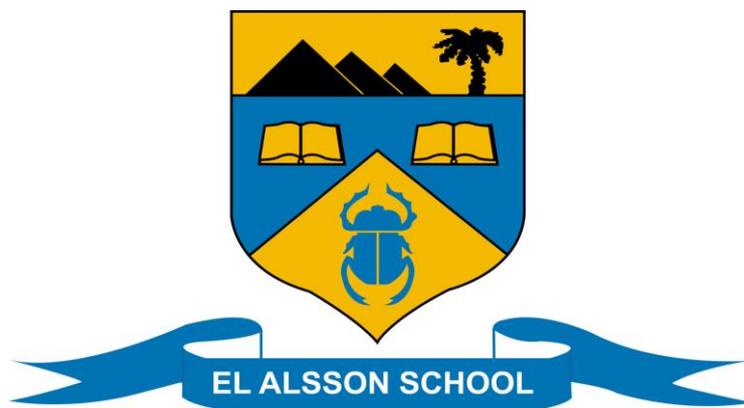


El Alsson British International School



Year 1 Student & Parent Handbook

2017 / 2018

Y1 Student & Parent Handbook

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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.alsson.com

EL ALSSON BRITISH INTERNATIONAL SCHOOL

OUR VISION

DEVELOPING SUCCESSFUL 21ST CENTURY CITIZENS

OUR MISSION

To achieve our goals through thinking, learning and caring

THINKING means

SEEING THE BIG PICTURE

- **Thinking for ourselves**
- **Thinking for the future**
- **Creativity without borders**
- **Making responsible decisions**

LEARNING means

ALL LEARNING ALL THE TIME

- **Creating opportunities and extending our limits**
- **Achieving our goals**
- **Teachers make it happen**
- **Celebrating success**

CARING means

EVERYONE VALUED

- **Strength in belonging to our school community**
- **Supporting and being supported**
- **Being safe, secure, happy and healthy**
- **Respecting ourselves, others and the world around us**



Welcome to Year One

We are looking forward to getting to know all new Year 1 parents, as well as your children, and hope your time with us will be a happy and enjoyable one. We, as teachers, are glad to have the opportunity to work with you as partners in your child's education.

The purpose of this Handbook is to present some specific information about your child's education this year, as well as keeping you informed about day-to-day routines and offering some advice on how to make the transition from FS2 to Year 1 as smooth as possible.

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

Please ensure that you are familiar with the contents before you attend the Y1 Parent Orientation.

How can I help my child settle into Y1?

Most children will be excited about returning to school and meeting up with their old friends. There will be many old friends in the class and there will also be possibilities to develop new friendships. There will also be new teachers to meet and new routines to get used to.

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 special friends your child will meet and the good experiences he or she is likely to have each day.

Some children may find it difficult to get used to the change from FS2. There will be less freedom to choose their own activities and they will be expected to concentrate harder and for longer. They may initially be very tired when they get home and parents need to be prepared for this. You can help by ensuring that your child gets a good night's sleep (9 – 10 hours) and eats a good breakfast before leaving home.

School is the place where the children will spend many hours of their day. We all want this to be a happy, comfortable place for your child. The best way to achieve this is for the school and home to work together.

Communication is vital. If you have any concerns at all, please make an appointment to speak with your child's teacher.

El Alsson British International School

Developing Awareness of Appropriate Behaviour in Foundation Stage & Key Stage 1

‘Good behaviour leads to good learning’

We expect a high standard of behaviour from children in Foundation Stage and Key Stage 1. This means that children must learn how to behave in a way that demonstrates respect, care and consideration for self, others and our environment.

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

The Golden Rules

- We are gentle**, we don’t hurt others.
- We are kind & 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.

In addition, each teacher establishes a set of Class Rules to ensure the smooth running of classroom activities within a cooperative environment.

(Please refer to the Primary School Behaviour Policy for a fuller explanation of how our implementation of the Golden Rules & School Regulations contributes to a safe & structured school environment for your child - see Appendix 2 & 3.)

REWARDS

We acknowledge good behaviour, effort and achievement with:

TEACHERS' REWARDS

- Praise
- Smiley faces, stickers and stampers
- Name peg placed on the Golden Time 'Sunshine'
- Good Behaviour sticker chart
- Good Work sticker chart
- Taking home the class 'teddy'
- Star of the week certificate
- Reading Cookie
- Kindness Cupcake
- Notes to parents
- Class treats
- Daily **Golden Time**

HEAD TEACHER'S REWARDS

- Praise in Head's office
- Special stickers
- Head's Silver Award for Good Behaviour, Good Work or Speaking English
- Class awards
- Best Line Bear

PRINCIPAL'S REWARDS

- Praise in Principal's office
- Principal's Yellow Smiley Badge & Golden Certificate for excellent behaviour
- Principal's Red Smiley Badge & Golden Certificate for excellent work
- Principal's Certificate for Speaking English

SANCTIONS

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

TEACHERS' SANCTIONS

- Verbal reminders & warnings
- Name peg moved to the Golden Time 'Sun & Cloud'
- In extreme cases, name peg moved to the Golden Time 'Sad Cloud'
- Loss of Golden Time
- Time-out
- Missing part or all of next break
- Removed from class to work, in isolation, with another adult
- Sent to Head Teacher or Assistant Head

HEAD TEACHER'S SANCTIONS

- Time to reflect on, and discuss, Golden Rules with Head Teacher
- Red Card warning and name in Incident Book
- Meeting with Parents
- Behaviour Report

PRINCIPAL'S SANCTIONS

- Further Parents meeting with Principal and/or Director.
- **Inability to respond positively to the sanctions of the school may lead to short term and/or permanent exclusion, at the discretion of the Principal and Directors.**

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

Important Information for parents of pupils entering Year One

??? Your Questions Answered ???

What does my child do during the day?

7.50-8.15	Morning Assembly & Early Morning Snack
8.15-9.35	Lessons
9.35-10.15	Outdoor play & Snack
10.15-11.35	Lessons
11.35-12.15	Outdoor play & Snack
12.15-1.35	Lessons
1.35-2.00	Golden Time, Buses and Cars

Timetables will be distributed to parents at the beginning of Term 1.

What additional classes will my child participate in this year?

Your child will have 5 Arabic lessons each week, and will also take part in PE, 'Music & Movement', Computer Science and Music lessons.

He/she will attend Early Years Assemblies, visit the school library and will have access to a range of class computers and iPads as well as using the Computer Lab.

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

Who will teach these classes?

Arabic – Mrs Laila, Mrs Shahira, Mrs Manar

PE – Mrs Heba, Mr Mohtady, Mr Amir

Music / Music & Movement – Miss Rita

Library – Mrs Helena

Computer Science – Mrs Nermeen

What should my child wear to school?

All children **must** wear the El Alsson uniform, purchased from the uniform shop, including the school jacket in winter, the school hat during hot weather and the school painting apron for Art activities.

Girls with long hair must wear it tied back and boys' hair must be cut in a short, tidy style.

Nail varnish is not allowed.

All shoes should have '**sticky**' **Velcro fastenings** as shoelaces can be very tricky. Trainers **must** be worn on PE day. (Please note that Y1 pupils do NOT wear the KS2 PE kit or grey trousers worn by older pupils and that football shoes with studs are not permitted.)

How can I avoid losing my child's property?

CLEARLY LABEL **ALL** CLOTHING WITH YOUR CHILD'S **NAME & CLASS**, AS WELL AS POSSESSIONS SUCH AS SCHOOL BAGS, FLASKS AND LUNCH BOXES.

