DIYAFAH INTERNATIONAL SCHOOL LLC

مدرسة ضيافة الدولية ذ.م.م

NURSERY حضانة



HANDBOOK

EYFS

"Let Your Light Shine"

Vision

At Diyafah International School we aim to:

- Foster a learning community of motivated staff and students, engaged in best teaching and learning practices through extensive use of technology.
- Develop young individuals who think, question and are curious through enquiry, challenge and project-based learning.
- Create responsible global citizens utilizing a curriculum based on principles of student-centred learning.
- Promote holistic learning in order to encourage academic excellence, physical, psychological and spiritual growth.
- Through our own systems and practices, nurture each Diyafah student to have a social conscience and concern for the environment.

Mission

We are committed to a holistic based education in a caring and enlightened environment. We aim to foster creative thinking, courage of convictions and a positive attitude to draw out the highest potential in every student's mind, spirit and body.

Values

We value every child as a contributor and nurture each to 'Let Their Light Shine' and be a beacon to others in an ever-changing, complex society.

Our core values enshrine:

- Critical and Creative Thinking - To create successful, lifelong learners.
- Courageous Conviction - To create confident, caring individuals.
- Ethical Leadership - To create effective, constructive contributors.
- Calm Understanding - To create responsible, compassionate citizens who value peace in a multicultural, challenging world.

School Motto: 'Let Your Light Shine'

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Head of Primary and EYFS Welcome

Welcome to Diyafah International Primary and EYFS School, a place of friendship, challenge, laughter and learning. I am delighted to welcome you to our community.

Teaching and learning is at the heart of what we do in EYFS and Primary. We recognise that each child is an individual and do our utmost to meet their needs. Our role as educators is to understand our students and how they learn. We identify when support is needed, what that support is and the impact it will have. Our ultimate aim is for our children to become resilient, well-rounded individuals with a strong sense of self, developed through the learning culture and values of our community.

Our staff work incredibly hard to provide a positive, focused learning environment for your children with exciting learning opportunities, inside and outside the classroom, whilst ensuring that children are safe, happy and nurtured.

Our curriculum centres on widening the life experiences for our children, with a particular focus on cultural and creative experiences. We celebrate the wonderful diversity within our school community through our curriculum. Children and staff embrace this diversity, and we respect one another.

At Diyafah EYFS and Primary School, we believe that children are better able to reach their potential when we work in effective partnership with parents, carers and the local community. We wish to celebrate your children, their learning, their journey together as a community. To that end, we actively encourage family engagement in school life and look forward to creating links and support networks to continue your child's development.
We look forward to working with your child and helping them to achieve their full potential.

Aine Mooney
Head of Primary and EYFS


Aadhya
ALWAAD
PERFUMES
Ramadan
KAREEM





Early Years Foundation Stage Coordinators' Welcome

Welcome to a new and exciting journey in your child's early years! As the Early Years Coordinator, I am thrilled to have you, and your little one join our vibrant and nurturing community.

Our Early Years Program is designed to be a place where children can explore, learn, and grow in a supportive and enriching environment. We believe that these early years are crucial for laying the foundation for a lifelong love of learning, and we are committed to making this experience both enjoyable and meaningful for every child.

In our program, we focus on creating a stimulating environment that encourages curiosity, creativity, and social development. Our dedicated team of educators is passionate about supporting each child's individual needs and interests, and we work closely with parents to ensure that we are meeting those needs effectively.

We value open communication and believe that a strong partnership between home and school is essential for your child's success. Please feel free to reach out to us with any questions, concerns, or insights you may have. We are here to support you and your child every step of the way.

Thank you for entrusting us with this important time in your child's life. We look forward to working together to create a positive and memorable experience for your family as your child embarks on the start of their life-long learning journey.

