

The British International School Madinaty

Key Stage 1 Parent Handbook 2020 2021

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For further information concerning the school curriculum, calendar dates, events and policies, including regular Year Group updates, photographs and Newsletters please check the school website.

www.bism.cairo.com

Dear Parents,

This booklet and the information it contains is designed to ensure that your child has every opportunity to settle smoothly into our Key Stage One (KS1) classes. It acts as a guide to how the school operates in KS1 and how your child can benefit from the high quality British education we offer.

In the first section you will find lots of useful information ranging from the timing of the school day to who to contact if you have a need to discuss a particular issue. Please take the time to read through this as it is a useful reference point at various times during your child's time with us.

In the second section you will find information about the curriculum and specific aspects of Teaching & Learning for each Year Group within KS1.

The final section of this handbook provides you with easy reference to certain school policies.

You have chosen The British International School Madinaty because of our particular model of education, taught through the medium of the English Language. To ensure that your child is able to benefit from their opportunities here, we insist that only English is spoken in school. (The obvious exception will be when students are speaking to an Arabic teacher.) Students need to develop their subject vocabulary and clear diction by speaking English as much as possible both in school, with their teachers and peers, and at home. We depend upon the partnership between school and home to work towards our shared goal of fluency and accuracy in English.

We, at The British International School Madinaty, regularly review and update our procedures and methods to ensure every child attains the best they can. We believe that education demands a partnership between home and school and we are happy to receive any suggestions from parents or students about what should be included in this booklet.

We look forward to working with you all and wish your sons and daughters every success in their endeavours here at The British International School, Madinaty.

Ms Mandy Bateman

Head of Primary

THE BRITISH INTERNATIONAL SCHOOL MADINATY

Our Core Purpose

is to ensure that every young person in school learns and makes excellent progress.

Our students will achieve academic success, while also gaining social and personal skills. Students will develop an enquiring and creative approach to learning with an emphasis on both independence and responsibility.

Our curriculum will be broad and balanced and allow for an appropriate individual learning journey of each student that includes the development of individual passions and interests.

Our students will develop excellent language and communication skills including written and oral English.

We will seek to develop caring and respectful attitudes to others, pride in one's own background, tolerance of difference, and a deep and active concern for the community and the wider world.

Our programmes will ensure that each young person leaves school with the confidence to succeed in and improve the changing world.

We will inspire a love of learning in each young person in an environment that is happy, stimulating, and safe.

Year 1 team

Welcome to Key Stage One (KS1)

We are looking forward to getting to know all new KS1 parents, as well as your children, and hope your time with us will be a happy and enjoyable one. We, as teachers, are glad to have the opportunity to work with you as partners in your child's education.

The purpose of this Handbook is to present some specific information about your child's education this year, as well as keeping you informed about day-to-day routines and offering some advice on how to make the transition from EYFS to KS1 as smooth as possible.

We hope that you enjoy reading it and will discuss the contents with your child, to promote a happy, successful and rewarding year for us all.

The teachers will discuss the contents with you further at the KS1 Parents Information Meeting before school starts in September.

Starting School

There are many things which will influence how happily a child settles into school. Every child is different and each child will react to this new environment in their own individual way.

It is important that children come to school feeling secure and as confident as possible. You can help by being very positive and talking about all the good experiences your child is likely to have each day.

Try not to use school as a threat. Comments such as, "You won't be able to behave like that at school", often worry a child needlessly.

Also try not to build up the child's expectations too much. Many children think they will learn to read and write on the first day. They may then become worried or disappointed when they don't.

Children learn to walk and talk at their own pace, in their own time – so too, with the skills they will be mastering at school. We can all help by offering children support, encouragement and lots of praise as they develop their skills; and by discussing their learning with them.

Most children are very enthusiastic when starting the new school year and many will continue to be so. However some children appear to lose that enthusiasm fairly quickly and parents of these children may become disappointed and puzzled about what has happened. There may be many reasons for this.

Coming to school means making big adjustments. Firstly the child has to separate from parents and family after the long holiday. They have to develop relationships with a whole set of new adults. They have to mix and co-operate with a large group of children, many of whom may be strangers. They also have to start managing and being responsible for themselves and their own belongings. All these factors can cause stress so allow plenty of time for your child to talk through their concerns at home.

School is a very busy place and children are often very tired by the time they get home.

Parents need to be prepared for this. You can help by ensuring that your child gets **a good night's sleep (8 – 9 hours)** and **eats a good breakfast** before leaving home.



No doubt you will be curious to know what your child has experienced each day. Some children will come home from school and talk non-stop, whilst others need time to wind down, eat and play before they are ready to talk. Sometimes the question “What did you do today?” is too broad for youngsters to answer. It may help if you narrow down the question to “What story did you hear today?” or “Did you go to the Library today?”

School is the place where the children will spend many hours of their day. We all want this to be a happy, comfortable place for your child. The best way to achieve this is for the school and home to work together. Communication is vital. This can be done through our Communication Book or a quick chat if you personally collect your child. If you have any concerns at all, please make an appointment to speak with your child’s teacher.

Important Information for parents of pupils entering KS1

??? Your Questions Answered???

What does my child do during the day?

7.30	Gates open to students. Students arrive and go directly to their classroom.
7.45 – 7.50	Primary Flag-Raising.
7.50 – 8.00	Registration in class.
8:00 – 9:05	Lessons (65 minutes duration) as per timetable
9:05 - 9:25	Breakfast and Break Time
9:25 – 11:35	Lessons (65 minutes duration) as per timetable
11:35 – 12:15	Lunch and Break Time
12:15 – 14:25	Lessons (65 minutes duration) as per timetable
14:35 – 14:30	End of day arrangements. Bus lines leave at 14:45.
14:30	School doors open for parents to sign out.

Early Morning

As the school is expanding its student population, we are putting in place the following changes to the pick-up and drop off arrangements in the morning and at the end of the school.

MORNING **ALL GATES OPEN:** 7.30am **ALL GATES CLOSE:** 7.50am

AFTENOON **ALL GATES OPEN:** 2.30pm **ALL GATES CLOSE:** 3.00pm

Pre School: OPEN 8.15am PICK UP 1.30pm

All pupils will be supported by LSA's and teachers to follow the directions to their class using social distancing measures.

Sign out will be monitored by LSA's and teachers, to help support social distancing measures.

Late pupils will be signed in by security and a runner will help them to their class.

Late pickups will stay in the shade with security and a late fee will be charged.

All staff car parks will be locked at 7.25am and re-opened at 3.15pm once all pupils have left the premises. This is for the safety of our pupils.

MORNING FLOW

ENTRY POINT: (Drop your child at the entry point- No parents or visitors allowed on site for the safety of children and staff)

PRE SCHOOL GATE 9 All pupils to enter via preschool door

EYFS GATE 9 All pupils to enter via rear classroom door

YEAR 1 GATE 5 All pupils to enter via walk in gate 5

YEAR 2 GATE 5 All pupils to enter via walk in gate 5

YEAR 3 GATE 2 All pupils to enter via walk in gate

YEAR 4 GATE 2 All pupils to enter via walk in gate

YEAR 5 GATE 2 All pupils to enter via walk in gate

AFTERNOON FLOW

Sign Out points:

PRE SCHOOL GATE 9 All pupils to be collected via preschool door

1. EYFS GATE 9 All pupils to be collected via classroom door

YEAR 1, 2 & 3 PARENTS DRIVE IN THROUGH GATE 4, FOLLOW THE SIGNS FOR THE RELEVANT YEAR GROUP, THE TEACHER WILL BRING YOUR CHILD TO THE CAR, YOU EXIT AT GATE 3.

YEAR 4 & 5 GATE 2

(All year 1 -5 pupils will be at the exit gates waiting for parent collection).

Early sign out requests

Your child is expected to remain in school for the full school day. We ask you to arrange medical appointments and other personal matters after school hours whenever possible. The Head of Primary can approve urgent early sign out for important family matters. You must be prepared to fully explain your circumstances to the Head of Primary.

No child will be allowed to leave the school with anyone other than a parent unless the school has received a specific request from the parents. In such cases, the parents must contact the school and a 'delegation' document will be prepared, including the I.D of the delegated person and the class teacher will be informed.

To make a delegation for someone picking up your child please contact Front Desk.