PLEASE HELP US BY ENCOURAGING YOUR CHILD TO TAKE RESPONSIBILITY FOR HIS/HER BELONGINGS.

We always make every effort to return lost items to their owners. However, lost items which are not labelled will be sent to 'Lost Property'. Parents can arrange to reclaim such lost belongings by contacting the school Reception. Please do not ask teaching staff to do this for you.

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

An early morning snack (packed in a separate, easily accessible container) - children will have a light snack of juice and biscuits or fruit to boost their energy levels before starting work each morning.

A healthy lunch (packed in a sturdy, clearly named lunch box) - nutritious food, such as sandwiches, fruit, vegetables, cereals, cheese, plain biscuits, yoghurt drink or juice.

An afternoon snack - as above

Children who stay at school until 3.00pm due to travelling by late bus or car must also bring a snack to eat after school.

A large flask of water - Please try to provide a flask with a strap, so that it can be hung up. (During hot weather children should bring a large, 1 litre bottle each day.)

A school bag - No large cases on wheels please. However, the school bag needs to be large enough to

hold a lunch box, reading folder and any letters or work going home.

Is there anything else my child needs to bring to school?

Spare clothes - Please send a change of school clothes (including underwear & footwear) and a small towel in a named plastic bag to keep at school in case of accidents; **and replace them if they are sent home wet or dirty.** (All items should be labelled with your child's name & class.)

If we have to issue a child with new underwear there will be a small charge of 15 LE.

Pack of Whiteboard markers (at least 6) & a small whiteboard eraser - clearly named. The children will use these with their personal classroom whiteboards.

A school apron - to protect clothing during Art and other 'messy' activities (available from the school uniform shop).

Hand wipes - to maintain good health & hygiene children need to wash their hands frequently during the day. Wet-wipes make this quick and easy for them.

Small pack of tissues

What items should NOT be brought to school?

1. Jewellery, except for stud earrings.
2. Watches
3. Pencils, coloured pencils or pencil cases.
4. Money (unless officially requested & sent to school in a sealed, named envelope).
5. Sweets, chocolate or chewing gum.
6. Fizzy drinks and drinks in glass bottles or cans.
7. Expensive toys, mobile phones or electronic games.
8. Stickers (only teachers' reward stickers will be worn on school uniform)
9. Toy guns, knives, swords or other items which encourage aggressive behaviour (including Superhero action figures).
10. Sharp items such as 'Bay Blades' or metal spinning tops that could cause injury.
11. Hard footballs or basketballs. (*Ball games are permitted but children should only bring in soft, plastic balls. Hard footballs and basketballs, which can cause damage or injury, will be confiscated. Wednesday is non-football day, when we encourage children to learn & play a range of new games – please encourage your child to bring a skipping rope, hoop or alternative activity/toy.*)

TOYS, GAMES & BOOKS WHICH ENCOURAGE CALM, COOPERATIVE BEHAVIOUR AT BREAKTIME ARE ENCOURAGED.

Why does my child have a name badge?

We do not want any pupil to become lost or board the wrong bus – name badges provide valuable information for identification.

Please ensure that your child wears the name badge every day for the first 2 weeks.

If there are any changes to your address or telephone number, please inform the school Reception and send a note to the class teacher.

If the badge becomes lost or damaged please replace it with one of your own.

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 and gifts 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.

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. (For 1 or 2 days absence a parent letter is acceptable. For 3 days or more a doctor's note is required)

Any missed work will be caught up, with the teacher, in class so please do not ask for work to be sent home.

It is strongly recommended that you do not ever take your child out of school during term time but if this is absolutely unavoidable, at any time, 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.

What happens if my child is late?

All pupils must arrive by 7.50am.

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

We understand that slight delays are inevitable on occasions but the first half hour is particularly important for Early Years. It is a time for meeting, greeting and planning the day. Children who miss this time often feel insecure, unsettled and unhappy during the day. Persistent lateness and any arrivals after 8.30am will be dealt with by the Principal, who will request a meeting with the parents.

How can I communicate with my child's teacher?

If you have any specific concerns at any time you may write your child's teacher a short note in the Record Book or contact them at their school email address which can be found on the school website.

Any longer letters must be addressed to the Head of Early Years, who can also be contacted by email; or you can make an appointment with the school secretary.

Our regular Year Group Updates will be emailed to parents and can also be viewed, along with the monthly School Newsletters, on the school website. **(Please ensure that the school Reception have your current email address & that you inform us if it changes.)**

There will be an opportunity to get to know the staff and discuss the curriculum at our Year One Parent Orientation.

There will be a Parent-Teacher Progress Meeting early in Term 1, when parents can discuss the progress of their child with the class Teacher: and another Parent-Teacher Meeting following the first report at the end of Term 1. Further Parent-Teacher Meetings are held each term, after reports are issued.

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

A charge will be made for all lost and damaged books, including Reading Records and laminated word lists.

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

If your child's plastic Work Folder becomes damaged or tatty please replace it with one of your own choice.

What else will my child bring home?

The Record Book also doubles as a Reading Record and will be brought home every day.

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

It should be sent back to school EVERY morning, with any accompanying reading books and word lists.

If the teacher has sent any kind of message (a personal handwritten one or a printed information slip) please initial it so that we know you have read it.

Letters regarding trips and other important information will also be sent home inside the Reading Folder so please check it every day.

Please read, complete & return reply slips promptly, as failure to do so may result in your child being excluded from activities.

If you do need to send in a letter, reply slip or money envelope, it is a good idea to staple it into the Record Book to avoid it getting lost.

What should I do with the Reading Books?

Your child will start bringing home reading books in the second week of Term 1. Try to establish a special time and place where you can share books with your child. It is very important that you talk about the pictures, as well as read the words, so that your child can extend their vocabulary and develop fluency in English. Discuss the story with your child and encourage them to retell the story in their own words. Books will be changed twice a week but it is important that children revisit a book several times, using their imagination to create new scenarios and alternative endings for the stories. This will help them to develop both their speaking and creative writing skills. They may also bring home additional self-chosen books. These may be at a lower or higher level than those they are reading with the teacher but our aim is to engender a love of books and reading; and encourage them, whatever their choice.

What should I do with the Word Lists?

Your child will receive two different Words lists with their reading books. The first Word list is a list of simple CVC words which your child can sound out and blend. The second Word List is a Tricky Word list. Tricky Words are common words in English that cannot be blended. Your child will need to learn to read these words by sight. The Word lists should be returned to school with your child's reading book.

What is Talk Homework?

The 'Talk Homework' topic will be included in the Y1 Weekly Update. Please make time to discuss the topic with your child, encourage them to express their opinions and, if possible, involve other family members. Children will then be asked to share their ideas in class. In this way they will increase their vocabulary for speaking and writing and will grow in confidence.

TRAVEL ARRANGEMENTS

What time will my child return home by bus?

Y1 children will finish school at 1:50pm and the buses will depart at 2.00pm. Arrival times may vary during the first days of school while routes are being established. Please refer any questions to the bus supervisor, via school reception.

What are the bus rules?

1. Be sure your child is at his/her pick up point on time, the buses are **NOT** allowed to wait.
2. Eating on the bus is forbidden, though your child may drink water.
3. Your child is expected to sit quietly and obey the instructions of the bus matron and teaching staff.
4. 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.
5. If nobody is waiting to receive your child he/she will be taken to the I.L.I in Mohandeseen

If my child travels to school by car, what time does he/she need to be in school and collected from school?

