



Key Stage 4 Parent Handbook

2018-2019

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Welcome to the Secondary Section of the British International School Madinaty

Dear Students and Parents,

This booklet and the information it contains is designed to ensure that your child has every opportunity to make a smooth transition from Key Stage 3 to Key Stage 4. It acts as a guide to how the school operates during Key Stage 4 (Years 9 and 10) as students embark upon their IGCSE courses. It will also explain 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 timings of the school day to who to contact if you have a need to discuss a particular issue. You will also find information about how your child can study and revise throughout their IGCSE courses. Please take the time to read through this and discuss it with your child. Look after this booklet as you may need to refer to it at various times during your child's time with us!

In the second section you will find a syllabus for each of the subjects your child will study during Years 9 & 10 . This will prove an invaluable resource should you wish to assist your child with their studies and will also be very useful as a revision guide in preparation for both the school's internal examinations, as well as their final examinations at the end of Key Stage 4.

You have chosen The British International School 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 exceptions will be when students are speaking to an Arabic teacher or speaking the target language in French.) 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. This is a highly desirable life skill which should also lead to easy comprehension of examination questions and the ability to answer in good English as the Examination Boards demand. In this way, students should achieve their true academic potential in the British examinations.

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.

Mrs Y Tabram
Principal

The School Day, Attendance and Punctuality

Secondary School Timings

Registration 07:45- 08:05 - Students must arrive at school before 07:45 in order to be punctual for registration, during which they will perform the national anthem.

Students entering their form room after 07:50 are marked late in the register.

Registration	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6
07:45 – 08:05	08:05 – 09:00	09:00 – 09:55	09:55 – 10:50	10:50 – 11:15	11:15 – 12:10	12:10 – 13:05	13:05 – 13:45	13:45 – 14:40

Attendance

Full attendance is vitally important so that your child can benefit fully from their time at school. It is the student's responsibility to make up for lost time and to catch up with missed work. Parents should avoid making holiday arrangements during term time as this will undoubtedly have a negative effect on their child's progress.

Please do not assume that because examinations are completed that the school year is finished. IGCSEs are designed to be two-year courses and so work will continue after the end of year examinations this year. Therefore it is important for students to attend school every day.

Parents are asked to inform the school, by phone, on the first day of absence. Failing this, the school will contact parents on the second day of absence. On their return to school, the student must bring a note of explanation, written in the student diary.

Please note that it is a Ministry of Education requirement that all students must attend 85% of all lessons in order to be accepted for entry to public examinations.

In our view, if a student misses 15% or more of their education, they will have serious problems catching up with work missed. Lessons cannot be repeated and there is no substitute for being present when the teacher introduces the work. Participating in discussions and contributing to question and answer sessions are an essential part of learning. Clearly, if a child is ill they must stay at home but this is generally a rare occurrence.

Punctuality

As we all know, punctuality is extremely important in a large organisation. Students need to learn self-discipline and how to organise their time efficiently. These are essential skills for later life and for the world of work. In the modern world, poor timekeeping suggests a casual, irresponsible attitude to work and usually results in lost pay. In school it also signals a lack of respect for teachers and students whose work is disrupted by students arriving late. We want our students to build a good reputation for their serious approach to their education and develop habits which they will continue to benefit from in later life.

Students must arrive in the school Quad at 07:35. They are then accompanied to their tutor rooms for registration at 07:45. Students who arrive there after 07:50 will be marked late and sanctions will be applied. The Ministry of Education requires all students with Egyptian or dual nationality to attend the playing of the National Anthem at the beginning of the school day and so this will be done during registration every day at 08:00.

If a student is exceptionally late and misses registration when key information is issued for the day, this is more serious. Lessons begin at 08:05 and students arriving after this time must be signed in at reception. The Assistant Head will then be made aware each week of students who have arrived to school late. If a student is late three times after 07:50, sanctions will be imposed. It is important that parents support the school in this and arrange transport to ensure that students arrive in school on time.