Teachers

Each class has a qualified class teacher, a specialist in the Primary Years and the British Curriculum, who is responsible for the day to day class teaching, organisation and routines. You must contact the class teacher for any questions or concerns via email.

Learning support Assistants (LSAs)

Each KS1 class will have one full-time TA. Their role is to support the Teaching and Learning in the class. The TA works alongside the class teacher. Please do not contact the TA to discuss your child's progress. You must refer to the class teacher at all times.

What additional (Specialist) classes will my child participate in this year?

Your child will take part in Arabic, Religion, P.E and Music lessons each week.

He/she will also attend Assemblies, visit the school library and will have access to the ICT room and Interactive Whiteboard in the classroom.

You will be informed of Assembly days, library days and P.E days.

Children will take part in regular trips which are arranged to support the curriculum.

Who will teach these classes?

Arabic/Religion – Arabic Department teachers.

PE/Swimming – PE Department teachers.

Music – Head of music or music teacher.

Your child will be accompanied to all classes by their LSA's.

What should my child wear to school?

All children **must** wear the BISM school uniform, purchased from the uniform shop.

Most items will show the BISM logo. If your child cannot wear an item of uniform on a particular day, you are kindly asked to explain this to their class teacher by writing in the Communication Book.



FS1-Y2 Uniform



Polo Shirt

Boys & Girls



Boys Shorts

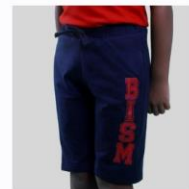


Girls Skorts



PE T-shirt

Boys & Girls



PE Melton Shorts

Boys & Girls



Jewellery rules at BISM

No Jewellery to be worn at school with the exception of:

- A simple, inexpensive watch (analogue or digital). Smart watches are not allowed at school.
- Simple, inexpensive plain ear studs or small sleeper earrings for girls (these must be removed on P.E days).

Please also note the wearing of nail varnish (nail colour) is not permitted at BISM by any student.

Outdoor Play

KS1 breaks take place on the main school field. Playtime equipment (bats, soft balls, skipping ropes, elastics, group games etc) are provided. All KS1 children also have regular access to a specialised outdoor learning area which includes grass, plants, shading and table space. Lessons in this area are planned for KS1 classes according to the topic being covered in class and are an essential part of Curriculum. These sessions are an extension of the classroom. All KS1 children also have the opportunity to use the schools' other outdoor areas including the Sports' Courts and Quad area.

Please note your child will use the outdoor areas all year round so ensure you send your child dressed for the weather. We will, of course, adjust the schedule should severe weather conditions be experienced.

How can I avoid losing my child's property?

Please clearly label **ALL** clothing with your child's name and current class. Please also label all possessions such as water flasks and lunch boxes. This will help us quickly return lost items to their owners.

Lost items will be sent to 'Lost & Found' which is located behind the Front Desk. Parents can arrange to reclaim such lost belongings by contacting the school Reception. Please do not ask teaching staff or Teaching Assistants to do this for you.

What does my child need to bring to school each day?

- **Essential school stationery items**

A pencil case (with your child's name on it) containing the following:

- Pencils (1x HB, 1x2B, 1x4B, 1x6B)
- Eraser
- Ruler (30 cm)
- Colour pencils
- Glue stick (not liquid glue)
- Whiteboard pen (blue or green)

The Class LSA will check this equipment regularly and you will be informed if any items need renewing or replacing.

- **Food and drink**

Your child must be provided with enough food (or money to purchase from the canteen) and drink to keep them suitably nourished throughout their busy school day.

Please provide:

- An early morning **snack/breakfast** (packed in a separate, easily accessible container). This must be a healthy snack.
 - A **healthy lunch** (packed in a sturdy, clearly named lunch box which is easy to open and close) - nutritious food, such as sandwiches, fruit, vegetables, cereals, cheese, plain biscuits, yoghurt drink or juice.
- + An additional afternoon snack if you wish - as above



As part of our duty to ensure the safety, health and nutrition of all children at school **we DO NOT PERMIT:**

- ❖ sweets or chewing gum
- ❖ chocolates (including chocolate-flavoured milk, chocolate spread etc)
- ❖ fizzy drinks or drinks in glass bottles
- ❖ food purchased from fast food outlets (burgers, French fries etc)
- ❖ potato crisps or similar fried packet snacks

However, from time to time as part of a class or school celebration event, we may relax these rules and allow certain items in to school (such as chocolate biscuits or potato crisps) as a treat. You will be notified in writing of any such occasions.

- A refillable **water** drinking bottle with a nozzle to drink from Clearly labelled with name and class)



(During hot weather children should bring plenty of water each day.) Water may be re-filled again from the school water dispensers.

- Hand-wipes/hand-gel (optional) - to maintain good health & hygiene children need to wash their hands frequently during the day. Wet-wipes make this quick and easy for them. We do not allow children to share these for health and hygiene reasons.
- Small pack of tissues.
- A **school bag** large enough to hold their breakfast and lunch and other essential items. This must be clearly labelled with your child's name and class. If we find this has not been done, we will write their name on the item with a permanent marker.

What items should *NOT* be brought to school?

1. Jewellery, except for stud earrings.
2. Stickers (only teachers' reward stickers will be worn on school uniform)
3. Toy guns, knives, swords or other items which encourage aggressive behaviour (including Superhero action figures) unless requested by the teacher as part of a costume/special topic.
4. Heavy/ Sharp items metal spinning tops (e.g. Fidget Spinners).
5. Expensive toys, mobile phones, tablets, smart watches or other electronic devices.
6. Hard footballs or basketballs. Ball games are permitted and suitable balls will be provided by the school. Hard footballs and basketballs, which can cause damage or injury, will be confiscated.

If in doubt, please ask your class teacher if a ball is appropriate.

Can my child celebrate his/her birthday at school?

You are welcome to send along individual cupcakes, muffins or cookies to share with classmates. Due to health and safety concerns we cannot allow large cakes which require knives, candles and matches! Sweets, gifts and decorations are not allowed. We are happy to distribute party invitations but please do not ask the teacher to do so unless you are inviting the whole class.



Please contact the class teacher to arrange the day and time for celebrating your child's birthday in the class.

We do not allow siblings or friends from other classes to join in with this event during school time.

Additionally, we do not allow parents or family members to attend in class.

What happens if my child is late?

All children must arrive from 7.30am to 7.50 am. The register in class will be completed before 8.00 am.

Children arriving later than that will be marked 'late' on the class register.

We understand that slight delays are inevitable on an occasional basis but the first half hour is particularly important. Lessons in Primary start promptly at 8.00 am. Children who miss this time often miss crucial learning. Persistent lateness also leads to children feeling insecure, unsettled and unhappy during the day.



Persistent lateness and any arrival after 8am will be dealt with according to our school attendance policy (including late note in the Communication File, attendance note in your child's file and a meeting with the Primary Deputy Head or Head of Primary School).

What should I do if my child is absent from school?

If you have to keep your child at home due to illness please send an explanatory note or medical certificate when he or she returns to school.

Contagious infections, vomiting, diarrhoea and high fevers require absence from school. (For 1 or 2 days absence a parent letter is acceptable. For 3 days or more a doctor's note is required). Please see Medical Arrangements Section for more information).

It is strongly recommended that you do not ever take your child out of school during term time but if this is absolutely unavoidable (e.g. serious family matters, essential family travel) please notify us in advance.

Parents are advised that any absence can be very detrimental to a child's academic progress and are urged to make every effort to ensure that their child does not miss any school days unnecessarily.

How can I communicate with my child's teacher?

Via email or VLE

What if I have a serious concern?

We welcome constructive feedback at BISM.

We take important concerns very seriously. Your genuine concerns will be taken seriously and dealt with appropriately.

We have a structured process for managing parent complaints/concerns.

Regarding any matters to do with your child's education, care or safety your first point of contact must always be the class teacher. It is important to involve them from the very beginning. They are the key person in the school who knows your child best. Your relationship with the class teacher is very important as you work in partnership with them to ensure the best for your child.

Please refer to the Parents Complaints Policy at the end of this Handbook to follow the methods of Communication and procedures we have in place to ensure your concern/complaint is dealt with efficiently and thoroughly.

How will I find out about my child's progress?

Parent Meetings and Reports

There will be an opportunity to get to know the staff and discuss the curriculum and school expectations at our Parent Information Meeting **before the start of the school year.**

We hold Parent Meetings when parents can discuss the progress of their child with the Class Teacher. In **October**, you will be invited by your class teacher to attend a Progress Meeting. In **January**, your child will invite you to attend their Student-Led Parent Conference.

