INTRODUCTION

The Remote Learning is to enable learning to continue when students are not permitted to attend school for health and safety, or government directed reasons.

The purpose of this document is to outline the actions and approach Winchester School Dubai will put into action in the event of a school closure. We will continue to offer an effective and quality education through a Remote Learning Plan (RLP).

At WSD, we are committed to delivering our high-quality education and fulfil our mission for our learners. We are relentless to find effective means to do so under exceptional circumstances that may require a full campus closure. In such conditions, our commitment is to provide alternative means of education in the form of a Remote Learning Plan. The RLP outlines the experience that students will have when school remains in session, but when students are unable to physically attend school because of a campus closure. While an RLP cannot replicate onsite learning and teaching, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The WSD RLP experience aligns with our WSD curriculum expectations and vison. Our students will be empowered to achieve clearly defined learning goals; have opportunities to collaborate to solve authentic problems, take intellectual risks and persevere through challenges; be supported with modelling, differentiation and feedback; and reflect and revise on previous learning. The aim is for our learners to continue to be inspired and passionate to reach their learning goals.

The success of our RLP requires a true partnership. Firstly, our dedicated teachers and staff will commit to careful planning, maintaining an online presence, and providing opportunities for feedback. Our students will need to bring motivation, presence and engagement to each session and subsequent online work. Lastly, our families will need to support this alternative mode of instruction in the home environment. The result of such learning experiences will continue to support students' academic progress and will be mindful to attend to student social and emotional well-being.

Leadership

First and foremost, Winchester School Dubai leaders set the tone and model what is expected for every member of our learning community. Administrators' daily support and on-line presence and responsiveness are essential.

Roles and Responsibilities

The list below outlines some of the commitments you are expected to make but it is not all-encompassing. As leaders our job is to rise to any occasion or need from our learning community.

- Develop, monitor and adjust plans for remote learning
- Share the RLP with the student and parent community
- Communicate with staff and parents on a daily basis
- Support staff and parents during the RLP
- Ensure effective implementation of RLP and accountability to student learning
- Monitor staff and student attendance through the support of the admin and act upon regular absences to ensure staff and students are engaged in the remote learning expectations.
- Support with any technical issues that may arise with the online platforms being used through our IT Support Team.
- Respond to emails in compliance with our norms of no more than 24 hours
- Continue to hold regularly scheduled meetings virtually i.e. year group, departmental
- Attend virtual Senior Leadership Meetings, Core SLT meetings, and other regularly scheduled meetings where applicable

APPROACH

To ensure quality of learning and teaching is in line with normal lessons, the following should be evident:

- Reflect students' existing timetables for year groups. Each class will study the same lessons each week
- Timetables as per normal and can be seen on myLearning
- Learning is new and shows progression in every child's learning
- In addition, examination year groups will also continue revision and consolidation
- Ensures that a teacher is contactable through on line platforms or email
- Communication will be in a timely manner
- Learning objectives are clearly shared
- Time expectations follow timetable structure
- Direct teaching videos will be incorporated as appropriate
- Specialist teacher lessons - including Arabic and Islamic will be similar to normal planning structure
- PE to provide suggested physical activities not necessarily based on the current topics

EXPECTATIONS

Teachers

- Teachers should ensure that quality lessons contain new learning and meet guidance standards from leadership
- Resources are differentiated where appropriate to the needs of class
- Learning strategies will be sent home to aid the parents with their children's learning. (Where needed)
- Model answers will be provided in order for students and parents to assess own learning
- Teachers will update on a daily basis on SIMS any children that are unable to work on the day using correct codes
- Teachers will keep track of any students who are not handing in assignments and communicate this with parents and line managers
- For staff who are sick or absent, they must inform line manager and set auto response on email

SEND and EAL Teachers

- Maintain 1:1 communication with assigned students
- Communicate regularly with the class or subject teacher who teach the students
- Ensure they are added as collaborators on each team
- Offer to scaffold or modify assignments, as per IEP recommendations, for students on their caseload to support subject or classroom teachers
- Help subject or classroom teacher differentiate lessons and activities for the students on their caseload
- Communicate regularly with students on their caseload and/or their parents to ensure they have success with distance learning
- Provide supplementary learning activities for students on their caseload who may benefit from additional practice to close academic and curricular gaps

Teaching Assistants

- Communicate regularly with classroom teachers to identify ways to support students and contribute to planning and instruction
- Monitor student learning and provide feedback to students, as requested by the teachers and teams supported

Learning Support Assistants

- Communicate regularly with classroom teachers to identify ways to support students and contribute to planning and instruction
- Monitor student learning and provide feedback to students, as requested by the teachers and teams supported