Essential Classroom Equipment

STUDENT DIARY	4GB flash drive
Scientific calculator	Pens
Protractor	Pencils
Set Square	Ruler
Compass	Rubber
Pencil Sharpener	Colours
Pencil case	Pair of small, in-ear headphones for ICT
Glue	Scissors

Students must bring a full set of essential equipment every day. Lost or damaged items must be replaced promptly to avoid causing problems in lessons. The work of a whole group can be adversely affected if a student is without the item required for a particular activity.

The pencil case is vital to keep the equipment together and to keep it clean and in good condition. Good personal organisation is important in school where students have to pack up quickly to move on to the next lesson. It is also a signal that a student values their belongings and knows how important it is to be self-reliant and well-prepared.

Before School and at Break and Lunchtime - Where should I be?

The next page is addressed to students and tells them where they should be when they are in school.

Where should I be?

During the school day the school is responsible for your safety and, so that the staff can fulfil their responsibilities, we need to know where you are at all times of the day. Your timetable tells you exactly where you will be during normal lesson times but where should you be at other times? The following timetable explains exactly where you should be at these other times of the day.

Arriving at school

Students should arrive in school, properly dressed in the correct school uniform. Before school, no Secondary students should be in the building unless using the KS1 Corridor toilets on the ground floor.

07.35 – 07.45 Students assemble in the Quad area in Tutor groups and are then accompanied to their Tutor rooms.

07.45 – 08.05 Students attend morning registration.

Break time

10:50 – 11:15 In the Quad Area or Dining Hall

Lunch time

13:05 – 13:45 On the field, in the Quad Area or Dining Hall

NB. Some areas are 'out of bounds' ie. forbidden to students. These include:

- the Swimming Pool, unless accompanied by staff for a lesson
- the area behind the stages in hall
- the car parks
- the Primary corridors
- the Reception seating area.

Secondary students should not be inside the building unless they are using the ground floor KS1 toilets or they have been instructed to keep an appointment with a teacher.

During lesson times, all students should be in classrooms unless they have permission from their teacher. Secondary students are not normally allowed to leave a lesson to use the bathroom, get tissues or buy water.

When moving around the school, students must stick to Secondary corridors and stairs.

At the end of the school day, students should leave the site promptly and calmly, still properly dressed in our school uniform. The area around the school is often congested with traffic and parked cars so students must behave sensibly. Acting in a safe and responsible manner and taking care of younger students will contribute to the good reputation of the school.

The Student Diary

The Student Diary plays a key role in communicating between home and school. It contains useful information for students and families.

Students must bring their diary every day; tutors will check this each morning. It must be placed on their desk, with their equipment, in registration and at the beginning of every lesson. The diary remains school property and should be treated with respect. Graffiti is not allowed. Lost or damaged diaries must be replaced by the student at a cost of LE 65.

Comments

Teachers and parents can record good news as well as raising concerns by writing on the comments page for each week. A dialogue about missing homework or equipment etc. ensures that student, parent, teacher and tutor all know what is happening in school and what needs to be done to solve any problem which arises.

Absence

Parents should use the comments page in the diary to write an **explanation** when their child is **absent** from school.

Homework

Homework is an essential part of the IGCSE curriculum. Students need a quiet place to work with a chair and table but without distractions such as mobile phones, TV, loud music or the internet. Of course, use of the internet is sometimes expected for homework but parents must monitor this carefully to make sure that students are on task. Parents can see the homework written in the diary and the date it is due. They can then help students to plan their time and check that homework is done, ensuring that deadlines are met. Parents should sign the diary each week. Your signature indicates that you have examined the diary and the homework and are happy with what you have seen. Concerns about homework can be raised through the diary, with the tutor or subject teacher.

Daily use

Students **must** bring the diary every day and place it on their desk at the beginning of every lesson. It must be available for checking by tutors and teachers who may need to write to parents on the comments page.

