from different parts of the world with multiple perspectives, encouraging them to think flexibly, to be balanced and open-minded, and strengthen the values of tolerance, peaceful co-existence and acceptance.

Empathy

We demonstrate a genuine respect for others and be able to positively respond to challenging situations and understand other people's emotions. Instill the values of compassion, understanding and social-awareness.

Integrity

We instill the values of honesty and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

Accountability

We show obligation and responsibilities towards our action and teach the students to act in a transparent manner and take ownership of the commitments made. We model the behavior that are expected from the students.

Resilience

We ensure Sunrise students adapt well in the face of adversity, threats or significant sources of stress, to develop a firm belief about their place in the world and be worthy and capable of overcoming challenges

Respect

We provide environment in which students treat each other with **dignity**, courtesy and **respect**, while also promoting open and critical exchange of ideas.

Our Pedagogical Vision

Students are taught explicitly how to learn. They experience success and feel motivated and take responsibility for their own learning and that of their peers.

Teachers work within and across teacher teams to produce a coherent, sequenced and consistent curriculum program that allows for differentiation within year levels.

School meeting schedule is organized to give priority to teachers' team meetings. There is a focus on continuous professional learning and sharing expertise through peer coaching.

Our Teaching Learning Approach

- differentiate to personalize learning
- incorporate ICT as a relevant tool
- plan in teams using mandated curriculum documents
- teach integrated curriculum projects in teams
- plan with pedagogical rigor and variety
- use relevant data to target improvement for students
- cultivate positive learning dispositions in all students
- generate a culture of high expectations
- teach thinking and learning skills explicitly
- use formative and summative assessment to provide regular, individual feedback targeted at improvement
- link new learning to prior knowledge

Curriculum Framework &Curriculum Design

The Central Board of Secondary Education (CBSE) is a standardized curriculum offered in more than 24 countries across the world. The CBSE is a Board of Education for public and private schools, under the Union Government of India. CBSE conducts the final examinations for Class 10 and Class 12. It is a child centered and holistic education program that prepares students for

college life and beyond. It is also an internationally recognized and accepted qualification for entry into higher education.

The CBSE provides a holistic approach to learning using innovative methods to develop both disciplinary and interdisciplinary understanding. In addition to academic excellence, it encourages independent learning, inquiry, risk-taking, caring, open-mindedness and intercultural understanding. It strives to adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles. This worldwide approved curriculum with its unique features obviously has captured the patronage of the student parent community.

CBSE VISION

The CBSE envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavor. The Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. It works towards evolving a learning process and environment, which empowers the future citizens to become global leaders in the emerging knowledge society. The Board advocates Continuous and Comprehensive Evaluation with an emphasis on holistic development of learners. The Board commits itself to providing a stress-free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace.

Major objectives

- I. To define appropriate approaches of academic activities to provide stress free, child centred and holistic education to all children without compromising on quality
- ii. To analyse and monitor the quality of academic activities by collecting the feedback from different stakeholders
- iii. To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programs of the Board; to organize academic activities and to supervise other agencies involved in the process
- iv. To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles.
- v. To encourage schools to document the progress of students in a teacher and student friendly way
- VI. To propose plans to achieve quality benchmarks in school education consistent with the National goals
- vii. To organize various capacity building and empowerment programs to update the professional competency of teachers

Program Overview

Curriculum. The curriculum is made up of 5 learning areas, consisting of language; social science; mathematics and technology; science; and physical education, performing arts and visual arts.

5 Learning Areas. Five learning areas are represented as the five petals which intersect in a trans-disciplinary approach across various dimensions. The curriculum exposes the student to both depth and breadth of knowledge and understanding.

1. Languages. The language curriculum aims to develop the skills of listening, speaking, reading and writing in a variety of contexts and train students to be able to adapt language to suit different tasks, audiences and purposes. It aims to develop confidence in the students so that they can use their skills and abilities effectively. Students study two languages at classes IX and X. However, they do have the opportunity to study an additional language.

2. Social Science. The social science curriculum aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and helps them formulate and justify arguments in response to a diverse range of issues.

3. Mathematics and Technology. The mathematics and technology curriculum helps students develop strategies that improve their logical thinking and analytical ability. It helps to develop the ability to approximate and estimate, to use trial and improvement techniques, look for patterns and make hypothesis. It helps in development of computational skills and spatial intelligences. Information and Communication Technology help students assess the impact of new technologies on society and train them to use these productively.

4. Science. Science is studied as individual disciplines of Physics, Chemistry and Biology. The Science curriculum offers students the opportunity to be curious, to question, to investigate, to formulate hypothesis, design and carry out experiments, make critical observations and record results.

5. Physical Education, Performing Arts and Visual Arts. These offer opportunities for the development of imagination, sense of aesthetics, sensitivity and inventiveness - all of which are the requirements of a balanced curriculum.

In addition to these, CBSE is introducing Artificial Intelligence, Early Childhood Care Education and Yoga as New subjects in School curriculum from the Academic session 2019-2020. Beside these new programs, Board is already offering various Skill subjects at Secondary and Senior Secondary level to upgrade the skills and proficiency of the young generation and also to provide them awareness to explore about various career options.

Some Salient features of CBSE Curriculum

- The syllabus is very structured and controlled. It makes use of standardized textbooks.
- No child can fail a class till 8th grade.
- Most entrance exams conducted in the country for college admission follow this syllabus.
- Favored by those who constantly relocate within India or even abroad to countries in the Middle East and seek a standardized curriculum.
- Favored by those who want to go into the traditional routes of Engineering/Medical

- Curriculum Focus at Secondary Level: This focuses on 7 major learning subjects (Actual subjects offered will vary from school to school)
- Humanities- Geography, History, Economics, Home science, Fine Arts, Sociology, Political Science, Fashion Studies, Creative Writing and related subjects
- Mathematics
- Science and Technology- Subjects related to Biology, Chemistry, Physics, ICT, Information Practices and Web and Multimedia Studies
- Health and Physical Education
- Visual and Performing arts- Dance, Drama, Drawing, Music, Painting, Crafts and Sculpture
- Commerce- Business Studies, Accountancy, Entrepreneurship and related subjects

▪ **TEACHING STRATEGIES TO PREPARE 21ST CENTURY LEARNERS**

- **Be Able to Teach to All Learners:**

Being a 21st century educator at Sunrise means the ability to be able to teach and reach all learners. That means the ability to differentiate learning so that all students are able to learn using their own unique style and/or by their ability or readiness level. In today's classrooms, educators have learned that students learn best when they are taught to their own unique style and ability. An effective 21st century educator must have the ability to teach and reach to each characteristic and skill of every student in the classroom.

- **A Master of Technology in the Classroom:**

. Technology in the Sunrise classroom, whether it's for lessons, assignments, or grading, will help students learn better and faster, and help make a teacher's time more effective. A 21st century teacher does not have to have a class set of tablets in every child's hand, or the latest Smart board. But they can have a nice balance of educational tools in their classroom. An effective teacher knows what technology in the classroom can truly help transform their students' education. They know what the best tools are, and how and when to use them.

- **Knows how to Collaborate:**

An effective 21st century Sunrise educator must be able to collaborate and work well in a team. Working with others is an important 21st century skill. Learning is deemed to be more effective when you can share your ideas and knowledge with others. Sharing your expertise and experience, communicating and learning from others, and being able to self-reflect is an important part of the learning and teaching process.

- **Be Able to Foster Student Relationships:**

. An effective teacher will have the ability to facilitate interpersonal relationships within the classroom so that students will have a sense of community and be able to communicate with their peers on a higher level than just social media.

- **Be Forward Thinking:**

A 21st century educator is able to anticipate the future and plan for it. They are able to push their students to ensure that they will be able to navigate their way through this ever-changing technological world. They have the ability to prepare students for the unknown based on current trends and technology.

- **Be Able to Embrace Change:**

The ability to embrace change is an essential characteristic of a 21st century teacher. With the rapid changes in technology and the way that students learn, educators must be able to embrace change and adapt to it, not only in technology but in education as well. Technology changes daily, as do new teaching strategies, testing techniques, and the way we are able to learn and communicate with others. An effective teacher living the 21st century has the ability to adapt to anything and everything as well as embrace it. The 21st century learner will be “learner-driven,” where they choose how and what they want to learn. The teacher will serve as a facilitator and guide to help embrace 21st century learning.

Learning Outcome of using Instructional strategies:

The use of different instructional strategies will keep the students interested and there will be excitement while learning. Every student's learning needs will be met.

This enables the students to:

- Foster a Sense of Competence.
- Provide Autonomy Support. .
- Embrace Collaborative Learning.
- Establish Positive Teacher-Student Relationships.
- Promote Mastery Orientations.
- Skilled to use technology for inquiry based learning

Differentiation is the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning. To meet the needs of all learners differentiation is carried out very effectively through various teaching methods and systems as given below-

Student's Individualized Education Program (IEP)

Individualized Education Program (IEP) of each student is completed with the help of a teacher who is familiar with IEPs and our students and based on that we modified annual goals, suggested modifications, and strategies that have been successful with each student.

The school has adopted four staged approach for responding to students with varying severity of special needs. Created a one-page, color coded "cheat sheet" that lists every student and enrichment and remedial teaching are given to students to meet their needs.

Student-Centered Approach to Learning

Students play an active role in the learning process. Students will do overall comprehension of material through both formal and informal forms of assessment, like group projects, student portfolios, and class participation.

Classroom Modification

Mixed ability grouping in the classroom for children to benefit by their intellectual and social interaction with other students of their group that have different social behavior and ability to learn. Teachers had implemented best practice strategies into their daily activities, curriculum and assessments based on the learning styles of their students.

Teaching strategies

Different teaching strategies to meet the needs of different learners through various audio visual aids. Students are given opportunities for their own learning and for student led classrooms. Some of the common strategies used in the classrooms are graphic organizers, Chunked text, Scaffolding/Break down into Chunks, Sentence Starters, Small Groups, and Checklists.

Enrichment Activities

Modify assignments to make it more accessible to every student. Extended learning tasks, projects and activities are given to meet the needs of gifted students. Students with special needs are given challenging activities to keep them at par with others.

Differentiated Instruction

Differentiated instruction involves teaching the same material to all students using a variety of instructional strategies, or delivering lessons at varying levels of difficulty based on the ability of each student.

Teachers differentiate instruction through four ways:-

Content- what the student needs to learn or how the student will get access to the information;

Process – activities in which the student engages in order to make sense of or master the content;

Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

Teachers practice differentiation in the classroom by:

- Design lessons based on students' learning styles.
- Group students by shared interest, topic, or ability for assignments.
- Assess students' learning using formative assessment.

Continually assess and adjust lesson content to meet students' needs. Thus we do much better if we start with what we consider to be high-end curriculum and expectations — and then differentiate to provide scaffolding, to lift the kids up.

