



# **The British International School**

**Madinaty**

**KS2 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](http://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 KS2 classes. It acts as a guide to how the school operates in KS2 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 KS2.

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.*

## **Welcome to Key Stage Two (KS2)**

We are looking forward to getting to know all new KS2 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.

We recognise that, as pupils transfer from one key stage to another, there are significant increases in expectations in terms of personal organisation and independent study.

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 KS1 to KS2 or transitions between year groups within the key stage.

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 KS2 Parents Information Meeting.

## **Starting a new academic year**

There are many things which will influence how happily a child settles into school. Every child is different and each child will react to a 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.

Children learn 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.

***Maintaining good communication between the school and parents is critical to student success. The best way to achieve this is for the school and home to work together. Please see our communication policy.***

**Ms MJ Bateman Head of EYFS & Primary**

## **Important Information for parents of pupils in Key Stage 2**

### **YOUR QUESTIONS ANSWERED:**

#### **What does my child do during the day?**

7.30	Gates open to students. Students arrive and go directly to class
7.45 – 7.50	Primary Flag-Raising.
7.50 – 8.00	Registration in class.
8:00 – 10:10	Lessons (65 minutes duration) as per timetable
10:10 – 10:30	Breakfast and Break Time
10:30 – 12:40	Lessons (65 minutes duration) as per timetable
12:40 – 13:20	Lunch and Break Time
13:20 – 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	Sign out from the school field.

#### **Early Morning and End of Day Procedures**

**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 725am and re -opened at 315pm 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).**

## **What are the bus routines?**

- 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 wearing their seatbelt and obey the instructions of the bus matron and teaching staff at all times. (See Bus Behaviour Policy)
- 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 11.00am. 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 Transportation 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.

## **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 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.

### **Bus Behaviour Policy**

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

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

#### First incident

The Transportation Manager will notify the class teacher of the incident. The class teacher will speak to the child and remind them of how to behave. They will send a behaviour note home in the communication Book. A copy of the note will be placed in the students file. Second incident

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 incident

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

#### Fourth incident

The Principal will issue a standard letter to parents, withdrawing the student from school transport for 5 school days. A copy of the letter will be placed in the students file.

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.

### **What if I have a Complaint about School Buses**

Please contact the school Transportation Manager.

### **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 explain your circumstances to the Head of Primary.

### **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. The Communication Book or class Dojo is ideal for this.

### **Learning support Assistants (LSA's)**

Each KS2 class will have one full-time LSA their role is to support the Teaching and Learning in the class. The LSA works alongside the class teacher. Please do not contact the LSA 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, Social Studies (excluding year 3), PE, Music and French lessons each week.

He/she will also attend weekly assemblies, visit the school library and will have access to the ICT room and class computer.

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

## BISM SCHOOL UNIFORM



### Y3-Y5 Uniform



Polo Shirt

Boys & Girls



Boys Shorts



Unisex Shorts



Girls Skorts



PE T-shirt

Boys & Girls



PE Melton Shorts

Boys & Girls



### Not allowed:

Jewellery (except small stud ear-rings and digital or analogue wristwatches)

Make-up, nail polish, dyed hair

Long hair for boys

Large hair accessories, small white or red ones only.

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

***We will now have uniform prefects in each class to monitor the wearing of the correct school uniform. Please see behaviour contract for details.***

### Outdoor Play – dressing for all weathers

KS2 breaks take place on the main school field. Playtime equipment (bats, soft balls, skipping ropes, elastics, group games etc.) are provided. All KS2 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 KS2 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 KS2 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. Warm layers, scarves, hats, gloves in the winter and sunscreen, sun hats in the summer.

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 LSA's to do this for you.

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

- **Essential stationery items**

**These items must be brought every day by your child to be used in lessons.**

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

Eraser

Ruler (30 cm)

Protractor

Colour pencils

Glue sticks (not liquid glue)

Whiteboard pen (blue or green)

USB memory stick – 4MB

Small, portable ear/headphones

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

### **Essential Food and drink**

The school day is long and time-structured. It is important that your child can easily access nutritious food and fresh, clean water to maintain energised and hydrated throughout their learning day.