At the beginning of term students must complete the timetable and homework timetable. Each Thursday, during tutor time, students should fill in the dates and homework schedule for the following week and have their diaries ready for checking. They must also note their own absences in the diary for future reference.

Rewards

Students keep a record of the **Stars and House points** they earn, in the back of their diaries.

Our Positive Achievement Strategy

Rationale

- We all thrive on recognition of our efforts and praise for our successes. Students need this, even more than adults, to motivate them to continue to work hard and conform to our expectations. Of course the praise must be for a specific reason and the student must feel it is well earned, otherwise it has no value.
- We know that recognising and rewarding small successes motivates students to work hard. The converse is also true; if we fail to recognise students doing the right thing they become demotivated.
- Our school community needs a calm, orderly environment to be able to function effectively. We need clear, unambiguous rules, focused on supporting effective teaching and learning.
- The majority of students will follow the rules and behave responsibly. Some who usually behave well will occasionally push the limits, as part of growing up and need to be redirected. A small minority of students may deliberately choose not to conform to our rules.

We intend to focus on the desired behaviour and spend our energy on this rather than on the negatives.

Aims

Rewards should be accessible to all students. Small rewards should be available in every lesson and can lead to greater incentives. We aim to:

- Reward small successes with tangible praise.
- Reward the 'silent majority' who regularly do the right thing.
- Reward good work.
- Reward great or improved effort.
- Reward a willingness to help others.
- Provide incentives to sustain the desired behaviour.

Outcomes

We will know the strategy is effective when:

- students know that doing the right thing will be recognised
- more teacher time is spent in positive and productive conversation with students
- students enjoy their success and are motivated to work hard
- teachers deal with troublesome behaviour in a calm, non-confrontational way
- students accept the rules and react appropriately when warnings are given
- poor behaviour in any classroom, earns the same response and punishment.

Clear Rules

We expect, insist upon and recognise good behaviour but we have a clear, staged system in place to deal with transgressions.

Individual subject teachers will use class time, at the beginning of the academic year, establishing their ground rules with each teaching group. These discussions should illustrate the links between good organisation, good behaviour and effective learning as well as the responsibilities that each individual has when part of a class or smaller group. Students should be asked about what could go wrong and how that might affect the progress of the group so that they know why sanctions are applied.

Tutors must spend time in discussion with their tutees, going through the rules which apply outside the classroom, identifying why they exist and the consequences if students break them.

We are adopting the slogan BE THE BEST YOU CAN BE as part of emphasising positive achievement. Students will be reminded about our expectations of their behaviour by posters around the school and inside classrooms. Samples of the style and wording are shown below. Our aim is to encourage students to behave in a way that makes them proud of themselves and helps us to run the school efficiently and effectively.

BE THE BEST YOU CAN BE

In the classroom:

- Arrive on time
- Be clean and tidy
- Bring essential equipment
- Listen actively
- Work hard
- Speak only in English
- Respect others

In a Test/Exam:

- Bring all your equipment
- Line up calmly and quietly
- Sit where you are told
- Listen to instructions
- Do not ask for help
- Raise your hand for attention
- Speak only in English
- Respect others

In the corridor:

- Walk on the right
- Move quickly and quietly
- Do not stop to chat
- Line up sensibly

- Speak only in English
- Respect others

At the Kiosk or Dining Hall:

- Form a queue
- Wait your turn
- Speak politely
- Say please and thank you
- Put your litter in the bin
- No food or drink orders after the whistle

In the Quad Area:

- No running
- No shouting
- Move on the whistle
- Speak only in English
- Respect others

On the Field:

- No food or drink
- Play fair
- No dangerous play
- Do not exclude others
- Move on the whistle
- Speak only in English
- Respect others

On the Basketball Courts:

- No food or drink
- Play fair
- No dangerous play
- Do not exclude others
- Move on the whistle
- Speak only in English
- Respect others