Morning - before the School Assembly starts at 7:50am. Playground Supervision begins at 7:35am, so please make sure your child is not left unattended until that time.

Afternoon - 1:50 pm

The Car pick-up point, for drivers, is at the FS1 gate. Parents may wait on the playground but not in the Reception area.

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 RECORD 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)

MEDICAL ARRANGEMENTS

The school employs three qualified nurses and a female doctor in the medical clinic on site.

What happens if my child is sick?

If a child is unwell or injured they will be taken to the clinic by a member of staff. 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 nurse.

The school nurse 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 Record Book. It should be handed to the class teacher on arrival at school and will only be administered by the nurse or doctor.

CHILDREN WITH INFECTIOUS DISEASES

If your child has a high temperature or feels unwell **please keep him/her at home.**

During childhood children may contract various infectious diseases. If this is the case keep your child at home and follow your doctor's advice but also contact the school so that we can notify other parents where appropriate.

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.

Throughout the school year activities and their child's

Head Teacher's Newsletter

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

Year Group Update

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

Log on to www.alsson.com to check the latest information and updated school calendar.



parents are kept informed of events, progress in a variety of ways:

Parents' Orientation

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

Held in Term 1 to discuss individual pupils' progress.

Parent – Teacher Days

An opportunity for parents and teachers to discuss individual student growth and needs, held at the end of each term.

Reports

Sent at the end of each term detailing your child's progress and achievements.

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.

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.

Parents – 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.



THE NATIONAL CURRICULUM FOR ENGLAND

KEY STAGE ONE

YEAR 1 and YEAR 2

All children who enter Year 1 at El Alsson School, at five years of age, follow the English Key Stage 1 Curriculum until the end of Year 2 (or until they transfer to G1 of the American system). Key Stage 1 is a distinct phase of education that builds on the Early Years Foundation Stage (EYFS) and prepares pupils to move on to Key Stage 2 of the English National Curriculum.

THE STRUCTURE OF THE BRITISH PRIMARY CURRICULUM

NAME OF STAGE	YEAR GROUPS	AGE OF PUPILS
Early Years Foundation Stage (EYFS)	FS1 and FS2	3 – 5
Key Stage 1	Y1 and Y2	5 – 7
Key Stage 2	Y3, Y4, Y5 and Y6	7 - 11

The Department for Education, in the UK, sets out Learning Objectives for each area of the curriculum. By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified for each subject. Using this guidance our teachers are able to plan and differentiate so that pupils are equipped with the knowledge, skills and understanding necessary to succeed at Key Stage 1 and beyond.

THE KEY STAGE 1 CURRICULUM

ENGLISH

Work in spoken language, reading and writing is integrated.

Spoken Language

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

Reading

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

Writing

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

MATHEMATICS

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

Number

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

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

Geometry

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

Measurement

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

SCIENCE

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

HISTORY

The starting point of our historical study is to consider changes in the pupils' own lives and in the way of life of their families and others around them. Pupils will find out about various significant historical events, people and places in their own locality / Egypt. They will also find out about nationally or globally important changes and events within and beyond living memory. They will investigate the lives of significant individuals in the past who have contributed to national and international achievements and this will be used to compare aspects of life in different periods.

GEOGRAPHY

Pupils initially investigate their local area and then learn to contrast it with an area elsewhere. They find out about the environment and why people live there. They begin to find out about the wider world. They develop geographical enquiry skills and ask questions about people, places and environments. They begin to use geographical resources such as atlases, globes, photographs and maps. They learn to recognise changes in the environment, how they are caused and what we can do to improve our environment.

In the teaching of both History and Geography there is a focus on 'Living in Egypt – Past and Present'.

Computer Science, Music, Physical Education and Art (in Y2) are taught by specialist teachers. Religion (in Y2) and Arabic are taught by the Arabic Department.

All subjects are delivered using a cross-curricular, topic-based approach.

ASSESSMENT AND REPORTING

Pupils' progress is monitored through a process of continual teacher-assessment, using the Learning Objectives defined in the 'The National Curriculum Handbook for Primary Teachers in England'. A Progress Meeting is held during Term 1, at which parents can discuss the progress of individual pupils with the Class Teacher. At the end of each term parents receive written reports and are invited to discuss these at the following Parent-Teacher Days. These reports will indicate progress towards and achievement of the Key Stage 1 objectives.

MONITORING LEVELS OF ATTAINMENT

In line with other British Curriculum schools our Key Stage 1 pupils will complete the official teacher-assessed tasks, in English and Mathematics, at the end of the key stage. This allows us to monitor our pupils' progress against UK government standards.

Both Y1 and Y2 pupils will receive end of year reports which reflect the standards they are achieving in English and Mathematics.

LEARNING SUPPORT IN EARLY YEARS

We are very privileged in Early Years to have a team of 4 dedicated Learning Support staff 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 learning journey through Early Years, helping them to meet their personal learning goals.

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

In Key Stage 1 children may be offered additional support to develop such areas as their Literacy skills, Numeracy skills, Language skills, Phonics skills, Social skills, Gross Motor skills or Fine Motor skills. This support might be provided in the classroom or in a small-group situation outside the classroom. This will enable them to keep pace with the Key Stage 1 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 Key Stage 1 targets or ongoing behavioural issues. If your child is selected to receive Learning Support, a note will be sent home to inform you. This may be a short-term intervention to close a gap in your child's learning or may continue for some time. We are always happy to meet parents to discuss their child's Learning Support but this is not always necessary.

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

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



**El Alsson British International School
Early Years**

**Year 1
CURRICULUM OVERVIEWS**

September 2017 – June 2018

Year group:

Time Allocation: First 1/2 of

Theme: Let's Explore!

English: Children will learn to write their names. They will read and discuss non-fiction books about their bodies. We will write labels and use them to label the body parts. They will list their body parts and write captions about them. We will explore fiction texts and will discuss characters, settings and events that are familiar to the children's own experiences. They will identify main characters and events in them. The stories will relate to us and our families. The children will learn all about their 5 senses and will write poems about them. They will learn and recite poems about the 5 senses. We will ensure for lots of discussion and development of Spoken English.

Topic: Me and What I Can See!



Topic:

Children will indicate the location of named parts of the body on themselves and other children and name external parts of the body e.g. arm, leg, knee, eye, ear, nose, elbow. They will be able to describe changes in themselves since birth and suggest ways in which they might change as they grow older. We will learn to identify the five senses and location of the sense organs and will distinguish between the sense and the organ associated with it e.g. the eye is for seeing, the ear is for hearing. During Friendship Week, we will discuss the Golden Rules and what it means to be a good friend.

Letters and Sounds: (On Going)

- ✓ **Phase 2:** the children will learn letter Sets 1-5: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. They will blend and segment words.
 - ✓ **Phase 3:** the children will learn letter Sets 6 & 7: j, v, w, x, y, z, zz, qu; Consonant Digraphs: ch, sh, th, ng and Vowel Digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. They will also learn the letter names.
 - ✓ **Phase 4:** the children will consolidate their knowledge and develop their reading further. They will learn to read and spell words with adjacent consonants, such as, **trap**, **string**, milk, etc.
- All phases include Tricky Words

WHY?

Children will learn all about themselves and their families. They will have a deeper understanding of the world around them and how they contribute to society.