**Please ensure you send the following (or money to purchase from the school canteen) daily:**

○ 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 **water** drinking bottle with a nozzle to drink from. Please no one use plastics.



(During hot weather children should bring plenty of water each day.) Water may be re- filled up 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, smart watches or other electronic devices.
6. Hard footballs or basketballs. Ball games are permitted but children should only bring in soft, foam or plastic balls. 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.

**Please be aware that if found at school, these items will be confiscated and parents will be asked to collect them.**

### **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 8.am 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?**

Through Email or VLE

## **Questions, Concerns, or Requests for Information?**

You can write your child's teacher a short note in the Communication Book. Alternatively you may wish to call our Reception team to arrange an appointment to meet the Class Teacher or Year Group Team Leader.

**Teachers are not allowed to meet parents without a prior appointment.**

## **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 and English, Science, Arabic and French 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 should be practised every day using Look, Cover, Write, and 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.

### **What happens if my child loses or damages a school book?**

A charge will be made for all lost and damaged books, including Communication Books and Reading Record Books.

A note will be sent home to give parents an opportunity to find misplaced items before we ask for payment.

We provide one plastic folder per child per year. If your child's plastic folder becomes damaged or tatty please replace it with one of your own choice.

## **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 sent with a class teacher's medical referral note or taken to the clinic by a member of staff. 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.**

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 be excused from any lessons during the school day?**

Your child may only be excused from Swimming or P.E lessons due to an existing medical condition **and 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. Students who repeatedly miss swimming or P.E without a

doctor's note be placed on behaviour sanctions and parents may be requested to attend a meeting at school.

## **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 spots gone
- 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 disappeared.
- Pink eye/Conjunctivitis – please keep your child off until the infection has completely cleared up
- Shingles – keep at home if the rash weeping.
- 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

***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.

### **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:

### **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 her secretary.

### **School Website**

To check the latest [www.bism-cairo.com](http://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 KS2 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 arrivals 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 that 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 or 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 provision.
- 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.

We encourage you to permit your child to attend all planned school trips. They are chosen to add to your child’s learning experience and are considered an essential part of the curriculum. Teachers will plan follow-up activities from the trip experience. Often, a trip is a stimulus to the Topic being covered

in that term or an opportunity for children to show their recently acquired knowledge and skills in a different setting.

**Children who do not attend trips will be placed in another classroom for a day.**

## 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 KS1	Y1, Y2	5 – 7 yrs
Key Stage Two	Y3, Y4, Y5, Y6	7 – 11 yrs

### CURRICULUM IN KEY STAGE 2

In Key Stage Two, we follow the National Curriculum for England and build upon the solid foundations laid in KS1. Pupils make progress through Years 3-6 in their knowledge of the world, and their skills, confidence and creativity.

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. The curriculum provides the structure for pupils to partake in a wide range of activities and trips, educating them in a well- rounded manner and gives them a chance to develop lifelong interests and skills. The curriculum is continuous across key stages and is monitored to ensure there is progression across the curriculum.

Students have lessons with their class teacher in the following subjects: English, Mathematics, Science, Humanities, Art & Design and Technology, Computing and Personal, Social and Health Education.

## **English**

### **Reading**

In Key Stage two students continue to use phonics to develop their decoding skills. The teaching of reading skills is addressed through English sessions and guided reading sessions. Proficient readers are then encouraged to extend their experiences appropriately through their use of comprehension work. Children also begin to use their understanding of punctuation to add expression to their reading.

Careful study of a class text over several days leads to children attempting writing in that same genre. Your child will be able to Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. Your child will be given the opportunity to deduce, infer or interpret information, events or ideas from texts. Students will also be encouraged to explain and comment on the writers' use of language, including grammatical and literacy features at word and sentence level. Your child will also begin in Key Stage Two to relate texts to their social, cultural and historical contexts and literacy traditions

### **Writing**

Pupils are taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on spelling quickly and accurately through knowing the relationship between sounds and letters, understanding word structure and spelling structure of words. Your child should be able to form, articulate and communicate ideas, and then organise them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Through writing, your child will also practise writing with fluent, legible and, eventually, speedy handwriting.