Written reports will be issued: end of Term 1 and end of Term 3.

Our regularly updated Year Group Curriculum Information can be viewed, along with the Weekly Learning Overviews, on the school website. (Please ensure that the school Front Desk have your current email address and that you inform us if it changes.)

What else will my child bring home?

Reading:

A Reading Book and Reading Record will be brought home every day.

Please ensure that it is maintained in good condition by keeping it dry and clean and returning it to school inside the plastic folder.

Please make every effort to share the book and encourage your child to read to you and discuss the pages in the book. Reading at home should be a daily occurrence. Make sure you sign the Reading Record book so the class teacher knows how often the book has been practised at home. Students may not sign their Reading Record.

Homework and Spellings:

Maths, English, Science and Arabic homework will be assigned each week. Please encourage and support your child in completing this on time. Some homework will be sent in the homework file whilst some will be assigned online, through Active Learn Primary or other online educational resources. Further homework activities may be assigned, according to the planned work at the time.

Spellings are given out on a Sunday in a plastic folder and should be practised every day using Look, Cover, Write, Check (your class teacher will be happy to explain this method to you). Spelling sentences should also be completed. Please help your child to learn their spelling words and to understand how to use them in full sentences.

MEDICAL ARRANGEMENTS

The school employs a female doctor in the medical clinic on site. Additionally on our teaching team we have fully qualified Emergency First Responders in every department.

What happens if my child is sick?

If a child is unwell or injured they will be taken to the clinic by a member of staff. From FS2 children can be sent to the clinic with a medical note from the teacher for minor issues (e.g. to receive a medication, a requested temperature check etc.)

All visits to the clinic are recorded in the medical log and a note will be sent home to inform you of any minor incidents which have been dealt with by the doctor.

The school doctor will contact you and request that you collect your child from school if she or he becomes too unwell to take part in lessons.

Any child with a temperature over 38 degrees must be collected by a parent and taken home.

Any child identified with head lice (insects or eggs) will be immediately placed in isolation in the School Clinic and must be immediately collected by a parent.

In cases of serious injury parents will be contacted immediately.
PLEASE MAKE SURE THAT YOU KEEP US INFORMED OF ANY CHANGES TO YOUR TELEPHONE NUMBERS. PARENTS SHOULD ENSURE THAT THEY ALWAYS HAVE THEIR PHONES SWITCHED ON IN CASE THE SCHOOL NEEDS TO CONTACT THEM IN AN EMERGENCY.

CHILDREN ON MEDICATION

If your child needs to take any medication at school, it must be clearly labelled with name, dosage and the times at which it should be administered. This information should also be written in the Communication Book. It should be handed to the class teacher on arrival at school and will only be administered by the doctor or designated Emergency First Responder.

What should I do if my child is sick?

If your child is sick, we insist that you keep them at home until they are well enough to come back to school. Please use your common sense in deciding whether or not to send your child to school. Ask yourself the following questions:

- Is your child well enough to do ALL the activities of the school day? If not, keep your child at home.
- Does your child have a condition that could be passed on to other children or school staff? If so, keep your child at home.
- Would you take the day off work if you had this condition? If so, keep your child at home.

It is important to inform the school if your child is going to be absent. On the first day of your child's illness, please telephone the school to tell them that your child will be staying at home. The school may ask about the nature of the illness and how long you expect the absence to last. If it becomes clear that your child will be away for longer than expected, please phone the school again to explain this. A medical note will be required for prolonged absences (more than three days).

If your child returns to school having been absent due to sickness for longer than two days, the school doctor will examine them to ensure they are well enough to return to class. If your child is found to be sick you will be expected to return to school to collect them immediately.

Can my child miss any lessons due to illness?

Your child may be excused from Swimming or P.E lessons due to an existing medical condition but only with an official doctor's note. This note must clearly explain the condition, the reasons for recommending your child does not participate in the activity and must also state the duration of the doctor's excusal notice.

No other excuses will be accepted for missing P.E. or Swimming lessons at school.

P.E. and Swimming are essential curriculum lessons at BISM.

CHILDREN WITH INFECTIOUS DISEASES

If your child develops a common childhood disease it is important to keep them at home until they are well enough to return to school. Many of these infectious diseases are contagious so it is important that you **DO NOT SEND** your child to school. Please call the Front Desk staff if your child develops any of these infectious illnesses so that the teacher can be informed to more closely monitor the health of

the rest of the class. Please read the following recommendations for how long your child should remain at home for each illness mentioned, and do follow your doctor's advice.

- Chickenpox – until all spots have crusted over
- German Measles or Measles – four days from the onset of the rash
- Hand, Foot and Mouth – until all lesions are dry, crusted and healing
- Impetigo – until all lesions are dry, crusted and healing
- Scarlet Fever – 24 hours after starting antibiotics
- Slapped cheek/fifth disease – children can return once rash has developed
- Pink eye/Conjunctivitis – please keep your child off until the infection has completely cleared up
- Shingles – keep at home if the rash cannot be covered or is weeping, your child will feel very unwell and tired.
- Meningitis – keep at home until fully recovered
- Diarrhoea and vomiting – keep at home for at least 48 hours after the last incident
- Flu – keep child at home until fully recovered
- Head lice – child can return to school once the treatment has been administered

Please note any child sent to school with any of these infectious diseases will be placed immediately into isolation in the school clinic until collected by a parent.

CHILDREN WITH ALLERGIES AND MEDICAL CONDITIONS

If your child suffers from any allergies or other medical conditions please inform the Class Teacher at the beginning of the school year. Remember to update the class teacher if this situation changes at all. Some medical conditions may require us to create an Individual Medical Plan to ensure correct procedures are involved and that all staff are aware of your child's specific needs.

CONTACTING THE SCHOOL – Who to talk to?

01022230013/14/15/16

Please contact the school with any inquiries or to pass on information regarding your child:

TRANSPORTATION MANAGER

Questions about buses, transportation or change of address

MEDICAL CLINIC

To speak to the doctor about pupil illness or injury

REGISTRAR'S OFFICE

Questions about the admission process

Change of any personal information

FRONT DESK/RECEPTION

General enquiries and appointments to meet Class Teachers, Team Leaders, Deputy Head, Head Teacher or Principal.



Information

Throughout the school year parents are kept informed of events, activities and their child's progress in a variety of ways:

Principal's Newsletter

Fortnightly newsletter to all primary students and parents with special announcements, events, messages and reminders.

Year Group Updates

A regular outline of children's learning detailing activities, objectives and special events in your child's year group.

Parent – Teacher Meetings

Teachers or parents may request additional meetings to discuss specific issues throughout the year. These are held in the presence of the Deputy Head and can be arranged via email.

School Website

To check the latest www.bism-cairo.com Log-on to information and updated school calendar.

Parents' Information Meeting

A meeting held at the beginning of the year with your child's class teacher to discuss the curriculum, policies and activities planned for the year.

Progress Meeting and Student-Led Parent Conference Meeting

Held in Terms 1 and 2 to discuss individual pupils' progress.

Reports

Sent at the end of Terms 1 and 3 detailing your child's progress and achievements.

PERFORMANCES, EVENTS AND TRIPS

CONCERTS, PRODUCTIONS and PARENT ASSEMBLIES

All EYFS children will participate in at least one Concert, Production or Assembly within the school year. These are another essential part of their learning and their school experience.

Costumes

Whilst we aim to keep additional costs to a minimum at BISM, we aim for a high standard in our public performances. If your child is involved in a main school production (this does not include the Parents Assemblies) the school will design and order costumes for every child at a reasonable cost. You will be informed of this by letter well in advance of the performance.

To ensure consistency in presentation, colour and design, your child must be provided with a school costume in order to participate.

CD Package (Video and photos)

For large productions/concerts we provide for sale a CD package including a professional video and collection of photographs.

The photographing will always happen on the ***Dress Rehearsal Day*** and not on the actual performance days. **It is important to make sure your child attends on the Dress Rehearsal day so that they appear in the photos.** We will not make any alternative arrangements for additional photographing.

Commencing September 2018, the live performance to parents (large productions and concerts only) will be professionally videoed and this video will be added to the CD package.

Parents will be politely reminded to refrain from taking photographs and videos during the performance.