CURRICULLUM DESIGN -SCHOOL CALENDER

Online meeting

S. NO	MONTH	SLT / MLT Trainer/s	Title of Training	List of teachers
1	March/ April	Principal	1.New Teachers Orientation	New Teachers
		Vice Principal	2.Academic Systems	
2		Vice Principal	1.Child protection Policy	All Teachers
		Counsellors	2. Student Behavior Policy	
3		Principal	1. Assessment Pattern	All Teachers
4		Vice Principal	1. Curriculum Planning	Respective Department Teachers
		Subject Department Heads	2.Curriculum map in line with MOE Arabic / Islamic /MEC	
5		Section Heads	1.Lesson Planning 2.Classroom Set- up	All Teachers
		Subject Department Heads		
	August	Principal	SEF	All Teachers
1		Vice Principal	SCF	
2		Student Counsellors & Safety Officer	1.OHS Policy 2.IEP Framework	All Teachers
3		Principal	SDP	All Teachers
4		Section Heads	1. Planning Intervention and remedial 2. PD Session –Differentiated Learning	All Teachers
		Mentor Teachers		
5		Subject Heads	1. PD Session-Classroom Management & Extended Writing	All Teachers
		Teachers	2.Sharing of Best Practices	
2	January	Principal	1.PD Session – Analysis & CDMS	All Teachers
		IT Department		
3		Principal / Vice Principal	Attainment & Progress	All Teachers
4		Mentor Teachers	PD Session - My Identity program	All Teachers
5		Mentor Teacher	Demo Class	All Teachers

MONTHLY DEPARTMENT MEETINGS

Subject Department meetings are held twice a month and are an important way of ensuring collaboration with teachers in each department, allowing for both horizontal and vertical planning.

The subject department meetings are a good chance to find out how a variety of areas of the course are progressing and to exchange ideas and information on the students' progress. The meetings provide opportunities to discuss and respond to any issues with the teaching and learning within the course. Pacing of the course, especially if there are teachers who have taught the course before who can advise newer staff members.

To give meetings a firm focus on curriculum matters the HOD makes a DP meeting agenda handout which is emailed to staff at the start of the DP meeting week, giving them a chance to add any items they would like to discuss.

The document includes the following areas which commonly occur during departmental meetings-

• Approaches to Teaching and Learning
• Peer observations
• Evaluation
• Term Examinations
• Homework
• Internal Assessments
• Lesson Observations
• Reports

<ul style="list-style-type: none"> Resources/ Enrichment Activities
<ul style="list-style-type: none"> Sharing good practice
<ul style="list-style-type: none"> Student concerns
<ul style="list-style-type: none"> Teacher Observations

Here is an overview of how each agenda item is built into the meetings:-

- Approaches to Teaching and Learning:** An opportunity to share ideas on the approaches to teaching and learning will be focused on as a whole staff. It is a good idea to put the approach to teaching and learning into each subject's context and allow the teachers to discuss their strengths and weaknesses within each subject, which allows them to learn from each other and to enable future planning.
- Exams:** Meetings provide a good time for the department to both plan for, and reflect on end of term / year exams. Reflecting on exam results gives the department the chance to identify and areas where students have struggled and then review their teaching and curriculum. Exam results also allow staff to form focus groups of students who have underperformed in the exams or are on the borderline between grades. Based on the analysis done, intervention is planned through remedial classes.
- Homework:** Types of homework which have and haven't worked well can be discussed at meetings. The meetings provide a good opportunity to share student responses to homework, allowing other staff members to see the student progress and gain an idea of their understanding of the task. Teachers can share experiences on the types of homework that work for certain parts of the course.
- Internal Assessments:** Planning the date of internal assessments is done at meetings. It is a good chance for teachers to pass on their experience of the best time in the course to give the assessments, which also allows the coordinator to have an overview of the assessments going on throughout the program. The Coordinator also uses the document to make sure that

the assessments are spread out fairly and there aren't times when students are overburdened.

- **Lesson Observations:** Department meetings allow the staff to go prepare for upcoming observations, as there can be times when it is beneficial to the teachers to have an agreed focus throughout the department. This is done through agreeing a focus of the observation that will be beneficial for not only the subject for the department as a whole. Observation focuses include differentiation, Approaches to Teaching and Learning.
- **Reports:** While advice on writing reports is usually done in whole staff meetings, analyzing report data in departmental meetings is beneficial to get an overview of the students' performance and progress within the subject. This is particularly useful when discussing whether further intervention is needed for the student in the subject. The writing reports support document can be found [here](#).
- **Resources:** Meetings are a good chance for teachers to share resources that are working well in lessons. Exchange of ideas to prepare handouts and worksheets is done during the DP. Enrichment activities and projects are outlined and the course of carrying out the same is discussed.
- **Sharing good practice:** Sharing good practice in meetings gives teachers the opportunity to teach, coach and learn from each other. It allows teachers to share what is working well in their classes, which can then be shared in whole staff meetings, allowing the resources to be used in other subjects where appropriate. It works well to allow teachers to say parts of their lessons or curriculum where they feel they need support and for the rest of the department to bring resources / good practice to the next meeting, which can then be discussed.
- **Student concerns:** Meetings are a good chance to talk about students who are causing concern, through either their academic performance, behavior, or a non-curricular issue. Student concerns that have been raised at whole staff meetings can be discussed in more detail in department meetings, with teachers and the coordinator creating subject specific action plans if required. If a teacher is having difficulties with a student in the subject, other teachers can lend their experiences on how to make the learning more accessible for the student, or if it's a behavior issue, different

strategies can be discussed. The Classroom Management strategies are exchanged to help teaching who face difficulty in this area.

- **Teacher Observations:** It is beneficial to have an Approach to Teaching and Learning focus for formal lesson observations. This focus can be a departmental focus based on assessment results, previous observations or teacher suggestions. Departmental meetings are a good chance to talk through the lesson observation process with teachers and to decide whether a departmental focus is appropriate.

COORDINATION MEETINGS

Subject –Wise coordination meetings are held every week to update the weekly progress, lesson planning and exchange of ideas between the HOD and Grade Coordinators and teachers.

The schedule of the meeting :
SUNDAY- ENGLISH
MONDAY- HINDI
TUESDAY- MATH
WEDNESDAY- SCIENCE
THURSDAY - ARABIC ,ISLAMIC STUDIES ,COMP.SCI

Enriching the Community's and Students' Experience"

The Sunrise school framework provides an effective and proven structure through which schools improve academic outcomes, meet the developmental needs of all children and become a true resource for families and community members.

In order to achieve the overall development of the students, the Sunrise school takes following initiatives.

Value-add initiatives	Proposed approach
	1. Developing leadership qualities When students are engaged to work on team projects, they learn how to confront their ideas and resolve

Extra-Curricular Activities

conflicts. In essence, they learn to collaborate and communicate. School enforces leadership qualities in students through their engagement in the following.

a. Elected Student Council

Elected students have the ability to drive change. By leading campaigns or organizing events, they can steer the direction of the society, sports club or wider community. This can provide great satisfaction, and understanding the views of others allows them to hone the important life skill of empathy.

The council will include the following posts

- President
- Vice President
- Head Boy/Girl
- House Captains/Vice Captains
- Secretaries (Cultural/Sports)
- Discipline Committee
- Class prefects

b. Self-initiated roles in various school events

Assemblies: Theme based assemblies for classes, Special day assemblies like National Day, Flag Day, Martyrs Day etc.

- i. Cultural fests: Celebrations reflecting the religious, social and the cultural norms of the UAE- like Eid Al Fitr, Eid Al Adha, Christmas, Diwali. Inter class/ house competitions, School Annual Day, Youth Festivals, Food Festivals etc.
- ii. Sports: Inter house sports competitions, Annual Sports Meet, Inter School Competitions (Foot Ball, Cricket, Kho-Kho etc.), National and International Tournaments

c. Awareness campaigns for the community:

Students can engage their leadership teams and interact to start an on/off campus awareness campaigns. Different activities can be planned by those teams to heighten awareness on various fields like health and hygiene, sustainability or an environmental cause.

2. Inter/ Intra School Competitions

a. Assemblies

National/International Day Celebrations - UAE National Day, Flag Day, Martyrs Day, International Children's Day, Teachers Day etc.

b. International Exams identifies students' academic strength and weaknesses and use that information to guide future instructions. For example ACER, PISA, TIMMS, QAD, Olympiads, Sasthra Prathibha Contest, Spelling Bee, KEN KEN, NGSE.

c. IT Competitions equips every individual with ICT skills, to be creative, responsible and independent lifelong learners. For example Program Your Idea, Series of AI Competitions, Robotics, IT Marathon, Idea Factor, Mobile App development, MOS Championship.

d. Cultural/literary Competitions brings out various talents embedded in students, to showcase their skills in various activities and compete to improve their ability. For example Dance, drawing and coloring, Music, Fashion Show, Dub smash, Public Speaking, recitation, storytelling, Quiz, Art etc.

e. Environmental Activities increases awareness about environmental issues, explore possible solutions, to lay the foundation for a fully informed and active participation of individual in the protection of environment. Activities include field trips, recycling, awareness campaigns, organic farming, hydroponics,

	<p>etc.</p> <p>f. Sports and Games enhances physical as well as mental growth, develops sense of friendliness and team spirit among students. It includes physical education, mass drill, inter house sports events, athletic meets, annual sports day etc.</p> <p>3. Community Outreach Programs aim to encourage the participation of school community in social development work and collaborate with community based organizations like EAD, EEG, Dubai Cares, and Red Crescent in their efforts to promote a loving, equitable and humane society.</p> <ul style="list-style-type: none"> ○ Awareness Campaigns (Smart Waste Management, Can Collection Drive, Paper Recycling, Protecting Marine Life etc.) ○ Charity (Donation for Red Crescent and Dubai Cares, Community Iftar in Labor Camps)
Leveraging Network and	<p>1. Effective use of resources are necessary for the delivery of quality, formal and non-formal education programs. It includes</p> <ul style="list-style-type: none"> • Science Labs (Physics, Chemistry and Biology Labs) • Mathematics Lab • Computer and Robotics Lab • Language Lab • Art and Craft/ Dance/ Music Room • Sports Facilities (Synthetic track, artificial grass playground, GYM, Swimming pool, Courts for indoor /outdoor games, synthetic recreational area for Kindergarten students.) • SEN Room stocked with appropriate resources and used for individual/ small group interventions in literacy, numeracy, fine and gross motor skills, social interaction skills and language support.