### **Spelling, vocabulary, grammar, punctuation**

In Key Stage Two, Children are given an opportunity to enhance their vocabulary from their reading and writing. Children are taught how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils practise spelling common words including common exceptions words. Children will also practise using different prefixes and suffixes and spelling different homophones correctly.

## **Mathematics**

Is divided into 4 main sections.

### **Numbers and calculations**

This section will include place value, Roman numerals and the use mental as well as written strategies for the four operations.

### **Geometry and measures**

This section will include 2D and 3D shapes, calculating area and perimeter, symmetry and transitions, reflecting and translating shapes as well as converting between different measuring units.

### **Statistics**

Children practise presenting data and interpreting data using different graphical presentations.

### **Fractions and decimals (and percentages for Year 6)**

This section includes comparing and ordering fractions, simplifying fractions, converting fractions to decimals and vice versa including tenths and hundredths and finding equivalent fractions.

### **Science**

In Key Stage 2, your child will be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.

### **Computing**

Pupils have access to appropriate Computing resources in all year groups. They develop their skills in the use of controllable technology and in developing and using coding both through the Computing curriculum, and through the appropriate use of ICT in all subjects.

### **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. This could be linked to a specific subject e.g. "The Stone Age" or a particular project such as "The Seaside" or "World War 2". 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.

**YEAR THREE**

**TERM  
1**

**Dinosaurs**



**TERM  
2**

**Ancient Egypt**

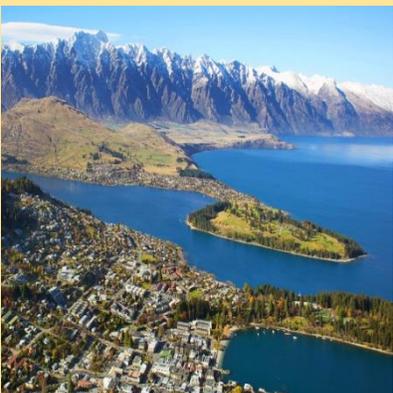


**TERM  
3**

**Anglo Saxons**





YEAR FOUR		
TERM 1	TERM 2	TERM 3
<p>Chocolate</p> 	<p>Mountains, Rivers and Coasts</p> 	<p>Romans</p> 

YEAR FIVE		
TERM 1	TERM 2	TERM 3
<p><b>Modern Europe</b></p> 	<p><b>Power and Change</b></p> 	<p><b>Ancient Greece</b></p>  

### KS2 French

In KS2, your child will be taught French twice a week. We are using a mixture of the latest interactive resources and classic techniques, to ensure that all students feel confident in all four skills: listening, speaking, reading and writing.

We will be studying the following topics:

<ul style="list-style-type: none"> <li>• Greetings</li> <li>• The French Alphabet</li> <li>• How to introduce oneself</li> <li>• Classroom objects and classroom instructions in the target language</li> <li>• Activities and hobbies</li> <li>• How to give opinions</li> <li>• Items of clothing and colours</li> <li>• Parts of the body and how to say that you are not feeling well</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of greetings. the French Alphabet</li> <li>• and how to introduce oneself</li> <li>• My classroom (school objects and furniture)</li> <li>• Likes and dislikes (sports and colours)</li> <li>• My family</li> <li>• Food and drinks</li> <li>• Where I live (my country and nationality)</li> <li>• The weather forecast</li> </ul>
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**Y5**

- Likes and dislikes (verbs ER at present tense)
- My survival kit (verb to have at present tense)
- How to I see myself (how to describe myself, use of adjectives and verb to be at present tense)
- My school and life at school (opinions on subjects, to describe my timetable, 24 hour clock, food at the canteen)