Rewarding success

Teachers will have their own ideas about recognising success. These are likely to include:

- Appropriate verbal praise; praise in front of peers.
- Using work or behaviour as an example for others to follow.
- Positive written comments on work, stickers.
- Student sent to show work to a colleague, tutor, Head of Department, Head of School or Principal.
- newsletter.
- Using work for display.
- Giving the student a responsibility - class ambassador, monitor etc.
- Invite a member of SLT to see the class at work.
- Commendation/Award certificate.
- Greeting and showing visitors around school.
- Representing the school on a public occasion.
- Good comment on end of year report.
- A letter home.

The tangible evidence of our recognition will be stamps, House Points and prizes. At the end of the year we also award prizes for 100% attendance.

Sanctions

For those students who push the boundaries of behaviour in school we have a staged system of sanctions.

If the usual advice, stern looks and warnings have been ignored, sanctions might involve: formal warnings, break detentions, lunchtime detentions, after school detentions or suspensions. Throughout the process, the tutor and parents are kept informed through the student diary, phone calls, meetings and letters.

Monitoring

We may decide to monitor a particular student's behaviour through a Tutor or SLT Report or in extreme cases, a Principal's Report. This gives the student an opportunity to show how well they can work and behave.

Our Secondary Behaviour Strategy is outlined on the next page.

Secondary Positive Behaviour & Achievement Strategy

EXPECTATIONS WITH REGARD TO PUPILS

Pupils will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons, ready to learn with the correct materials and equipment
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- complete all class work and homework in the manner required
- show respect for the working environment
- follow the school rules (e.g. uniform, no chewing, one ball rule etc)
- speak English only inside the school building (apart from Arabic or French lessons).

In the Secondary school at BISM, we follow a points system:

- All pupils are given 3 points per lesson (18 points per day) – these are automatically given and assume pupils are doing what is expected.
- If a pupil does not attend school the points are not added.
- Pupils can gain more points for doing more than expected.
- Pupils will lose 1 point for:

Letter	Meaning
A	Incorrect uniform
B	Not fully equipped – including books
C	No/late homework
D	Late to lesson
E	Off task/insufficient work
F	Distracting others
G	Speaking out of turn/Arabic

Rewards:

- Points are then turned into stars – 6 points = 1 star
- Stars are then turned into house points – 3 stars = 1 HP
- House points are then turned into raffle tickets - 5 HP = 1 raffle ticket.
- Points for each form group will be added and the winning form will be rewarded – trip/activity day.
- House points will be used in the normal way for the house system/competitions.

Sanctions:

- 3 missed pieces of homework – letter to parents
- 5 missed pieces of homework – letter to parents and a lunch time detention
- 10 missed pieces of homework – letter to parents and an afterschool detention
- 10 notes of not being fully equipped – letter to parents and lunch time detention
- 5 notes of insufficient work/off task – lunch time detention
- 5 notes of distracting others – lunch time detention
- 3 lates to lessons – lunch time detention
- 10 notes of incorrect uniform – letter to parents and a lunch time detention

Assessment

As you are aware, in the British education system, we regularly assess students to establish what they have learned and to help teachers to plan future learning opportunities. We train students from Year 7 to prepare well for tests and exams, to bring the correct equipment in a clear plastic bag, to be honest and to follow the rules which are the same for all. Sanctions will be applied if the rules are broken.

At Key Stage 4, assessment will take place in a number of different forms, though this will mainly be may be tests (from past papers or key-word/terminology definitions). Students are assessed using a range of criteria relating to skills, knowledge and understanding in each subject. At Key Stage 4, students will receive an attainment grade for each assessment that is in line with the grades used by the Cambridge International Examinations Board. These grades range from A* to G. A Grade U is used when worked is either below the requirements for a Grade G or is not completed.