Capabilities	<ul style="list-style-type: none"> • Medical Room <p>2. Communication Facilities enables effective communications between schools, parents and the community through the following</p> <ul style="list-style-type: none"> • Email Communication with parents • SMS Alert • Telephonic communication • School sound system to communicate messages to entire school • School Official Website • Newsletters • School Portal • Social Media (School FB page, Instagram, Twitter, YouTube etc.) • RFID in School Bus
Enhancing Students and Parents	<p>1. Students' Engagement increase their attention and focus, motivates them to practice higher level critical thinking skills and promotes meaningful learning experiences. It can be achieved through</p> <ul style="list-style-type: none"> • Adopting active learning strategies like hands-on activities, experiential learning events, flipping the classroom, teaching with technology etc. • Educational trips • Visit to UAE monuments/ Museums • Picnics • Field trips <p>2. Parents' Engagement provides a variety of activities and frequent occasions to fully involve parents including providing parenting support, increasing communicating with parents, creating volunteering opportunities,</p>

Engagement	<p>supporting learning at home, encouraging parents to be part of decision making in schools and collaborating with community. Engagement of parents can be assured through</p> <ul style="list-style-type: none"> • Communication Through Virtual Learning Environment (VLE) • Parent Drop-in Sessions & Parent Teacher Meetings • Parent Curriculum Workshops • Parent Volunteer Groups • Parents Association • Advisory Council • Parents in Sports Team
Other Value add initiatives	<p>It includes the support for teaching, learning and leadership, and can drive improvement by understanding progress across the whole institution, identifying performance above or below expectation across all curriculum areas and comparing performance to other schools and other school types.</p> <ul style="list-style-type: none"> • Collaboration project with International schools • Seminars by subject experts • Visit to career/ book exhibitions • Healthy life style seminars by Medical Experts • Teachers' Forum • Teacher Exchange Program with other schools. • Professional Development Sessions • Career guidance • EHS Training

Pupil Performance Standards

Attainment-

What does school attainment means?

A measure of a child's achievement in school which compares every child to a standardized expectation for their age level, regardless of individual starting points. Schools are judged by the attainment of their pupils, but also by the progress that the children make.

Attainment in Sunrise School

- Curriculum mapping is done based on the NCF of CBSE.
- Curriculum map is then developed by integrating with the IB curriculum frame work.
- Curriculum maps so framed is again disintegrated into segments based on Gifted and Talented, Achievers and Below Achievers.
- The student achievement is then plotted graphically across the section.
- The Student achievement is plotted across the grade based on the gender.
- The Students assessment is plotted across the different section of the grade and comparative study analysis is done to find the weakness and strength of the classes.

What does pupil attainment mean?

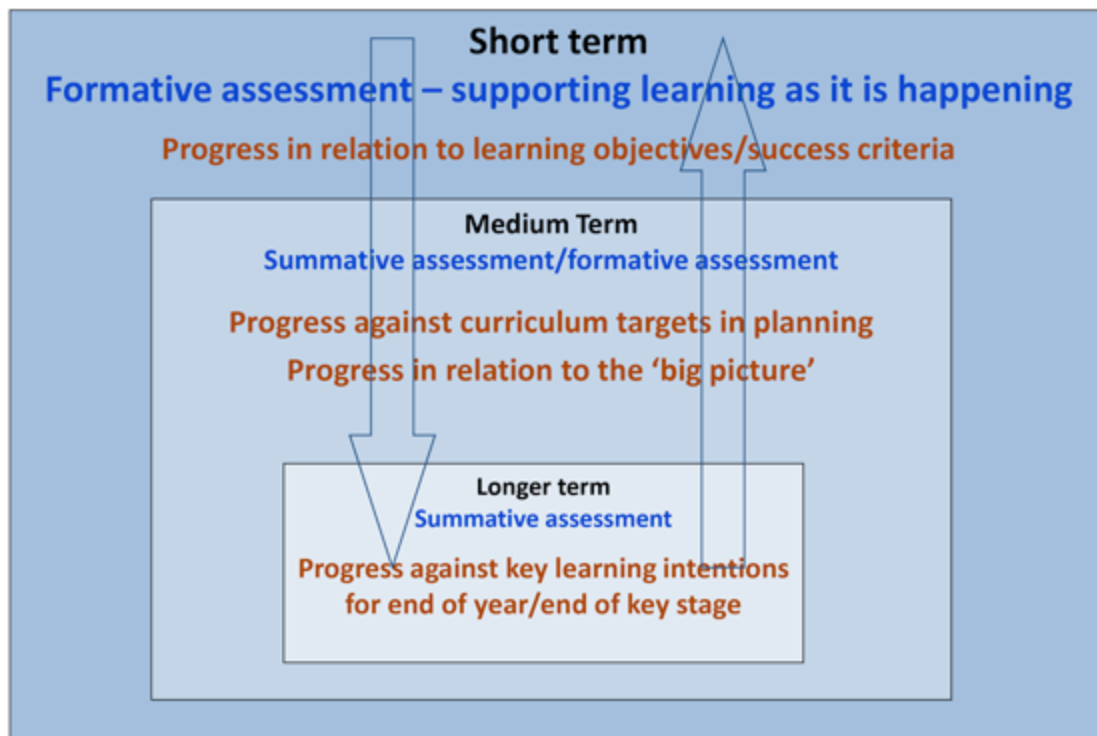
- It aims to capture the achievement and the progress a pupil makes during the transition period from Kindergarten to the primary school i.e. Cycle 1.
- It aims to capture the progress a pupil makes from the end of primary school to the end of secondary school i.e. Cycle 2.
- It is a type of value added measure, which means that pupil results are compared to the actual achievements of other pupils with similar prior attainment.
- Attainment depends on pupils' learning. Assessment evidence accumulates that provides a wealth of information that can be used in the **medium term** to show both attainment and progress referenced to the learning outcomes in planning. Assessment begins to have a **summative purpose**, where the cumulative evidence from on-going learning provides information that indicates the extent to which pupils are attaining against planned learning outcomes and making the expected progress embedded in your planning.

This evidence can be quantified in terms of the proportions of pupils achieving, exceeding or working towards planned outcomes. This evidence can also serve a formative purpose, for example when work is reviewed with individual pupils, so that they have an understanding of how they are progressing over time, i.e. against the 'big picture'.

In the **longer term**, cumulative evidence is used for a **summative purpose** to judge attainment and progress in relation to key indicators/aspects of the curriculum, at the end of year or the end of a key stage. Once again it can be quantified in terms of the proportions of pupils achieving, exceeding or working towards key aspects of the curriculum.

This inter-relationship between formative and summative assessment is represented in the diagram below. The downward arrow indicates how the evidence that accumulates over time from on-going learning can feed summative assessments while the upward arrow indicates how summative assessments can be used for review and evaluation, feeding back into planning and consequently into teaching and learning in the classroom.

Assessment in the short, medium and longer terms



How School helps in the attainment process?

- By providing the level based worksheet to the students.
- By providing the differentiated work sheet to the students which has Knowledge and Understanding, Application, Critical Thinking, Communication, UAE Relevance.
- By providing the Remedial worksheet.
- By incorporating Extra teaching periods in the time table of the teachers to enable one to one teaching in smaller groups

Performance criteria to students for attainment.

- Creating assignments.
- Creating exams.
- Using classroom assessment techniques.

- Using concept maps.
- Using concept tests.
- Assessing group work.

What is an attainment level and teacher's role to improve the attainment level?

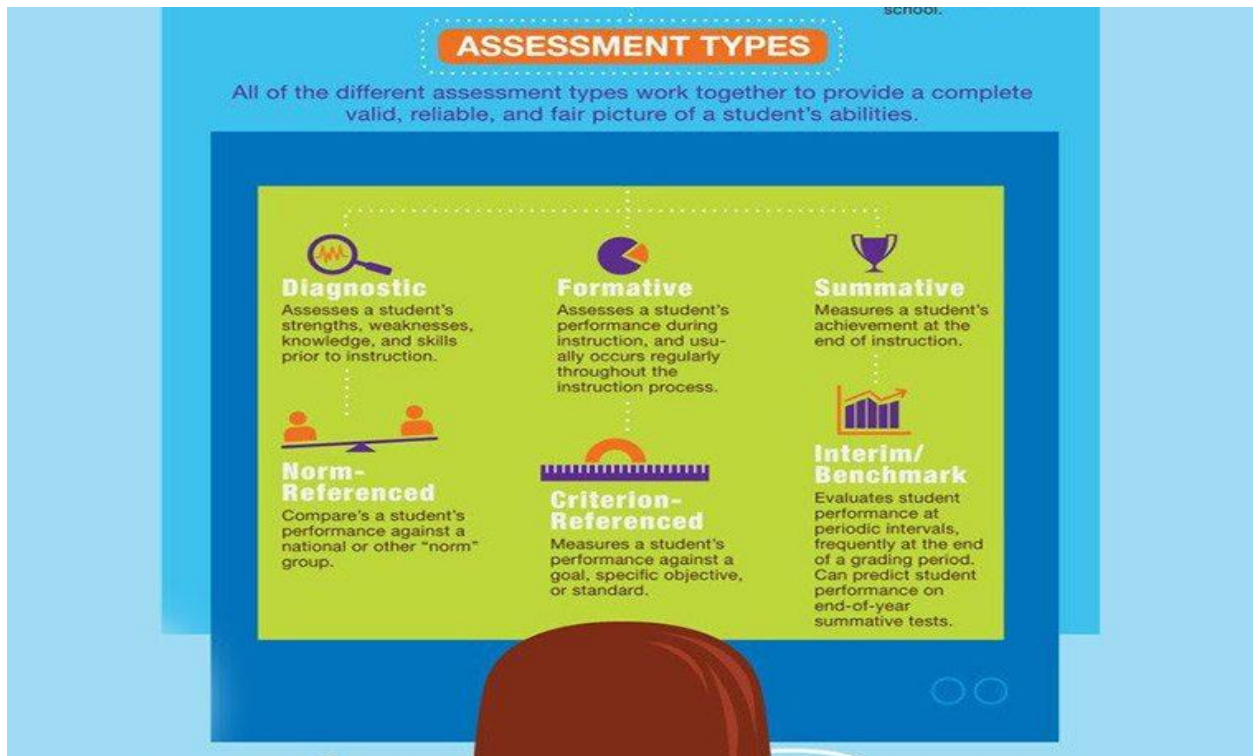
- Attainment Levels work through the Key Stages and describe exactly what each child is achieving.
- Teachers will assess the level of the student and his performance working through it in each subject on a regular basis.
- At the end of each Key Stage, children are assessed formally with Formative Assessments and Summative Assessments.
- Implementing the values of UAE culture and tradition through the teaching process.
- Development of the moral values amongst the students through MEC and My Identity frame work.
- Progress mapping for the students are done

Assessment System:

The assessment is summative or formative.

- ▶ Summative assessment is usually done after a task or unit.
- ▶ Provides evidence (teachers, students, parents, other institutes).
- ▶ Affects student futures.
- ▶ Improves students' learning and teachers' teaching.
- ▶ It is an ongoing process that occurs through interaction between teachers and students.
- ▶ Classroom assessment is divided into three types:
 - ▶ Assessment for learning. (Formative assessment)
 - ▶ Assessment of learning. (Summative assessment)

► Assessment as learning.



In Assessment for Learning, teachers use assessment as an investigable tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have.

Assessment for learning occurs throughout the learning process. It is interactive, with teachers:

- Aligning instruction
- Identifying particular learning needs of students or groups.
- Selecting and adapting materials and resources
- Creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.
- Providing immediate feedback and direction to model and teach the skills of self-assessment.

STANDARDIZED TESTS

PISA

The Program for International Student Assessment (PISA) is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years.

- ▶ PISA assess students' science, reading, and mathematics literacy in more than 70 countries and education systems and a comparative study of the assessment will provide the student their position in the grade across the grade in different countries.