Mathematics - The children will learn to:

- ✓ count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number
- ✓ given a number, identify one more and one less to 20
- ✓ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- ✓ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- ✓ represent and use number bonds and related subtraction facts to 10
- ✓ add and subtract one-digit numbers to 10, including zero
- ✓ read and write numbers from 1 to 20 in numerals and words

Computer Science:

In CS lessons, the children will learn the basic skills of typing and Word Processing. The children will be writing a word document with short sentences introducing themselves. Within the classroom, the children will enhance their typing skills. They will learn to type the names of the external parts of their body.

Personal, Social and Emotional Development:

Say No to Bullying! Children will discuss feelings, thoughts and behaviour with regards to bullying situations during Friendship Week. They will read relevant stories and will discuss how our actions and words affect others.

Year group:

Time Allocation: Second 1/2 of

Theme: Let's Explore!

English

We will read fiction and non-fiction books relating to the seaside. We will explore poetry based on the seaside and will look at rhyming words and patterns. We will read stories such as "The Lighthouse Keeper" and will retell the stories we read in our own words both in spoken English and in written format. The children will use the class laptops to type labels and lists for things we see on the beach. They will write captions for beach pictures. The children will begin to write in full sentences using

**Topic:
Oh I Do
Like to
Be Beside the
Seaside!**

Topic

The children will learn all about the beach and the sea. We will discuss our travels to the seaside and all the features we can see there, such as, sea creatures, lighthouses, boats and beautiful scenery. They will learn about the different sea-life, lighthouses and safety at the seaside. We will find out about holidays in the past from photos. We will learn about the seasons and

Letters and Sounds: (On Going)

- ✓ **Phase 2:** the children will learn letter Sets 1-5: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. They will blend and segment words.
 - ✓ **Phase 3:** the children will learn letter Sets 6 & 7: j, v, w, x, y, z, zz, qu; Consonant Digraphs: ch, sh, th, ng and Vowel Digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. They will also learn the letter names.
 - ✓ **Phase 4:** the children will consolidate their knowledge and develop their reading further. They will learn to read and spell words with adjacent consonants, such as, **trap, string, milk**, etc.
- All phases include Tricky Words



WHY?

Children will learn about the wonders of the seaside and all the associated features.

They will feel like they are on holiday exploring all the beach has to offer.

Computer Science

In CS lessons, the children will enhance their basic skills of typing and Word Processing. They will learn how to Change font colour and size. They will create a Christmas card electronically, which combines an image with text.

Within the classroom, the children will type labels and lists for things we see on the beach. They will change the font colour and size for each label.

Mathematics - The children will learn to:

- ✓ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- ✓ given a number, identify one more and one less to 100
- ✓ count, read and write numbers to 100 in numerals
- ✓ count in multiples of twos, fives and tens
- ✓ represent and use number bonds and related subtraction facts within 20
- ✓ compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- ✓ measure and begin to record lengths and heights

Personal, Social and Emotional Development

We will discuss relationships and think about how to manage feelings of hurt and jealousy, family lives and behavior. The children will discuss how to follow the Golden Rules.

Year group:

Time Allocation: First 1/2 of

Theme: Wonderful World!

Literacy:

We will explore characters, settings and plots in fantasy stories and fairy tales involving events that are familiar to the children's own experiences. The children will read various stories about fantasy worlds, characters and settings including those with fairies, aliens, witches, etc. Children will use this to create their own characters and stories. We will sequence events of the stories and will use drama to re-tell the popular fairy tales with the well-known characters. The children will use

Letters and Sounds: (On Going)

- ✓ **Phase 2:** the children will learn letter Sets 1-5: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. They will blend and segment words.
- ✓ **Phase 3:** the children will learn letter Sets 6 & 7: j, v, w, x, y, z, zz, qu; Consonant Digraphs: ch, sh, th, ng and Vowel Digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. They will also learn the letter names.
- ✓ **Phase 4:** the children will consolidate their knowledge and develop their reading further. They will learn to read and spell words with adjacent consonants, such as, **trap, string, milk**, etc.
All phases include Tricky Words

Mathematics - The children will learn to:

- ✓ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ✓ recognise and use language relating to dates, including days of the week, weeks, months and years
- ✓ compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- ✓ measure and begin to record time (hours, minutes, seconds) to half past
- ✓ recognise, find and name a half as one of two equal parts of an object, shape or quantity
- ✓ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- ✓ describe position, direction and movement, including whole, half, quarter & three-quarter turns

**Topic:
Fantasy
Stories and
Fairy Tales!**



WHY?

Children will learn about the fantasy worlds and popular fairy tales to help them develop their imagination and writing skills.

Topic:

The children will learn about plants that grow in our local area and around our school. They will learn the names of some common meat eating animals (carnivores), plant eating animals (herbivores) and animals that eat both plants and meat (omnivores).

During History lessons, the children will describe the lives of significant individuals in the past who have contributed to national and international achievements. They will also compare aspects of life in different periods involving significant individuals from the past, e.g. Neil Armstrong, Nelson Mandela, Omar Samara and Magdy Yacoub.

During Environmental Week, the children

Computer Science:

In CS lessons, the children will learn the basic skills of a paint program including: adding shapes, brush and 'fill in' functions and adding text. They will illustrate a fairy tale they read before. They will learn how to save their files on the hard disk.

During class lessons, the children will enhance their paint skills further by illustrating the class fairy tale and will save it on their laptops.

Personal, Social and Emotional Development:

Good to Be Me

The children will consider what makes them proud of themselves and their achievements.

Year group:

Time Allocation: Second 1/2 of

Theme: Wonderful World!

Literacy

We will read books from and about countries around the world and different cultures. We will use non-fiction books to find out information about the various places. The children will use what they have learned to write their own information texts. They will write sentences for reports and will create booklets on different countries. At sentence level, the children will write full sentences using capital letters at the beginning, finger spaces between words and full stops at the end.

Letters and Sounds: (On Going)

- ✓ Phase 2: the children will learn letter Sets 1-5: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. They will blend and segment words.
 - ✓ Phase 3: the children will learn letter Sets 6 & 7: j, v, w, x, y, z, zz, qu; Consonant Digraphs: ch, sh, th, ng and Vowel Digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. They will also learn the letter names.
 - ✓ Phase 4: the children will consolidate their knowledge and develop their reading further. They will learn to read and spell words with adjacent consonants, such as, **trap**, **string**, **milk**, etc.
- All phases include Tricky Words

Mathematics - The children will learn to:

- ✓ compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]
- ✓ compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- ✓ recognise and know the value of different denominations of coins and notes
- ✓ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
- ✓ represent and use number bonds and related subtraction facts within 20
- ✓ add and subtract one-digit and two-digit numbers to 20, including zero

Topic:

Around the World



WHY?

Children will explore our wonderful world and will learn about different countries and cultures.

Topic

The children will name, locate and identify characteristics of areas within Egypt including capital cities and Egypt's surrounding seas and other countries. The children will use world maps, atlases and globes to identify Egypt and areas within it, as well as countries and oceans. During 'Science Week', the children will conduct lots fun and exciting experiments. We will investigate materials and learn about the properties of some everyday materials. We will also group together materials by their features.

Personal, Social and Emotional Development: Going for Goals

Children will learn how to solve problems and set goals. They will discuss what they want to achieve by the end of Year 1.

Computer Science:

In CS lessons, the children will learn how to solve problems using directional language, 'up, down, left, right' and will follow and create a sequence of instructions to achieve a certain goal.

Within the classroom, children will enhance their word processing skills through editing a document about different countries. Children will write full sentences using capital letters, the space bar function and full stops. They will use their previous knowledge to change the font size and colour.

