



Parent Handbook

Junior School (2015-2016)

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Welcome to Ethos

Dear Parents,

A very warm welcome to Ethos International School. We are very proud and pleased that you have chosen to join us and hope that we will have a happy and successful year together.

We are looking forward to working as a team with your support as parents, to ensure that our pupils develop a love of learning that will better prepare them to become individuals and successful members of society. We want them to flourish in all aspects of their lives within a safe atmosphere of mutual support, respect and trust. We want to go above and beyond normal expectations for our pupils and the community around us. We pride ourselves on our commitment to excellence and continuous improvement and we are deeply dedicated to raising achievement levels, creativity and fulfilment in our pupils' lives.

The purpose of this handbook is to provide essential information about our school's routines and expectations. Please take the time to read through the information with your child so that you are better placed to support your child at school and be better able to ensure a smooth and successful academic year.

We wish you every success this year - good luck!

Yours Sincerely,

Amira Sowelem

Head Teacher

Philosophy

A solid education at school level is based on a rigorous, engaging curriculum supported by a framework of vital 21st century skills, with a system of moral principles at its core, and a code of values governing the conduct of all stakeholders.

Vision

Our school aspires to be a benchmark for educational organizations in the region. With commitment to continuous improvement, adherence to best practices and empowerment of a competent workforce, our school will be a model of progressive education set along established guidelines.

Mission

To offer an international British education, while exhibiting cultural proficiency, diversity and maintaining social norms regards to local culture.

To offer a cross sensory stimulating and child focused educational experience, maximizing the potential of each learner, and emphasizing our moral principles in both pupil learning and conduct.

To ensure equity in the workplace and in the classroom, providing opportunities for growth and development both personal and professional to all staff and pupils

To advocate the humanistic approach; viewing education as a fundamental right and our commitment to every individual , to the social and economic health of the local and international communities in which we live.

Values

- **Professionalism;** showing the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.
- **Integrity;** being honest and adhering to strong moral and ethical principles.
- **Continuous improvement;** ongoing effort to continuous improvement of the quality of our service.
- **Commitment;** dedication, engagement and obligation to the education of each child.
- **Responsibility;** assuming the responsibility that every child learns and has the knowledge and skills to become a productive member of society.

General Information

Ethos Academic Calendar 2015 - 2016

Autumn Term

Staff Training	Sunday, Aug 23- Monday, Sept 21
*Eid El Adha	Tuesday, Sept 22- Saturday, Sept 26
1st Day of Term	Sunday, Sept 27
Armed Forces Day	Tuesday, Oct 6
*Islamic New Year	Thursday, Oct 15
Half Term	Wednesday, Nov 11- Saturday, Nov 14
Last Day of Term	Tuesday, Dec 22
Winter Holiday	Wednesday, Dec 23- Saturday, Jan 9
*Prophet's Birthday	Wednesday, Dec 23
Coptic Christmas	Thursday, Jan 7

Spring Term

1st Day of Term	Sunday, Jan 10
Police/Revolution Day	Monday, Jan 25
Half Term	Wednesday, Mar 2- Saturday, Mar 5
Last day of Term	Thursday, Apr 21
Spring Holiday	Sunday, Apr 24- Monday, May 2
Coptic Palm Day	Sunday, Apr 24
Coptic Easter/ Labour Day	Sunday, May 1
Sham El Neseem	Monday, May 2

Summer Term

1st Day of Term	Tuesday, May 3
Last Day of Term	Thursday, Jun 30

Total number of school days is 174

* Please note dates of Islamic public holidays may be subject to change

Contacting the School

Parents may contact the school by calling the following numbers: 002-01028966660, 002-01028966661 and 002-01028966662

Position	Name	Email Address
General Manager	Muhammed Salah	muhammadsalah@ethosedu.com
Deputy General Manager	Youssra Raafat	yousraraafat@ethosedu.com
Head of Foundation Stage	Mai Mossad	maimossad@ethosedu.com
Head Teacher	Amira Sowelem	amirasowelem@ethosedu.com
Head of Key Stage 1 and 2	Sandra Husain	sandrahusain@ethosedu.com
Head of Character Education	Nohha Emad	nohhaemad@ethosedu.com
Head of Arabic Studies	Amira Gomaa	amirali@ethosedu.com
Finance Department	Mona Moursy	cashreceipt@ethosedu.com
Admissions	Alya Mansour	admission@ethosedu.com
Human Resources	Eman El Arabi	hr@ethosedu.com

Uniform and General Appearance

Our uniform is a representation of our school and a means of reflection towards our identity and pride in our school. All pupils are expected to wear the correct uniform at all times.

- The uniform must be clean and in good condition.
- All uniform must be labelled
- Pupils must wear sensible black shoes or sneakers (preferably with no laces for the younger children)
- Sandals, flip flops and crocs are strictly forbidden.
- Girls' hair must be neatly tied back (with a white, black or green hair band) and away from their face.
- Boys' hair must be short, neat and tidy.
- The only jewelry allowed is a wrist watch and one pair of small studded earrings (for girls).
- Parents of Foundation Stage pupils must provide the class teacher with a spare set of clothes. Accidents can happen, especially when children are busy enjoying their time.
- All pupils must wear the PE uniform on the days they are scheduled for PE.
- All uniform can be purchased at the school uniform shop located on campus

Below is a list of Ethos uniform details:

Gender	Regular Uniform	P.E Uniform
Girls	Skorts/Shorts (Dark Grey)	Dark grey shorts/ Track Suit bottoms
	Polo Shirt (Orange with School Logo)	Orange T-shirt with school logo
	Jumper (Dark Grey with School Logo)	Dark grey jumper (optional)
	Black Shoes	Black or white sneakers
Boys	Trousers/shorts (Dark Grey)	Dark grey shorts/ Track Suit bottoms
	Polo shirt (Orange with School Logo)	Orange T-shirt with school logo
	Jumper (Dark Grey with School Logo)	Dark grey jumper (optional)
	Black Shoes	Black or white sneakers

Important: If, for any reason, pupils come to school out of uniform, parents must always send a note to the class teacher explaining why. Starting from KS2, pupils who are not in the correct uniform are issued by their class teachers an 'Out of Uniform' pass valid for that day only. Pupils are expected to be in correct attire the following day. The school will contact parents if there are continuous concerns over uniform or general appearance.

Lost and Found

Parents can reclaim lost articles of clothing and other items from the Reception. Unclaimed items will be given away to charity at the end of the year.

Arrival in the Morning

Pupils should be at school by 7:50 am and remain in the playground until the bell rings for the flag salute (Key Stage1&2). Foundation Stage parents are allowed to take their children directly to their classrooms, where they will be met by the Class Teacher/ Teacher Assistant for the first week. After the first week, FS pupils must remain in the playground until the bell rings and are escorted by their class teachers to their classrooms. There are staff on duty in the campus playgrounds from 7:50am to supervise all pupils. The school's main gate will open at 7:50, if pupils arrive earlier, they must remain with parents or a responsible adult outside the school premises. KS1 and 2 pupils must enter the school through Gate 1 while, FS pupils enter through Gate 2.

Assemblies

EIS strongly believes in providing opportunities to celebrate pupil success, reinforce the school's expectations, develop our school spirit and communicate important announcements and information. We have established our weekly Key Stage Assemblies which take place every Wednesday before lessons start for this purpose.

Bell Schedule

Time	Foundation Stage	KS1 and 2
8:00-8:10	Registration and Breakfast	Flag Salute
8:10-8:20	Registration and Breakfast	Registration
8:20-9:00	Lesson 1	Lesson 1
9:00-9:40	Lesson 2	Lesson 2
9:40-10:20	Break 1	Lesson 3
10:20-10:50	Lesson 3	Break 1
10:50-11:30	Lesson 4	Lesson 4
11:30-12:10	Lesson 5	Lesson 5
12:10-12:50	Lunch	Lesson 6
12:50-1:30	Break 2	Prayers, Lunch and Break 2
1:30-2:10	Lesson 6	Lesson 7
2:10-2:50	Lesson 7	Lesson 8
2:50-3:00	Classroom Cleanup	Classroom Cleanup

Departure at the End of the Day

The school day finishes at 3.00pm. All pupils are escorted either to the bus departure area or to the designated supervised areas in the playground for parent/ guardian authorised pick-up. Pupils are not allowed to wait at the gates or outside school premises. Pupils can only be collected by parents and nominated carers. Anyone collecting a pupil must always present the Pupil Collection Card, which will be provided to parents from the Pupil Affairs Office at the beginning of the school year. Parents must notify the school of any changes regarding collection procedures. Parents must be prompt when collecting their children and contact the Junior School Office if they anticipate being late. Parents are to use Gate 1 for pick-up of Key Stage 1 and 2 pupils and Gate 2 for Foundation Stage pupils. At 3:15pm, pupils who have not been picked up are escorted to the Main Reception to await collection.