Parents

- Parents should support the school's aims and objectives of on-line learning by encouraging participation
- Consider the age of their child and adjust the home learning environment to suit their educational needs

- Provide an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Ensure students use correct and relevant guidance, videos and documents
- Monitor time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play
- Contact the teacher if the student is absent

Students will need to:

- bring motivation
- be present
- have engagement with each session
- submit and complete online work
- commit to reflection and revision opportunities

Admin and FOH Staff

- If staff are in school, Admin, FOH and support staff to continue normal duties as directed according to circumstances
- Attendance Procedure will ask parents to email in, if their child is sick or absent from learning as per normal school policy
- Attendance updated to SIMS for both pupils and staff

Attendance procedures during distance learning

- All students to be marked on the register as B 'educated off-site'.
- If a parent knows a student is going to be absent and not available to work from home that day, they should email their class teacher or department leader from the list below and the registers will be updated accordingly.
- Work will be provided for each student for each lesson every day via myLearning and MS Teams. Staff will be online during lessons to help and support all students.
- If the work is not submitted the member of staff will keep a record of the missing piece of work and will contact parents.
- If two or more pieces of work are not submitted, then the teacher will refer the student to the HoD who will contact home and update accordingly
- HoYs will monitor students learning, looking for those who are missing work in 3 or more subject areas. The HoY will then contact parents to outline the School's concerns.
- Students who continue not to submit work in a range of subjects will be referred to the Leadership Team.

We are in constant contact with the Dubai Health Authority, KHDA and GEMS Corporate office and are following their guidelines in regards to protecting our students and we will update you as and when new information is made available.

Marking and Feedback

- There should be a range of activities for students, using a mixture of on-line and written responses
- Each year group will set the expectations of the balance between on-line activities and copy book activities to balance screen time
- Feedback on completed work should be given by the end of the following working day
  - This should be a mixture of
    - Vocal response
    - Typed comments over photos etc
- Some tasks should be projects which require feedback at the end of the week
- Where teachers assign projects and coursework, students may be required to submit work to the teacher directly who will in turn provide feedback and next steps
- Marking schemes, rubrics and answers may be provided to allow for self-assessment and reflection opportunities

Typical Lesson Structure and Timetable

Timetables will follow your child's daily timetable that is in their learning diary as well as on myLearning. Furthermore, there is an overview of the amount of hours and time you should be spending on each subject. As well as time spent depending on the year group, your child is in. A "live lesson" timetable will be highlighted each week and the time the lesson will be aired.

Age Group	Platform for daily communication	Platform for live sessions
EYFS FS 2)	myLearning and Evidence me	Microsoft Teams and myLearning Forum
Yr 1 – Yr 6	myLearning	Microsoft Teams and myLearning Forum
Yr 7 – Yr 11	myLearning	Microsoft Teams and myLearning Forum
Yr 12	myLearning	Microsoft Teams and myLearning Forum

Mathematics example

Period Length 1 hour

- ✓ Video introduction by class teacher - lesson objective and DUO shared (5-10mins)

- ✓ Children have an opportunity to practise what they have been taught. Teachers will provide questions/common misconceptions to help support the children with their learning at home (20 minutes)

- ✓ Fluency activity, e.g. Power of Maths (10 minutes)

- ✓ Review Time – self-marking, reflection, challenge activity. An opportunity to ask questions of the class teacher connect with the class teacher and ask questions (20 minutes)

Time Allocation

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Minimum - maximum hours of learning recommended each week		**Minimum - maximum hours of learning recommended each week**			
Phonics	5 x 20 minutes					
English	4 – 5	4 – 5	4 – 5	4 – 5	4 – 5	4 – 5
Reading	Reading for a minimum of 20 minutes a day		Reading for a minimum of 20 minutes a day			
Guided Reading / Comprehension	1 activity minimum	1 activity minimum	This is included within the English time allocation			
Maths	4 – 5	4 – 5	4 – 5	4 – 5	4 – 5	4 – 5
Science	2	2	2	2	2	2
Moral Education	1	1	1	1	1	1
Social Studies	1	1	1	1	1	1
Arabic A	4	4	4	4	4	4
Arabic B	4	4	3	3	3	3
Islamic *(if applicable)*	2	2	2	2	2	2
Physical Education (PE)	A minimum of 5 x 20 minutes sessions					
Other to include projects	A minimum of 2 activities		A minimum of 3 activities			

Accommodating Inclusion & Online Learning

<u>Students of Determination</u>

<u>Level 3 support program</u> - Students of Determination receiving Level 3 support receive a Modified Weekly Learning Plan from their Inclusion support teacher. The weekly learning tasks are inline with each student's IEP. They are assigned specific activities related to the agreed targets identified in the IEP. Activities will include using online learning resources, such as Accelerated Reader, Power of Maths, Mathletics along with other resources relevant to tasks. They are provided with materials to support learning from school. Students who are supported by a Learning Support Assistant (LSA) are contacted by the LSA each day to clarify daily tasks and to support with any challenges that may arise.