Many students may achieve a Grade C, especially at the beginning of their IGCSE courses as many of the concepts are new and the level of work is a step-up from Key Stage 3. Students should always work hard and strive to improve their grade as they progress through their courses. Speed of progress may be tempered by English Language acquisition and though progress might be slow at first, students usually make significant leaps later on.

Teachers will constantly monitor and track students' progress and will intervene where necessary.

An effort grade will also be given as shown in the table below.

Grade	Description
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Poor

Even if a student achieves a Grade E for attainment, it is still possible to get a Grade A for effort, and so students should always exert the maximum amount of effort possible.

Mobile Phones

Mobile phones are not allowed in school. Parents who need to relay an urgent message to a student can do so by calling reception. Students who need to relay an urgent message to a parent can ask for permission to call home.

As a general rule, if mobiles phones are seen or heard, they will be confiscated. Parents will then be required to collect the phone from school in person the next day.

Extra-Curricular Activities

The Secondary School ECA programme operates after school until 16.00, on Sundays, Mondays and Wednesdays. The students are given a choice of activities. These have previously included football, basketball, cricket, softball, tennis, table-tennis, cooking, jewellery making, painting and mask making. Students select a new activity at the start of each term. The purpose is to broaden their learning experience and have fun but of course punctuality, dress code and commitment are still very important.

The House System

The House System is used in the Secondary School to promote sporting and academic competition and teamwork. There are four houses: Water (Blue), Earth (Green), Air (Yellow) and Fire (Red).

The students are put into a house at the beginning of Year 7 and remain in that house until they leave the school. All the teachers are also allocated a house when they arrive and they help in the selection, coaching and support of teams. House meetings are organised before the various competitions which take place throughout the year. A number of these competitions take place on the school field at lunchtimes and these are great vocal occasions!

House Points are also awarded for academic work, effort, attainment, participation etc. beyond our normal expectations. Individual certificates are awarded each term and at the end of the school year the House with the most house points receives a trophy. There are also trophies for some of the inter-house competitions.

Driving motorised vehicles to school

We understand that there are laws and age requirements governing the licensing of drivers and that none of our students are currently eligible for this. We expect students and families to comply with the law, particularly when the students are in our school uniform.

We have made it clear to students at BISM that it is forbidden to drive a motorised vehicle to or from school or near the school. It is also forbidden to drive anywhere on school business or to drive while wearing our school uniform. The school cannot be associated with law breaking.

If students ignore the school rule and the law, we regret that we will have to suspend their place at The British International School, Madinaty.

If your son or daughter reaches the age of 18 and you wish them to drive to school, please provide us with a photocopy of their valid driving license and a letter from you saying you give them permission to drive and that you take full responsibility for any injury or damage caused by vehicle or driver.

Behaviour on School Buses

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 their 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.

Disciplinary procedure for misbehaviour on school transport (to and from school)

First Incident: The bus supervisor records the incident and sends the report to the transport manager. The report is translated and logged (Mrs Nadine) and sent to the Tutor and Principal who will then meet the student. The incident is discussed with the student and a warning is written in the diary to inform parents.

Second Incident: The same process above is repeated with a Yellow letter of warning being sent home in the diary to inform parents, a further complaint will result in a ban from the bus. Some further sanctions may be applied by the school to deter a repeat of this behaviour such as a ban from a house competition or school trip.

Third Incident: On receipt of a third complaint, the Principal will issue a standard letter to parents, **withdrawing the pupil from school transport for 5 school days**; a copy is sent to the Transport Manager, via reception.

Any further incident will cause the student to be withdrawn from school transport for the rest of the term and may result in a permanent ban.

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.

Bullying

The following is a part of our Anti-bullying policy:

We believe that all forms of bullying among adults or children are anti-social, unacceptable and wrong. We must respond to all instances of bullying. Incidents must be brought out into the open so they can be discussed and strategies agreed to help resolve the problem. If we don't talk about bullying, we support the bullies.

What is Bullying?