Audience Rules

Members of the audience are expected to abide by a set of rules when attending concerts, productions or assemblies in order for these occasions to be enjoyed by everyone. These are:

- Please arrive on time: performances will start promptly as scheduled on the invitation. Late-arrivers will be asked to wait for an appropriate interval before being allowed to enter the hall to avoid disruption to the performance. Please cooperate fully with our staff who are responsible for managing the entry doors.
- Please switch all devices to silent. Please do not make/answer any calls inside the hall during the performance.
- Please remain in your seat at all times.
- Be aware due to the sound or content of some performances, we may request that Infants are not allowed to attend. Strollers should be kept in the side aisles only. Young children/infants will be your own responsibility in the school. They must remain seated/on your lap. If they become unsettled and cause a distraction to the performance in any way you may be asked to take them out of the hall.

Important notes:

- Members of the audience are **NOT PERMITTED** to take photos or videos during the performances (except for Parent Assemblies). Please cooperate fully with our staff who are responsible for managing “front of house” audience supervision.
- Siblings from other classes **cannot be withdrawn/signed out** in order to attend as an audience member on the day of the performance. Wherever possible, siblings will be able to attend during school hours to watch the Technical or Dress Rehearsals (only if the content of the performance is age-appropriate).

EVENTS

During the school year, parents or other family members are invited into school and into the classroom to participate in events. At some of these events we must insist on limiting who attends to ensure the safe management of numbers of visitors in areas of the school.

SCHOOL TRIPS POLICY

A school trip includes any organised activity where pupils leave the normal school site. Each trip location will have been investigated and assessed for risks before the trip is allowed to proceed. We

encourage you to send your child on these trips as they are planned to extend the learning experiences with activities not possible in school. The trips are considered as an essential part of your child's learning.

AIMS

- To broaden the curriculum beyond the boundaries of the school.
- To give ALL students the opportunity to experience cultural, environment, historical and sporting places and events.
- To foster an enquiring mind and a spirit of wonder about the outside world.
- To encourage students to explore their own local community and beyond.
- To make trips enjoyable for both students and staff.

What Parents need to do about trips – Communication with parents/guardians includes a letter with an indication of the trip's aims and how it intends to benefit pupils. It will also indicate clearly what the cost will be for the trip, and have a return slip attached for parental approval/ permission.

Parents must give permission for children to attend trips/activities. A child may not go out of school without prior permission from a parent or guardian. Parents will be notified as to what they need to provide, e.g. pocket money, packed lunch etc. On all trips parents have the responsibility of ensuring that their child is following the school dress code, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.

Please note that we ask parents not to make their own way to the trip venue and attend. This will cause severe disruption and will distract from the student experience.

THE NATIONAL CURRICULUM FOR ENGLAND

THE STRUCTURE OF THE BRITISH PRIMARY CURRICULUM

Name of Stage	Year Groups	Age of Pupils
Early Years Foundation Stage <i>EYFS</i>	PS, FS1, FS2	2 – 5 yrs
Key Stage One <i>KS1</i>	Y1, Y2	5 – 7 yrs
Key Stage Two <i>KS2</i>	Y3, Y4, Y5, Y6	7 – 11 yrs

The Department for Education, in the UK, sets out Learning Objectives for each area of the curriculum and Levels of Attainment that pupils are expected to achieve at the end of each key stage. Using this guidance our teachers are able to ensure that their pupils are equipped with the knowledge, skills and understanding necessary to establish a solid foundation on which to build throughout their future school years and beyond.

ENGLISH

Work in spoken language, reading and writing is integrated.

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. Pupils engage in discussion and ask relevant questions to build their vocabulary and extend their understanding and knowledge. They have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class and are taught to take turns. They learn to speak clearly, thinking about the needs of their listeners. The children use language in imaginative ways and express their ideas and feelings when working in role play and drama activities.

Reading

Reading at Key Stage 1 consists of two dimensions: word reading and comprehension (both listening and reading). Pupils apply phonic knowledge and skills to decode words and focus on sentences to determine how they fit into whole texts. They read a range of texts and discuss why they like them or don't like them. Pupils explain clearly their understanding of what is read to them and they make inferences and predict what might happen on the basis of what has been read so far. Their interest and pleasure in reading is developed as they learn to read more confidently, fluently and independently.

Writing

Writing at Key Stage 1 consists of: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Pupils begin to spell and punctuate accurately and use correct grammar and sentence structure. They start to enjoy writing, using adventurous and wide-ranging vocabulary, sequencing events and structuring it to suit the purpose and reader. They learn to communicate meaning through narrative and non-fiction texts. Opportunities to develop their writing and order their ideas through playing roles and improvising scenes in various settings are provided through drama activities.

MATHEMATICS

Knowledge and understanding is developed through practical and mental activity, exploration and discussion.

Number

The principal focus of Mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting, fractions and place value. This involves working

with numerals, words and the four operations (addition, subtraction, multiplication and division) including with practical resources [for example, concrete objects and measuring tools].

Geometry

Pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. They learn to describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Measurement

Pupils use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

SCIENCE

The principal focus of science teaching in Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They will begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.




Topic based teaching

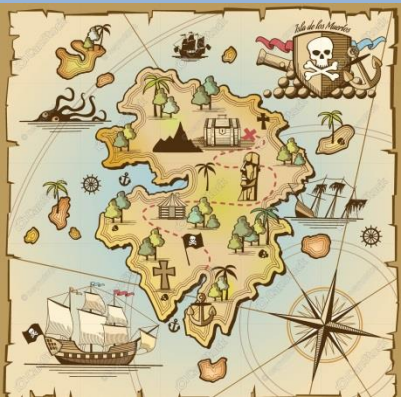


Topic based units are a vehicle for teaching a range of skills and content by integrating curriculum areas (such as History, Geography, Art and Design and Technology) around a topic. This method of teaching links curriculum strands and capitalizes on children's interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, Children's attitudes, skills and knowledge are developed in meaningful ways.

Each class has a theme or topic running per term or half term. We choose these to match the Curriculum for that age group or because there is an exciting or interesting local connection we want to explore.

Topic webs for Parents will be uploaded onto the website each term.

KS1 Topics

YEAR ONE		
TERM 1	TERM 2	TERM 3
Myself and My World 	Super Heroes 	Hurray, We Are Going On Holiday! 

YEAR TWO		
TERM 1	TERM 2	TERM 3
Oceans and Seas 	Space 	Adventurers and Explorers 

توزيع منهج اللغة العربية للصف الأول الابتدائي

المحتوى	الشهر
<u>المحور الأول (أنا مميز)</u> حرف الألف حرف الميم حرف الباء حرف الفاء	سبتمبر
<u>تابع المحور الأول (أنا مميز)</u> حرف الفاء حرف النون حرف الحاء حرف الراء قصة أوقات غالية	أكتوبر
<u>تابع المحور الأول (أنا مميز)</u> حرف التاء حرف السين حرف الجيم المحور الثاني (العالم من حولي) حرف الزاي حرف الدال حرف القاف	نوفمبر
<u>تابع المحور الثاني (العالم من حولي)</u> حرف الطاء حرف الشين حرف الذال حرف العين حرف الواو مراجعة عامة	ديسمبر

<p>حرف التاء - حرف الخاء - حرف الصاد</p> <p>- حرف الضاد - حرف الكاف - حرف الياء - حرف الهاء - حرف الغين - حرف الظاء</p>	<p>فبراير</p>
<p><u>المحور الثالث (كيف يعمل العالم)</u></p> <p>احلام عالية - هذا وهذه - المد بالألف - أنا ونحن - نشيد الكون المشرق - المغامر سالم - المد بالياء - ياء الملكية</p>	<p>مارس</p>
<p><u>تابع المحور الثالث (كيف يعمل العالم)</u></p> <p>المد بالواو - هو وهي - التاء المربوطة - المؤنث والمذكر - نشيد أنا إنسان - الشدة</p>	<p>ابريل</p>
<p><u>المحور الرابع (التواصل)</u></p> <p>اللام الشمسية والقمرية - التنوين بالفتح - التنوين بالضم - التنوين بالكسر - المفرد والجمع - الفعل الماضي</p>	<p>مايو</p>
<p>الفعل المضارع - احلام عالية</p> <p>مراجعة</p>	<p>يونيو</p>