Early Years Specialist Curriculum Overview for 2017/18

Subject: Music

Year Group: FS1

Teacher: Miss Rita Samir

Term 1	Term 2
<p><u>Special people:</u> -Week 1-7 <u>Growth and change:</u> - Week 8 -14 <u>Going places:</u> -Week 15 -21</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none">• Perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster.• Create and perform actions and play instruments to a steady beat.• Select sounds and movements and use them expressively within a steady beat, following variable speeds.• Move, sing and perform actions at different speeds which illustrate moods and emotions.• Listen to music and respond with hand and whole body movements. Sing a song and join in with a chant that gradually gets louder. Explore loud and quiet instrumental sounds.• Listen to a poem and explore hand percussion sounds, which grow louder and quieter. Compose a storm piece for a dance performance.• Explore quiet and loud instrumental and vocal sounds to create a mood. Sing a song with different sounds effects.	<p><u>Stories and sounds:</u> Week 21-25 <u>Moving Patterns:</u> Week 26-30</p> <p><u>Working World:</u> Week 31-36 <u>Our senses:</u> - Week 37-42</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none">• Use sound effects, instruments and puppets to retell stories from songs. Use sound cards to build words.• Listen to stories within songs and use costumes and instruments to create performances.• Play sound makers and instruments to accompany songs.• Perform hand, arm and full body actions to accompany songs.• Perform cumulative circle game-songs and chants adding in sounds of different instruments.• Chant and sing ‘call and response’ patterns• Sing a song and reverse the actions, arrange and rearrange musical sounds. Use vocal effects in an echo chant.• Sing cumulative songs using dried food shakers to accompany the singing. Use body percussion sounds to create a new song with a similar structure.

- Sing an action song and create hand and whole body movements. Perform actions to accompany music.
- Listen to water sounds and respond with quiet and loud vocal effects. Sing songs and respond to sounds through movement.
- Respond in movement to loud and quiet drumming, and perform a song that grows louder and then fades away. Listen to a story about a drum which plays quiet and loud sounds.
- Perform a rap using high and low vocal and instrumental sounds to represent different animal voices.
- Sing songs with high and low notes reinforced with matching hand or body positions.
- Sing a song with steps, accompanied by pitched instruments.
- Sing high and low notes, and develop listening skills through matching movement to pitch.
- Sing stepping notes that move up and down accompanied by tuned percussion and hand actions.
- Introduction to simple musical vocabulary (shake – strum – hit – blow - ...)

Musical Focus: -

Beat and tempo
High and low
Loud and quiet

- Sing cumulative songs with actions and accompaniments on instruments and other sound sources.
- Explore animal movements, matching them to sounds and performing them singly.
- Create and perform combinations of sounds used expressively to illustrate a town at night and day.
- Explore and combine a variety of environmental sounds using litter.
- Express feelings in music by responding to the moods suggested by the colors of the rainbow.
- Create and perform a variety of sound sequences based on movements, first singly then in combination.
- Make sequences of sounds with combinations of metallic instruments and sound makers in a song and a story. Use a simple graphic score.
- Listen to sounds associated with the seaside, exploring them through play.
- Match actions, vocal and instrumental sounds to experiences at certain times of day.
- Recognize and explore how sounds can be made and changed.
- Recognize and control a variety of ways of making sounds with paper. Use the sounds expressively and descriptively.

Musical Focus: -

Fast and Slow
soft and loud sounds
timber

General learning objectives:

- Echoing
- Repeating simple melodic patterns
- Explore body percussion
- Learning different rhymes
- Self-confidence development
- Self-awareness
- Physical development
- Developing imagination

Reference Topics for songs:

- Me, Myself and others
- Modern /classic fairy tales
- Construction
- Our Body parts
- Family
- School
- Friends
- Christmas
- Halloween
- Shapes

General learning objectives:

- Expressing music through movement and dance
- Clapping simple rhythmic patterns
- Developing listening skills (recognising sounds)
- Sound discrimination
- Exploring dynamics
- Exploring different music instruments sounds
- Singing in group and solo
- Know how to Make eggs shakers
- Body percussion

Reference Topics for songs:

- Pirates
- Under the sea
- Transportation
- Barnaby bear
- Around the world
- Endangered species and different habitats
- Mothers' Day.
- Growing up
- Summer Holiday
- Seasons
- Easter

Early Years Specialist Curriculum Overview for 2017/18

Subject: Computer Science **Yr Gp:** Year 1 **Teachers:** Mrs Nada & Mrs Nermeen

	Unit	Software	Outcome	Curriculum Link
Sep-Oct	Digital Literacy: What is a computer? How do people use computers at work? Label different parts of the computer. Information Technology: How can you write a story on a computer? 1.1 We are celebrating	Education City (label the PC) Microsoft Word	A Word document with short paragraphs	Literacy How to write their names.
Oct - Dec	Information Technology: What are the main parts of the computer? Which devices are computers? 1.1 We are celebrating	Microsoft Publisher	A greetings card created electronically, which combines an image with text	Literacy Learn about themselves and their families.
Jan - Feb	Information Technology: How can you make art on a computer? How do you save your work? 2.2 We are Painters	Paint	A paint document with a drawing combined with text	Literacy Seaside.

Early Years Specialist Curriculum Overview for 2017/18

Subject: PE Year Group: Year 1

Teachers: Mrs Heba / Mr Mohtady / Mr Amir

Year Group	Term	Curriculum				
Year 2	1	Introduction to Yr 2 PE	Locomotor skills 1	Manipulative Skills 1	Manipulative Skills 2	Manipulative Skills 3
	2	Manipulative Skills 4	Manipulative Skills 5	Manipulative Skills 6	Gymnastics Skills 1	Dance Skills 1

Early years and Key Stage 1 movement concepts in PE

Manipulative skills are motor skills that involve moving or using an object with the hands or feet to achieve a goal or complete a task.

A **Locomotor skill** is a physical action that propels an individual from one place to another.

Dance Skill is the basis of music and dance. The purpose is to provide a variety of fundamental movement experiences so the child can learn to move effectively and efficiently and can develop a sense of rhythm.

Gymnastic Skills: Skills used to develop body management (flexibility, agility, balance, strength and body control).

Early Years Specialist Curriculum Overview for 2017/18

Subject Arabic Year Group Year 1 Teachers Mrs Shahira / Mrs Laila / Mrs Manar

Term 1	Term 2
<ul style="list-style-type: none">- Revise all alphabet letters And writing it in different shapes.- - Revise alphabet letters sound.- Body parts and 5 senses.- Seaside (Egyptian seaside places).- Number: Revise numbers (1-5).- Counting and recognizing numbers (6 -7).	<ul style="list-style-type: none">- Revise all alphabet letters sounds- Writing words with initial sounds for each letter.- Practice reading simple words.- Counting and recognizing numbers (8 -10).- Around the world (Arab Countries)- Songs and activities related

- Songs and activities related to the subjects.

Celebrating:

- 6th of October day.

- Prophet's birthday

- Christmas

to the subjects.

Celebrating:

- Mother's day

- Easter.

- Labor day.

- Ramadan.

- Eid Al Fitr.

APPENDIX 1

PARENTAL INVOLVEMENT

At El Alsson School we truly value our home to school links and parent partnerships, (our sense of belonging to a school 'family' as so many of our alumni have said). In the coming years we would like to develop this positive relationship further.