School Transportation

EIS provides safe, efficient and reliable bus services to all pupils. The school organizes, monitors and takes immediate action to safeguard pupils and ensure they are comfortable and safe at all times. The on-campus Transportation Office handles day to day operations. The school's responsibility begins when the bus picks up a pupil in the morning and ends when the bus returns the pupil to his drop-off point in the afternoon. Bus drivers and buses are on standby during the school day to ensure efficient evacuation if necessary, according to the school Evacuation Policy.

Parents must fill in a Transportation Form available at the Transportation Office and pay the transportation fees according to the payment schedule. Parents are to contact the Transportation Office for bus numbers, pick up and drop off times, as well as, mobile phone numbers of the supervising bus matron. Parents can contact the Transportation Office from 6:00a.m to 6:00p.m. Arrival times may vary during the first days of school while routes are being established. All pupils are provided with name badges to avoid pupils getting lost or boarding the wrong bus and they must wear the name badges every day to school for the first 3 weeks.

Pupils are supervised during the morning unloading and afternoon loading and attendance is taken in the morning and afternoon to ensure that all pupils are on the correct bus. Parents must notify the Junior School Office before 11.00 am of any one time changes to travel arrangements and one week in advance for any permanent changes.

It is important that parents abide by the pick-up and drop off times given as bus drivers will only wait for 2 minutes. Parents must also ensure that someone is present on the street to collect their children from the bus. Supervising matrons are not allowed to leave other children unattended on the bus, hence, they cannot deliver your child to the door. In the case there is no one to collect your child in the afternoon, your child will be taken back to school until he/she is picked up.

General Bus Rules:

Pupils must:

- enter and exit the bus with care
- make sure the bus is fully stationary before entering or exiting
- be on time for the bus
- sit in the assigned seat and put on the seatbelt
- not talk to the bus driver
- call the bus matron if in need of any assistance
- follow the instructions of the bus matron
- not leave the assigned seat while the bus is moving
- not open the windows or put hands or arms out of windows
- not throw any rubbish in the bus or out of the bus
- take all personal items off the bus when exiting

Disciplinary issues are dealt with by the supervising matron. Pupils with repeated disciplinary issues are referred to the Head of Key Stage and/or the Head Teacher and pupils may be prohibited from using the bus service.

Attendance and Punctuality

Good attendance is essential to your child's academic progress. Children have a right to an education and parents are responsible to ensure they are in school to receive this education. Pupils who are often absent will find it difficult to catch up when the rest of the class has moved onto a new topic. We expect our pupils to aim for 100 percent attendance!

Punctuality is also very important; pupils who arrive late miss the start of the lesson and cause disruption to the flow of the lesson. Good attendance and punctuality provides children with a good start in life and sets good habits for later years. Pupils who have poor punctuality or low attendance often suffer from stress, lack confidence and start to dislike coming to school.

We regularly screen and monitor class registers for lateness and absences. In cases of persistent lateness and absence, parents will be contacted.

Lateness

All pupils are registered by their class teacher before the start of lessons. Late comers must report to the Main Reception upon their arrival to collect the late slip which is then taken by the pupil to their class teacher where they are recorded as late. Repetitive lateness will result in the teacher sending the pupil to the Junior School Office until the bell rings for the next lesson.

- Three Lates: The class teacher writes a message in the Communication Book to remind parents of school times and that the pupil will be sent to the Reflection Room the next time he/she is late.
- Five Lates: The pupil goes to the Main Reception and is escorted to the Reflection Room until the end of the first lesson. A formal written warning is sent to parents by the Head of Key Stage
- Ten Lates: A meeting is arranged with the Head Teacher

Early Departure

Parents must send a request note in the Communication Book specifying the time and reason for leaving early or they may contact the Junior School Office directly. Pupils will not be able to leave without proper notification. Parents must collect their child directly from the Main Reception and a pass to leave school early will be issued. Children are not allowed to wait at the school gate. Additionally, the school may contact parents to collect their child early if it is deemed necessary.

Visits to the doctor or dentist should be arranged outside of school hours unless it is an emergency.

Absences Procedures

The school administration reserves the final right to deem an absence 'authorised' or 'unauthorised'.

Authorised Absence:

'Authorised' absences will only be granted in case of:

- **Illness:** All pupils must only return to school if they are fully recovered or have been deemed fit to return to school by a doctor. Pupils who are absent for more than 3 days are required to submit a medical certificate to the Junior School Office for photocopying and filing. The original certificate is returned to parents. Any pupil returning from illness, but still showing clear symptoms will be immediately sent to the doctor and parents will be contacted.
- **Extenuating circumstances beyond control:** A parental note should be placed in the Communication Book, if notification has not already been provided.
- **Athletic commitment:** A Letter from the sports organization must be presented.

Unauthorised Absence:

If an absence is not reported or no valid reason is provided, the absence is marked as 'unauthorised' and will appear as such on your child's records until the school is notified otherwise. Absences for reasons such as oversleeping, family commitments, lack of transportation, or similar, will also count as 'unauthorised'.

Extended Absences:

Holidays during the academic year disrupt your child's education and are highly discouraged and therefore considered 'unauthorised'. Teachers are not expected to make additional planning arrangements for pupils who miss school because of unauthorized absence.

Break-time Procedures

All pupils have two scheduled breaks during the day. There are separate break times for FS and KS 1&2, as well as, separate playground areas. Playgrounds are sectioned for different types of play, games and play facilities. Play facilities are specially designed for the different ages within the school. Pupils are not allowed inside the school building during break-time unless supervised by a teacher and must remain in the designated playground area. The sound of a bell indicates the end of break-time. Pupils are expected to line up with their classroom teachers and will be escorted to their classrooms.

At the beginning of every break, pupils are given the opportunity to eat their packed snacks/lunch. Pupils from Year 1 upwards can purchase food from the school canteen, which provides a range of hot and cold meals. Sharing of food is discouraged as some children may suffer from food allergies.

School Equipment

An amount (to be specified) must be paid by parents at the beginning of the academic year for the school to provide the following items to every pupil. These items remain at school in the child's classroom.

Foundation Stage Equipment	Key Stage 1 Equipment	Key Stage 2 Equipment
<ul style="list-style-type: none"> • 6JUMBO GRIP pencils • 2 Erasers • 1 Pencil sharpener- 2 holed • 2 Boxes of fat markers • 2 Boxes of thin markers • 2 Boxes of colored pencils- • 1 Box of fat wax crayons • 2 Coloured paper sketch books • 2 White sketch books • 1 Portfolio 100 pockets • 5 Zipper Files Large A4 size (Orange, Blue, Green, Yellow, Red) • 2 Water color paint sets • 1 Long sleeved art smock • 1 Box of large (27x30 or larger) Ziplock bags • 1 Box of medium (18x21) sized Ziplock bags • 10 Glue sticks • 1 Pair of kids scissors • 2 Large #14 paint brushes • 2 Medium #10 paint brushes • 1 Small magnetic white board • 5 White board markers • 1 White board eraser 	<ul style="list-style-type: none"> • 3JUMBO GRIP pencils • 5 Pencils HB • 2 Erasers • 1 Pencil sharpener- 2 holed • 2 Boxes of fat markers • 2 Boxes of thin markers • 2 Boxes of colored pencils • 1 Box of fat wax crayons • 2 Coloured paper sketch books • 2 White sketch books • 1 Portfolio 100 pockets • 5 Zipper Files Large A4 size (Orange, Blue, Green, Yellow, Red) • 2 Water color paint set • 1 Long sleeved art smock • 1 Box of large (27x30 or larger) Ziplock bags • 1 Box of medium (18x21) sized Ziplock bags • 5 Glue sticks • 1 Pair of kids scissors • 2 Large #14 paint brushes • 2 Medium #10 paint brushes • 1 Small magnetic white board • 5 White board markers • 1 White board eraser 	<ul style="list-style-type: none"> • 8 Pencils • 4 Blue erasable pens • 2 Green pens • 2 Red pens • 2 Erasers • 1 Pencil sharpener- 2 holed • 1 Pair of kids scissors • 3 Glue sticks • 2 Boxes of coloured pencils • 1 Large plastic ruler • 2 Boxes of thin markers • 2 White sketch books • 2 Coloured paper sketch books • 1 Portfolio 100 pockets • 5 Zipper files, large A4 size (Orange, Blue, Green, Yellow, Red) • 5 Glue sticks • 1 Pair of kids scissors • 1 Water color paint set • 1 Art smock-long sleeves • 2 Large #14 paint brushes • 2 Medium #10 paint brushes