TIMSS AND PIRLS

- ▶ The *TIMSS Assessment Framework* provides the foundation for the four international assessments that comprise IEA's TIMSS 2019: TIMSS Mathematics—Fourth Grade, TIMSS Mathematics—Eighth Grade, TIMSS Science—Fourth Grade, and TIMSS Science—Eighth Grade
- ▶ Helps in to find the level of the students.
- ▶ The cognitive domains of knowing, applying, and reasoning describe the thinking skills students are expected to use as they engage with the mathematics and science content and hence will prepare the students better.
- ▶ PIRLS 2016 and ePIRLS 2016 continue the long history of international assessment conducted by IEA – the International Association for the Evaluation of Educational Achievement.

OLYMPIADS

- ▶ Olympiad exams not only based on the subjects also it enhances the analytical reasoning ability.
- ▶ It increases the confidence and hence helps to develop all over performance of a child at a young stage.
- ▶ Olympiads will help School students to test their understanding, level of knowledge and power of reasoning.

KEN KEN

- ▶ Mathematical Logic Puzzle which will help students to develop their logical and quantitative reasoning power.

NASO

- ▶ NASO comes up with a concept called ' Explore NASA with NASO '. Where children who perform top in this competition gets an opportunity to visit for Kennedy space station NASA(Houston) and runners will have an opportunity to attend exposure camp at Singapore Science City" It motivates the students to read learn and think beyond the box.

CAT 4

- ▶ CAT 4 and PASS examination given by the students will help in early detection of Fragile Learners.
- ▶ A complete assessment of students based on the four batteries done Verbal, Spatial, Quantitative and Non Verbal.

ACER

- ▶ The International Benchmark Test is an internationally administered program of assessments to compare student performance globally, between grades and over time.
- ▶ The IBT allows individual student performance to be tracked against international standards. ^[L]_[SEP] The tests cover English, Mathematics, Science, Arabic Language and Reasoning.

ASSET

ASSET is a skill based test that measures student's conceptual understanding, benchmarks school's performance at an international, national & regional level with actionable insights through easy-to-understand reports.

Tentative ONLINE Exam dates and Open day Schedule

Grade	Exam	Month
Grade 1- 8 Grade 9-10 Grade 11-12	FA-1 P-1 Monthly test	June
Grade 6-8 Grade 11-12	FA-2 Pre semester	September

	Exams	
Grade 1-8 Grade 9-10 Grade 11-12	Half Yearly exams P-2 First Semester Exams	October
Grade 6-8 Grade 9-10 Grade 11 Grade 12	FA-3 P-3 Monthly test Pre board Exams	November
Grade 10 and 12	Pre Board Exams	December
Grade 1-5 Grade 6-8	FA-2 FA-4	January
Grade 9-11	Pre Board Exams	February
Grade 9 and 11	Annual Exams	February
Grade 1-8	Annual Exams	March

ASSESSMENT PATTERN FOR GRADE 6 – 8

TERM - 1	100 MARKS	TERM – 2	100 MARKS
PERIODIC TEST – 1	40	PERIODIC TEST – 1	40
AVERAGE	10	AVERAGE	10
NOTEBOOK	05	NOTE BOOK	05
ENRICHMENT ACTIVITY	05	ENRICHMENT ACTIVITY	05
TOTAL	20	TOTAL	20
HALF YEARLY (WRITTEN TEST)	80	HALF YEARLY (WRITTEN TEST)	80
GRAND TOTAL	100	GRAND TOTAL	100

ASSESSMENT PATTERN FOR GRADE 1 – 5

TERM - 1	100 MARKS	TERM - 2	100 MARKS
PERIODIC TEST – 1	30	PERIODIC TEST – 1	30
AVERAGE	10	AVERAGE	10
NOTEBOOK	05	NOTE BOOK	05
ENRICHMENT ACTIVITY	05	ENRICHMENT ACTIVITY	05
TOTAL	20	TOTAL	20
HALF YEARLY (WRITTEN TEST)	40	HALF YEARLY (WRITTEN TEST)	40
DOUBLED 40 X 2	80	DOUBLED 40 X 2	80
GRAND TOTAL	100	GRAND TOTAL	100

- **FROM THE CLASSROOM**

Formative Assessments: Low-stakes assessments are really the most important and useful student data. **Exit slips**, brief quizzes, and down are a few of my favorite ways to gather information on where students are and where we need to go next.

Observations:

The students are comfortable with the teachers walking around and sitting with them in their groups—your “guide on the side” role. In other words, they don’t freeze up when you step away from the podium or your regular spot by the whiteboard. This freedom allows you to be a fly on the wall, gathering data on individual students: Such data from observations then leads us to adjust pacing for the whole class or scaffold for those students who are still struggling.

Projects, Essays, and Exams: Summative assessments, such as literary analysis essays or end-of-unit science exams, allow us to measure the growth of individual and whole-group learning. If a large number of students don’t do well on a high-

stakes assessment, we need to reflect back on the teaching and make necessary adjustments in the future.

- **FROM CUMULATIVE FILES**

From a child's cumulative files, you can sometimes see a dramatic grade change at a specific point during their school journey. We then have an opportunity to be empathetic, acknowledge their hardship, and set some goals together for them to improve academically. I've also used this data to refer students for further counseling services or advocate for additional support for them.

3. FROM STANDARDIZED TEST SCORES

Taking a look at previous standardized test scores for your current students is beneficial in several ways. Use standardized testing results along with other data (e.g., in-class assignments and observations) when making instructional decisions. That said, here are some suggestions for using standardized test data:

Share Testing Results With Students Individually: After doing this, set some obtainable, realistic goals for each of them to work toward before the next test.

Use the Data to Decide Student Grouping and Differentiation: Standardized test data reveals how the students performed: advanced, proficient, basic, and below basic. This could help inform the school to choose student groups, create seating charts, and differentiate for individuals. For example, if we have a student who has historically scored below basic and exhibits other signs of a struggling student, I like to place her in the front of the class so that I can easily access her when she needs extra support. If you have a large number of students who scored advanced in your third period class, and a large number of students who scored basic in period two, this may give insight into why period three is moving more quickly and more deeply through content. You can adjust the learning and support accordingly.

[Progress Framework:](#)

Base provides insight that can be acted upon to support the development of every child. It allows quickly identify what children know and can do at the start of the school year, and helps to see what support they need to help them to progress. Used again at the end of the same year, detailed reports helps to demonstrate the progress children have made.

We start by helping to set an effective baseline, based on a student's individual strengths and areas for development. Our assessments of ability are not reliant on English language skills, enabling you to identify a student's potential regardless of their background. They also reveal any language support needs they do have. Our subject assessments allow schools to measure progress year-on-year, showing whether a student is making the expected level of progress and identifying areas of the curriculum that need reinforcing. Finally, we have a range of assessments to uncover barriers to learning: whether that means engagement and confidence or learning difficulties like dyslexia or working memory. With instant reporting for the majority of our assessments, we put actionable data in the hands of teachers and school senior leader team removing the burden of administration and letting you put the results to use in the classroom

Students with Special Needs and Gifted and Talented Students

Special education is alternative instruction, support, and services provided for students who have academic, behavioural, health, physical, or other unique needs beyond those met by traditional educational techniques.

Students those who are identified have high-incidence disabilities, such as specific learning disabilities, speech or language impairments, other health impairments, autism, intellectual disabilities, and emotional disturbance. However, these specialized programs provide services to students with a diverse range of disabilities, including low-incidence disabilities such as visual and hearing impairments. High-quality programs for students with disabilities provide differentiated services and supports in inclusive environments with a clear focus on successful student outcomes. Special education and related services could include offerings such as instruction from certified special education teachers, behavioural counseling, speech therapy, and access to assistive technology For example, assistive technology enables students with disabilities to compensate for certain impairments. This specialized technology promotes independence and

decreases the need for other support. Rehabilitative and assistive technology can enable individuals to: Care for themselves and their families.

Delivering effective special education services presents significant challenges in the school

Students are given a chance to learn and study in the most varied manner possible. The teaching is therefore based on variety and takes into account the different capacities, abilities and fields of interest of each individual. Parent participation is a very important factor in school activities and a great emphasis is placed on supporting and sustaining parents in the upbringing of their children

Ways to Help Students with Special Needs

1. Maintain an organized classroom and limit distractions. ...
2. Use music and voice inflection: (modulation of the voice; change in pitch or tone of voice.)
3. Break down instructions into smaller, manageable tasks. ...
4. Use multi-sensory strategies. ...
5. Give students with special needs opportunities for success.

Development-based studies: Emphasis is placed on sensory, motor communication, cognitive social and emotional development.

Skill-based studies: Emphasis is placed on enhancing the students' coping skills in daily life, such as self-sufficiency, simple jobs and hobbies.

Experience-based studies: Emphasis is placed on enhancing the students' world of experience so that they can form a clear picture of the environment in which they live and experience it in a meaningful way. The special department has an advisory role towards teachers, parents and others associated with this student group.

Inclusive Education means children with special education needs have the opportunity to participate in educational programs in the 'least restrictive environment (regular classroom) commensurate with their individual strengths and needs.

Our inclusive practice will emphasize the importance of having high expectation and of setting suitable learning challenges of responding to pupil diverse and personal learning needs and of overcoming potential barriers for learning assessment for individual and groups of people.

SEPS recognize its responsibility to promote the inclusion of students with special needs as well gifted and talented students.

We are fully committed to provide a supportive learning environment and inclusive education that will enable all students to reach their fullest potential. Sunrise Mission emphasizes on to meet all students needs academically and non-academically.

- Engaging and involving all staff in the school's continuous improvement in all areas and adapting to the rapid change through identifying students with learning disabilities and supporting them to cope up with their problems.
- Providing a fully rounded and balanced education by nourishing the whole child academically, socially and spiritually and making them responsible citizens.
- Creating an environment in our school where all students are healthy, safe and can thrive through treating equally to all the children.

For students with mild disabilities, a combination of academic, vocational, and functional outcomes is often selected with the specific mix of components dependent on individual student goals and needs. Although several researchers have suggested that students with mild disabilities, particularly those identified as having a learning disability, may well be able to achieve beyond their current performance levels in academic content areas.

- The staff members include the SENCO, Social worker and the Sunrise school counselor who will have the overall responsibility of ensuring the coordination and provision for all learners with SEN within the school.
- The team will closely work with the senior leadership members, class teacher and the concerned subject teacher for strategic development of SEN policy and provisions.

- Sunrise school has developed a detailed and systematic procedure of identify students with special education needs through school referral systems. Referral systems from teacher or through parental referral system.
- Whole school training was conducted for teacher in identifying children with special needs and classroom inclusion was implemented through differential learning programs.
- The School has full-fledged SEN teachers to assist teacher in identifying students with special needs.
- The school has developed special education and inclusion policy, based on the policy the school has accommodated children with special_education need.
- The identification of special need children's are done on the bases of classroom observation, evaluating the student on his/her learning i.e. classwork and home- work, exam marks, and then taught or helped the child to learning through differentiated learning(accommodation or through modification).
- Sunrise school has emphasized on identifying the gifted and talented children through rigorous training for teachers with checklist to identify gifted and/or talent student.
- School has supported students with special needs through developing individual education plan which includes both accommodation and modification techniques. The team in the school review the IEP of the children with special education need and ensures that the students' needs are fully meet.