Our school vision and mission aims to 'develop successful citizens for the 21st century.' – In order to best achieve this, the combining of all our positive attributes and skills is desirable.

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 a very important, and most likely the most important people in your children's lives and that you have enormous potential to help us succeed in our mission.

This abbreviated version of our policy sets out our expectations for parents and also ways in which parents can volunteer to become even more involved in our school community should they wish / be able to do so (full version available electronically on our website):

Parental Expectations:

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

- Check out the 'newcomers' section of the website (if joining the school for the first time).
- Regularly check our school websites for information, curriculum updates, newsletters and events information.
- Read the Student – 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).
- 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.

Parent Volunteers Service

We understand that many parents wish to be more involved in school community events and we encourage this. Here is a sample list of ways you can be more actively involved in your child's school life. This list is neither exhaustive nor definitive:

- Reading helpers.
- Day trip helpers (can be same year group / class but not with a group that contains your child).
- Residential trip helpers (not with your child's year group as part of it is the ethos of being away from home / being responsible / encouraging independence – unless for a specific medical reason).
- School break duty helpers.
- Helping with /setting up community service projects.
- A resource for information or contacts about relevant subjects / areas of interest.
- Helping with sports team training or sponsorship.
- Attending away matches (local or international) as supporters.
- Helping with / conducting after school activities.
- Giving educational talks / projects connected with your field of expertise.
- Offering work experience / voluntary placements for students to gain knowledge of the workplace / field in which you work ahead of their subject / 'life' choices.
- Helping / being involved in with school events such as the Carnival / performing arts productions.
- Being 'judges' for curriculum initiatives / projects such as economic ('Dragon's Den) or science fairs, etc.

When you take part in school activities, you will be briefed of the instructions / expectations in advance by senior management or the teacher in charge.

Please contact the school (via email, letter, in person, or by telephone) if you are interested, have the time and are committed to helping us in any of the ways above or have any other suggestions. We are always open to ideas.

We may also contact you if we know you have a relevant field of expertise or have helped before in a certain area. Please do not feel obliged to say yes if you have other commitments. We do understand and are grateful, for any help / time you can spare.

Many parents and alumni are and have been, involved in many ways to date, and we thank you very much for this. Your contribution to your children's education and welfare / your former school is most appreciated by staff, students and other parents alike.

Our thanks and best wishes to you all,
El Alsson School

APPENDIX 2

BRITISH INTERNATIONAL PRIMARY SCHOOL BEHAVIOUR POLICY

Aims:

To create a caring, family atmosphere in which thinking and learning can take place in a safe and happy environment. To work co-operatively with parents to enable our pupils to develop:

A sense of self-discipline and responsibility for their own actions

A sense of identity, achievement and self worth

An empathy for other children's feelings

An awareness of and a desire to care for their environment

School Rules:

We will achieve these aims by teaching and encouraging children to observe Golden Rules and School Rules and Regulations at all times. Children are also required to abide by the school regulations in order to create and maintain a safe and structured learning environment (see appendix).

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.

The staff responsibilities are:

To look for, encourage and reward good behaviour

To treat all children fairly and with respect

To raise children's self-esteem and develop their full potential by recognizing that each child has individual needs

To provide an environment that is conducive to learning

To be good role models

To form a good home – school link with parents so that the children can see that the key adults in their lives share a common aim

To implement and practise the school rules and involve children in the creation of classroom expectations

To use rewards and sanctions clearly and consistently within a supportive atmosphere

The parents' responsibilities are:

To be aware of the school rules and expectations

To support the school in the implementation of this policy

To encourage pupil self-discipline in partnership with the school

To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements

Please see appendix for parental advice.

The children's responsibilities are:

To be proud of their school and represent it positively

To maintain the highest standards of behaviour possible both in and out of school

To learn to make independent choices, not blaming others and learning from mistakes

By following The Golden Rules & school regulations the children will achieve this

Good behavior leads to good learning

PSHE & Resolving Conflict:

Part of our curriculum addresses the Personal and Social Aspects of Learning and strives to help children learn how to interact with others in a positive way including useful skills such as conflict resolution.

Please note that it is our aim to reinforce positive behaviour in order to create a positive learning environment.

Sometimes breaches of discipline happen when a child is having a conflict or a problem in class, in this case we will encourage the children to:

Talk with their class teachers if they have any problems that they want to discuss. Or talk generally about their feelings if they are experiencing any problems.

If they feel that they cannot talk to their teachers they can go to a Senior Manager and talk with her.

We need the children to know that we are there for them and that we can help them overcome their problems.

Our system of rewarding achievement in behaviour, work, effort and progress is clarified below:

Good Work/ Effort/ Progress/ Behaviour:**Star of the Week**

In Early Years, the star of the week certificate is awarded weekly per class in the Early Years Assembly to the pupil who has demonstrated particularly good work, behaviour or progress that week.

Class of the Week

In KS2 points will be awarded per day to each class according to how well they behave. Class teacher will record points daily (each lesson is worth one point with a maximum of 10 points per day). At the end of the week the class with the most points that week will be awarded class of the week in the Year Group Assembly.

Class Awards & Chart

Children will be rewarded throughout the year with class points / merits / stickers as appropriate. Each teacher will have a chart system for rewarding effort/ progress/ good attitude to work and behaviour. There will be one chart for good behaviour and another for good work. When ten of these 'points' have been earned on the relevant chart, the child will receive a silver award, which will be recorded in their record book.

Silver Award

Children will be awarded a silver award for the following reasons:

Ten 'points' on the class chart for good work or behaviour
Ten speaking English stickers
An exceptional piece of project work or research

These stickers will be attached to the silver award chart in their record book. The collection of three silver awards results in a Golden Award for work or behaviour. Specialist teachers may also refer a student to a Senior Manager for a silver award either for work or behaviour during their lessons (also after collecting ten 'points').

Golden Time (for following The Golden Rules in EY):

Will occur in Early Years daily as an incentive and reward for good behaviour both individually and as a class. It encompasses a range of fun activities often chosen by the students.

Golden Award

When a child has been awarded three Silver Awards for work or behaviour, the Principal will be notified and a badge (red for work, yellow for behaviour) and Golden Award Certificate will be presented in the school assembly to mark the occasion.

Other Awards:

The Reading Cookie – awarded twice a month to a child in each class who has demonstrated effort / achievement in reading.

The Kindness Cupcake – awarded twice a month to a child in each class who has consistently demonstrated 'kindness' to others.

Sports Medals and Trophies gained from events and tournaments in and outside school are presented in assembly.

We will continue to update our reward system on a yearly basis. We welcome any feedback you may have.

Sanctions

Staff: As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers will follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and at the earliest opportunity and the consequences are fully explained.

Students:

Children are encouraged and expected to follow both The Golden Rules and the School Rules & Regulations. These rules and regulations are explained and discussed at the beginning of and throughout the year along with classroom expectations.

Despite positive responses as a means to encouraging good behaviour in El Alsson School, it may be necessary to employ a number of sanctions to reinforce these expectations / rules, and to ensure a safe and positive learning environment.

Each case is treated individually depending on the circumstances involved. Children are made aware that they are responsible for their own actions and that breaking rules will lead to the following consequences:

Daily Discipline Procedure in Early Years

Golden Sun

All children begin EACH day with their name on the 'GOLDEN SUN'. They are required to self-register by clipping their peg on the 'Golden Sun' each morning.

Children are made aware that they are responsible for their own actions and that breaking rules (Golden Rules or Classroom Rules) will lead to the following sanctions.