Parents need to provide the pupil with the following:

- 2 English story books for class library (age appropriate)
- 1 school Bag (No bags on wheels)
- 1 Water bottle

- 1 Lunch box
- 2 Large packs of baby wipes
- 4 Large boxes of tissues
- 1 Set of clothes (Foundation Stage and Key Stage 1)

Forbidden Items

Pupils should only bring things to school which are necessary for their school day. We strongly recommend that pupils do not bring jewellery, money or items of value to school. The school accepts no responsibility for the loss or breakage of any personal belongings. Mobile phones are not permitted as the school is the contact point in case of an emergency. On the rare occasion that a mobile phone needs to be brought into school, arrangements must be made with the Junior School Office. The mobile phone will be switched off during the school day and remain in the Junior School Office. Pupils who ignore this rule will have their phone confiscated.

Please find below a detailed list of forbidden items:

- Ipods
- corrector fluid
- candy/chocolate, chewing gum, crisps/chips and fizzy drinks (These items will not be returned to parents.)
- electronic games.
- toys and toy weapons
- money unless requested by the school
- laptops and Ipads (unless requested)
- laser pointers

These items are confiscated and parents must collect the items from the Junior School Office.

Computers and E-Safety Policy

Computers and related technologies are a crucial part of life today and proper usage is a critical part of our pupils' learning. All pupils will receive inductions on E-Safety as well as guidelines on the use of all technology in school. Computers are available in different parts of the school for different needs as follows:

- school library for Internet research and library system searches.
- classrooms for working on the Interactive Board, and for research.
- computer labs, for computing lessons.

All pupils must:

- save their work as per teacher instructions
- handle equipment carefully

- only access material approved by teachers(no Facebook, games and unauthorized websites)
- respect copyrights and intellectual property rights
- follow proper procedures of logging in and logging off

Any breach of these guidelines is considered a disciplinary matter and will be dealt with appropriately. Sanctions may include a temporary ban and/or restricted use.

It is the school's top priority, to keep its network and users safe. Inappropriate actions by any user that compromise these aims in any way, or that adversely affect the smooth running of the network, will be dealt with sternly.

It is the right of the school to examine or delete any files that may be held on the network and to monitor any visited sites on the Internet.

Science Laboratories

Starting KS1, pupils will occasionally use the science labs. The school ensures that all science labs and equipment are safe for use, and conducts periodic risk assessments and audits for maintenance. The science lab supervisor ensures that all supplies and equipment are safely stored and labeled. Pupils are supervised in the lab at all times. Furthermore, teachers will regularly explain safety guidelines and procedures to pupils. Safety guidelines are there both to prevent accidents and to teach pupils what to do in case of accidents. Pupils are expected to abide by the following general lab safety guidelines:

Pupils must:

- follow all directions, written and verbal.
- keep their voices low so that instructions can be heard
- remain in their assigned areas and not move around the lab.
- work only on activities assigned by the teacher
- inform the teacher immediately of any incident such as fire, breaking glassware, injury and spills
- tie back loose hair.
- keep their lab area clean and tidy.
- put equipment & supplies away as instructed.
- always wear protective gear(goggles/ lab coat/gloves) when instructed.
- never eat, drink or directly smell chemicals
- never play around during experiments
- never look directly into a test tube or flask. Always look at the contents from the side.
- always wash their hands after handling lab materials

Library

Every pupil in the school can borrow library books appropriate to their age. The books are checked out and children are responsible for their return in good condition. The library regularly generates notices of overdue books to all class teachers. If a book is overdue, class teachers remind their pupils and write a comment in the Communication Book. Pupils will not be allowed to check out any books if they already have an unreturned book. A total of 2 notices are sent to the classroom, and then an email will be sent home asking for parents to help find the missing book(s). If books are lost, misused or damaged, parents will be required to either replace the book or pay the cost.

There are weekly library sessions and all pupils are requested to change their books during these sessions. Pupils may keep the books for longer periods if they so wish by checking them out again. In addition, pupils will take part in a variety of organized engaging activities that support teaching and learning in the classroom.

At the beginning of the year, all pupils will be given induction sessions regarding the use of the library and guidance on the use of resources.

House System

It is traditional in British International Schools to operate a 'house system'. This is a friendly competition between pupils and staff and involves pupils from all year groups working together to accumulate points for their house. A House Award is presented at the end of each term to the house with the most points. All pupils and staff are assigned to one of four houses, siblings are assigned to the same house. The House System is an essential component to the development of our school spirit and points can be awarded for any aspect of school life e.g. good behaviour, effort, initiative, academic excellence, athletic tournaments, etc. The accumulated number of points are totaled each week and communicated during the weekly assemblies.

Learning Support

Ethos International School encourages all children to develop their full potential but understands that not all children progress at the same rate. If your child is not progressing as expected, you will be notified. While our Learning Support Programme is still in the initial developmental stages, the school may accommodate children by providing additional support during school hours. Instances may arise where the school will need an external assessment to be carried out and in some cases children may need to receive additional specialist support outside of school. It is very important that we work in partnership with your support in such circumstances.

Progression Policy

The Junior School consists of three Key Stages for pupils from ages 4 to 12

Key Stage	Year Group	Age Range
Foundation Stage (FS)	Foundation Stage 1	4-5
	Foundation Stage 2	5-6
Key Stage 1 (KS1)	Year 1	6-7
	Year 2	7-8
Key Stage 2 (KS2)	Year 3	8-9
	Year 4	9-10
	Year 5	10-11
	Year 6	11-12

Pupil progression in the Junior School is determined by a variety of factors which include academic performance and progress (based on teacher made tests, classroom assignments, portfolio assessments, daily observations, standardized tests and other objective data), attendance and behavior. Emphasis on academic progress is made at the end of each Key Stage when reviewing progression of pupils. Parents are formally warned in advance if the school has any concerns regarding the progression/retention of a pupil. Parents have a right to appeal to the Executive Committee on decisions made regarding progression and retention.

New Classes

Each year, classes may progress to the next year level en masse or be shuffled across a year group. Preferred classmates, academic abilities, gender and behavior are all taken into consideration when balancing classes across a year group. While parents may be invited to give their input regarding children's friendships, we expect parents to support the school's final decision on such matters.

Educational Trips

EIS recognizes the importance of trips for the educational, social and moral development of children. School trips are an integral part of the curriculum and are extensions of learning in the classroom. School trips are designed to stimulate pupil interest by connecting learning with experiences outside of the classroom environment. Trips can be sports related, historical, cultural, for scientific purposes or of a geographic interest. Trips to amusement parks are strictly prohibited. Trips can either take place during the school day or may require pupils to stay somewhere on an overnight basis. All pupils attend at least 2 day trips throughout the year and KS 2 have one overnight trip planned into their academic year. All trips are risk assessed and approved by the Head Teacher. For the safety of our pupils, the ratio of supervisor to pupil in FS is 1:5 and in KS 1 and 2, it's 1:8.

Parents are required to sign a trip consent form at the beginning of the year allowing their child to participate in school trips. Prior to any trip, the school will send a more detailed letter indicating the trip purpose, itinerary and the cost. The trip money must be labeled and returned to the class teacher in a sealed envelope. If parents do not want their child to participate in specific trips, they must not send their child to school on that day. If for any reason your child attends school on the day of the trip, s/he is automatically allowed to participate and the trip fees are added to your bill.