The school through the school principal in partnership with teachers, parents, school social worker and psychologist staff and Education Region staff (CBSE) are responsible for the identification and provision of educationally appropriate programs and services to students with special needs. This is done through

- Collecting all the necessary medical documents pertaining to the special need students.
- Students who require assessment will be send to government agencies/hospitals.
- Updating student details through ESIS.

- Utilizing workshops related to special education that facilitates teaching and learning conducted by government agencies.(MOE,ADEK)
- The school has facilitated the students with maximum no of resources as per the individual education plan and modification technique.
- Learning support team is in place that reviews and ensures that the students' needs are fully meet.

The role of the student counselor is to look after the welfare of all students. He/She is the trustee and advocate of the students.

Student counseling is conceived as a preventive service for all students of the school and meant to help students to create acceptable working conditions for themselves at school and at home and mark their own future path. The student and counselor therefore has to take initiative by approaching students who are in need of assistance but do not seek it out.

The role of the student and counselor is among other things:

- Counseling the student on his or her studies and choice of profession.
 - Preventing students from dropping out of elementary and secondary school.
 - Personal and social student support.
 - Empowerment, social skills, emotional control, ADHD, dyslexia and courses on interaction between boys and girls.
 - Conducting surveys on interests and discussing the findings with students.
- Emphasis is placed on the counseling being available to all students and cases of trouble and discomfort need not already have arisen before the students attend an interview. The students themselves can request an interview with a student counselor if they wish to discuss general matters or their hopes and aspirations in life with somebody. The student counselor is bound by a vow of confidentiality.

Students are given a chance to learn and study in the most varied manner possible. The teaching is therefore based on variety and takes into account the different capacities, abilities and fields of interest of each individual. Parent

participation is a very important factor in school activities and a great emphasis is placed on supporting and sustaining parents in the upbringing of their children

Ways to Help Students with Special Needs

1. Maintain an organized classroom and limit distractions. ...
2. Use music and voice inflection: (modulation of the voice; change in pitch or tone of voice.)
3. Break down instructions into smaller, manageable tasks. ...
4. Use multi-sensory strategies. ...
5. Give students with special needs opportunities for success.

Development-based studies: Emphasis is placed on sensory, motor communication, cognitive social and emotional development.

Skill-based studies: Emphasis is placed on enhancing the students' coping skills in daily life, such as self-sufficiency, simple jobs and hobbies.

Experience-based studies: Emphasis is placed on enhancing the students' world of experience so that they can form a clear picture of the environment in which they live and experience it in a meaningful way. The special department has an advisory role towards teachers, parents and others associated with this student group.

ACADEMIC SYSTEMS FOLLOWED

2020-21

School Development Plan

Academic Guidance

Online Teaching Techniques

21st Century Teaching Techniques

Effective Learning Strategies

School Curriculum

Scope and sequence

Syllabus breakup (Term wise, Assessment wise, week wise)

ACTION PLANS/TOPIC PLAN

Learning Outcomes for each lesson

Teach beyond text books

Different methods of teaching
Usage of various teaching resources
Focus on Enhancing Teaching-Learning
Professional development training

Best Quality Teaching practices
Lesson observations
Teachers Analysis
Peer observation of lessons
Videography of best lessons
Sharing of best practices in teaching.
Coordination meetings
Summary of all department meetings
Indicators of learning quality
Assessment techniques
Periodic assessments
Mark entry templates
CDMS Entries
Attainment data
School progress report
Goal setting and reflection by the student
Remedial classes
Home work
Rigorous interrogation of the data
Letter of Introduction
Special assemblies
Organizing Co-curricular activities
Display of student's work and achievements Display of best activities and projects
Interactive lectures
Online-school Programs
Webinars and interactive sessions
Student led classes
Calendar of Events
Cross curricular projects/activities
Extended learning
Activities based on Literacy, Numeracy, technology and Skills
Research activities

Differentiated Activities/worksheets
Student Survey
Diary work /Whatsapp-message
Emails to Parents
Feedback shared by the parents
Release marks
Online Open house for all grades
Student Portfolio
In class positive reinforcement
Managing Students' Misconduct
Documenting behaviour of every student
Well done cards
Certificate of Reading
100 % Attendance certificates
Merit certificates
Appreciation note
Students With Special Educational Needs
Choice of subjects for POD
Modified answers
Special question papers
Counselling
Student medical records
Committees
Policies
OSH Practices
Inspection documentation
Features of ADEC Inspection report
Teachers folder

[Academic and School Policies](#)

THE TEACHING AND LEARNING POLICY

Aims

- To ensure that every student achieves the highest standard possible for that individual

- To promote enjoyment of learning for students of all ages, abilities and learning styles.

Objectives

- To set work which is appropriate to the ability and understanding of individual students
 - To set and mark homework regularly, as appropriate
 - To keep a record of student progress
- To provide a variety of teaching and learning styles, including:
- exposition by the teacher
 - discussion between teacher and students and between students themselves
 - consolidation and practice of fundamental skills and routines
 - problem solving, including the application of learning to everyday situations
 - Group work opportunities for students to articulate their learning.

Schemes of Work

Schemes of work (SoW) should be viewable by line managers All SoW should include these components:

- timings matched to the school calendar
- aims and objectives, consistent with the CBSE or examination syllabi
- details of all suitable and approved resources
- guidance on possible lesson starters, body content, plenaries and homework
- key vocabulary
- useful opportunities for eLearning
- suggested teaching methodologies, including effective differentiation and progression
- Summative assessment information.

Schemes of work should be improved over time as colleagues' cumulative wisdom is added, either in advance or retrospectively. Each curriculum manager should ensure that an effective *feedback loop* is in operation.

Lesson Plans

Lesson plans are required for all lessons. Elements of lesson plans may be included within SoW, however lesson plans should be viewable on demand by line managers.

All lesson plans should include these key components:

- starter/introduction – linking to prior learning and preparing ground for lesson body
- learning objectives – to be communicated in a suitable form to students
- differentiated teaching and learning, to allow for various learning needs and styles
- Assessment methods – to check the extent to which learning objectives have been met.
- Homework, where appropriate.
- Plenary.

Standards of teaching and learning

“How effective is learning and teaching?” the Sunrise English Private School accreditation standards is reproduced below. The Sunrise English Private School expects the highest standards of teaching and learning.

Description	Characteristics
Well above the standard	In lessons well above the standard, learners are challenged throughout, on all levels, allowed opportunities to be curious, motivated to respond to the lesson independently and with confidence. They work effectively, collaboratively and/or as individuals as required.

	<p>Teachers enable the learning to be focused and matched to the learners' needs. Opportunities for creative and critical thinking are integral to the lesson, as is peer and self-assessment. The learner works within a safe environment that is both stimulating and age appropriate.</p> <p>The behaviour of the learners is exemplary and the management of the class and resources is excellent.</p>
Above the standard	<p>Teaching is well informed, confident, engaging and precise. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners.</p> <p>Opportunities to engage the learner in interesting and age-appropriate activities are planned and well resourced. Assessment of learners' work is regular and consistent and makes a good contribution to their progress.</p> <p>Students also have some understanding of self-assessment methods. Teaching assistants are well deployed. Classroom management is good and enhances the behaviour of the students.</p>
Meets the standard	<p>Teaching is secure in most aspects and learners make some progress linked to the learning outcomes for the lessons.</p> <p>Behaviour allows learning to take place. There is satisfactory knowledge of the curriculum. Learning outcomes are mainly clear. Work is matched to the learners' starting points. Teaching engages learners. There is use of assessment to direct learning. Resources are used adequately.</p>
Does not	Where a lesson is delivered in an unsafe environment the lesson

meet the standard	<p>will automatically be considered inadequate and not meeting the standards.</p> <p>Unsatisfactory teaching is likely to have one or more of the following:</p> <ul style="list-style-type: none"> • weak knowledge of the curriculum leading to inaccurate teaching and lack of clear learning outcomes • work badly matched to the learners' starting points • teaching methods that do not engage learners and have detrimental impact on learning • poor assessment • inadequate use of resources, including assistants and the time available • Ineffective classroom management of behaviour and behaviour that inhibits learning for other members of the class.
--------------------------	--

CBSE RESULTS –GRADE10&12

GRADE 10 RESULTS 2020-2021 OVERALL TOPPERS

1ST	FARHA RIYAS	99%
2ND	JUWAIRIYAH PHIROZ SHARIFF	98.2%
2ND	ALOK RATHEESH-	98.2%
3RD	NAKSHATRA BRIJESH	97%

GRADE 12 RESULTS 2020-2021 OVERALL TOPPERS

SCIENCE OVERALL TOPPERS

1ST	HANA MANSOOR	98.4%
2ND	SIVANI RAVI	98%

3RD	PRATHMESH RAJESH KAMBLE	97.4%
-----------------------	--------------------------------	--------------

**GRADE 12 RESULTS 2020-2021
OVERALL TOPPERS**

COMMERCE OVERALL TOPPERS

1ST	PRIYANSHI VIJAYBHAI DUDHAT	97.2%
2ND	ANAMIKA DAS PARATAN	94.2%
2ND	AAKASH ANEESH KUMAR-94.2%	94.2%
3RD	AMEERA ABDUL SATHAR-	90.2%

DISTANCE LEARNING

Zone A – Students' distance learning and wellbeing

Tool	Evidences
Attendance and participation	<ol style="list-style-type: none"> 1. -Attendance marked for each class. 2. -Attendance Marking template 3. -Attendance policy. 4. -Teachers marking in each class in CDMS. 5. -Attendance summary. 6. -Student responsibilities. 7. -Code of conduct policy. 8. -On line Appreciation certificates to students 9. Outstanding students list
Safeguarding	<ol style="list-style-type: none"> 1. -Cyber bullying policy. 2. -cyber safety orientation. 3. Webinar on cyber safety. 4. Students are provided with unique user ID and password by the school.