**Y6**

- Revision of likes and dislikes (verbs ER at present tense)
- Verbs IR and RE at the present tense
- Where I live ( places in town, what we can do in my town)
- Holiday plans (future tense, reflexive verbs)
- At the café (to order food, higher numbers up to 100)
- My dreams ( what I would like to do)

توزيع منهج الصف الثالث الابتدائي للغة العربية 2020/2021

الشهر	قصة الاستماع	قصة مصورة	نشيد	أساليب	إملاء	التعبير الكتابي
سبتمبر وأكتوبر ٢٠٢٠م	أخاف من العدوى . الأطعمة البحرية .	- أدواتي الشخصية - طبق الطعام .	- صحتنا سر سعادتنا - جسمي و عناصر الغذاء .	- أسلوب نهى . - أسلوب الأمر - الفعل المضارع - لام التعليل - علامات الترقيم - أدوات الاستفهام	- التاء المفتوحة و المربوطة . - حروف المد .	- كتابة لافتة - كتابة مطوية .
نوفمبر ٢٠٢٠م	- الفوز الحقيقي .	- أنا قوى .	- أصغر سباحة .	- أسلوب تعجب - الفعل الماضي	- الحركات الطويلة و القصيرة .	- كتابة قصة - مصورة
ديسمبر ٢٠٢٠م	- فكرة و معلومة . - السحلفاة البحرية . - مقابلة مع عالم بيئة	- في منزلي فراشة - غابات البامبو . - آدم المبتكر .	- أرضي موطني . - الشعاب المرجانية . - متجر النفايات .	- ظرف المكان . - أسلوب النداء . - المفرد و الجمع - ظرف الزمان . - حروف الجر . - حروف العطف .	- الألف اللينة . - الشدة . -التنوين .	- كتابة فقرة . - كتابة خبر في جريدة . - كتابة رسالة

توزيع منهج الصف الثالث الابتدائي للتربية الدينية 2021/2020

الشهر	عقيدة	أخلاق و آداب	سير و شخصيات	أخلاق و آداب	عبادات
سبتمبر وأكتوبر م ٢٠٢٠	- وحدانية الله . - آيات من سورة الحشر . - اسم من أسماء الله الحسنى .	- أمانة راعي الغنم	- عام الحزن . - رحلة الطائف .	- رحمة الرسول ﷺ بحفيدته .	- الطهارة و الوضوء . - فرائض الوضوء . - سنن الوضوء
نوفمبر ٢٠٢٠ م	- القرآن و السنة .	- إصباح الوضوء من إتقان العمل .	- السيدة فاطمة الزهراء ريحانة الرسول ﷺ .		- فضل الوضوء . - فضل الصلاة .
ديسمبر م ٢٠٢٠	- حياتنا مع القرآن و السنة . - آيات من سورة الرحمن .	- الغلام و العلم . - أنا أتقن صلاتي .	- يونس - عليه السلام - زيد بن ثابت - رضي الله عنه -	- المثابرة سر النجاح .	- شروط صحة الصلاة . - مبطلات الصلاة .

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

المحور الأول	الخليقه والسقوط الفداء في العهد القديم الصداقه الصلاه الربانيه أحب عائلي الشهادة للسيد المسيح محفوظات
المحور الثاني	إقامه ابنه يائرس إيليا والمطر زكا البابا كيرلس الرابع ابو الاصلاح رحله العائله المقدسه محفوظات