All school rules and disciplinary procedures apply to school trips. Misbehaviour is recorded and reported to the Head of Key Stage/ Head Teacher for investigation. Depending on the nature of the offense, the pupil may lose the privilege of participating in future trips.

Nutrition

EIS is committed to promoting healthy nutrition and encourages parents to provide healthy, balanced and nutritious packed snacks/lunches for their child to eat during break times. Packed lunches should consist of fresh fruits, vegetables, sandwiches, yogurt, plain biscuits, juice, etc. All pupils must also bring a large flask of water enough to keep them hydrated throughout the school day especially in hot weather and during PE lessons. Water dispensers are also available for pupils to refill their flasks. Packed snacks/lunches must be brought to school in clearly labeled lunch box containers. Lunch boxes should not contain any glass bottles or jars. Fizzy drinks, sweets, chocolate, chewing gum and crisps are not permitted. Eating is monitored by staff and if concerns arise, the school contacts parents. Pupils in Foundation Stage have their snack/lunch in their classrooms and all other pupils eat their lunch in the school playground.

Pupils from Year 1 upwards can purchase food from the school canteen, which provides a range of healthy hot and cold meals, freshly prepared on site every day. Parents must purchase food vouchers from the Pupil Affairs Office in advance to give to their children on a daily basis. At the beginning of the year, parents are informed of prices and the range of meals offered.

Home-School Communication

The school believes that home- school communication is vital to the healthy development of pupils. There are a variety of channels available to ensure that parents are kept up to date and involved in their child's education.

Communication Books:

Communication Books are provided to all pupils to assist home-school communication. They are a means of communication between the parent and the class teacher. Starting KS1, the Communication Book is also used as a tool for organization, planning and recording homework. Communication Books should be taken home and brought to school every day. Comments by the teacher or information from parents may be written in this book. Communication Books must be checked and signed by parents on a daily basis. Additionally, there is a Reading Log section to record daily reading at home. Checking

homework and signing the Communication Book daily will help you to keep in touch with your child's learning.

Regular Communication

Parents can also email or send notes directly to class/specialist teachers and the Junior School Office. Class teachers will answer emails within 48 hours. Urgent emails and calls should go via the Junior School Office. The school's main channel of communication is through emails. Parents are requested to check their email regularly. Communication using personal phones between parents and teachers is forbidden. The school may also use SMS's to keep parents updated regarding certain school functions, so it's very important that parent mobile numbers are accurate and up to date.

The School Management Information System (ENGAGE)

School management information systems help facilitate communication between all stakeholders. EIS has purchased 'Engage', which is a first class school management information software used by British schools in the UK and the Middle East. Our school management system will be implemented in phases throughout the next two academic years. Parents will be able to communicate with the school and access their child's timetable, reports, behaviour and attendance records and check upcoming events. Parents will be informed and given orientations on new features as they are made available for use.

Letters to Parents

Throughout the year, the school may also issue letters for informative purposes or requiring parental permissions and signatures. Parents must regularly check their child's school bag and abide by given deadlines when signatures and permissions are requested.

Parent Orientations

At the beginning of the year Parent Orientations are held for all year groups. Parent Orientations are highly informative as they provide the first opportunity for parents to understand our school's expectations, ask questions, receive curricular information, and meet the teachers as well as other parents. All parents are required to attend. Parent Orientations may also be scheduled throughout the year.

Report Cards

Report Cards are issued at the end of the Autumn term and Summer term. Report Cards provide information on the academic progress made by pupils; using identified objectives per subject, as well as comments on personal development and targets for academic improvement.

Parent Days

There are three scheduled Parent Days during the academic year. Parent days take place during the school day from 8.30am to 2.30pm and are non-teaching days. FS and KS1 pupils remain at home while KS2 pupils are encouraged to attend with their parents. Parents receive a schedule of timings taking into consideration sibling appointments. On arrival, parents can sign up to meet specialist teachers. Your child's work will be available for you to look through while waiting.

Additional Meetings

Additional meetings may be scheduled at any time deemed necessary. These meetings can be scheduled directly through the Junior School Office. Reasonable notice must however, be given to ensure the availability of staff involved.

Parent Conferences

The school may schedule Parent Conferences at any time during the academic year. Parent conferences address concerns regarding pupils' academic performance and behavioral issues. They are collaborative in nature and involve parents, teachers and the Key Stage head/ Head Teacher.

Parent Teacher Association

The school will have a Parent Teacher Association (PTA) starting term 2. It has two main roles: to fundraise for extra resources for the school and to organise extra activities for pupils and their families.

The Association will be made up of elected parent representatives from each year group, teachers and managers. The PTA will hold formal monthly meetings to exchange ideas on how to best serve the school's needs.

Parental Volunteers

Procuring parental expertise and volunteers is highly valued and encouraged by the school. There are many opportunities for parents to become involved such as helping with community service projects and with sports team training or sponsorships, attending matches as supporters, helping with after school activities and giving educational lectures connected to areas of expertise.

Parents who are interested must fill out a Parent Volunteer Form from the Reception or online through our school website. The school will contact interested parents when the need arises. All parents taking part in any school activity will receive instructions on the school's expectations in advance by the individual in charge of the activity. Parent Volunteer Form

Newsletters

To keep parents informed about school life and events, a whole school newsletter (The Ethos Beat) will be posted on the website at the end of every term. Contributions are made by staff and pupils. Furthermore, year group curriculum newsletters, which provide information on teaching and learning will be posted on a monthly basis.

Website

Our school website (www.ethosedu.com) is an excellent source of information. Parents are requested to regularly log on to keep up to date with school life, policies, newsletters, upcoming events and the school calendar. Our website is

Parental Concerns/Complaints Procedure

Parents should follow closely the development and activities of their children, report concerns to the school promptly and follow the procedures of reporting in the order specified by school regulations.

If parents have an academic or behavioral concern, the first point of contact at school is your child's class teacher. If the concern is not addressed then an email should be sent directly to the Head of Key Stage. If the concern is still an issue, then an email should be sent directly to the Head Teacher. If the concern is still unresolved, the Head teacher will forward the matter to the Executive Committee.

Any other concerns must be forwarded to the designated staff responsible e.g. transportation concerns should be forwarded to the Transportation Coordinator, similarly, all medical concerns must be reported to the School Doctor. Please refer to the school directory section in the handbook.

All parent concerns are formally documented, treated with confidentiality and addressed in a timely manner.

Extra-Curricular Activities

The school will offer a variety of extra-curricular activities and it is mandatory that all pupils participate. Activities are well-structured and provide opportunities for physical, mental, global and social development.

Parents will be informed of the schedule of activities offered and must book a place in the chosen activity. Places are awarded on a first come, first served basis. There may be additional costs depending on the activity.

All extra-curricular activities will take place after school hours from 3.15pm to 4.15pm. Buses are available for pupils who normally go home by bus. Pupils who go home by car must be collected promptly at 4:15 pm. If a child is collected late from their club on 3 occasions then he/she will lose their place in the club for the term. Late children are taken to a member of the Senior Leadership and parents are contacted.

Parents are required to inform the Junior School Office if their child is unable to attend. Pupils are supervised until collected.

Birthday Party Policy

The school does not allow large scale birthday parties. If parents wish to celebrate their child's birthday with classmates in school, they must ask the class teacher one week in advance for approval and can only bring cupcakes and juice for each class member. Birthday parties are held during Golden Time lessons once per week.

Children are not allowed to distribute birthday party invitations at school unless the whole class is invited.

Health, Safety and Security

EIS aims to provide a safe and healthy school environment for pupils, staff and visitors. The school believes in raising the awareness of all stakeholders to be both responsible and responsive; to take reasonable precautions and follow best practices to reduce risks, and to take prompt and appropriate action in the event of any hazardous situation.

Medical Procedures

The school provides the services of a fully equipped School Clinic, a full time doctor and designated staff members (such as Physical Education teachers and Heads of Key Stage) receive annual first aid training.