	<ol style="list-style-type: none"> 5. -Block entry once the class has started. 6. Teachers build good relationship through communication via WhatsApp and telephonic call. 7. -E learning policy. 8. Safe guarding Guidelines during the E-learning classes 9. Online Students elections
Learning opportunities	<ol style="list-style-type: none"> 1. E-learning Resources <ul style="list-style-type: none"> ○ Videos used for teaching ○ Activities done by students ○ Projects done by students ○ PPT used by teachers in E-learning classes. 2. Teachers provide various links for extensive learning opportunities. 3. Video recordings of lessons by teachers . 4. -Teachers have made accommodations in instruction for the different learning styles of the students. 5. Clear measures in place to identify and meet the needs of students who require additional support 6. IEP of POD students 7. Special notes and worksheet prepared for POD students. 8. Teaching and learning activities that are challenging and engaging. 9. Virtual O lab experiments. 10.School Collaboration projects 11.Art integrated projects 12.Student led classes 13.Question papers for practice with model answers

	14.Solved papers for revision 15.Innovation week activities 16.UNESCO MGIEP ONLINE COURSES
Equity of access	<ol style="list-style-type: none"> 1. –E-learning Instructions- Zoom application. 2. -All the details are provided for downloading the application, 3. -Orientation session 4. -Different timings for Primary and secondary section students. 5. -Access to parent’s portal. 6. Inclusion for visually disabled students. 7. Distribution of devices to the students in need . 8. MAAN assistance.
Wellbeing	<ol style="list-style-type: none"> 1. -Students and teachers Well- being policy. 2. Dealing and handling personal issues faced by the <i>students</i> (whatsapp , mail). 3. -Proper time given for assignments. 4. -Physical fitness Exercises 5. -Art and Music classes. 6. -E learning class monitors 7. -Regular breaks between the classes helps to manage screen time. 8. -Time table of students. 9. Intervention done for POD students. 10.Exam guidelines for POD. 11.Meeting with parents of POD Students 12.Interactive sessions to promote well being of the students and the teachers. 13.Special assembly 14.Teachers’ survey 15.Monitors’ survey 16.Parents’ survey 17.Students’ survey

	18.Monitors' and Council members' meeting 19.Students' behavior checklist 20.Staff Health Record 21.Update Medical and Health records 22.Appreciation note to teachers 23.Appreciation certificates to teachers 24.Complementary eye check up 25.Elections campaigning 26.Online Students elections 27.International Olympiad of value system , Health and Wellness.

Zone B – Teaching and monitoring students' learning

Planning and delivery	<ol style="list-style-type: none"> 1. Topic plan 2. Syllabus break up/PORION 3. Effective planning and delivery of lessons adopting effective pedagogical practices. 4. -Instruction includes a process to monitor completion of daily tasks and assignments/projects. 5. -Enrichment activities 6. Differentiated activities conducted through breakout rooms. 7. Differentiated instructional activities
-----------------------	---

	<ul style="list-style-type: none"> 8. Teaching and learning activities are challenging and engaging. 9. Teaching and learning activities include different types of interactions (teacher-student), (student-student) 10. Students' guidance lectures 11. Recorded practical sessions
Sharing intended learning outcomes	<ul style="list-style-type: none"> 1. Curriculum planning 2. Action plan 3. Teachers share learning outcomes/learning objectives with the students at the beginning of each lesson. 4. Sharing the mode of assessment with the parents through orientation. 5. -sharing learning outcomes and expectations with the students and the parents.
Distance learning provision	<ul style="list-style-type: none"> 1. Students are encouraged to participate regularly in physical and creative activities through online platforms (Interschool Competitions) 2. Participation in various Online competitions conducted by the school. 3. Calendar of events from April to December 2020. 4. Special Assembly activities. 5. Proper time allotted for the completion of tasks. 6. Students' Talent Hunt

	<ul style="list-style-type: none"> 7. Video dedicated to teachers 8. Thanksgiving videos 9. Artificial Intelligence Exhibition 10.Virtual Botanical Garden 11.Sustainable activities 12.Virtual class notice board 13.School Achievements 14.UN Earth Day Competition 2020 15.Building Junk bots 16.Online Stained Glass activity 17.Mangrove Action project 18.Neighbourhood recycling program 19.Global Maths Circuit 2020-21 20.Free Robotics session 21.Commendation letter from Sustainable Schools 22.Students for the Sustainability Ambassadors program 2020 23.UN Earth day Competition 2020
Monitoring and assessing learning	<ul style="list-style-type: none"> 1. The teachers use a variety of methods to assess students' performance utilizing available technology and digital formats- Khahoot, online quiz, Socrates, Nearpod , Google classrooms. 2. The assessments produce useful and meaningful data that can be communicated effectively to students and parents. 3. Assessment is planned and used to provide timely and meaningful feedback to students 4. The assessments used are differentiated and age-

	<p>appropriate.</p> <ol style="list-style-type: none"> 5. AFL tools 6. Progress monitoring sheet. 7. Students' Grouping format 8. Continuous and comprehensive evaluation sheet 9. Summative assessment conducted through google classroom 10. Google forms and PDF scanned copy of written tests (periodic test, half yearly, Formative assessment) 11. Report card.
--	---

Zone C – Leading and managing students' learning

Agility	<ol style="list-style-type: none"> 1. Action plan 2. Alternative academic calendar from CBSE. 3. Topic plan. 4. SLT member's weekly meeting to review distance learning program. 5. Lesson observation sheet 6. Co-ordination meeting . 7. Peer lesson observation
Contingency	<ol style="list-style-type: none"> 1. Curriculum planning 2. -Resource list emailed to teachers. 3. -Various websites and important Educational links emailed to teachers. 4. Teachers training imparted on various E learning applications

	5. E learning policy. 6. Orientation session 7. Teachers' Report card 8. Covid task force members
Communication and Engagement	-1.Parents are informed about Zoom application. 2.Orientation session conducted for the proper functioning of e-learning. 3.Parents are informed about the mode of assessment.(time table , instruction regarding exams through mails) 4.Parents are provided with opportunities to give constructive feedback on the distance learning. 5.Parents are provided with materials to help them support their children at home.(e books,) 6. PTA meeting -Report 8.The school offers appropriate avenues for parents to communicate challenges with the school. 9. Virtual open house conducted at the end of each term. 10 . Parents receive information that is targeted and used to support their child's learning while at home 11..The school provides advice to parents about the need for students to assign time to non-core subjects, and non-screen based activities.(classes for coding , summer vacation camps, face book) 12.The school provides help and guidance for working parents 13.Weekly reports to Governing body.- 14.Governing body members provide guidance and assistance on various aspects. 15.Blog - Love for UAE . 16. Video for National Day celebrations. 17. Newsletter

	18. Parent's assisting teachers 19. Career fair 20 Distance learning Experience Parent's survey <u>Parents council members</u> <u>Career Survey</u> <u>Open house feedback form</u> <u>Parents Handbook of Careers after School</u> <u>Webinar for parents by People Pro International , Abu Dhabi</u> <u>Parent approval form</u>
Resource Management	1. Different timings for Primary and secondary section so that all students have ease of E learning timings. 2. Resource list provided to the teachers- (handbook, TERM by cbse, Learning outcomes) 3. Digital Library 4. PD sessions 5. Webinars attended by the teachers 6. Webinar organized by the school 7. Leadership webinar for students 8. Covid testing details uploaded every week. 9. Upload of personal health record daily

STUDENT'S ACHIEVEMENTS 2020-2021

- ❖ **INTER SCHOOL ISLAMIC FEST-2020-2021** on 9th May 2020 by Dunes International School Musaffah was indeed a wonderful virtual opportunity for the students of grade 1-12 of Sunrise English private School.
- ❖ Students got an opportunity to express their self-confidence and skills by Quran Recitation. 8 students of four different categories (Sub Junior, Junior, Sub Senior and Senior) proudly represented Sunrise English Private School and it was indeed a wonderful exposure for our students to compete with different schools of Abu Dhabi which they completed admirably and MARIYAM HANA IQBAL of 7 D secured second position in Sub senior category.
- ❖ The students were honored with e-certificates.



- ❖ **THAJMEEL INTER SCHOOL QIRA'AT COMPETITION** was conducted on 20th May 2020 by Woodlem Park School Ajman was indeed a wonderful virtual opportunity for the students of Sunrise English private School. MARIYAM HANA IQBAL of 7 D (Sub Junior category) and MOHAMMED AQIB ANSARI

OF 3 E (Super Kids Category) proudly represented Sunrise English Private School and secured second and third positions respectively.



- ❖ Sunrise School is honored and privileged to inform about **Miss Noora's of Grade 11** performance as a part of **Mawhbity (ADEK)Final Showcase 2020-'21 in Manarat Al Sadiyat in Gallery A** which is happening from 24 May - 1 June ,2021.Other than the musical performances, she got a chance to be a part of intergalactic musical drama.



- ❖ **Arabic reading competition (2020)** was conducted by the department of **Arabic**, Sunrise English Private School on Sunday 21 June 2020 from grade 6-12 to promote and encourage students for reading Arabic books. More than 40 students participated in this competition in two categories (6-9 and

10-12) and the best three students were selected from each categories by judges.

- ❖ In category 6-9, **Mohammed Shaakir Shahul** from 9-E secured secured **1st position**, **Zainab Mohammed** from 8-E **2nd position** and **Mustansir Motorwala** from 7-A **3rd**
- ❖ category 10-12, **Ayesha Juanid Ukaye** secured **1st position**, **Nahrin Nissar** from 10-F **2nd** and **Farha Riyas** from 10-F **3rd position**.



- ❖ **The Emirates Environmental Group (EEG- Drawing competition** and exhibition encourages the scholarly pursuits of students to express environmental issues and concerns using art as a medium, with the aim of educating the student community and their families to integrate sustainable actions into their everyday lives.

- ❖ We are very happy to inform you that **Adhityan KP, Aditya Manoj & ELAINA** have been selected amongst the top finalists of in **Emirates Environmental Group (EEG- Drawing competition in the category 2 & 3 - Your vision for UAE 2030 & "Our World 30 years from now" -** by the panel of judges. In this context, They are invited for Virtual Awarding Ceremony on 8th June 2020 from 10:00 a.m. to 12:00 p.m.