توزيع منهج التربية الدينية الصف الاول الابتدائي الترم الأول

الشهر	المحتوى
سبتمبر وأكتوبر	<ul style="list-style-type: none"> - المحور الأول (من أكون) - أركان الإسلام - الشهاداتتان -الله الواحد - سورة الإخلاص - قصة تحية الإسلام - بناء الكعبة
نوفمبر	<ul style="list-style-type: none"> - تابع المحور الأول (من أكون) -مولد الرسول - قصة الصدق والأمانة - الوضوء - الصلاة
ديسمبر	<p>الاستئذان آداب الطعام المحور الثاني (العالم من حولى)</p> <p>أبو بكر - على - خديجة بنت خويلد قصة الأخوة والمشاركة</p>

المحتوى	الشهر
الكتب السماوية التسامح الله الغفور	فبراير
نزول الوحي والسيدة خديجة تظمنن الرسول سورة العلق صلة الرحم الزكاة	مارس
الحج العطاء الله الرحمن الرحيم الرحمة بالإنسان – الرفق بالحيوان	ابريل
خيركم خيركم لاهله احترام الكبير بر الوالدين	مايو
الصوم سورة القدر حفظ اللسان	يونيو

توزيع المنهج للصف الاول للفصل الدراسي الاول (الصف الاول الابتدائي) لمادة التربية الدينية المسيحية

<p>الرب يسوع يحب الأطفال الله يراني ويسمعني بشاره الملاك للعذراء مريم ميلاد الرب يسوع الطفل يسوع يساعد في المنزل الصلاه الربانيه</p>	<p>المحور الأول</p>
<p>الله خلق العالم من أجلي الكنيسه تعلمنا الصلاة ربنا يسوع المسيح يشفي المرضى التسامح صلاة الشكر</p>	<p>المحور الثاني</p>
<p>الكتاب المقدس كلام الله الله يحرسني (ملاكي الحارس) الله يحميني (الطفل موسي) الصوم (الملكه استير) الرحمه (القديس باخوميوس) صلاه الشكر (الجزء الثاني)</p>	<p>المحور الثالث</p>
<p>الطاعه (الطفل يسوع في الهيكل) عماد السيد المسيح العطاء (الانبا ابرام) المشاركه ومساعدة الاخرين الشكر (السيد المسيح يشفي العشره من البرص) صلاه الشكر (الجزء الثالث)</p>	<p>المحور الرابع</p>

توزيع منهج الصف الثاني الابتدائي

2020-2021

الإملاء	التعبير	الأساليب والتراكيب	الأناشيد	القصة		الشهر
				القراءة	الاستماع	
إملاء كلمات من النصوص	- كتابة لافتة	- ضمائر المتكلم - ضمائر المخاطب - لا الناهية	- صديقي	- أنا أستطيع - توماس إديسون - عادات صحية	- مسابقة القراءة - لدي أسنان جديدة	سبتمبر وأكتوبر 2020
إملاء كلمات من النصوص	- كتابة سيرة ذاتية	- أسلوب الاستفهام - حروف العطف		- خطوات عمل الأرز - عندي موهبة - أريد أن أكون طبيباً	- آلة الزمن - النور والظلام	نوفمبر 2020
إملاء كلمات من النصوص	- كتابة وصف مكان	- تمييز الاسم والفعل والحرف - أسماء الإشارة - المذكر والمؤنث	- النجوم والكواكب	- سر القمر - عالم الفلك البيروني - الحرباء	- بيتنا الجديد	ديسمبر 2020
إملاء كلمات من النصوص	- كتابة قصة	- أسماء الإشارة للبعيد - الأسماء الموصولة - الفعل الماضي والمضارع		- الدب القطبي - ميرت أمون - صناعة الألوان	- البردي	يناير 2021

الإملاء	التعبير	الأساليب والتراكيب	الأناشيد	القصة		الشهر
				القراءة	الاستماع	
إملاء كلمات من النصوص .	كتابة وصف مكان .	- أسلوب التعجب . - علامات الترقيم . - المفرد والجمع .	- نيل مصر .	- معرض المدرسة -الوادي الجديد - مولودنا الجديد	- إجازة نصف العام - فرح النوبة .	فبراير 2021
إملاء كلمات من النصوص .	كتابة وصف حدث .	- المثنى . - أسلوب النفي . - أسلوب النهي . - لام التعليل .		- أخلاق المصري القديم مكتوبة على الاحجار . - مجاري النيل تسقي الحقول . - أنا النيل .	- سر الحياة . - زيارة إلى المدرسة	مارس 2021
إملاء كلمات من النصوص .	كتابة مقال صغير .	- ظرف المكان . - الشدة . - أسلوب النداء .	- أرض اجدادي .	- نول وخيوط . - من التراث المصري . - رحلة غلى المخيم	- مسرح الحي .	إبريل 2021
إملاء كلمات من النصوص .	كتابة قصة ورسالة .	- الفعل المضارع والفعل الماضي . - أسماء الإشارة . - الجملة الاسمية والجملة الفعلية .		- التواصل عبر الزمان . - أبحث عن شريك - الاخلاق الكريمة .	- جبراني كأهلي .	مايو 2021

توزيع منهج التربية الدينية الاسلاميه الصف الثاني الابتدائى

2021-2020

الشهر	المحتوى
سبتمبر وأكتوبر	المحور الأول " من أكون ؟ " وحدانية الله . - الله القادر . قصة الخلق . - الإيمان بالله . الأمانة في الحفاظ على الجسم والعقل .
نوفمبر	معجزات صاحبت مولده . بداية دعوة الرسول في مكة . انتشار دعوة الرسول صلى الله عليه وسلم في مكة . فضل القرآن . الطهارة . الآذان .
ديسمبر	صلاة الجماعة . المسلم نظيف . الإيمان بالكتب السماوية . الله الرازق . سورة الشمس .
يناير	قصة الله الرازق . هجرة الرسول إلى المدينة . في السراء والضراء . الزكاة . الصدقة . خير الناس أنفعهم للناس .

<ul style="list-style-type: none"> - الإيمان بالرسول . - أولو العزم من الرسل . - سورة الضحى . - قصة عن التسامح . - سيدنا نوح عليه السلام . - سيدنا إبراهيم عليه السلام . 	<p>فبراير 2021</p>
<ul style="list-style-type: none"> - السيدة هاجر وبئر زمزم . - وفديناه بذبح عظيم . - قصة عن بر الوالدين . - الحج . - عيد الأضحى . - قصة عن الرحمة . 	<p>مارس 2021</p>
<ul style="list-style-type: none"> - الإيمان باليوم الآخر . - الجنة وأسباب دخولها . - سورة الليل . - قصة عن التواضع . - سيدنا عمر بن الخطاب . - سيدنا عثمان بن عفان . 	<p>إبريل 2021</p>
<ul style="list-style-type: none"> - السيدة عائشة بنت أبي بكر . - السيدة حفصة بنت عمر . - قصة عن العطاء . - الصوم . - عيد الفطر . - قصة عن المشاركة . 	<p>مايو 2021</p>

توزيع المنهج للصف الاول للفصل الدراسي الاول (الصف الثاني الابتدائي) لمادة التربية الدينيه
المسيحيه

<ul style="list-style-type: none"> • الله مخلصي • فرح عظيم • الله يستجيب • الصدق • أنا موهوب • فتاه من الصعيد • مقدمه قانون الإيمان 	<p>المحور الأول</p>
<ul style="list-style-type: none"> • الله يخلف العالم بقوه كلمته • سلطان الرب يسوع علي البحر • الله يحمي أولاده • طاعه نوح • كتابي المقدس • محبة الأقرباء (أبرام ولوط) • الرب لي راع 	<p>المحور الثاني</p>
<ul style="list-style-type: none"> • طاعه الوالدين (ابراهيم واسحق) • طاعه الاباء الروحين (شجره الطاعه) • التسامح (يوسف واخواته) • مساعدة ذوي الاحتياجات الخاصة (داود ومفبوشت) • الصوم (دانيال والفتية الثلاثه) • الرفق بالمساكين (طابيثا) • محفوظات (قانون الايمان الجزء الاول) 	<p>المحور الثالث (كيف يعمل العالم؟)</p>
<ul style="list-style-type: none"> • شفاء المفلوج(الاصدقاء الاربعه) • المشاركه (عنقود العنب) • رعايه الله (مارمرقس كاروز الديار المصريه) • سر التناول (خميس العهد) • العطاء (المرأة والفلسان) • التواضع (طفولة السيد المسيح) • محفوظات (قانون الإيمان الجزء الثاني) 	<p>المحور الرابع (التواصل)</p>

ASSESSMENTS

At the beginning of specific academic years in Primary at BISM, students' development will be measured using CEM INCAS assessments.