All pupils on admission must fill out the Medical History Form. Medical concerns are regularly updated and reported to relevant staff either by the Doctor or Junior School Office.

Parents of children with special medical needs must submit to the School Doctor a detailed doctor's report with instructions for medication or other medical services, sign a release of medication form, as well as provide the required medication. All medication will only be administered by the School Doctor. The school reserves the right to make medical decisions when parents/ guardians or emergency contacts cannot be reached.

Minor Health Issues during the School Day:

Pupils who feel unwell during the course of the school day are provided with a clinic pass by the teacher and are escorted to the School Clinic. Medication is administered only after parental permission is taken. Pupils who must be sent home will remain in the School Clinic until a parent or guardian arrives to pick them up.

Accidents or Injuries during the School Day:

In the event of a pupil being injured during the school day, parents are contacted and it is the responsibility of the School Doctor to determine whether the injured pupil is moved to the Clinic, sent home or be moved to the hospital. Any pupil moved off school premises will be accompanied by the School Doctor.

Accidents or injuries occurring during school trips are handled at the discretion of the supervising staff member and parents will be contacted. Supervisors of school trips will also ensure that a first aid kit is available while on the trip

Prevention of Infectious Disease

The school follows the instructions of the Ministry of Education and the Ministry of Health with regards to vaccinations, school closure and precautions in case of epidemics or the spread of infectious diseases.

On admission, parents must present all details of their child's vaccination history and it is expected that all children will have taken all necessary vaccinations appropriate to age level prior to entry to school. Parents are expected to regularly update the school with vaccinations taken until the child completes all the required vaccinations.

Parents of children with a diagnosed contagious disease must notify the school immediately and send a detailed report from a medical practitioner, so that we may alert parents to watch for symptoms in their own children. Children must remain at home for the duration of the illness and for a period specified by the School Doctor. In the event of an outbreak, the school will assess and decide whether closure of a class/Key Stage is necessary and will inform parents immediately.

Head Lice

Pupils are checked for head lice on a regular basis. If a pupil is found to have head lice or nits, parents are contacted and the pupil will be sent home. The school will also send a letter notifying all parents. Once affected pupils are treated and there are no more nits or lice present, they may return to school. Please check your child's hair every week. Advice on head lice management can be obtained from the school doctor.

Evacuation Procedures

The school has an Evacuation Plan and an emergency communication tree in place to ensure the safety of all pupils, staff and visitors. Evacuation signs are clearly posted on school facilities and every classroom and all pupils are made aware of the signs. The school also has a designated outdoor safe area for evacuation and routes have been designed to avoid any bottlenecks. We will run a fire drill each term to ensure that all pupils and staff are familiar with evacuation procedures.

Evacuation in Case of Fire

The school is equipped with fire detectors in every room, hallways and restrooms. In the event that the fire alarm rings, pupils must proceed immediately, and in silence, to the designated safe area with the member of staff who has been teaching them or supervising them and line up by class. Pupils must stand quietly for the teacher to take a register of attendance, which is made available at the evacuation point.

The school will assess the damage and a decision is made to resume classes or send pupils home. In cases where pupils are sent home, the communication tree is activated to inform parents to either pick up their children or if they use the school bus, to have someone at home to receive them. If pupils remain in the outdoor safe area until the regular end of day time, an informative email will be sent to parents to clarify the incident. In both cases all staff will remain in school until all pupils have safely vacated school premises.

Visitors

EIS welcomes all parents and visitors. For the safety of our pupils, visitors should use only designated parking areas and enter the school through Gate 1. Visitors must check in at Security, leave their ID and take a visitor's badge. All visitors must fill out a visitor's log to indicate their purpose of visit and who they will be visiting. If there is no appointment, the visitor must wait in the Reception Office until a staff member is available. Visitors should not approach pupils or members of staff and should go directly to the staff member they are visiting. Once the visit is finished visitors should return to the Security office to pick up their ID and exit the school.

Safety and Security

The safety and security of our pupils and staff are of the highest priority. Facility Management conduct a weekly risk assessment of the school premises taking into consideration all entrances, playgrounds, bathrooms, reception areas, classrooms, buildings and pathways, isolated buildings, access points and the perimeter of the school. Facility Management also ensure that entrances to school are limited. The school campus is monitored by security cameras and security guards are employed throughout the school in designated areas. In addition, there are hall supervisors on every floor. There are always staff on duty to supervise pupils in the playground and canteen areas. Pupils are also encouraged to play safely on the climbing apparatus and with the other equipment. All pupils are escorted when going to specialist lessons such as Music, Art and PE. When moving around the school at break time or between lessons, all pupils must:

- walk on the right hand side of the corridor and stairs
- walk quietly and sensibly
- walk in single file

Eco- Friendly Campus Building and Facilities

We believe that green design provides an opportunity to achieve an outstanding level of integration between the curriculum, our values, and mission of the school. Accordingly, the EIS building and campus have been intentionally designed and constructed to be environmentally friendly. Below are some features that illustrate our commitment to the environment:

- The campus is built on non-agricultural desert land
- All classrooms have been built facing the North, which allows for maximum natural lighting and ventilation.
- Wide windows allow maximum natural lighting and ventilation.
- All windows are double glazed to minimize noise pollution and thermal exchange
- All lighting systems use LED units to reduce electric energy consumption
- Fifty percent of all the school's electric power needs will be generated by using solar energy.
- All water used for flushing tanks and watering plants is recycled water
- All faucets are sensor enabled
- All drinkable water is filtered
- Playground areas are equipped with artificial turf to reduce water consumption
- All trees, flowers, bushes and shrubs planted on campus will produce fruits and/or pleasant aromas.

Teaching and Learning

Ethos follows a pupil-centred approach in classrooms and teaching strategies that offer opportunities for pupils to develop and acquire skills in decision making, reflection and self- awareness, team building and leadership to accommodate different styles of learning:

Assessments

Assessment is an integral process in the planning and delivery of the curriculum and is linked to the National Curriculum standards.

Aims of Assessment

- To inform teaching and planning
- To particularly inform the planning of appropriate activities matched to the identified needs of individual pupils
- To inform the setting of individual targets for pupils
- To provide continuity and consistency between year groups and Key Stages
- To monitor each pupil's progress and attainment through their school life

- To assist in informing parents of the progress that has been made by a pupil over a given period and to ensure that both weaknesses and strengths are identified
- To involve pupils in the process and outcome of assessment

Formative Assessment (Assessment for Learning)

Pupils are continually assessed on an informal basis throughout the school year. Teachers record and use the results of their formative assessment to set work which is matched to their pupils' capabilities and this is included in their short term planning. Formative Assessment takes many forms:

- Observation of pupils while they are working
- The analysis and marking of a pupil's work
- Discussion with the pupil and their own assessment of their work

Summative Assessments (Assessment of Learning)

Summative assessments are cumulative evaluations used to measure pupil growth after instruction and are generally given at the end of units of study or at the end of the year in order to determine whether long term learning goals have been met. These forms of assessment enable teachers to determine pupils' overall level of achievement in each subject during the year

Summative assessments take many forms:

Foundation Stage

- In-house baseline assessment at the end of FS2
- At the end of units of work

Key Stage 1

- At the end of units of work
- At the end of each term.
- At the end of year 1 in the form of English and Math assessments+ phonics screening check
- At the end of year 2 in the form of English and Math assessments

Key Stage 2





- At the end of units of work
- At the end of each term.
- At the end of each year in the form of English and Math assessments

Marking, Feedback and Evaluation

Our Marking and Feedback Policy aims to ensure that pupils understand what they have done well and how to improve their learning. We do this by providing pupils with:

- frequent, detailed and accurately written or oral feedback
- developmental comments highlighting what they have done well and what they need to do to further improve (targets for improvement).
- regular opportunities to respond to the feedback and make improvements
- regular opportunities to use and apply their skills and think things through for themselves.