توزيع منهج اللغة العربية للصف الرابع الابتدائي 2020  
الفصل الدراسي الأول

النوع	الدروس المقررة	الشهر
	<p>الوحدة الأولى : أهلا وسهلا السياحة في مصر ( قراءة ) اسلمى يا مصر ( نصوص ) الإسكندرية عروس البحر المتوسط (قراءة ) شرم الشيخ مدينة السلام ( قراءة ) أسماء الإشارة + الضمائر ( متكلم - مخاطب - غائب ) قواعد نحوية</p>	<p>أكتوبر ونوفمبر 2020</p>
	<p>الوحدة الثانية : الماء سر الحياة قطرة ندى وورقة شجر ( قراءة ) النيل هو الكوثر ( نصوص ) كاد العطش يقتله ( قراءة ) الوحدة الثالثة : زيارة إلى قرية ونيس القرية ملك للجميع ( قراءة ) أقسام الكلمة ( اسم - فعل - حرف ) ( قواعد ) الجملة الإسمية ( قواعد ) الجملة الفعلية ( قواعد )</p>	<p>ديسمبر 2020</p>
	<p>الوحدة الثالثة : زيارة إلى قرية ونيس ما أحلى أجواء القرية ( محفوظات ) القرية المنتجة ( قراءة ) ظرف الزمان ، ظرف المكان ( قواعد نحوية ) مراجعة</p>	<p>يناير 2020</p>

توزيع منهج التربية الدينية للصف الرابع الإبتدائي  
الفصل الدراسي الأول 2020

النوع	الدروس المقررة	الشهر
	<p>الوحدة الأولى : مع القرآن الكريم والهدى النبوي الدرس الأول : البعث والحساب : سورة النبأ ) تلاوة وتفسير وحفظ ) الدرس الثالث : من دعاء النبي ( ص ) الوحدة الثانية : طريق الإيمان الدرس الأول : التأمل في خلق الله</p>	<p>أكتوبر 2020</p>
	<p>تابع الوحدة الاولى : مع القرآن الكريم والهدى النبوي الدرس الثاني : من مشاهد يوم القيامة سورة الحاقة ( تلاوة - تفسير - حفظ ) تابع الوحدة الثانية : طريق الإيمان الدرس الثاني : الكلمة الطيبة الدرس الثالث : صلاة الجمعة وصلاة العيدين من آداب العيد خطبة العيد</p>	<p>نوفمبر 2020</p>
	<p>الوحدة الثالثة : مواقف إسلامية الدرس الأول : غزوة بدر الدرس الثاني : إجلاء بني قينقاع</p>	<p>ديسمبر 2020</p>
	<p>تابع الوحدة الثالثة : مواقف إسلامية الدرس الثالث : أسماء الله الحسنى فضل أسماء الله الحسنى مراجعة عامة</p>	<p>يناير 2020</p>

توزيع المنهج للصف الاول للفصل الدراسي الاول (الصف الرابع الابتدائي) لمادة التربيه الدينيه  
المسيحيه

<p>خلق الله الإنسان وميزه بالعقل معمودية السيد المسيح وإعلان بنوته الإلهية سلطان الرب يسوع علي الخلق العذراء مريم والدة الإله</p>	<p>العقيدة</p>
<p>فلك نوح رمز للكنيسه الصلاه والصوم التناول والنمو الروحي محفوظات</p>	<p>العبادة</p>
<p>مارمرقس الرسول كاروز الديار المصريه شخصيات حافظت علي الإيمان الأثار القبطيه في أسوان والنوبه</p>	<p>التاريخ كنيسي القبطيه</p>
<p>السامري الصالح المسيحي وحب الوطن محفوظات (مز 100)(متي 13:5-16)</p>	<p>العلاقات الإنسانيه</p>
<p>المسيحي ووسائل التواصل الاجتماعي جسدي هيكل الله</p>	<p>القضايا المعاصره (أنا في مجتمعي )</p>

## توزيع المنهج للغة العربية الصف الخامس الابتدائي

الشهر	الموضوع	القصة	النحو	الإملاء	خط عربي
سبتمبر وأكتوبر	<u>الوحدة الأولى "قيم وأخلاق"</u> -جزاء العاملين -حب الوطن -مصر أنشودة الدنيا	قصة الفصل الأول "مغامرات في أعماق البحار"	-إعراب المثنى -أنواع الجموع	همزة القطع وألف الوصل	الصفحات من 6-14
نوفمبر	<u>الوحدة الثانية "علم وتكنولوجيا"</u> -العلم النافع وتقدم المجتمع. -الكهرباء في حياتنا. -طريق المعالي	قصة الفصل الثاني "مغامرات في أعماق البحار"	إعراب جمع التكسير -إعراب جمع المذكر السالم.	-كتابة الهمزة المتوسطة على الألف والواو والسطر كالمثال	-الصفحات من 15 إلى 24
ديسمبر	<u>الوحدة الثالثة "عادات وسلوكيات"</u> -الإعتدال في الإنفاق -تربية الدواجن -التسامح والعفو	قصة الفصل الثالث "مغامرات في أعماق البحار"	إعراب جمع المؤنث السالم علامات إعراب الفاعل	-كتابة الهمزة المتطرفة على السطر والياء كالمثال	-الصفحات من 25-35