<u>Level 1/2 support program</u> - Students who are receiving Level 1 and 2 support can access the differentiated materials that are provided by the class teachers. The Inclusion Support teachers will work closely with subject teachers to ensure that learning materials are individualized appropriately and will be available to support with any difficulties or challenges that may arise when students are completing this work independently. The Inclusion Support Teachers will also provide additional resources to support the attainment of specific targets that are identified in the IEPs.

<u>English Language Learning Support program</u> - Students who are receiving ELL support will be able to access differentiated materials provided by classroom teachers. ELL teachers will work closely with homeroom and subject teachers to ensure that learning tasks are differentiated and modified appropriately. ELL teachers will maintain communication with families so that we can support families who may need help in completing tasks. ELL teachers will recommend weekly personalized activities to students, in order to develop their listening, speaking, reading, and writing skills, as well as expand their English vocabulary. These activities are not limited to but can include the following:

- Daily journal activities to be shared with families - ELL teachers may monitor with homeroom teachers where applicable and provide consistent and appropriate feedback to individual students
- Videos and activities that focus on vocabulary and skill building
- Work assigned from Cambridge ELL program
- Recorded messages (seesaw, email, myLearning

Useful links to additional educational learning resources

Age 4-7
- Phonics Play - www.phonicsplay.co.uk
- Education City - https://ec1.educationcity.com/
- Oxford Owl - https://www.oxfordowl.co.uk/
- Topmarks - https://www.topmarks.co.uk/
- Handwriting - https://www.ictgames.com/mobilePage/writingRepeater/
- NRich - https://nrich.maths.org/
- STEM - https://www.stem.org.uk/resources

Age 8+
- Education City - https://ec1.educationcity.com/
- Oxford Owl - https://www.oxfordowl.co.uk/
- Topmarks - https://www.topmarks.co.uk/
- Handwriting - https://www.ictgames.com/mobilePage/writingRepeater/
- NRich - https://nrich.maths.org/
- STEM - https://www.stem.org.uk/resources

Distance learning safeguarding advice

Student safety and safeguarding is our main priority, and we would, therefore, like to share with you some Do's and Don'ts to help keep your children safe and healthy when learning at home.

Do's

- Monitor your child's online usage. Is the content they are browsing age appropriate? Are they having too much screen time?
- Reinforce E-Safety with your children ensuring that they are sending and receiving appropriate messages
- Monitor the amount of time your child is spending completing their work. They should be following the guided curriculum hours for each subject
- Support your child to make healthy choices in regards to food and drink
- Encourage your child to complete daily physical activity. Activities to support this will be available as part of your child's weekly work
- Share any concerns you have with the School via email to the Form Tutor or Head of Year

Don'ts

- Share your child's log in details with others
- Contact other children through your child's online platforms

During forced school closures, GEMS WSD, will provide parents and students access to learning materials in accordance with the end-user policies of the certain online platforms e.g. myLearning Microsoft Teams, Accelerated Reader, ActiveLearn etc.

By accessing any of the learning materials provided, users are agreeing with all of the school's policies. These policies highlight the responsibilities of all users, including showing respect and courtesy for all other users, students, parents and staff in the WSD community. It also includes the strict prohibition of cyber bullying, online harassment and the use of inappropriate language in any communication.Any misconduct online will be treated similar to in school and in accordance with the school policies.

Users do not have permission to reproduce or share any of the learning materials, videos or content, which includes recording videos or images on other devices.

All users must comply with legal restrictions regarding the use of digital platforms and social media in the UAE. Please see the TRA guidelines UAE Digital Content Laws. Protect your online reputation and that of the GEMS Winchester School Dubai community by following the TRA internet guidelines.

Online safeguarding advice

https://www.youtube.com/watch?v=Yzy4G1aCggs
This one is about not knowing who you are talking to online. It is probably aimed at Year 5-8 students

https://www.youtube.com/watch?v=Z8i7vnXQdvw
This one is by parents discussing the usefulness of the animated thinkyouknow videos

https://www.thinkuknow.co.uk/parents/jessie-and-friends
This is the thinkyouknow series and is online safety for 4-7's

Our School Counsellor and safeguarding lead are available throughout and can be contacted via email (see below contacts). If appropriate, they will contact you via the school mobile phones for any follow up and support.