This follows on from CEM BASE assessments in FS2 and takes place in the following year groups:

YEAR ONE

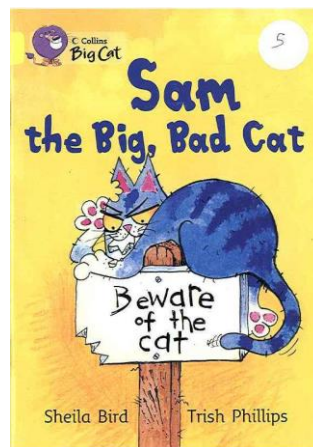
YEAR THREE

YEAR FIVE

Over time, this gives the school a growing picture of the progress made by students. When measured at the beginning of the year, it also gives teachers information on each student's strengths and gaps in learning across key developmental areas. This informs the planning of learning and helps identify students in need of support or further extension in their learning.

Throughout the school year, pupils' progress is monitored through a process of continual teacher-assessment, using the Learning Objectives defined in the 'The National Curriculum Handbook for Primary Teachers in England'. This approach is Assessment for Learning (AfL). It focuses on day to day informal judgements made by the teachers which will be used to indicate how individual children can improve their work using "next steps" – these are ideas for improvement which the children can then build into their work. These next steps may be written in the children's books or discussed with the individual child. Student's progress will also be assessed at least termly in English, Maths and Science, using standardised assessments.

READING IN KS1



The KS1 curriculum enables children to become confident readers by developing a wide range of reading skills, habits and interests. Children in KS1 will be encouraged to participate in a wide range of reading activities, including:

- Individual reading (home reader books which we ask you to listen to your child read at home)
- Guided Reading (a class teacher-led, group reading activity)

- Modelled reading and reading together (sharing a class text, hearing excellent models of reading, reading out loud in class or to a group)
- Personal reading time (time at school to explore their own reading interests, including Library time)

Year One children will be tested on their reading ability in the first month of Term One. This will ensure they are placed on the correct reading level for their ability. The Reading books that are sent home should be easily read by the child. The class teacher will provide more challenging books for your child to read during Guided Reading sessions at school. Your child will be tested regularly to ensure they are on the correct level for their ability. It is not essential that they read every book in each level before they progress to the next stage in the scheme. Please do not ask the class teacher to move your child to the next level as they will know when your child is ready to do so.

Please remember every child is different and has different abilities. Do not compare your child to other children in the class. The class teacher will inform you of any concerns they have.

Please encourage your child to take care of library books and reading scheme books, keep them in the folders provided and return them to school daily. There is a replacement charge for lost or damaged books.

LEARNING SUPPORT IN KS1 (LDD)

We are very privileged at The British International School, Madinaty to have a team of ten dedicated staff in our Learning Development Department (LDD) working with our pupils, in addition to their class teachers and LSA's, to enable them to achieve their full learning potential.

They support a large number of children at different points on their learning journey at BISM, helping them to meet their personal learning goals.

It is of great benefit to many children to receive such support and we encourage parents to embrace any such support as a very positive means of enhancing their child's learning experience.

In KS1 children may be offered additional support to develop such areas as their Language skills, Phonics skills, Social skills, Mathematics skills or Motor Skills. This support might be provided in the classroom or in a small-group situation outside the classroom. This will enable them to keep pace with the KS1 Learning Objectives and have the best possible start to their education.

The decision as to which children receive Learning Support is dependent on a variety of factors such as class teacher concerns, poor speech-and-language skills, failure to meet the expected KS1 targets or on-going behavioural issues. If your child is selected to receive Learning Support, a note will be sent home to inform you. This may be a short-term intervention to close a gap in your child's learning or may continue for some time. We are always happy to meet parents to discuss their child's Learning Support but this is not always necessary.

If a child has more specific Learning Difficulties we may recommend internal screening or an external cognitive assessment to diagnose any specific learning requirements

If your child does, at any point in his or her learning journey, require the services of our Learning Development team we hope that you will give your full support to enable us to allow all our pupils to achieve their full learning potential.

PARENTAL INVOLVEMENT

At BISM we truly value our home to school links and parent partnerships. In the coming years we would like to develop this positive relationship further.

We are here to help and guide your children through this formative stage of their lives as well as to help you, as families, should you ever desire our help or advice. If we work together with your child's best interests at heart, at all times, they will achieve so much more.

We believe that you are the most important people in your children's lives and that you have enormous potential to help us succeed in our mission.

Parental Expectations:

In order for parents to keep up-to-date and stay informed with what is required of them to maximise the home to school partnership parents need to:

- Regularly check our school website for information, curriculum updates, Weekly Learning Overviews, newsletters and events information.
- Read the Parent Handbooks which are full of useful information. These are also available online.
- Ensure awareness and involvement in your child's welfare by knowing what our expectations are (Behaviour Policy / Code of Conduct / School Regulations).
- Attend school orientations, progress and parent – teacher meetings.
- Inform the school of any change of circumstances that we need to know about regarding your child's welfare / family circumstances.
- Attend school events (in which your child is involved).
- Follow the appropriate communication channels to report concerns to the school. This must be via the class teacher in the first instance. See Parents Complaints Policy for further guidance.
- Inform the school of any concerns regarding your child or the school.
- Give us feedback (positive or negative) and suggestions of how to improve our partnership/school.

Developing Awareness of Appropriate Behaviour in Key Stage 1

'Good behaviour leads to good learning'

We expect a high standard of behaviour from children in Key Stage 1.

This means that children must learn how to behave in a way that demonstrates respect, care and consideration for self, others and our environment.

We emphasise and encourage positive behaviour through praise, encouragement and rewards but some rules are necessary for the children's safety and well-being; and for the good of the school community. Once these rules are understood, it is expected that they will be adhered to.

Anti-social behaviour cannot be tolerated and is dealt with through a system of sanctions. Persistent offences will result in the class teacher requesting a meeting with parents since we feel it is vital that school and home support each other.

In Key Stage 1 we have a simple set of **Golden Rules** by which we operate and generally we find that when children understand and follow the Golden Rules they enjoy their time at school. Parents are requested to discuss these rules with their children and reinforce them at home.

The Golden Rules

We are gentle, we do not hurt others.

We are kind and helpful, we do not hurt anybody's feelings.

We play well, we do not spoil each other's games.

We are honest, we do not cover up the truth.

We work hard, we do not waste time.

We listen to people; we do not interrupt.

We follow all adults' instructions; we do not argue.

We look after property, we don't waste or damage things.

Our Golden Rules are clearly displayed (in a way a child can easily understand e.g. pictures/photographs) and are referred to frequently when talking about expected behaviour or dealing with unacceptable behaviour.

In addition, each teacher establishes a set of Class Rules (again clearly displayed) to ensure the smooth running of classroom activities within a cooperative environment. A class agreement should be written on day one, there should be roles of responsibility in the classroom and all children should have a responsibility in the class which will work on rotation over a two-week period.

Reward Systems

We want your children to learn to the best of their ability and enjoy their time in school. We will encourage them to display their best efforts by rewarding them in various ways.

Private Acknowledgement

- ✓ Telling your child that we are aware of his/her achievement, using positive, descriptive praise.
- ✓ Asking your child to reflect on how they feel about their success.

Public Acknowledgement

- ✓ Drawing the class/group attention to your child's achievement (perhaps at circle time/ reflection time)
- ✓ Giving a sticker to take home that day
- ✓ Showing work or explaining success to another member of staff, class or child
- ✓ Class privileges: leading a line, choosing a story or song, handing out letters etc.
- ✓ Being awarded marbles for the class jar
- ✓ Awarded House points
- ✓ Class Dojo points given to pupils in class. **Our VLE** is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what is being learned in the classroom home through photos, videos, and messages. ... Teachers, students and our parents all **work** together to make our time in school worth every minute
- ✓ Being awarded Star of the Week certificate in assembly. Star of the Week will receive a certificate in assembly and 5 House points

REWARDS

Gems Jewels of respect and kindness

COLLECT YOUR JEWELS OF KINDNESS & RESPECT STICKERS

At GEMS we care about Values Education and seek to encourage our students to grow and develop their personal and interpersonal qualities.