1 – 1st Offence

Verbal reminder: The teacher or TA will talk to the child about the rule that has been broken & establish that he/she understands why the behavior was unacceptable and how he/she could choose to do things differently next time. (This will happen at each stage of the Sanction process.)

Sun & Cloud

2 – 2nd Offence

Peg is moved to the Sun & Cloud:

(The child has the opportunity to return to the 'Golden Sun' if he/she follows the Golden Rules for the remainder of the lesson / following 30 mins & then has a fresh start)

3 – 3rd Offence

Time-out: The child is removed from the activity to sit and consider his/her behaviour choices and is warned that a 4th offence will result in moving to the 'Sad Cloud'

Sad Cloud

4 – 4th Offence

Peg is moved to the 'Sad Cloud'

The teacher records the reason in the Class Behaviour Log & completes a 'Sad Cloud' behaviour card which is sent home in the red record book.

One copy is kept in the Head's Incident log & one in the child's academic file.

The child may miss all or part of next break (to sit & consider how they could have done things differently)

Persistent Misbehaviour

Persistent offenders will be referred, by the class teacher and Head, to the Learning Support department for an Individual Behaviour Plan.

A parent-meeting will be arranged to discuss the strategies being used in school and to involve the parents in the process.

RED CARD

1st Red Card: Any child who receives 3 sad cloud behaviour cards in a short space of time (eg 1 month) will be taken to the Head, who will issue a RED CARD.

The Head completes a 'Red Card for Bad Behaviour' card which is sent home in the red record book.

One copy is kept in the Head's Incident log & one in the child's academic file.

(The teacher will also record that the child has received a 'Red Card for Bad Behaviour' in the Class Behaviour Log)

A parent-meeting will be arranged to discuss the implications (ie possible suspension) with the Head

The child will miss all of next break (to sit & consider how they could have done things differently)

AUTOMATIC RED CARD

Major breaches of discipline such as physical assault, extreme bad language, rudeness to staff or deliberate damage to property will result in the child being taken to the Head, who will issue an AUTOMATIC RED CARD.

Referral to Principal

Subsequent Red Cards: Any child who receives a 2nd Red Card, in a short space of time (eg 1 month) will be taken, by the Head, to the Principal.

A written warning or immediate suspension may be given depending on the specific circumstances

A parent-meeting will be arranged with the Head and Principal.

All details will be logged in the EY Incident File and the child's academic file.

SUSPENSION

Immediate suspension may occur if, in the opinion of the Principal, an incident merits this sanction. Suspension will also occur if a student, who has already received a written warning of suspension continues to misbehave.

All details will be logged in the EY Incident File and the child's academic file.

Daily Discipline Procedure (KS2)

Steps	Consequence	Follow-up
<u>Fresh Start - All On Green</u>		
1 – Verbal reminder: Refer the child back to Golden Rule broken		
2 – Name on board & Time - Out: Child reflects... then explains his/her mistake and what he/she could do better next time		
<u>Yellow Card</u>		
3 – YELLOW CARD	Child changes their card to a yellow card Teacher writes reason in record book (Y3-6) Child writes reason in record book (Y4-6) LOSS of part of break	Parents to sign record book for next day <ul style="list-style-type: none"> • Teacher records yellow card & reason in class log folder
Log to be passed on to Head every Sunday to monitor persistent offenders and keep log of consistent poor behaviour		
<u>Persistent Misbehaviour</u>		
<ul style="list-style-type: none"> • The Head will discuss with relevant teacher and then refer to Learning Support Coordinator for counselling and for a Behavioural Modification Plan to be set • Parents will be informed and involved in this planning 		
<u>RED CARD</u>		
4 – 1st RED CARD	<ul style="list-style-type: none"> • Student sent to the Head with red card and note • The Head records red card in record book & counsels student • LOSS of ALL of the next break - even if on next day 	<ul style="list-style-type: none"> • Teacher records red card & reason in class log folder • The Head records red card in department incident log

		<ul style="list-style-type: none"> Parents sign record book
Subsequent RED CARD/s	<p>Immediate referral to Senior Management</p> <p>Written warning or a suspension may be given depending on the specific circumstances</p>	<p>Parent conference arranged</p> <p>Logged with Senior Management</p>
SUSPENSION	<p>May occur if the incident merits this sanction either due to another occurrence of the type of behaviour student has already received written warning of suspension for or if the incident is of such a nature that immediate suspension is warranted.</p>	<p>Logged with Principal and child's school file. Parent (and student depending on age) conference with the Senior management.</p>

Short term and / or Permanent Exclusion may result if an inability to respond positively to the sanctions of the school despite support is evident or in the event of an incident of severe misconduct. This will be applied at the discretion of the Principal or Director.

This Behaviour Policy / Procedure applies at all times, before and after school, on the school buses and on school trips.

This is simply a guideline as all teachers are to use their professional judgment:

Yellow cards may be given for the following:

- Choosing not to follow instructions after reminder
- Persistently calling-out/talking in class
- Persistently interrupting teacher
- Throwing objects
- Drawing on others' work/tables or damaging things
- Repeatedly out of seat and refusing to sit down when told to
- Rolling around / poking disrupting others on carpet
- Swearing at other students / bad language
- Not being truthful to adults
- Play-fighting in class
- Not being prepared for class / having equipment or books (regularly)
- Refusing to line-up appropriately / lining up late
- Walking to end of lines to talk to friends – delaying the class
- Play-fighting / repeatedly talking while waiting in line
- Shouting / running when moving around school in lines
- Not packing-up / refusing to line up appropriately when leaving for buses
- Playing / running around when walking to buses
- Disrespecting a teacher or adult on buses

Immediate Red Cards for the following incidents:

- Arguing with / challenging or rudeness to any teacher or staff member
- Refusal to work or cooperate with staff
- Deliberate disruptive behaviour
- Physical or verbal abuse
- Fighting
- Swearing at staff
- Stealing / perpetual dishonesty
- Vandalism / damage to property

Homework:

Reason for not doing homework should be investigated – not a yellow card.
However cases are to be recorded in record book for parents to follow-up on. Persistent issues regarding homework will be referred to the Senior Management.

Good Behaviour on the playground and around the school

Students, who demonstrate good behaviour and are courteous and polite around the school, will be recognised and complimented by teachers and other members of staff who witness their behaviour. They may be awarded a point, merit or a sticker as appropriate.

The policy in the playground will follow three basic principles:

Clearly defined rules

Encouragement and rewards for appropriate behaviour

Sanctions for inappropriate behaviour

The playground rules are again based on The Golden Rules.

The following types of behaviour are unacceptable:

Rough games / play fighting

Name calling

Hitting, kicking and punching

Swearing

Spoiling somebody else's game

Rudeness to staff

Bullying

Answering back

Verbal abuse

At break times the children must remember that:

Primary children are not allowed to eat on the playground or to buy any food or drink at school. If a child has forgotten their lunch / water a teacher will sort this out and will put a note in the record book to remind the parent to check on this in future.

No hard footballs are permitted, as they are dangerous.

No football on the playgrounds before assembly or on the small playground anytime.

Primary children are not allowed to go to the senior school unless they have written permission from their Head.

Playground Sanctions

Breaking any of the rules will result in the child being asked to stand out along the playground sidelines for five minutes. When five minutes have passed they must wait for the teacher who placed them there to give them permission to leave.

A second offence will result in the child being sent to duty leader who may inform their class teacher or the relevant Head depending on the incident and the steps listed above followed. The usual sanctions also apply to playground behaviour.