Lois Conley
Early Years Coordinator

WELCOME


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The School Day 2025-26

The school timetable and school day has changed slightly for the 2025-26 academic year. There is now a single timetable across the whole school, facilitated by the creation of separate cafeterias in the Primary and Secondary schools. The harmonisation of the timetable means that we can optimise the time of specialist teachers, who cover classes in both the primary and secondary schools (or the EYFS and primary classes).

The school day starts with an assembly for Primary and EYFS in the Primary playground at 7.45 am. Students arriving after 7.45am will be marked as late, unless they are travelling on a school bus. Arrival time for all students is between 07.30am and 07.45am each day. Upon arrival, FS1 & FS2 students should go straight to their classes through gate 1.

Class/form period is a time for a story at the end of the day as children learn how to retell stories, understand how stories are structured, and it has a positive effect on their communication and language which is a key element of learning in the EYFS.

School ends at 1.00 pm Monday to Thursday and 11.50 am on a Friday.

EYFS Timetable

Monday to Thursday		Friday	
Time	**Period**	**Time**	**Period**
7.30 - 7.45 am	**Arrival**	**7.30 - 7.45 am**	**Arrival**
7.45 am	**Registration**	**7.45 am**	**Registration**
7.45 - 7.55 am	**Assembly**	**7.45 - 7.55 am**	**Assembly**
7.55 - 8.35 am	**P1**	**7.55 - 8.35 am**	**P1**
8.35 - 9.15 am	**P2**	**8.35 - 9.15 am**	**P2**
9.15 - 9.55 am	**P3**	**9.15 - 9.55 am**	**P3**
9.55 - 10.20 am	**Break 1**	**9.55 - 10.20 am**	**Break 1**
10.20 - 11.00 am	**P4**	**10.20 - 11.00 am**	**P4**
11.00 - 11.40 am	**P5**	**11.00 - 11.40 am**	**P5**
11.40 am -12.20 pm	**P6**	**11.40 - 11.50 am**	**Class/Form Period**
12.20 - 12.40 pm	**Break 2**	11.50 am	End of School Day
12.40 - 1.00 pm	**Class/Form Period**	11.50 - 12.00pm	Departure
1.00 pm	End of School Day		
1.00 - 1.10 pm	Departure		



EYFS Curriculum Framework
The early years foundation stage

A unique Child + Positive Relationships + Enabling Environments = Learning and Development

The British EYFS framework recognises that children need to be able to use concrete experiences to provide building blocks for their learning. Play, and more importantly 'learning through play', is an essential part of the Early Years Foundation Stage. As children move into the reception year (FS2), a greater emphasis is placed on learning skills that will support and prepare children for the learning expectations in year 1.

The EYFS framework seeks to provide:

- quality and consistency in all early years classes.
- a secure foundation through learning opportunities tailored to the needs of pupils of this age group.
- partnership working between parents and practitioners.
- equality of opportunity to support children of all backgrounds.

Personal, Social and Emotional Development, Communication and Language, and Physical Development are the **prime** Areas of Learning in the EYFS framework. These areas are important as they form the foundations upon which all further learning is built.

Literacy, Mathematics, Understanding the World and Expressive Arts and Design are the **specific** Areas of Learning and development in EYFS. It is through these areas that the prime areas are further applied and strengthened.







Field Trips in FS1 & FS2 – Enriching the Curriculum



Field trips support the development of communication and language and social skills and enriches early years education by providing meaningful learning opportunities that complement and extend the curriculum.

Children recently visited the Mazaraa Organic Farm in Al Bahia and were immersed in everything from how farms are run to planting their own seeds. The children linked this visit to their learning about food and where it comes from.







As part of the learning about 'What we want to be when we grow up' the children went on a trip to Kidzania where they completed small jobs such as working in a hospital and cleaning windows to earn 'money' to spend on a visit to the salon or shopping – a real-life experience!









STEAM Education in EYFS

STEAM Park – Engaging Young Minds

Overview:

STEAM Park extends the learning journey with a creative, hands-on approach to exploring science, technology, engineering, arts, and maths (STEAM). It encourages young learners to engage with the world around them through exciting challenges and activities that spark curiosity and imagination.