الشهر	الموضوع	القصة	النحو	الإملاء	خط عربي
فبراير	الوحدة الأولى "شخصيات رائدة" -طريق السلام -ملك حفني ناصف -نجيب محفوظ	قصة الفصل الرابع "مغامرات في أعماق البحار"	المفعول به وعلامات إعرابه	كلمات بها حروف تنطق ولا تكتب	الصفحات من 33-43
مارس	تابع الوحدة الأولى: -نحب مصر الوحدة الثانية "هوايات ومهارات الرياضيات والتسامح -دعوة للحب والتواصل -مصر هي الدنيا .	قصة الفصل الرابع "مغامرات في أعماق البحار"	-المفعول لأجله -المفعول المطلق	كلمات بها حروف تكتب ولا تنطق	-الصفحات من 44-55
إبريل	الوحدة الثالثة "قصص وعبر: -الأمل والوفاء -سليمان والهدهد -الثعلب والديك	قصة الفصل السادس "مغامرات في أعماق البحار"	علامات رفع المبتدأ والخبر -المضاف إليه وعلامات إعرابه	-علامات الترقيم النقطة والفصلة الفصلة المنقوطة علامة الاستفهام علامة التعجب النقطتان	-الصفحات من 56-63

## توزيع المنهج للتربية الدينية الصف الخامس الابتدائي

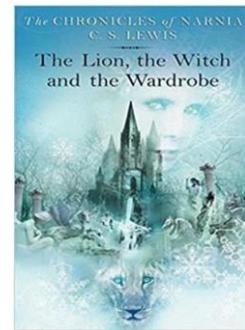
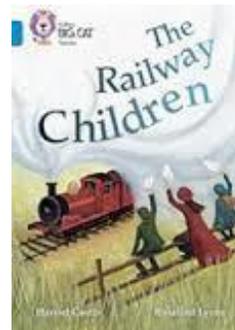
الشهر	المحتوى
سبتمبر وأكتوبر	<ul style="list-style-type: none"> <li>- الوحدة الأولى "الله واسع عليم"</li> <li>- سنابل الخير -تطهرهم وتزكيهم</li> <li>-وبشر المحسنين</li> <li>- الوحدة الثانية "من قصص الأنبياء"</li> <li>- الدرس الثاني وهو اللطيف الخبير "سورة الملك من 1-17</li> </ul>
نوفمبر	<ul style="list-style-type: none"> <li>- تابع الوحدة الأولى "الله واسع عليم"</li> <li>-الدرس الرابع "نشيد الزكاة"</li> <li>- تابع "الوحدة الثانية"</li> <li>-ياقوم اعبدوا الله "قصة سيدنا صالح"</li> <li>-هو اللطيف الخبير(سورة الملك من18 الى اخر السورة)</li> <li>الوحدة الثالثة :</li> <li>الدرس الأول:الحاج رمضان</li> </ul>
ديسمبر	<ul style="list-style-type: none"> <li>تابع الوحدة الثالثة:</li> <li>الدرس الثاني:يوم الزينة</li> <li>الدرس الثالث:سورة القصص</li> <li>الوحدة الرابعة:</li> <li>الدرس الأول ام الشهداء</li> <li>نشيد بلادي</li> </ul>