ADHITYAN.K.P
GRADE-6-G



NAME- Aditya Manoj
CLASS- 8A



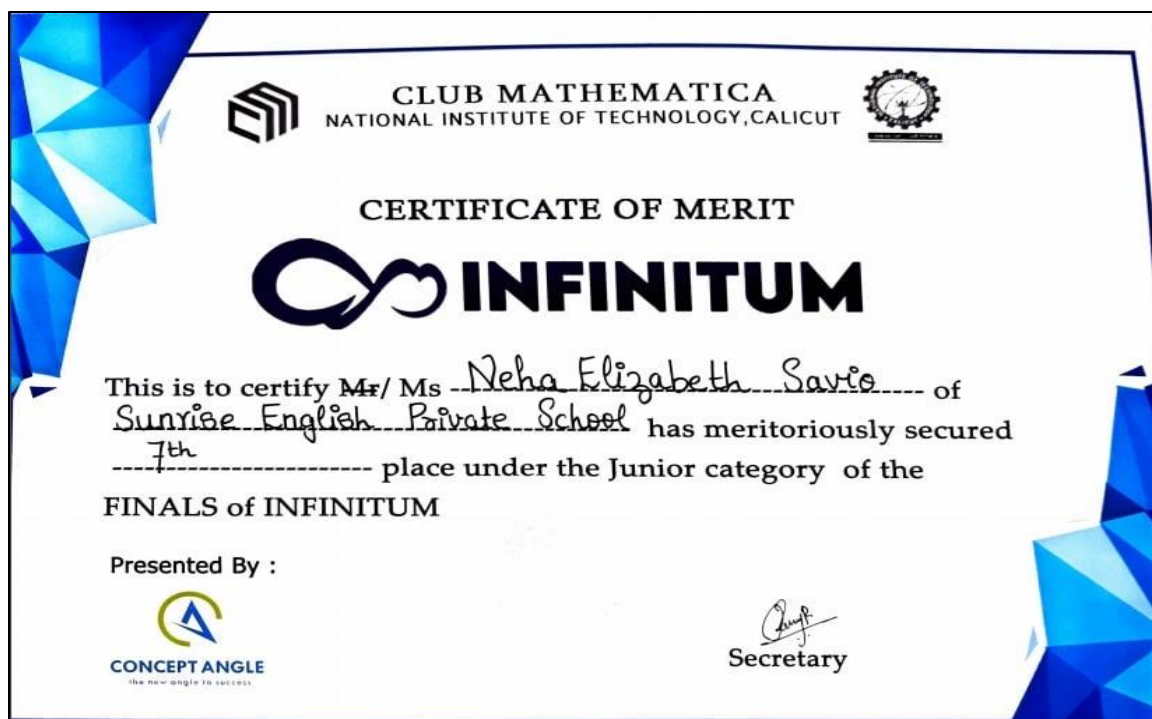
- ❖ **Shining Star International School ,Abu Dhabi organized Inter school debate competition with six schools from the emirate on 24 June, 2020;** to hone the oratory skills and to enhance the skill to articulate while expressing the thoughts and opinions of the children. The speakers from classes IX –XII from six different schools of Abu Dhabi declared their views eloquently **on the topic “Virtual Schooling –Boon Or Bane”**.
- ❖ The debate competition was adjudged by Ms. Pooja Mehtha the Head Mistress and guest of Honor Jeff Evans, the program manager for school development ADEK. Rebuttal round was the highlight of the event as a volley of questions were answered confidently by the students ,inviting counter questions which were aptly answered by witty and vivacious speakers. The session was a kaleidoscope of opinions, thoughts, ideas and perspective on a topic which they are facing themselves in this scenario
- ❖ **Megha Elsa Thomas of 12 F and Juweria Junis Baker of 12 F** proudly represented Sunrise English Private School by improving their argument without raising their voice. Megha Elsa Thomas bagged the first position in the competition and won the Digital Badge of winner and made the school and the teachers proud.



- ❖ Happy to announce that Parineetha Ullas Raj of grade 3 G has won 1st place in the **Premier Middle East League 2021** in the Advanced beginner category organized by Premier chess Academy .



- ❖ Neha Elizabeth Savio of class 10B received 7th rank in **infinitum finals** conducted by club mathematica.



- ❖ Congratulations to Miss Amna Fathima—11 D as Her poem got published in Khaleej times



- ❖ Congratulations to Master Aalim Emam Faizal of grade 3 A. He has got **first place Chess Tournament (Under10 Category)** Organized by **Abudhabi Sports Council**. Another glorious moment for Sunrise School.



Spelling Bee Championship

- ❖ SHRAVAN JIJU(10393) from grade 2 F secured 3rd prize in UAE national level ROYAL SPELLING BEE from category 1.



WINNERS - CATEGORY 1

ROYAL SPELLING BEE NATIONAL LEVEL 2019 - 2020	
1	ARYAN BINESH <i>Sharjah Indian School, Sharjah</i>
2	MAHITH IYER <i>Indian High School, Sharjah</i>
3	ARJUNAN RADHAKRISHNAN <i>Leaders Private School, Sharjah</i>
3	SHRAVAN JIJU <i>Sunrise English Private School, Abu Dhabi</i>
4	MUHAMMAD WALEED JAVED <i>Sheikh Khalifa Bin Zayed Arab Pakistan School, Abu Dhabi</i>
5	ALLEN JOHN <i>Leaders Private School, Sharjah</i>
6	JYOTSNA RAMGANESH <i>GEMS Millennium School, Sharjah</i>
6	VEDESH SUBRAMANIAN <i>Leaders Private School, Sharjah</i>
6	VARSHAA VASANTHA KUMAR MORAIS <i>Bright Riders School, Abu Dhabi</i>

(contd.)

- ❖ Ivan Mathew of 5C is proficient in art works. His drawing has even been published in 'Kairos Buds' a Catholic magazine for children.



- ❖ Congratulations to **Miss Noora** for being a part of **ADEK Talent Program**.
- ❖ In the video she is singing Italian Opera song for Mawhibatty Program organised by ADEK. This was recorded in the Cultural Foundation, Abu Dhabi for Louvre Museum Online Program



- ❖ Master Vedant Sharma of class 9-A has achieved **Certificate of Merit in Science Olympiad**.



❖ **MOHAMMED SHAFEEQ SHAHUL (GRADE 4B) Achievement in KENKEN**



❖ **Rohit Ganesan for Grade -4 awarded by Ken Ken certificate**



- ❖ Congratulations to **Master Helem Jose of Grade 9** for being declared **And coveted as one of the Shastra Prathibhas in the Juniors category** for the year 2020 by the Science India Forum-UAE . We heartily congratulate him on his outstanding and exemplary success.



- ❖ **Parineetha Ullas Raj Of Grade 3" G" Was Presented Excellence certificate by International Olympiad of value system, Health and wellness**



- ❖ Master Jason Bobby Manjali of grade 9 E has secured National rank 4 in KenKen International Championship.

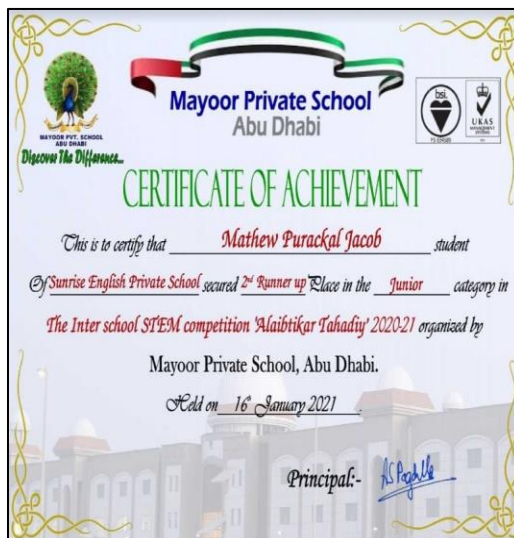


- ❖ GOOE_Participation certificate awarded to shafeeq Shahul



- ❖ Inter School STEM Challenge

- ❖ Mayoor School, Abu Dhabi organized interschool STEM challenge competition on 16th January 2021 to encourage innovation in education. Innovation helps students to use their higher level of thinking to solve problems and thus enhances research skills. It was a great initiative by the Mayoor School for the students of grades 4 to 9. The competition was conducted on a virtual platform under 3 categories sub junior, junior and senior. There was a preliminary presentation round to finalize the entries on 10th December 2020.
- ❖ Sunrise English Private School students participated in all the categories and selected for the final session. It was a proud moment for Sunrise English Private School that our students secured prizes in all the categories. Alakananda of grade5 represented sub-junior category and secured 1st runner-up, Mathew of grade7 represented junior category and secured 2nd runner-up and Praveendharan of grade8 represented senior category and secured 1st runner-up positions.
- ❖ All the students were well prepared and showcased their outstanding projects. The judges were amazed with all the presentations and shared very good feedback.

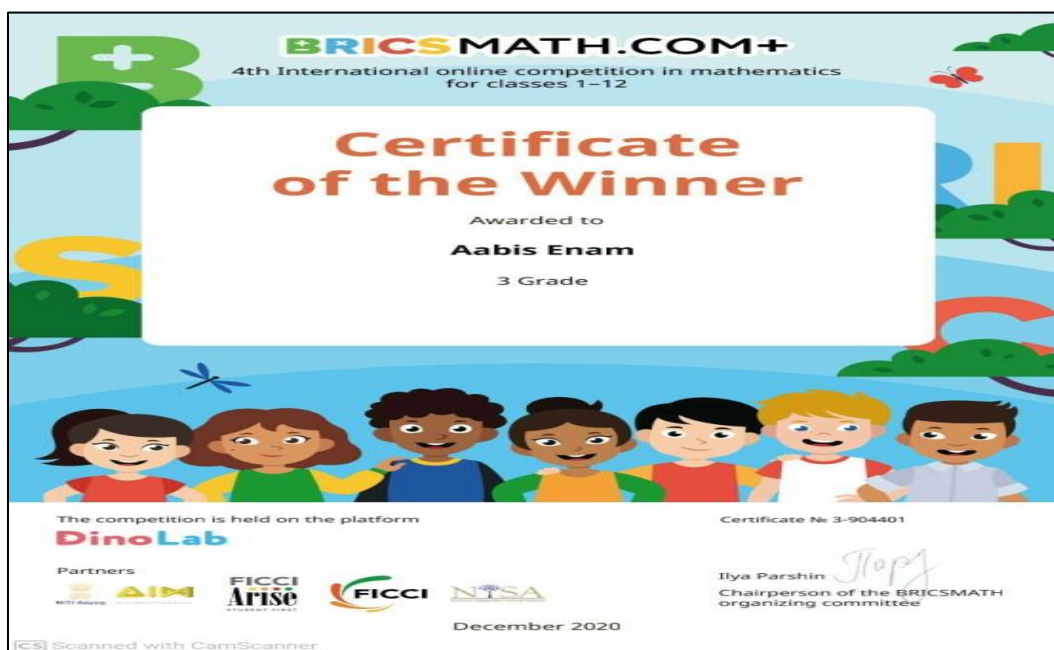




- ❖ Vineeta Chowdhary of grade 2A received the Certificate of the Winner for the **4th International online competition in mathematics for classes 1–12** conducted by **BRICSMATH.COM+**.



- ❖ **Brics Certificate** Awarded to Zainab Mohammad and Aabis Enam.



- ❖ **Master Vedant Sharma of Class 9A has successfully completed the BRICSMATH COMPETIT**



- ❖ Miss Jenisha Sharma of class 3B has successfully completed the BRICSMATH COMPETITION



- ❖ Parineetha of Grade 3 “G” received an IXL Rockstar award on completion of 10,000 language arts and Math questions on IXL



- ❖ Ishita Srijith Sweety of Grade 1 D has received the Certificate of Participation for participating in the Poetry Competition (Hindi) in 4-6 years category.



- ❖ Talent Discovery Certificate - 'TECH BOOTCAMP 2020'
- ❖ As part of STEM initiatives, our school, in association with Bright Champs introduced workshops and bootcamps to help students engage in various

fields relating to technology. The Tech Bootcamp free live online coding foundation classes were conducted exclusively by Bright Champs on the 1st and 2nd of December, 2020 for the students of grades 1 to 10.

- ❖ Master Raihan Muhammad Chithari has made our school proud with his outstanding achievement in the Tech Bootcamp sessions. Master Raihan Muhammad Chithari has not just successfully completed the Tech Bootcamp 2020, but also has come out as one of the top performers among the hundreds of participants. He learned fundamentals of coding and game development and performed exceptionally well during the Bootcamp.