Teachers will indicate the extent to which a pupil has understood the learning objectives of a lesson, using the following key:

Symbol		Success Criteria
Foundation Stage and Key Stage 1	Key Stage 2	Definition
L.O 	L.O.E	Entering: The pupil experiences difficulty grasping learning objective. Up to 25% of the objective has been grasped. Learning objective needs revisiting
L.O 	L.O.D	Developing: The pupil is at the beginning stages of understanding the learning objective. Between 50-60% of the objective has been grasped. Learning objective needs revisiting
L.O 	L.O.S	Secure: The pupil understands the learning objective and can apply it independently. Between 60-80% of the objective has been grasped
L.O + 	L.O.M	Mastering: The pupil completely and independently understands/applies the learning objective. Between 80-100% of the objective has been grasped. May be ready for extension work

Homework

Pupils are expected to work independently, with minimal parental guidance, as this sets good habits for the future, and establishes self-discipline, responsibility and strong work ethics. The time allotted for homework will increase as pupils progress through school. Parents must inform the class teacher if their child experiences difficulty with homework. We expect our pupils to abide by the guidelines, due dates and homework schedules provided by their teachers. Pupils who do not complete homework will receive a comment in their Communication Book for parents to follow up on, and will remain with their class teacher during their first break to complete the work. Persistent issues regarding homework will be investigated and referred to the Head of Key Stage.

Homework takes a variety of forms:

- Practice assignments that reinforce newly acquired skills
- Preparation assignment that help pupils get ready for learning activities that will be covered in class;
- Extension assignments which are long-term projects that parallel class work.
- Revision assignments that cover previously learned material for an exam or a test.

Parental Role Regarding Homework

- Check and sign your child's Communication Book daily and inform teachers of any unusual circumstances or problems encountered by the child.
- Establish a proper study area where it is quiet and there are no distractions.
- Establish a set time each day for homework to be completed for younger children and, for older children, help them to set their own schedules and abide by it.
- Provide the resources they require e.g. pencils, erasers, paper, computer, printer, etc.
- Make it clear that homework is valued and explain how it supports learning in school.
- Motivate your child by praising, once homework is complete.
- Help your child develop basic organizational skills such as prioritising and working to deadlines.
- Ensure that homework is never associated with negative experiences such as frustration, screaming and shouting, threatening, etc.
- Communicate with the class/specialist teacher regarding homework issues

Homework Schedules (Sample)

Foundation Stage 1:

- Daily shared English reading activity (10 minutes)
- Daily shared Arabic reading activity (10 minutes)

- Weekly Numeracy/ Literacy homework
- Occasional project for the weekend

Foundation Stage 2:

- Daily shared English reading activity (10 minutes)
- Daily shared Arabic reading activity (10 minutes)
- Short numeracy/ literacy homework
- Short Arabic phonics formation and sound practice 2-3 times per week
- Occasional project for the weekend

Year 1:

- Daily shared English reading activity (10 minutes)
- Daily shared Arabic reading activity (10 minutes)
- Weekly phonics/spelling practice given on a Sunday due the following Thursday for testing.
- Short Literacy writing activity.
- Short Numeracy practice activity
- Short Arabic writing 3-4 times per week
- Occasional project for the weekend

Year 2:

- Daily shared English reading activity (10 minutes)
- Daily shared Arabic reading activity (10 minutes)
- Weekly phonics/spelling practice given on a Sunday due the following Thursday for testing.
- Short Literacy writing activity.
- Short Numeracy practice assignment
- Short Arabic assignment 3-4 times per week
- Occasional project for the weekend

Year 3:

- Daily reading in both English and Arabic
- Weekly spelling assignments given on Sunday for testing on Thursday.
- Short Numeracy practice assignment
- Short Literacy assignment OR topic – based “project”
- Short Arabic assignment 3-4 times per week

Year 4:

- Daily reading in both English and Arabic
- Weekly spelling assignments given on Sunday for testing on Thursday.
- Numeracy assignment
- Literacy assignment

- Arabic assignment 3-4 times per week
- Occasional topic – based research activity

Year 5:

- Daily Reading in both English and Arabic
- Weekly spelling assignments given on Sunday for testing on Thursday.
- Numeracy assignment
- Literacy assignment
- Arabic assignment
- Occasional topic – based research activity

Reading

Becoming a confident reader can open up a whole new world for children. Reading begins at home and should always be fun. Children enjoy stories from a very early age. All Foundation Stage pupils are provided with a reading book that suits their interest. Starting Key Stage 1, the reading books are part of a recognised reading programme “ Oxford Reading Tree” which match your child’s reading level. Pupils are expected to bring their reading book home every evening and record what they have read in the Reading Log section of their Communication Book. Teachers may also comment on your child’s progress in reading.

How Parents Can Help

Foundation Stage and Key Stage 1

- Set aside a special time each and every day for reading (10 minutes)
- Engage your child in conversations, for communicating orally is a prerequisite to understanding the written words.
- Read to your child in any language, but always read at least one book in English every night to help your child advance in their second language.
- Build your child’s confidence by offering lots of praise and encouragement.
- Ask your child questions about the text to check for understanding
- Act as a model for your child. Let your child observe you reading for a variety of purposes, including enjoyment.
- Read your child a bedtime story.

Key Stage 2

- Keep reading sessions short and regular (10 minutes).
- Encourage your child to read quietly before going to sleep.
- Ensure that your child understands the purpose for his/her reading e.g. finding information for pleasure, skimming for essential elements etc.

- Encourage your child to ask questions regarding the text
- Ask your child to give you a brief summary of the text
- Point out mistakes briefly and praise correct reading
- Allow your child to observe you reading for different purposes.

Spelling

Foundation Stage pupils follow the Jolly Phonics Programme which is accredited by the UK Department of Education. Pupils in Key Stage 1&2 follow the UK National Curriculum sequential spelling and grammar programme. Starting Key Stage 1, all pupils are provided with a Spelling Book and are given weekly spelling lists to study. Pupils will be tested weekly and results are recorded in their Spelling Books. Parents must ensure that spelling lists are studied and practiced on a daily basis.

How Parents Can Help

Foundation Stage and Key Stage 1

- Build your child's confidence by offering lots of praise and encouragement.
- Make spelling practice an enjoyable experience, rather than a chore. Create games e.g. cut words up into individual letters and ask your child to reorganise the words or write words with missing letters and ask your child to fill in the gaps.
- Encourage your child to LOOK at the word and SAY it. COVER it and try to WRITE it. Finally CHECK to see if it is correct.
- Ask your child to write a word down as writing often helps imprint it in your child's memory.
- Use proper and correct letter sounds when conversing with your child
- Correct poor articulation and mispronunciations

Key Stage 2

- Help your child practice the LOOK SAY COVER WRITE CHECK technique. This helps to develop a visual memory.
- Help your child recognise letter patterns in words.
- Provide your child with a dictionary and a thesaurus to check words
- Praise your child's efforts and success.

Character Education

The aim of our Character Education Program is to develop in all pupils core ethical and moral values in order to help pupils become caring, responsible and contributing citizens. The philosophy of Character Education at Ethos is to create a balance between mind and heart through developing pupils "performance traits"; those that support strong performance, and "moral traits"; those that support strong, honest, and healthy relationships. Character education includes a broad range of educational approaches such as whole child education, service learning, social-emotional learning, civic education

and aims to promote a core set of universally acknowledged values. Pupils focus on one specific value every month. Skills needed to effectively practice and apply each value are taught during the Character Education weekly lessons.

The Character Education Program is enforced across the school; classrooms, playgrounds, corridors, bathrooms, buses etc. and integrated in all subjects. All parents, teachers and staff members are responsible for reinforcing the values taught to pupils.

Curriculum Overviews

Foundation Stage

In the Foundation Stage at Ethos we offer the “Early Years Foundation Stage Framework (EYFS)”; which is set by the UK Department of Education. It promotes both teaching and learning and ensures that pupils are ready for their Junior Years. It gives pupils a broad range of knowledge and skills for good future progress through school and life.

The four guiding principles that shape this framework are;

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children using a multisensory approach, and differentiated activities to ensure that every child’s learning needs are being met.