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

1- القديس الأنبا بيشوي 2- شخصيات حافظت علي الإيمان	الوحدة الأولى: مجال تاريخ الكنيسة (تاريخ كنيستي)
3- معجزة إشباع الجموع 4- أعلام قبطيه في خدمة الوطن 5- محفوظات (مز:1-5:8)(أم:1-4:5)	الوحدة الثانيه: مجال العلاقات الإنسانيه
6- أثر التواصل التكنولوجي علي المجتمع 7- حقوقي وواجباتي	الوحدة الثالثه: أنا في المجتمع

## READING IN KS2



The KS2 curriculum enables children to become confident readers by developing a wide range of reading skills, habits and interests. Children in KS2 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 (class teacher-led, reading activities)
- 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)

Your child will bring home books from the school's Reading Scheme collection. 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 remember to sign the Reading Record to show that you have read with your child. Students are not allowed to sign their own Reading Record.

***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 KEY STAGE 2 (LDD)

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

They support a large number of children at different points on their journey through primary school and for several different reasons. It is of great benefit to many children to receive such support as it is a positive step towards meeting their learning goals.

Children may be offered additional support to develop such areas as English, phonics, reading, spelling, written composition, handwriting, number concepts. 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 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 KS2 targets. 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 2

### *'Good behaviour leads to good learning'*

We expect a high standard of behaviour from children in Key Stage 2.

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 Two we have a 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 don't hurt others.*

*We are kind and helpful, we don't hurt anybody's feelings.*

*We play well, we don't spoil each other's games.*

*We are honest, we don't cover up the truth.*

*We work hard, we don't waste time.*

*We listen to people, we don't interrupt.*

*We follow all adults' instructions, we don't argue.*

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

Our Golden Rules are clearly displayed 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.

#### **Golden Time**

This is a whole class reward for following the Golden Rules, demonstrating exemplary behaviour and attitude or exemplary work. As a class, the children choose what they would like to do for Golden Time. Golden Time activities need to be something very special that they would not normally do.

## REWARDS

We acknowledge good behaviour, effort and achievement with:

### Gems Jewels of respect and kindness

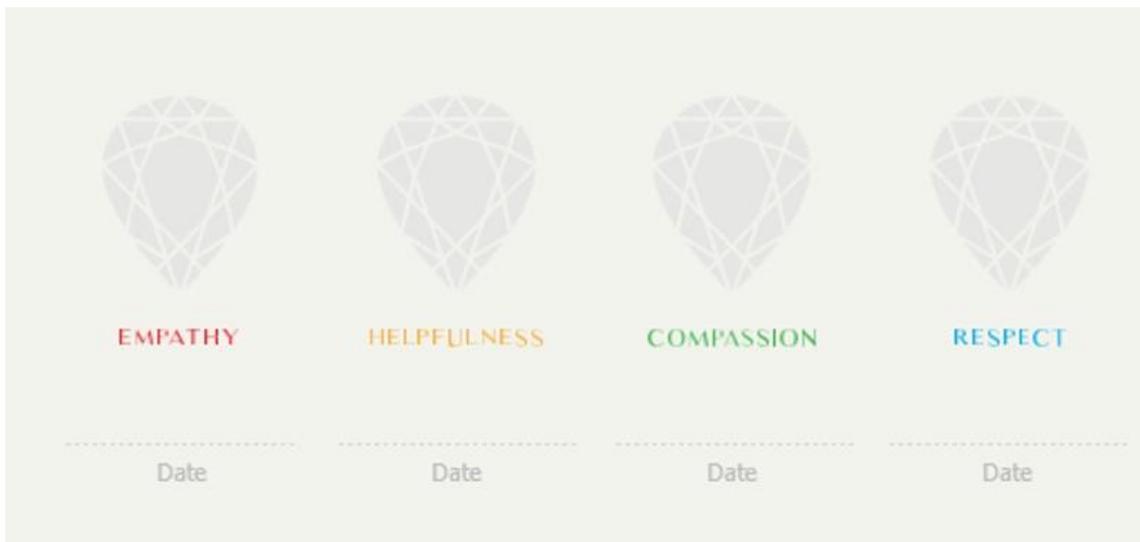
#### COLLECT YOUR JEWELS OF KINDNESS & RESPECT STICKERS