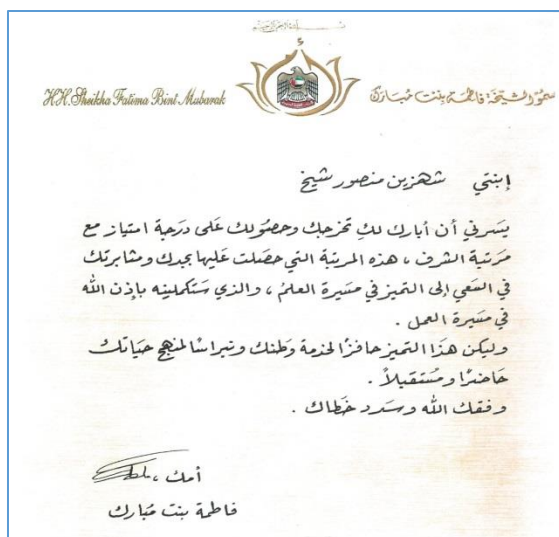
- ❖ Emelina Ann Sabu of class -5D has been awarded with **Talent Discovery certificate**



- Miss. Jenisha Sharma of class 3-B has been awarded the top performer certificate by Bright Champs coding boot camp. Congratulations on her achievement.



- Sunrise school authorities are pleased to congratulate Miss Shahzin Mansour Sheikh for her graduation and for obtaining an excellent degree with honors, this is the rank that she has secured with her diligence and perseverance in the pursuit of excellence in the march of science. This distinction will be an incentive to serve your country and a guideline for your life's approach present and future.
- May God help you and guide you.



- ❖ Third Prize won for solo dance in Melody Talent Fest Nov 2020
Miss.Parineetha Ullas Raj of Grade 3 G has participated in Melody Talent Fest November 2020 and won 3rd Prize in solo Dance. Congratulations!!!



Colors Around Results

THEME - "PEACE" WINNERS

1

DIYA ANZAD

Class 3

Sunrise English Private School, Abu Dhabi

2

ABEER KUMAR

Class 4

Tagore International School, V.V, Delhi

3

SHAURYA VISHWAKARMA

Class 5

New Era Public School, Delhi



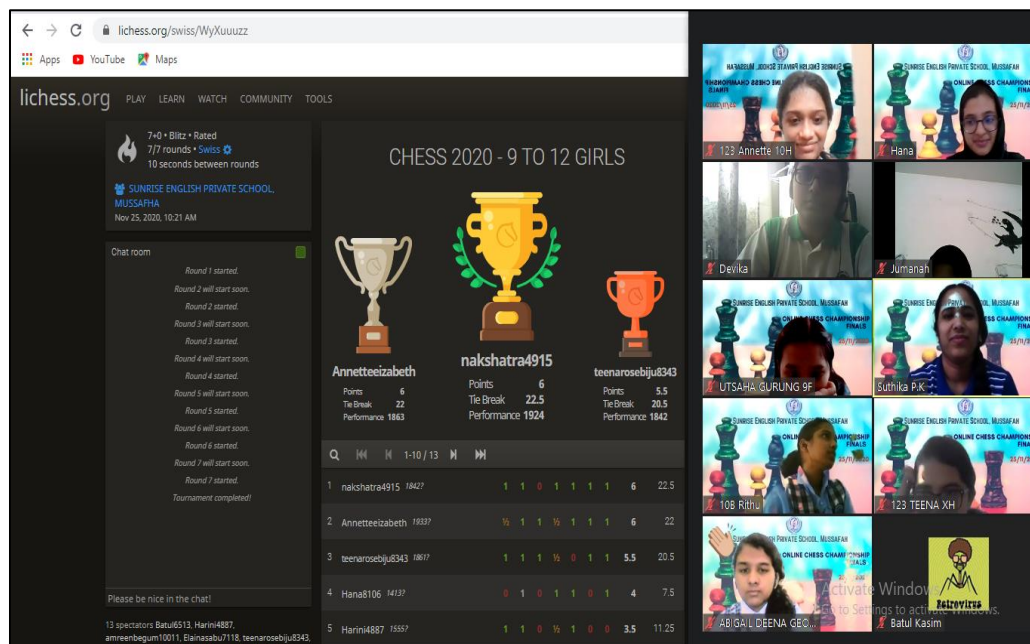
❖ **XL personalized learning**

- ❖ IXL is an integrated learning platform that effectively supports personalized learning in Math, English language Arts, Science, Social studies and Spanish. It is the world's most popular subscription-based learning site for K–12. It is a

personalized learning trusted by over 390,000 schools and 300,000 parents. IXL is proven to accelerate student.



❖ Chess competition for grade 9 to 12 girls



❖ Declamation competition

- ❖ “Speech is power. Speech is to persuade, to convert, to compel. Only the prepared speaker deserves to be confident..”
- ❖ Inter School Declamation Competition Held in Mayoor Private School as one of the activities for the CBSE Hubs of learning was indeed an opportunity to ensure the confidence with the oratory skills and to enhance the skill to articulate while expressing the thoughts and opinions of the children. All the participants were very well prepared and impressed all the judges.
- ❖ The session was a kaleidoscope of opinions, thoughts, ideas and perspective on The topic “Humanity Needed the Lockdown” which they are facing themselves in this scenario. The participants armed with reasons and opinions along with their righteous facial expressions and voice modulation in the virtual podium made the event even more interesting.
- ❖ Ananya Jaikrishnan of 9D, Anna Mariam Joy Of 11 F, Irin Mariya Varughese of 11 B, and Madhav Prasad Of Grade 9 proudly represented Sunrise English Private School with their wonderful articulation. Ananya Jaikrishnan of 9D bagged the second position in the competition and made the school and the

teachers proud. The great oratory skill exhibited by students of different schools of Abu Dhabi was indeed an enthralling experience for the speakers as well as all the members present on the virtual platform.



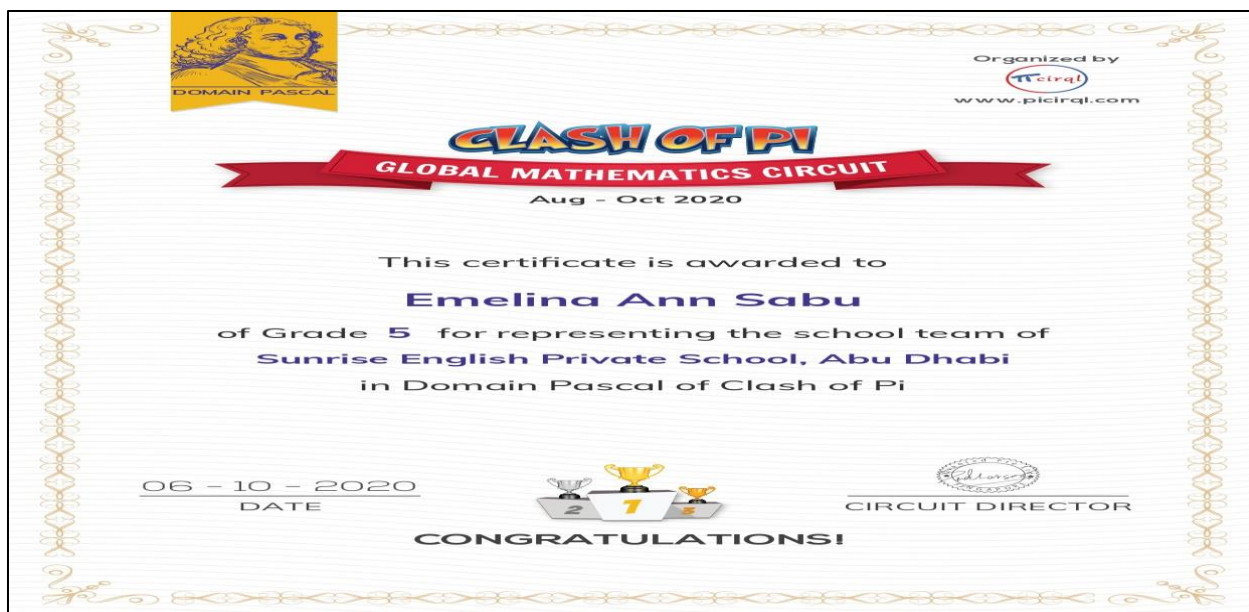
- ❖ Congratulation to the students those who successfully cleared the the Emirates Level of the Ken ken International Championship 2020- UAE edition. You are promoted to the National Level of the Championship. We wish you great success in the competition.



- ❖ Sunrise English Private School successfully conducted a **Virtual Sports Quiz competition Grand Finale on 24th October 2020** for the students of STD IV to STD VI. Rules and regulations of the quiz were explained at the beginning. It was an interesting five-round competition. The students showcased their brilliance by rapidly answering the questions. Though some of the questions were very tricky, the students tried to answer them with confidence. Although the students participated actively, It was a very informative and knowledge enriching competition for the participants. Sunrise English Private School encourages such positive competitions and hopes to bring out the best in all its students through such competitive events, while ensuring that the children learn through all possible ways- not just through books and classroom teaching.
 Winner: Nehan Faizal (6E) - 18 points
 Runner up: Eshan Mohamed (5A) – 16 points
 Second Runner up: Jenelia Jamsheer (5D) – 8 points
 Second Runner up: Sanika Bijesh (6B) – 8 points
- ❖ Master Daksh has been awarded by **Artoze Gallery and Exhibition** for Save the Animal exhibition. Congratulations!....



❖ Congratulations to Emelina Ann Sabu 5-D



❖ Fathima Jauhara of Grade 3A, participated in **ADNOC STEM program** and received certificates for Paper power, Marine Engineering and Energy for Life camps ..also she won and online Quiz competition as COVID-19 Warrior conducted by Brainobrain International Skill Development Program.



- ❖ Congratulations to Miss. Harshitha Madhusudhakumar of KG1-A secured 3rd position in VARNAJALAM Online Drawing Competition 2020 conducted by Qurious Lil' Mindz International Preschool.



- ❖ Thrilling news from Sunrise Sports Department
- ❖ Master Sudharshan Devarajan from class 9-I has Secured First Position in Cricket Taping challenge Skill Test organized by Delhi Private School Dubai .
- ❖ Master SAWSTHIK Anil Bolar from class 6 C got second Position in Badminton Rally Skill Test organized by Delhi Private School Dubai .
- ❖ Congratulations. Miss Jenisha Suraj Sharma of Class-3B, has won the Third Prize in the event "My Life My Yoga" organized by AYUSH MINISTRY, Government of India. Miss Jenisha has won the prize of AED 200 along Certificate from Embassy of India, Abu Dhabi.



- ❖ Master Aalim Emam Faizal (3 A) got second in UAE school chess competition , Out of 295 players .





- ❖ “Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well. “Said Voltaire. This is what was beheld by Sunrise English Private School on the 16th of September, 2020 when a felicitation programme was conducted and Taking into consideration of this pandemic scenario, the felicitation programme was conducted at the homes of the students. Students were given mementos and certificates as a token of appreciation for the glorious achievement.



Master. ADRIAN SANTOSH

GRADE-10

1ST TOPPER-96.8%



**Master MITHUN SANTHOSH
KUMAR**

GRADE-10

2nd TOPPER-96.2%

**Miss .MEERA MERIN
VARGHESE**
GRADE 10
3RD TOPPER-96.6%



**Miss. KEERTHANA
RAMESH BABU**
Grade 12
1ST TOPPER
SCIENCE STREAM-97.2%