We also value our partnership with parents: children learn best when there is close collaboration between home and school on similar core values.

Therefore, we have developed GEMS Jewels of Kindness & Respect as a means of encouraging all of our students to think about being Kind

(Respectful, Empathetic, Helpful and Compassionate are all kind qualities) to parents, grandparents and siblings at home.



It's very easy for students to receive recognition for kindness at home, examples being:

- Do chores (wash the dishes, help clear plates after a meal etc)
- Care for animals and pets
- Be happy and positive – spread some cheer
- Make a family kindness jar
- Help recycle

Collect stickers as often as you complete GEMS Jewels of Kindness & Respect – the more you do for your family, the more opportunity you will have to earn stickers for special recognition.

Ask your parents to send a message to the school explaining what you did, ideally with a picture, to receive a sticker.

TEACHERS' REWARDS

- Praise
- Smiley faces, stickers and stampers
- Star of the week certificate
- Notes to parents
-

TEAM LEADER'S REWARDS

- Visit to/from Team Leader's and praise
- Special stickers
- Team Leader Class awards

DEPUTY HEAD'S REWARDS/ HEAD TEACHER'S/ PRINCIPAL'S REWARDS

- Praise in Deputy Head's office
- Deputy Head Award special sticker
- Deputy Head Class awards

SANCTIONS

Children must understand that that there will also be consequences when their behaviour breaks the Golden Rules:

TEACHERS' SANCTIONS

- Verbal reminders & warnings
- Loss of Golden Time
- Time-out (supervised in class)
- Teacher to arrange meeting with parent about repeated behaviour concerns

TEAM LEADER'S SANCTIONS

- Removed from class to work, in isolation, with another adult
- Missing part, or all of a break time
- Team Leader arrange meeting with parents to discuss concerns

DEPUTY HEAD'S SANCTIONS

- Time out with Deputy Head to reflect on behaviour and reminder of Golden Rules
- Mindfulness during lunch break with Deputy Head. The Child will be given a suitable mindfulness technique of their choice (previously discussed and chosen in class) to reflect on their behaviour and how it has affected their learning environment. How they can learn from this and what their goal for future behaviour is.
- Meeting with Parents
- Behaviour Report

HEAD TEACHER'S or PRINCIPAL'S SANCTIONS

- Further Parents meeting
- After school mindfulness (this could also mean missing out on an ECA)

In the case of very serious behaviour issues, the School Principal and Social Consultant will be involved.

- Inability to respond positively to the sanctions of the school may lead to short term and/or permanent exclusion, at the discretion of the Head Teacher, School Principal and Directors, in line with Ministry Regulations.

***Parents and teachers working together towards the same goals can do much to build children's self-esteem and make their lives happier and more fulfilled.
Thank you for your support.***

SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

For Repeated incidents of mild/moderate unacceptable behaviour will need you to attend a meeting with the class teacher to explore solutions together. The Team Leader may also attend this meeting. All meetings will be recorded in the child's file.

Incidents of serious unacceptable behaviour will result in you being asked to meet with the Deputy Head and may include the involvement of the Head of LDD.

Further actions in the event of serious inappropriate/dangerous behaviour may include:

Referral to the LDD department for an Individual Behaviour Plan which must be signed by and fully supported by you, the parents.

Referral to the Social Consultant.

Initiation of Ministry procedures for Discipline and Sanctions.

The following structures exist within the school to support pupils whose behaviour is causing serious concern.

In all cases your parental involvement is essential.

Involvement of School Social Consultant

The school consultant is available to meet with pupils and parents to identify the cause of problems. They support parents and prepares declarations to prevent any repeats of serious incidents

House Points

Red House



Green House

Blue House

Yellow House

Children in KS1 classes are assigned a House team.

House points can be awarded during any part of the school day. They are awarded to encourage positive behaviours, attitudes and exemplary work in accordance with school policy.

House points will be recorded on a class display. Each week we will count up the House points for each House in each Key stage. The winning House will be announced in the KS assembly. At the end of each term children representing the winning House will receive a small reward in the form of a special event/activity.

Individual House Points earned also equate to **Certificates** as follows:

Bronze = 50 House Points

Silver = 100 House Points

Gold = 150 House Points

Ruby = 200 House Points

Platinum = 250 House Points

Diamond = 300+ House Points

These will be awarded in weekly assemblies.

Every child and member of staff is given one of these four Houses to support. Each child is placed in a House on entry to school and remains a member of this team throughout their time at the school. Siblings are placed in the same House team where possible. House Captains are elected from KS2 and KS3 pupils and they provide positive leadership to the children in their House and the various competitions and events organised throughout the year. On Sports Day the Houses compete against each other as teams and a cup is awarded to the winning House. Teaching and non-teaching staff also

belong to a House, with the exception of the Head and Deputy Heads, and they encourage and support the children in positive team building through the House system.

Annual Award: The House who has earned the most points over the year will have an end of year special activity day.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups.

TRANSPORTATION



What are the bus rules?

- Be sure your child is at his/her pick up point on time, the buses are NOT allowed to wait.
- Eating on the bus is forbidden, though your child may drink water.
- Your child is expected to sit quietly and obey the instructions of the bus matron and teaching staff.
- At the end of the day, someone must be present on the street to collect your child from the bus. The matron has been instructed not to leave other children unattended on the bus. She cannot deliver your child to the door.

Any change of travel arrangements must be notified to the school, by telephone, before 11.00 am. It will also be appreciated if you can inform the class teacher by writing a note in the communication book – please ensure that your note is written on the correct, dated page so that we do not miss this vital information.

(It is not appropriate to expect the bus matron to pass on this information).

School Bus Procedures

It is the responsibility of parents to arrange to drop off and pick up children.

Bus transport is available to and from school. A schedule of routes and fares is available from the Transport Office.

Children must be at the bus stop at the designated time. Buses will wait for a maximum of two minutes. If a child is not there the bus will leave without the child.

Young children must be met at the bus stop by a responsible adult. If a responsible adult is not at the bus stop the child will be returned to school and it is the responsibility of the parents to arrange collection.

We expect a high standard of behaviour and politeness at all times. School rules of behaviour apply on school buses. Children who misbehave on the school bus will be returned to school for collection by parents. Persistent offenders may be refused permission to use the bus for a period of time.

Bus Behaviour Policy

Orderly conduct on school transport is essential both for the safety of the students and for the good reputation of the school.

For travel between home and school, the school assigns a supervisor to each bus and it is their responsibility to ensure that all students behave in a sensible manner.

The bus supervisor will assign a seat to each student. Students must remain seated, wearing the seat belt for the duration of the journey. Students must cooperate with the supervisor, driver and any other adult on the bus, speak politely and avoid shouting or otherwise annoying other passengers. In particular, for safety reasons, students must not lie across the seats or open windows without permission. Litter must be taken home.

Should any student misbehave in any way, the incident will be reported, in writing, to the school by the bus supervisor. Repeated or serious incidents will result in bus privileges being withdrawn on a temporary or permanent basis. Students will be made clear of the terms of using the bus at the beginning of the year.

Should a student be involved in a very serious incident on a school bus, they may have school transport withdrawn permanently.

For travel between pick up points and school or on a school trip, the same high standards of behaviour are expected. Misbehaviour on the bus will attract the same sanctions as misbehaviour in lessons. Dangerous behaviour, or behaviour likely to have an adverse effect on the school's reputation, could result in a ban from attending school trips or events that require transportation.

If a child receives a bus behaviour complaint the class teacher and senior management will be informed by email from the Transportation Manager who keeps a log of all incidents and actions.

First complaint

The class teacher will speak to the child and remind them of how to behave. They will send a behaviour note home from the Team Leader. A copy of the note will be placed in the students file.

Second complaint

The Team Leader will speak to the child and remind them of how to behave. A second behaviour note will be sent to the parents reminding them of bus behaviour expectations. A copy of the note will be placed in the students file.

Third complaint

Parents will be requested to attend a meeting with the Deputy Head and/or Head of School.

Fourth complaint

The School Principal will be notified of the complaint and the child will receive a one week suspension from the bus.

Further complaints will result in suspension for a longer period.