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,
- Star of the week certificate
- Notes to parents
- Class treats
- Daily Golden Time

### **TEAM LEADER'S REWARDS**

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

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

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

Please see Behaviour policies for sanctions:

***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.***

## ***Transport***

### **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:

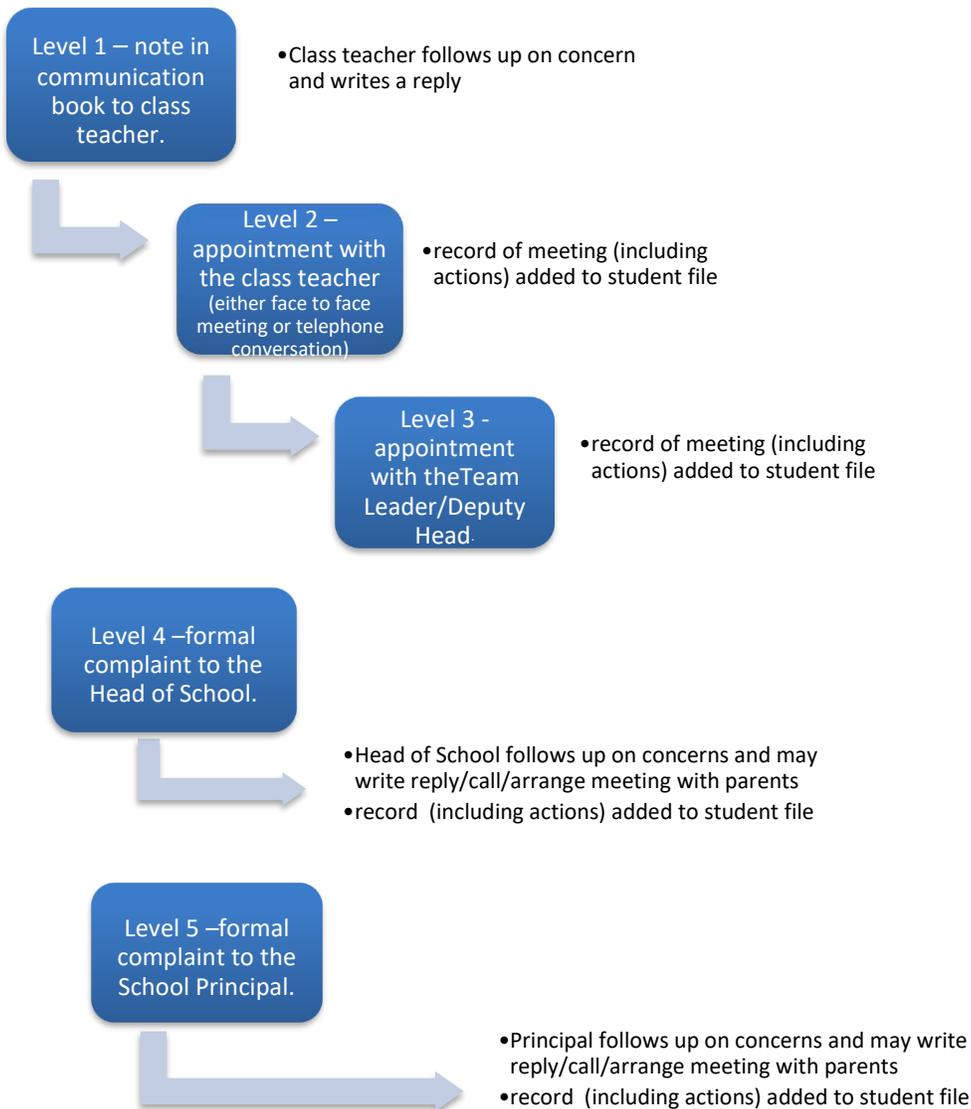
The British International School Madinaty's complaints policy includes five levels of complaints procedure and guidance:-

### **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.