Bullying is not the same as 'falling out with friends' or the small frictions which occur as young people mingle. Rather it is targeted, usually repeated, sometimes persistent behaviour intended to hurt someone physically or emotionally. Bullying is about power. Those being bullied feel powerless to stop it.

Children mirror the behaviour they receive. So, to combat bullying we need emotionally literate and aware adults to show children, by example, how to treat each other with respect, tolerance and care.

[After J C Piech 24.03.13]

Bullying can involve race, colour, religion, nationality, gender, special educational needs and can take many forms including:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal: e.g. name calling, teasing, insulting, writing unkind notes or emails.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).
5. Cyber bullying eg. by mobile phone, messaging services, social networks, internet.

Signs of Bullying:

Parents and teachers have a responsibility to investigate signs of distress in pupils as well as responding to reports of bullying. The following types of behaviour may be symptomatic of bullying:

- a) obvious signs of distress such as tearfulness or a constantly miserable expression
- b) an unwillingness to come to school
- c) frequent headaches, stomach aches or complaints of feeling generally unwell
- d) demands for money
- e) physical signs (bruises etc)
- f) isolation from other children
- g) a sudden deterioration in standards of work
- h) a reluctance to leave the classroom at the end of the lessons or at the end of the school day
- i) a tendency to stay close to staff during breaks
- j) damage to student property
- k) uncharacteristic behaviour

Bullies and targets

Any one might be a target for a bully but the characteristics or experience of some children may make it more likely that they will bully or be bullied. Some may be both bully and someone who is bullied. It is important to involve all those involved in an incident when seeking a solution, silent witnesses too.

Potential bullies may:

- display anti-social/poor behaviour, intrusiveness or a tendency to spread gossip
- be arrogant
- be large or small for their age
- be physically stronger
- underachieve
- be targets of bullying by parents/siblings/relatives

Potential targets may:

- lack close friends
- be shy
- have an over-protective family environment
- belong to a minority ethnic group
- have a disability
- have special educational needs
- not speak Arabic

Assertiveness Guidance/Training

We can help potential victims/bullied pupils to develop greater range of skills and responses when caring for themselves. Children can develop the confidence to take control of situations using responses which “de-escalate” conflicts. When bullied pupils use these strategies, they can reduce the risk of future bullying.

Encourage students to tell about bullying.

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Telling an adult can be direct and open or indirect and anonymous. Everyone must realise that not telling supports the bully. There are often several groups involved in an instance of bullying, the target, the bully, the friends of the bully who may take an active part and the silent observers.

Action

We treat all reports of bullying seriously and will involve the target, the bully and the observers in a discussion process to seek a solution which helps avoid future bullying. Where the incidents are persistent or cause serious harm, we will involve parents in the process.

The British International School Uniform

All students are expected to wear the school uniform purchased from the designated shop. Most items will show the BISM logo. Photographs can be seen on the website www.bism-cairo.com. The uniform must be clean, ironed and of a suitable size and length; skirts and shorts must be worn on the waist and reach the knees. Shirts must be tucked in.

If a student cannot wear an item of uniform on a particular day, parents should explain this to the tutor by writing in the diary. Without such a note of explanation, students risk being sent home. NB. Jeans are never acceptable in school.

No jewellery is permitted except a small pair of earrings and a watch. Long hair should be off the face and tied back if necessary.

Uniform

- Grey trousers/shorts for boys, grey trousers/skort/skirt for girls- (no jeans- type trousers, patch pockets or stitched down seams).
- Plain black belt.
- White shirt with school logo. (Only white tops without logos may be worn under the shirt)
- Red Secondary school tie.
- Black socks with trousers. (Girls are permitted white socks when not wearing trousers)
- Black leather school shoes. (No sports shoes, logos, white trim etc.)
- Grey v-neck cable jumper with red trim and school logo. Long sleeved and sleeveless versions are available.
- Black blazer with the school logo.
- A plain white or red head scarf is permitted for girls.