Areas of Learning and Development	Aspects
Prime Areas	
Personal, Social and Emotional Development Helps children develop a positive sense of themselves, and others; form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behavior
Physical Development Provides opportunities for young children to be active and interactive; and develop their co-ordination, control, and movement. Children are also helped to	Moving and handling
	Health and self-care

understand the importance of physical activity, and to make healthy choices in relation to food.	
Communication and Language Gives children opportunities to experience a rich language environment; develop their confidence and skills in expressing themselves; and speak and listen in a range of situations.	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy Encourages children to link sounds and letters and begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials)	Reading
	Writing
Mathematics Provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describe shapes, spaces, and measures.	Numbers
	Shape, space and measure
Understanding the World Guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	People and communities
	The world
	Technology
Expressive Arts and Design Enables children to explore and play with a wide range of media and materials, as well as provides opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	Exploring and using media and materials
	Being imaginative

Jolly Phonics

At Ethos we use the Jolly Phonics program; which has a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children. The sounds are taught

in a specific order (not alphabetically). This enables children to begin building words as early as possible. Jolly Phonics teaches children the five key skills for reading and writing.

- **Learning the letter sounds:** Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.
- **Learning letter formation:** Using different multi-sensory methods, children learn how to form and write the letters.
- **Blending:** Children are taught how to blend the sounds together to read and write new words.
- **Identifying the sounds in words (Segmenting):** Listening for the sounds in words gives children the best start for improving spelling.
- **Tricky words:** Tricky words have irregular spellings and children learn these separately.

Key Stage 1 and 2

English

The National Curriculum for English aims to ensure that all pupils:

- read easily and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate rich and varied literary classics.
- write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas
- are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

Mathematics

The National Curriculum for mathematics aims to ensure that all pupils:

- cover the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematical skills to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

The National Curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help pupils answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and applications of science, today and for the future.

Art and Design

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- are introduced to drawing, painting, sculpture and other art, crafts and design techniques
- evaluate and analyse creative works using the language of art, crafts and design
- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing

The National Curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, confident and creative users of information and communication technology.

Geography

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are introduced to the geographical skills needed to:

- collect, analyse and communicate a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

The National Curriculum for history aims to ensure that all pupils:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Modern Foreign Languages

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing styles in the language studied.

Music

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Arabic Studies

EIS follows the Ministry of Education Arabic requirements. All Egyptian pupils must take Arabic and Religion starting Foundation Stage and National Social Studies starting Year 4. As of Year 1, pupils are assessed internally on a termly basis. Ministry exams for all year groups are scheduled by the Ministry of Education and are usually held in January and May. In Year 6, pupils will sit the Ministry exam to receive their certification (Al Shihada).

Programme of Study and Lesson Distribution

Subject	Foundation Stage1 and 2	Year1	Year 2 and 3	Year 4 and Year 5
Literacy	12	12	11	11
Mathematics	5	7	7	6
Science	2	3	2	2
Humanities	1	2	2	2
P.E	2	2	2	2
Music	1	1	1	1
Art	3	2	2	2
Character Education	1	1	1	1
Religion	2	2	2	2
Arabic	5	5	5	5
Computing	0	2	2	2
Golden Time	1	1	1	0
Modern Foreign Languages	0	0	2	2
Arabic Social Studies	0	0	0	2
Total number of lessons per week	35	40	40	40

Positive Behaviour Policy

We understand that providing a happy, well-maintained environment encourages children to develop social skills which, in turn, help them become accepted and welcomed in society as they grow up. The school has a positive behavior policy adapted from the PBIS system (Positive Behavior Interventions and Support), which all staff implement and pupils follow. We do not administer any form of punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in our care. Appropriate behavior is encouraged through positive reinforcement of good behavior, providing space and time for self-reflection and awareness and through our Character Education Programme.

All significant incidents are recorded in the Class Teacher's on going observational records and are communicated to parents through the pupil's Communication Book.

If a pupil's behaviour becomes cause for concern and our usual methods are not effective, parents are asked to be involved in a behavior intervention plan involving cooperation between home and school.

Staff and pupils will have clear expectations of each other to set the tone for good behavior and work in the classroom, and around the school. We have a simple set of whole school key principles (Golden Rules) which we follow. Parents are requested to reinforce these rules at home.

- We believe in honesty
- We believe in responsibility
- We encourage respect
- We value cooperation
- We encourage safety

Our goal is to establish a positive learning atmosphere through easy-to-follow rules and expectations which are modeled and taught at the beginning of the year and reinforced throughout the academic year.

The following chart explains the Primary School's Behavioral Expectations; and will be consistently displayed in different areas around the school as a visual reminder. In addition, each teacher establishes his/her own classroom expectations to ensure the smooth running of lessons and activities.

Ethos Expectations	Classroom	Cafeteria	Playground	Hallways/stairs	Restroom	Library
Be Honest	Do your own work	Use your own coupons	Play fair.		Return to classroom promptly	
Be Responsible	Be prepared.	Follow directions.	Line up immediately on hearing bell.	Walk quietly to your destination.	Flush the toilet.	Push in chairs. Leave area neat and organized. Food and drink stay out of the library
	Stay on task	Clean up after yourself.	Refer to a teacher if you need help.		Put toilet paper in the bin.	
	Clean up after yourself					
Be Respectful	Raise hand before speaking.	Use an inside voice.	Follow directions.	Stay in a single line on the right side.	Respect the privacy of others.	Handle books with care. Return borrowed books on time. Use an inside voice . Be attentive
	Treat others the way you want to be treated.	Use good table manners.	Take care of school property.	Respect wall displays		
	Listen while others speak		Throw your litter in the bin			
Be Safe	Keep hands and feet to yourself	Eat in designated places	Stay in assigned areas.	Be aware of personal space	Wash your hands with soap	Walk, enter and sit quietly Hands & feet to self Keep all chair legs on floor.
	Use equipment appropriately.	Walk at all times.	Be careful when playing on the apparatus	Use one step at a time on the stairs.	Keep the floor and your clothes dry	
		Wash your hands before and after eating		No pushing		
Be Cooperative	Wait your turn	Wait for your turn in line.	Include everyone.	Hold the door open for the person behind you.	Wait for your turn	Wait patiently
	Work well together		Share equipment.			

Positive Consequences

We strive to create a positive environment throughout our school. Each class teacher may use their own systems such as smiley faces, stickers, class treats, notes to parents, etc. However, our whole school system includes:

Merits

Are awarded to pupils for achievement in academic work and/or behaviour. The merit counts towards the pupil's house points, and towards their own merit points. If a pupil is seen in good behavior, he/she is awarded a Merit that is recorded in his/her Communication Book and his/her house chart in the classroom. All pupils are rewarded when they achieve 10 merits.

Class Merits

Are awarded to the class for working well as a team. This rewards the class for something they have done well collectively, not individually.

Star of the Week

Each teacher chooses one pupil who has produced a particularly good piece of work, or showed significant improvement. Each pupil receives a certificate to take home during the weekly assembly

Attendance Awards

We expect our pupils to aim for 100% attendance. Pupils with the highest attendance for a whole term are presented with a certificate. Pupils with the highest attendance for the whole year are given a certificate and a prize.

Sports Medals and Trophies

These rewards are gained from events (eg. Sports Day) and tournaments in and outside school. All rewards are presented to our pupils during our morning weekly assemblies.

Stages in Behaviour Management

Sometimes the positive approach needs reinforcement. If your child displays inappropriate behaviour, such as disrupting lessons or preventing others from learning, hitting others, fighting or swearing, there are sanctions in place to deter further incidents. Our aim is for pupils to develop as individuals, but also to realise that, as we are members of a community, certain rules are necessary.

Persistently poor or serious incidents of behaviour result in parents being contacted. For serious incidents or continuous persistent poor behaviour, your child may be excluded from school.

Stage 1

Pupil is given a non-verbal cue then a verbal reminder of expectations of behaviour and rules



Stage 2

Pupil is given time to reflect on behaviour and fills out a reflection form. Teacher records incident.



Stage 3

Teacher fills out an Office Referral Form and pupil is sent during first break to the Reflection Room and writes a reflection paper which is placed in his/her file. If offence is after first break, pupil is to report to the Reflection Room the following school day. Parents are informed.



Stage 4

Pupil is sent to the Head of Key Stage and parents are contacted. In collaboration with the Class Teacher, counsellor and Head of Key Stage, a behaviour intervention plan is set. This may include targeted/monitoring reports, counselling sessions. Parents may sign a written contract.