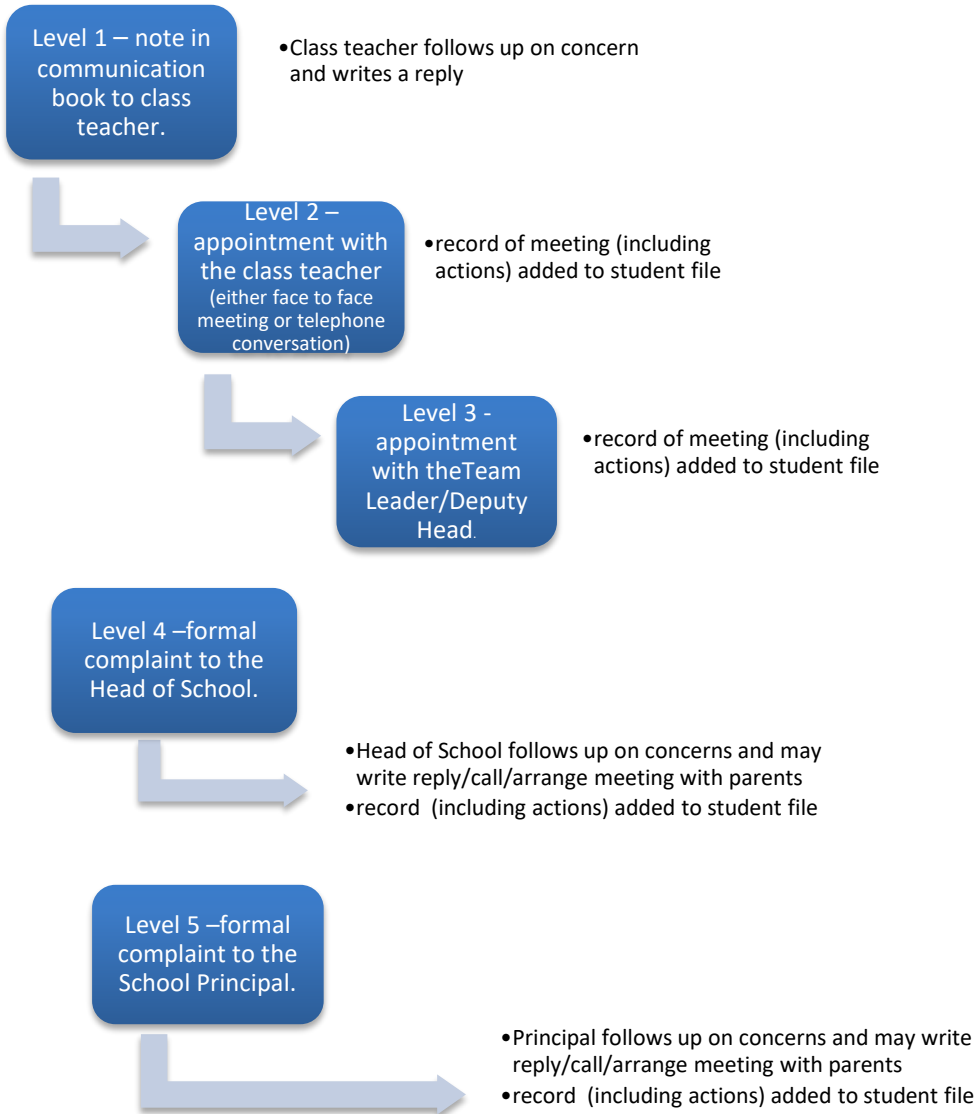
What if I have a Complaint about School Buses?

Please contact the school Transportation Manager.

Parents Complaints Policy

Summary of the policy:

The British International School Madinaty’s complaints policy includes five levels of complaints procedure and guidance:-



Procedure for handling concerns and complaints at The British International School Madinaty.

Each level offers the opportunity for concerns and complaints to be resolved as quickly as possible.

Level 1

Parents or guardians should in the first instance write a note to the class teacher in the communication book. It is best to resolve issues at this point.

Guidance on level 1

- Complaints should initially be dealt with via the communication book if appropriate.
- Class teachers should write a response the same day as receiving a complaint. If further investigation is required then the class teacher will inform the parents of this. A more detailed reply must then be given in a day or two once all the facts have been gathered.
- If the complaint is about a specialist teacher or an incident that occurred during a specialist lesson then that teacher should write in the communication book.
- Complaints received via bus supervisors will be handled by the Transportation Manager. If a complaint is stated verbally to TAs, the parents will be asked to write to the class teacher.

Level 2

If the complaint cannot be resolved via the communication book then an appointment must be set with the parent. This applies to both class teachers and specialist teachers.

Guidance on level 2

- The class teacher should set an appointment to discuss the complaint as quickly as possible.
- It is important that the parents realise that the class teachers are busy and it may not be possible to arrange an immediate appointment. Teachers should not meet with parents who arrive at reception and ask for an immediate appointment.
- Appointments will be arranged at a convenient time via the communication book or Front desk telephone call.
- Telephone conversations or face to face meetings with parents must be recorded using the correct form. These forms can be found on the common area.
- The record of the call or meeting must be shown to the Deputy Head/ Assistant Head of Stage and then placed in the child's file.

Level 3

Parents or guardians who are unsatisfied with the result of their meeting with the class or specialist teacher should ask for an appointment with the appropriate Team Leader/Head of Department or Deputy Head.

Guidance on level 3

- It is always best to resolve issues informally at the earliest possible time. Again, meetings must be arranged at a time convenient to staff involved. A record of the meeting must be shown to the Head of School and filed.

An issue that cannot be resolved by the informal levels 1-3 can now become an official complaint. Parents have the option of following Levels 4 a or b. In consideration of future home/school relationships everyone concerned will need to negotiate an agreement and concentrate on finding a resolution to the issue. If a resolution cannot be found, the parents will be given the option of removing their child from school.

Level 4

If the parent or guardian remains unsatisfied after meeting with both the class teacher and Team Leader or Deputy Head then they can make a formal complaint to the Head of School.

Level 4a A formal written complaint

Parents or guardians must write an official letter of complaint to the Head of School.

The letter must clearly state the issues that have been previously discussed during levels 1-3.

The letter must also state why they consider the complaint unresolved.

The Head of School will acknowledge the complaint immediately, will review previous meetings/actions and decide on next actions. The parents will receive a reply within one week of receiving the letter and if deemed necessary, will be invited to make an appointment for a meeting.

Level 4b A meeting with the Head of School

- Parents must request an appointment with the Head of School in writing or by calling the school Front Desk. Parents must clearly state the issues that have previously been discussed during levels 1 – 3 and must also state why they feel the matter is still unresolved.
- The Head of School will consider the appointment and decide if a meeting should be held.

Level 5

If the parent or guardian remains unsatisfied after meeting with the Head of School they can continue the formal complaint process to the Principal of the School.

Level 5a A formal written complaint

Parents or guardians must write an official letter of complaint to the Principal.

The letter must clearly state the issues that have been previously discussed during levels 1-4.

The letter must also state why they consider the complaint still unresolved.

The Principal will acknowledge the complaint immediately, will review previous meetings/actions and decide on next actions. The parents will receive a reply within one week of receiving the letter and if deemed necessary, will be invited to make an appointment for a meeting.

Level 5b A meeting with the Principal

- Parents must request an appointment with the Principal in writing or by calling the school Front Desk. Parents must clearly state the issues that have previously been discussed during levels 1 – 4 and must also state why they feel the matter is still unresolved.
- The Principal will consider the appointment and decide if a meeting should be held.

Complaints or concerns specifically about the Head of School or Principal

The decisions that the Head of School or Principal makes as a result of a level 4 or 5 complaint does not become a formal complaint about any teacher involved. Only the Head of School or Principal can decide to take further disciplinary action concerning the actions of a member of staff. Such matters are completely confidential and will not be discussed with parents.

If the complaint is about the Head of School or Principal and cannot be resolved then the Director of Schools may need to be involved.

Exemptions to the above complaint procedure

If the parent has a serious complaint such as allegations of abuse, assault or neglect then they can move straight to a level 3 or 4 complaint. Any complaints concerning the conduct of school staff will be handled in accordance with the schools internal disciplinary procedures. The details of such an investigation will remain confidential.

Racial Equality & Equal Opportunities

All staff and children have an equal right to work and learn at the British International School Madinaty, regardless of their age, gender, race, religion or orientation. Complaints made by parents or guardians relating to any of these issues will be disregarded.