PE Kit

- Plain white T-shirt/polo shirt with school logo.
- Grey shorts/track suit bottoms with white logo.
- Grey hoodie with school logo.
- Sports shoes and socks.
- Long hair must be tied back; no earrings or watches to be worn during PE.

Who should parents contact in the secondary school?

- If the matter relates to a particular subject, parents should contact the subject teacher. If the matter remains unresolved, they could then speak to the Head of Department or Teaching and Learning Coordinator.
- For all other matters, parents should contact the tutor .If the matter remains unresolved, then parents should contact the Assistant Head, Mrs Samantha Daisley.
- On the rare occasions that the enquiry has still not been satisfactorily answered, parents should be referred to Mr Abdelmoteleb, Head of Secondary.

Study Skills

The following information is a guide to help students study and revise throughout their IGCSE courses. Your child's teacher will provide help and advice about how to study and revise in their particular subject in order for students to be as best prepared as possible by the time they reach the end of Key Stage 4. There will be opportunities for you to discuss your child's progress at Parents' Evenings and you will be informed by your child's teacher if there are any issues or concerns, though please do not hesitate to contact us if you have any questions.

The following study tips are aimed at IGCSE students to help them study and revise for tests and examinations:

- Remember, by the end of your IGCSE courses, you will have **two years'** worth of work to revise.
- In order to revise this properly, you need to start revising early and in an organised manner.
- One way to start is by collecting the syllabus for each of your subjects (available in this handbook).
- Once you have the syllabus for each subject, a good way of prioritising your revision is to use a traffic light system. Basically this means choosing three highlighters (red, yellow and green are good ones to use). Highlight the content that you have difficulty with in red, the things that you need some help with in yellow and the content that you are happy with, in green. Below is an example of how you might do this.

The image shows a screenshot of a syllabus page for 'Theme 1: Population and settlement'. The page is divided into two columns: 'Candidates should be able to:' and 'Further guidance'. The text is highlighted in three colors: green, yellow, and red, representing a traffic light system. The green highlights indicate content the student is confident with, yellow indicates content needing help, and red indicates content the student has difficulty with.

Theme 1: Population and settlement

Please see guidance on case studies for the options when planning case studies and note whether the word 'including' is used in the further guidance column.

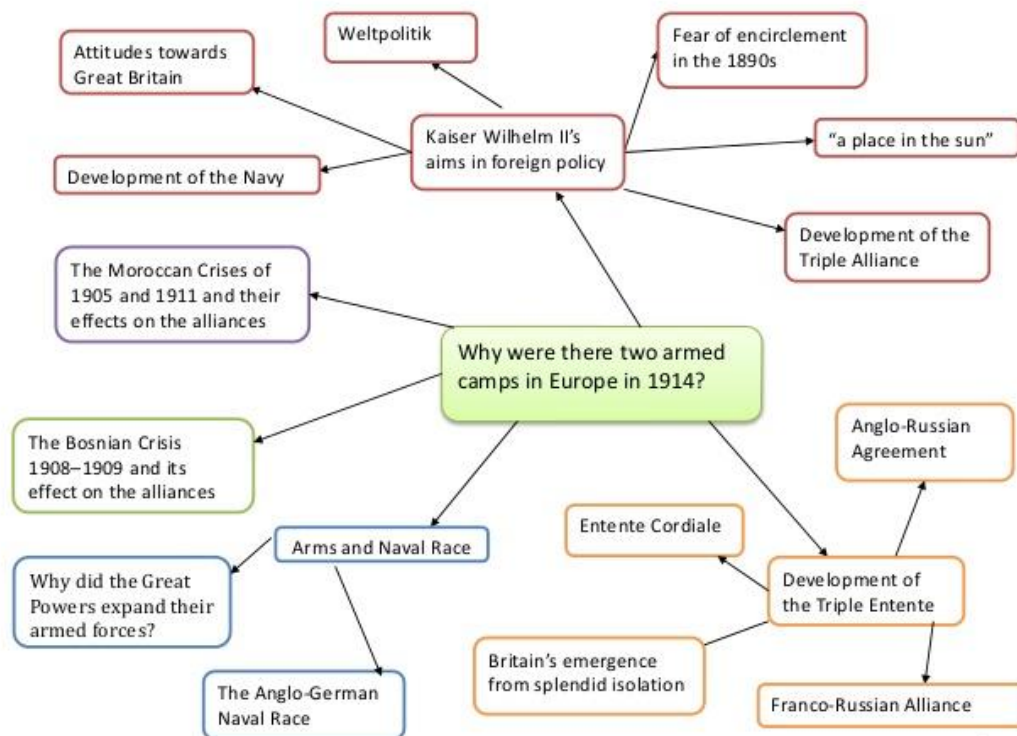
Candidates should be able to:	Further guidance
Describe and give reasons for the rapid increase in the world's population	
Show an understanding of over-population and under-population	Causes and consequences of over-population and under-population
Understand the main causes of a change in population size	How birth rate, death rate and migration contribute to the population of a country increasing or declining
Give reasons for contrasting rates of natural population change	Impacts of social, economic and other factors (including government policies, HIV/AIDS) on birth and death rates