Key Features:

- **Exploration & Discovery:** Children engage in various STEAM-related projects that help them understand the world in a fun and exciting way.
- **Creative Thinking:** Activities encourage children to come up with their own solutions to problems and express themselves creatively.
- **Real-World Connections:** Children apply their knowledge of STEAM to solve everyday problems, linking learning to the world around them.

Skills Development:

- Understanding basic principles of science, technology, engineering, art, and mathematics.
- Enhancing creativity through hands-on learning experiences.
- Developing critical thinking and problem-solving skills.

STEAM Park complements the EYFS curriculum, focusing on fostering curiosity, encouraging imaginative thinking, and providing a foundation for future learning across multiple disciplines.



STEAM Express – Coding in EYFS

Overview:

STEAM Express introduces young children in EYFS to the basics of coding in a fun and interactive way. The activities are designed to help them develop problem-solving, logical thinking, and creativity, all while having lots of fun.

Key Features:

- **Hands-On Learning:** Children explore simple coding concepts through toys and games that bring coding to life.
- **Creative Problem-Solving:** Children are encouraged to think critically as they design, test, and fix their ideas.
- **Collaborative Activities:** Children work together on challenges, using storytelling and coding themes to encourage teamwork.

Skills Development:

- Recognising patterns and understanding sequences.
- Exploring cause-and-effect relationships.
- Building early digital skills and thinking like a computer scientist.

This programme supports EYFS learning goals, with a focus on exploration, discovery, and developing a love for learning.



UAE National Identity

The UAE National Identity encompasses the unique characteristics, values, traditions, and cultural heritage that define the people of the United Arab Emirates. It is a sense of belonging and pride in the nation's achievements, history, and vision for the future. The UAE National Identity blends traditional values and customs with modernity and progress. This is taught through Arabic lessons, cross-curricular in other subjects and national events which happen throughout the year. Students will also go on a UAE cultural field trip during the year to immerse themselves in the culture.



CULTURE	VALUES	CITIZENSHIP
Arabic Language History Heritage	Respect Compassion Global Understanding	Belonging Volunteering Conservation



Parent Portal Information

All existing parents have log-in details for accessing Diyafah Parent Portal and all new parents will be sent the information on how this can be accessed. The portal will give you access to your child's information that we have on record, so it is important that you ensure this is up to date. You will also be able to access your child's report and pay for any trips or fill forms, so everything is streamlined for ease.

Weekly Class Communication

Parents receive a weekly newsletter which shares the highlights of learning and activities across all areas of learning in the EYFS curriculum and this will be shared through the **parent portal.**

TAPESTRY
ONLINE LEARNING JOURNAL

Tapestry on-line Learning Journal

An easy to use and secure online learning journal helping staff and families celebrate their children's learning and development. Tapestry builds a very special record of a child's experiences, development and learning journey through their early years. Observations and pictures of your child's learning will be shared here.





Nutrition – packed lunch & snacks

Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity. This is also a vital time for healthy tooth development and prevention of decay. General habits and patterns are formed in the first few years of life.

Children bring their own packed lunch and snack to school daily, as well as their own water bottles. Water dispensers are available for re-filling. Diyafah is a 'NUT FREE' school so please ensure no nuts are in the packed lunch including no Nutella or peanut butter.

Please provide packed lunch boxes and water bottles that can be opened by your child easily as we want to foster an environment of independent and confident children.





FS1 and FS2 School Uniform

FS1 & FS2 students are required to wear school uniform on all days except those days where there is a PE class, where students may come to school in the school PE uniform shorts and their school uniform top. Black school shoes/sneakers that use Velcro fastening and please no laces. Swimming lessons will require a swim hat, goggles, flip-flops/swim shoes, swimming clothes and a towel – please label everything.