The duty leader must record any major incidents in the departmental incident log.

Parental Advice:

When dealing with children's behaviour that we do not wish to see repeated whether at school or outside of school, it is important to stress that it is the behaviour we do not approve of, not the child. Positive reinforcement when a child is displaying good behaviour will always work better and faster than negative reinforcement. If parents could also reinforce this practice at home it would be greatly appreciated.

Always try to ensure that there is a 'united front' between home and school and between all care givers (parents / guardians) at home so the child is not confused by different approaches. Be firm, fair and consistent.

Should a note be placed in your child's record book regarding an incident of poor behaviour - rather than 'just telling them off' - please discuss the incident with your child to see if they now recognize the mistake they have made and how they could do better in future / avoid getting into the same situation. This will help us to see if they have processed and understood what the member of staff has discussed with them, which may need reinforcement at home.

Please note that the home- school link works both ways. Please do inform us if you are aware of an incident that you do think has not been reported to us by the child. Also, whilst we very much appreciate your support with behaviour at school we are also here to help should you need any advice on strategies regarding behaviour out of school. We thank you for your support.

APPENDIX 3
School Regulations

	Rule	Consequences
ABSENCES	A letter from the parents is required for one or two days' absence due to illness. For three days or more a doctor's note must be given to the teacher. Absences for sports tournaments must be sought in advance. Absences for any other reason are not encouraged and permission must be sought from the Head in advance.	The school will request the appropriate note for the length of absence. Student will have unauthorized absences recorded in their file and excessive absence could affect their progression / promotion.
ARRANGEMENTS FOR THE END OF THE DAY	The class teacher and bus line helper teacher take pupils to their buses. The class will walk in a quiet, orderly line.	Pupils will receive a verbal warning or be given a note depending on the incident.
ASSEMBLY	Pupils must be lined up on time and should be silent during assembly.	If pupils are not silent during assembly they will be sent to the Head.
BREAKTIMES	All pupils will go outside unless they have permission to go to the library or are being kept in by a teacher.	Pupils will be asked to return to the playground either by staff or prefects who will record their names and pass them on to the relevant Head.
BUS	Pupils may drink water but not eat on the bus. Pupils will sit sensibly and be polite and courteous to the driver and matron at all times. Pupils will sit where the bus matron tells them to and should move seats if asked to either by a member of staff or by the bus matron. Once a pupil is on the bus, they must not get off until it arrives at their stop. Children are not allowed to change from bus to car unless they have written permission from their parents, which must be forwarded to the school secretary by the student or class teacher depending on age. Students are not allowed to change buses.	Pupils will be warned on the first occasion. If they persistently disobey either a member of staff or the bus matron, they will be reported to the relevant Head, who may place the pupil on bus report for one week. Pupils who misbehave whilst on bus report will have the bus service withdrawn.
COURTESY	Pupils must be courteous and polite to adults and each other at all times. They may not answer back or contradict teachers.	Pupils will be sent to the relevant Head who will apply the relevant sanction and make a note in the pupil's record book.
DRINKING	Pupils should not bring glass bottles to school. Pupils should only bring water or juice cartons. No fizzy drinks please.	Where possible a suitable container will be exchanged for the bottle.
EATING	Students are expected to eat properly at their table in the class room. They should bring healthy food to eat and clear up after themselves.	The supervising teacher will remind pupils. A note will be sent to the parents if a child brings unhealthy food.
ENGLISH	Pupils should use English throughout the school day except when speaking to staff that teach their	Pupils will be encouraged to use English if they are able to but if they choose to ignore the teacher they will

	subject in Arabic.	proceed through the normal sanction system.
EXAMS	Students who are unwell should not come to school and then be collected after the exam. Exams can be rescheduled.	Pupils will be returned home before the exam starts.
HAIR	Girls - hair must be tied back neatly for safety and hygiene reasons. Boys- no long or 'big' hair is permitted. Pupils are not permitted to attend school with dyed hair.	A note will be written in the pupil's record book informing the parents of the breach of school rule. Long or 'big' hair for boys must be cut or trimmed within two days of a reminder being given.
INAPPROPRIATE ITEMS	Children must not bring items to school that would be unsafe or deemed inappropriate. If they are unsure, they should ask the teacher beforehand.	Children who bring any items (toy guns, knives, pets etc.) into school which are deemed inappropriate by the class teacher will have them confiscated and returned to them at the end of the day. Should they bring the item again, the item/s will be sent to the Head, who will see the child at the earliest opportunity. The item will be returned to the parent.
JEWELLERY	Jewellery may not be worn except small, stud earrings. Hooks and dangling earrings are forbidden, as they are extremely dangerous.	Pupils will be told to remove the item of jewellery themselves and will be responsible for it until the end of the school day.
LATE LEAVERS/ CAR CHILDREN	Late leavers or car children waiting for older brothers and sisters must wait at the designated primary school car point (by the basketball court) where they will be supervised by a primary member of staff. They must not play games on the playground or the field.	Students will be reminded to wait at the correct car point and sent to their Head if necessary. Parents will be informed through a note in the pupil's record book.
LEAVING EARLY	A letter from parents is required, which may or may not be approved by the Head.	The school will contact the parents if permission is not granted.
MONEY	Pupils may only bring money to school to pay for special events/ school visits or books during the Book Fair. Please place money in a sealed envelope.	Any other money will be confiscated and returned to the parent by the Head.
MOVEMENT	Pupils must walk quietly around the school building. Pupils must keep to the right at all times.	Pupils will be reminded and sent to their Head if necessary.
PERSONAL BELONGINGS	Pupils are responsible for their own bags, flasks, books and clothing. All personal belongings must be clearly labeled with the child's full name and class.	They should inform their class teacher about any items that are missing and will check in the Lost and Found room near the reception area.

PERSONAL ITEMS	Students bringing any expensive personal items to school (iPods / iPads – no Internet chips - /Gameboys, etc) should be aware that such items are their responsibility and that they may be lost or damaged. Children in early Years should not bring such items to school.	We do not encourage children to bring these items and take no responsibility for their loss or damage.
RECORD BOOKS	Must be signed regularly by parents and teachers.	The teacher will write in the record book asking the parent to sign on a daily basis. If the record book remains unsigned the relevant Head will write to/ contact the parents.
SWEETS	No sweets or chocolates including chewing gum and bubble gum are permitted in school.	The pupil will be asked to put uneaten sweets etc. in their bags. If the pupil does not do as they are told the sweets will be thrown away. All forms of gum will be thrown away.
TELEPHONES	Pupils may not use the school phone unless it is an emergency. If they have forgotten to inform their parents about after school events they must see their head who will contact their parents if possible or send them home as normal if the parents cannot be contacted. No mobiles are allowed in the primary school. Primary aged students should never be in a situation where they are unsupervised by a responsible adult (who is contactable by phone).	Mobile phones will be confiscated and returned to the parent or a Senior school sibling by the Head.
UNIFORM	All pupils are required to wear school uniform at all times. The uniforms are casual and flexible but are not open to interpretations or additions. All items of clothing should be clearly labeled with their name and class.	Where possible the pupils will be asked to remove the item of clothing. If the pupil does not have suitable alternative clothing then a note will be written in the pupils record book informing the parents of the breach of school rule.
	PE kit (Y2-6 or G1-5) is also standardised and pupils should wear the full correct kit in P.E lessons.	A note will be written in the pupil's record book informing the parents of the breach of school rule.