Parent Expectations and Advice

With the transition to remote learning, parents, in partnership with teachers will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with remote learning, while others may find it challenging as this is a new way to access the curriculum. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.

1. **Establish routines and expectations**

   Parents need to establish routines and expectations, and WSD encourages parents to set regular hours for their children's school work. We recommend keeping normal bedtime routines for younger children and expect the same from your older children, too. Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days.

2. **Define the physical space for your child's study**

   Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This could be a family space, and not necessarily in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents/guardians are present and monitoring their children's learning.

3. **Monitor communications from your children's teacher(s)**

   Teachers will communicate with parents and students through email, or other educational platforms when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. WSD wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Platforms/Systems (e.g. myLearning, Seesaw. etc.) that teachers are using.

4. **Begin and end each day with a check-in**

   Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents, but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

5. **Take an active role in helping your children process and own their learning**

   In the course of a regular school day at WSD, your son or daughter engages with other students or adults, dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning, whenever possible. However, it's important that your child owns their work; don't complete assignments for them, even when they find it challenging.

6. **Establish times for quiet reflection**

   A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones to block out distractions.

7. **Encourage physical activity and/or exercise**

   Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. WSD's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

8. **Remain mindful of your child's stress or worry**

   It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. As usual, feel free to reach out to your division counselors for strategies that support your child as needed.

9. **Monitor how much time your child is spending online**

   WSD is mindful of how much screen time students may be exposed to, and we believe in a program that balances online and hands-on learning experiences. Therefore, we will endeavour to plan a balanced program. We thank you in advance for your support and partnership.

10. **Keep your children social, but set rules around their social media interactions**

    The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official school-sanctioned channels of communication. WSD asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

Contacts

Learning related questions should be sent directly to the class teachers as per normal email contact or via myLearning. If you have any password and technical issues please email:
Mr Tintu Alex – alex.t_wsd@gemsedu.com or mylearning_wsd@gemsedu.com

My Learning Student Password reset

- The Parent or Students can reset the password by going to the following URL https://selfreset.gemseducation.com/default.aspx

- Key in the Student id "abcd.e_wsd" and click next.

- A security code containing a sequence of random numbers will be sent as an email to the parent registered email address with the school.

- After code input click next, to open the password reset page.

- Type in the preferred password and click next to update the system with the new password.

- If any issues with password reset or account please send email to mylearning_wsd@gemsedu.com

Education Offices:

Year group	Name of the Staff	Email ID
Principal CEO	Mr. Matthew Lecuyer	matthewjames.l_wsd@gemsedu.com
Vice Principal	Mr. Nicholas Patel	nicholas.p_wsd@gemsedu.com
Head of Secondary	Mr. Robert Gauntlett	robert.g_wsd@gemsedu.com
Head of Primary	Mrs. Preyanka Sall	preyanka.s_wsd@Gemsedu.com
Assistant Principal	Ms. Sharon Wills	sharon.w_wsd@Gemsedu.com

Whole school Lead Safeguarding Officer Wellbeing		
Secondary Teaching & Learning coach	**Ms. Helen Carmody**	**helen.c_wsd@gemsedu.com**
Primary Teaching and Learning Coach	**Mr. James Oakden**	**James.o_wsd@gemsedu.com**
Assistant Principal Secondary Y7 - 9	**Mr. Daniel Roberts**	**daniel.r_wsd@gemsedu.com**
Assistant Principal Secondary Y10 - 13	**Mr. Richard Smith**	**richard.s_wsd@gemsedu.com**
Assistant Principal Primary	**Ms. Tracey Scott**	**tracey.s_wsd@gemsedu.com**
Multicultural Executive Director	**Ms. Doaa Mohamed**	**doaa.m_wsd@gemsedu.com**
Senior Primary Phase Leader Y1-3	**Ms Geetika Sehgal**	**geetika.s_wsd@gemsedu.com**
Senior Primary Phase Leader Y4-6	**Ms. Joannes Paulus M. Esquinas**	**joannes.e_wsd@gemsedu.com**
Curriculum Lead Primary	**Ms. Veronica Alcala**	**Veronica.a_wsd@gemsedu.com**
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Foundation Stage Lead	**Ms. Josephine Carvalho**	**Josephin.c_wsd@gemsedu.com**
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Year 11	**Ms. Nigar Amin**	**Nigar.a_wsd@gemsedu.com**
Year 12/13	**Ms. Preeti Sharma**	**preeti.s_wsd@gemsedu.com**
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Review date: February 2021