Email: retail@sumeruindustries.com
Tel: +97125585665 x 118
Uniforms are available for purchase in school or visit this website:
https://diyafahinternationalschool.com/uniform

Stationery and Resource Links:
·FS1 - https://bit.ly/45PsjYx
·FS2 - https://bit.ly/3zyGPrK


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FS1 & FS2 School Bag

Student Bag Weight (ADEK Health & Safety Policy 2024-2025)

Following the ADEK Policy on limited school bag weight, we ask Parents to check their child's bag to ensure it is within the correct weight for Health & Safety Purposes. The ADEK bag-weight guidelines recommend the safe weight for school bags for **EYFS children will not exceed 2 kilograms.**

Students should keep only their essential stationery supplies in their bag as this is one way to lighten the load in the school bag.

Table 2. Maximum Backpack Weight Limit per Grade

Grade/Year	Max. Backpack Weight*
KG1 / FS2	Not exceed 2 kgs
KG2 / Year 1	
Gr 1 / Year 2	
Gr 2 / Year 3	



Types of Bag Guidelines:

- A student's school bag shall not exceed 5-10% of a child's body weight when packed (considering individual factors such as the student's overall health, physical strength, and any existing health conditions) to avoid adverse effects on their spine or body.
- Trolley bags are not recommended.
- Use ergonomic school bags with individualized compartments for books and equipment.
- Bags should have wide, padded, adjustable straps that fit the student's body.
- Weigh the child's school bags to ensure they are not too heavy.
- Raise students' awareness about proper school bag use.
- For Year 6 students, bags should small enough to fit into the cubby holes for storage

We recommend that Pupils should only carry in their school bag the following:

- Lunch box (or carried separately).
- Water bottle.
- Pencil case – ideally this should stay in school.
- Home readers only on those days required

School conducts bag weight checks each term.



Safeguarding

Safeguarding

"Diyafah International School is dedicated to providing a secure and nurturing environment where the safety and well-being of our students are paramount. With an outstanding ADEK grading for safeguarding, we uphold rigorous standards to ensure that every child feels physically and emotionally protected. At Diyafah, safeguarding isn't just a priority – it's our commitment to fostering an environment where students can learn, grow, and thrive with confidence."

Effective safeguarding encompasses a range of measures and practices designed to protect all children from harm, abuse, and neglect within the school environment. Here are our key components and best practices for safeguarding in Year One.

Policy and Procedures – we have a detailed safeguarding policy for identifying and responding to concerns about a child's safety, which is updated regularly.

Staff Training – all staff, including teachers, teaching assistants and support staff receive training on safeguarding policies and child protection issues. We have a designated safeguarding lead who is trained to manage and respond to safeguarding concerns.

Safe Environment – we ensure that all areas of the school's physical environment is safe with rigorous checks on buildings, playgrounds, and classrooms.

Curriculum and Education – children in year one will learn about personal safety, healthy relationships, healthy eating and how to seek help if they feel anxious or unsafe in any way. We follow the ADEK (Abu Dhabi Education and Knowledge) policies with relation to keeping children safe e.g. Well-being, Healthy Eating, Bag Weight.

Reporting and Response – Diyafah has clear procedures for staff to report any concerns about a child's welfare. All reports are taken seriously and responded to promptly following all best practice guidelines.

Parental Involvement – we maintain open communication with parents and caregivers about keeping children safe and encourage their involvement in reinforcing safety messages at home.

Children's Voice – we strive to create an environment where children feel safe to express their concerns and know that their voices are heard and respected and implement age-appropriate ways for children to give feedback about their feelings of safety and well-being at school.

Community Involvement – we engage with community resources and organisations, to enhance the school's safeguarding efforts e.g. Community Police come to talk to children about wearing their seatbelts.

Monitoring and Evaluation – we conduct regular audits and inspections of safeguarding practices to ensure compliance and identify areas of improvement. We also use feedback from staff, parents, and children to continuously improve safeguarding policies and procedures.
By implementing these measures, we create a safe and supportive environment for Year One children, ensuring their well-being and fostering their development both academically and personally.