Describe and evaluate population policies

Case Studies required for 1.1

- A country which is over-populated
- A country which is under-populated
- A country with a high rate of natural population growth

- Once you have gone through each syllabus, you can then write/copy & paste the points you have highlighted in red onto one sheet so that you know which topics you need to focus on for each subject.
- You are now ready to revise!
- There are a number of different ways to revise. Look at the ideas below and find out which ones are best for you. However, you shouldn't just read through your notes/textbooks as you are unlikely to retain any of the information this way.
- **Making notes of the key words/concepts:** you can write these notes on cards so you can easily review them. You could also write them on post-it notes and place them around your house in rooms that you go in frequently (e.g. your bedroom, on the fridge etc).
- **Mind Maps** – these can help summarise a topic on one page so that you can view everything easily. Below is an example of a mind map for History.



- **Past papers:** answering past papers is another good way of revising as you also get to practise the types of questions that may come up in your exam. Try to answer some past papers under timed conditions so that you practise answering the questions in the same amount of time that you will have in the actual exam.
- **Revise with a friend:** by doing this, you may help each other with some concepts that you're having difficulty with and you can also test each other. However, be careful not to get distracted & talk about other things!
- **Talk to your teachers** – teachers are there to help you! Don't be afraid to speak to your teachers to ask for help with anything that you are finding difficult.

Closer to your examinations, you should draw up a revision timetable so that you can revise in an organised manner. Below is an example of a revision timetable.

Suggested Times	Sunday	Monday	Tuesday	Wednesday	Thursday
18:00 – 19:00	Maths	Geography	Physics	ICT	Maths
19:15 – 20:15	French	Business	Economics	Biology	Geography
20:30 – 21:00	History	Chemistry	Computer Science	English	Chemistry

Suggested Times	Friday	Saturday
09:00 – 10:00	Business	Biology
10:15 – 11:15	Physics	Computer Science
12:30 – 13:30	English	French
19:00 – 20:00	History	ICT
20:15 – 21:15	Chemistry	English

Other useful hints and tips:

- Revise in a quiet place to avoid any distractions.
- Switch off all social media/notifications or any other unnecessary distractions.
- Make sure you eat well and take regular breaks.
- Go to bed early and get a good night's sleep the night before a test or examination.
- Take one night off a week to do something that you enjoy. This will help you refocus.

Curriculum

It is important to check each syllabus regularly to ensure that you are aware of all of the subject content. Students will be given the syllabus for each subject by their teachers and you can find each syllabus on the CIE website at the address below. **Remember, you will need to look at the 2019 syllabus if you are in Year 10 or 11 this year and the 2020 syllabus if you are in Year 9.**

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>