Stage 5

Pupil is sent to the Head Teacher. The Head Teacher uses a combination of interventions/sanctions to address the behaviour, these may include targeted/monitoring reports probationary contracts, after school detentions, internal suspensions, external suspension and/or exclusion.

General Guidelines on Rules and Sanctions

Subject	Action	Procedures	Referred to
Absence	absent one or two days	Pupils are required to bring a letter from the parents immediately upon their return and submit it to the Class Teacher/Junior School Office	Teacher/Junior School Office
	absent three or more days	An official medical certificate must be brought in to school immediately upon their return.	Teacher/Junior School Office
	habitual unauthorized absences	Parents are contacted and progression to the next year level may be affected	Head Teacher
Punctuality	arrive during flag salute	Pupils will be stopped by staff on duty and must remain still if arrival is during the salute to the flag or the playing of the national anthem.	Teachers on Duty
	arrive late	Pupils must sign in at the Main Reception to be issued a late slip. Lateness is monitored by the Junior School Office 3 lates- Reminder written in the Communication Book that the pupil will be sent to the Reflection Room the next time he/she is late 5 lates- Written contact with parents 10 lates- Parent conference	Classroom Teacher/ Reception/ Head of KS
Uniform	wear anything other than the correct school uniform	1st infraction: A "Non Uniform" pass is given. A verbal reminder is given and teacher notifies parents.	Teacher/ Junior School Office
		Additional infractions: Parents are contacted. The school provides a new uniform for pupil. Parents must pay for the cost.	Teacher/Junior School Office
	wear jewelry other than what is permitted	Jewelry is confiscated and given to the Junior School Office to place in a safe. Parents are notified.	Any teacher/Junior School Office
	have on nail polish or make-up	Nail polish: Pupils are sent to the Junior School Office and it is removed. Parents are notified Make-up: Pupils are sent to wash it off. Parents are notified	Any teacher/Junior School Office
Property	damage school/ pupil property	Parents are notified, and asked to pay for the cost of the repair	Teacher/Junior School Office
	are involved in theft of property	Immediately referred to Head Teacher Suspension/exclusion will be considered	Head Teacher

Use of Electronic devices	Bring unauthorized electronic devices	1st infraction: Parents are contacted and pupils can collect the item at the end of the school day	Junior School Office
		2nd infraction : Parents are contacted and pupil is given detention. Parents must collect the confiscated item	Head of KS
		3rd infraction: Parent Conference	Head of KS
Equipment	forget necessary school equipment	1st infraction: Verbal reminder and parents are notified	Teacher
		Additional infractions: Parents are contacted and detention may be given	Teacher/Junior School Office
Cheating	Cheat on assignments or assessments	1st infraction : Verbal warning and parents are notified	Teacher /Head of KS
		2nd infraction : Detention and parent conference	Head of KS
		Additional infractions: Referred to management and exclusion may occur	Head Teacher
Bus	Not following bus procedures and misbehavior	1st infraction: Verbal reminder	Supervising Matron
		2nd infraction: Verbal warning	Matron/Transport Coordinator/Junior School Office
		3rd infraction: Parent are notified	Transport Coordinator/Head of KS
		Additional infractions: Parent conference. Pupil may lose bus privilege for the remainder of the term	Head Teacher
Selling	Selling products or items unless authorized by the school	Products/items are confiscated and parents are notified	Junior School Office

Our normal 'behavioural management stages' do not apply to the following violations. These violations are considered major infractions and are immediately referred to the Head of Key Stage and/or Head Teacher for investigation. Violations of this nature may result in suspension or permanent exclusion.

- **Obscenity and Swearing.** The use of offensive language, gestures, or activities that can be considered vulgar and indecent.
- **Disrespect.** To treat others with contempt, to insult verbally or in writing any member of the school
- **Insubordination.** The deliberate refusal to respond to requests of members of staff
- **Fighting.** Actions that involve physical, aggressive body contact.
- **Threatening, Harassment and Bullying.** To subject others to systematic threats, intimidation, pressure, verbal and physical abuse. This includes cyber bullying.
- **Vandalism.** Willful or malicious damage or destruction of property of school and/or belongings of a member of the school

Anti-Bullying Policy

EIS believes that all pupils have the right to learn in a supportive, caring and safe environment. The school is committed to enforcing the Anti Bullying Policy and takes all necessary measures to ensure that sufficient supervision and monitoring takes place to prevent bullying and to deal with incidents appropriately as they arise. Anti-bullying awareness is implemented through our Character Education Programme.

As a school we take all reports of bullying extremely seriously. Parents should be assured that when bullying is reported, they will be supported, and the incident thoroughly investigated

Bullying is an unwanted, negative or aggressive behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying can be short term or continuous over long periods of time. Bullying can take place anywhere; in the classroom, playground, toilets, on school buses, on residential trips, family and social gatherings and cyberspace.

Examples include:

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats - One child hurting another.
- **Verbal:** name-calling, sarcasm, persistent teasing, insulting, making racist remarks

- **Psychological:** spreading hurtful rumours, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person
- **Sexual:** unwanted physical contact, abusive comments.
- **Technological:** bullying through social networking, text messages, photo changing software, emails, prank calls

Signs and Symptoms

Children may indicate by signs or behaviour that they are being bullied. Parents should be aware of these possible signs and should investigate if their child:

- changes their usual routine
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

If a pupil feels that they are being bullied, they are encouraged to do the following:

- Tell a friend
- Tell the school counsellor
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it during the Character Education lesson

Parents must report bullying incidents to the class teacher which is recorded for investigation. The school will take all necessary measures to ensure the bullying is stopped and sanctions/interventions are provided to the child who is bullying. Parents of children involved are kept up to date with all measures taken by the school. **Important:** Parents must involve the school and avoid sorting bullying incidents on their own.

Home-School Agreement

The School will

- Provide a safe, secure and caring learning environment
- Teach and encourage pupils to do their best and achieve their full potential as a valued member of the school
- Develop in each pupil positive values and a caring attitude towards the school community and the environment
- Provide a balanced curriculum through a variety of teaching styles to meet the individual needs of every pupil
- Set regular homework tasks
- Give feedback to pupils on an individual basis concerning work and progress, to enable improvements to be made
- Offer support sessions to pupils according to individual needs
- Be welcoming and offer opportunities for parents/carers to become involved in the school community
- Have a clear and consistent approach to rewards and sanctions for pupils as set out in the Behaviour Policy
- Communicate between home and school through notices, use of Communication Books, e-mails, telephone, newsletters and website
- Implement school policies concerning behaviour, uniform, attendance, punctuality and other matters
- Listen and respond to pupils' and parents' concerns
- Schedule appointments to discuss progress and issues of concern regarding pupils work, behavior, attendance and punctuality additional to designated Parents' Days

Parents/Carers will

- Apply and abide by all policies and procedures
- Ensure that their child is punctual and properly equipped and ready to learn
- Ensure that their child attends school daily and that any absence relates only to genuine illness.
- Inform the school on the first day of absence
- Follow the school policy regarding uniform
- Raise any concerns or problems that might affect their child's ability to learn or behave appropriately
- Support the school in its efforts to maintain high standards of discipline.
- Ensure that their child fully understands school rules and consequences of not adhering to them
- Encourage independence and self-discipline

- Monitor, support and encourage their child in the completion of homework
- Attend parent meetings with the teacher to discuss their child's achievements and progress
- Attend any meetings with any senior leadership members regarding academic or behavior concerns and sign any necessary documents according to school policies and procedures
- Support all staff in their efforts to create a caring community which values children and their rights
- Read all letters, messages, emails, newsletters that are sent home and check the website regularly
- Check and sign their child's Communication Book daily
- Inform the school immediately of any changes to parents/carers and emergency contacts details.
- Ensure that their child reads on a daily basis

Pupils will

- Learn
- Work hard and listen carefully to instructions
- Come to school regularly and on time with the necessary equipment for the day including school bag and reading folders
- Come to school in proper school uniform
- Follow the school and class rules
- Behave well at all times
- Be polite, friendly and helpful to other pupils and all adults
- Tell somebody if there is something they are not happy about
- Do classwork and homework as well as they can and try to learn from their mistakes
- Remember to take all letters home and give them to their parents/carers.
- Read their book(s) on a daily basis
- Take good care of the school environment and living things