Student Code of Conduct

UAE Federal Law (Wadeema's Law) and local (ADEK) come together in Diyafah International School's Code of Conduct for Students:

I HAVE THE RIGHT TO	I HAVE THE RESPONSIBILITY TO
Be happy at school and be treated fairly, with understanding, respect, and politeness.	Treat others with understanding, tolerance and respect; speak courteously, and follow staff directions.
Learn all that I can.	Attend school regularly and punctually. Behave in class and not disturb learning of others. Complete class work, homework.
Feel safe and have my property treated with respect	Respect school property and that of other people. Behave sensibly and safely in the classroom, playground, at sport, on field trips and travelling to and from school.
Have a clean and tidy school.	Care for the school environment and keep it clean. Put litter in the garbage bins.
Participate in school activities if I have abided by this code of behaviour.	Participate actively in the school events. Behave appropriately in school and community setting so that I bring credit to the school. Represent my school with pride at all times. Wear the school uniform correctly and with pride.
Enjoy success and recognition.	Value my own achievements and positively acknowledge the achievements of others.

This Code of Conduct outlines the rights and responsibilities for each student, setting out clear expectations as to how to behave, with the intention of reinforcing the values and of Respect, Compassion and Global Understanding.



Attendance

We are committed to giving our students the best education and preparation for the adult world and attendance of 95% and above is an essential part of this. School attendance directly impacts a student's academic success, personal development, and future opportunities. Regular attendance helps students stay on top of lessons, build consistent knowledge, and engage in activities that foster social and emotional growth. Missing school can result in gaps in learning, making it harder to keep up with coursework and develop key skills. Additionally, being present in school encourages discipline, responsibility, and a sense of commitment—qualities that are valuable in both education and later life.

For more details, kindly refer to this link: https://bit.ly/3AyWlVo

Punctuality

We instil in our students' qualities that are valuable in both education and later life, one of which is punctuality. Punctuality in school is important because it helps students develop time management skills, fosters responsibility, and ensures they don't miss important lessons or activities. Being on time also shows respect for teachers and classmates, creating a positive and productive learning environment. Overall, punctuality promotes discipline, academic success, and good habits that extend beyond school.

For more details, kindly refer to this link: https://bit.ly/48O9Htv


The Birth
of Prophet
Muhammad
Peace and blessings be upon Him)



Admissions

Admissions to all year groups are open from January every year. Parents can visit the school before submitting an online application by booking a tour with our admissions team. We offer a very comprehensive school tour where parents are given the opportunity to visit our classrooms, interact with the Senior Leadership team and complete on-the-spot registration. We also offer online admissions meetings for overseas families.

An admission enquiry can be submitted by visiting our website- DIYAFAH INTERNATIONAL SCHOOL LLC .

Admissions team can be reached by:

Email- registrar@diyafahinternationalschool.com

WhatsApp +971549960529

Call +97125585665

Admission Age Criteria – Age is calculated as on 31st August of the respective year.

- FS1 (Nursery) - Minimum 3 years
- FS2 (KG1) – Minimum 4 years

Registration Fees- A registration fee of 5% is payable on acceptance of your child's admission to Diyafah. This fee is adjusted against the first term fees but not refundable in case the enrolment is withdrawn.

Books - The Curriculum Textbooks and the Notebooks will be issued by the respective Class teacher normally within the first week of school. There are no separate book fees charged for these books.

After School Clubs- No additional fee is charged for in-house clubs offered. School buses are available for bus students who take part in after-school clubs.

For the AY 2026-27 fee structure, please visit the school website

School Bus Transport

Contact Person: Mohammed Yasir
Email ID: mohammed.yasir@sts-group.com
Contact No.: +971 52 998 9529

Website: https://sts-group.com/schooltransport/sts/parents-students/find-your-school/abu-dhabi/?featured=875



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