

KEY STAGE ONE AND TWO

PARENT HANDBOOK

CONTENTS	Page
Introduction	2
Section 1: School Vision Learning Lighthouses	3
Section 2: Administrative Information	4
Section 3: Pupil Welfare	7
Section 4 Curriculum	13
Section 5: Parent – School Communication	16
Section 6: Community Involvement	21
Section 7: Staff	22

INTRODUCTION

I would like to welcome you to The British School-Muscat (BSM) and introduce you to our Key Stage One and Two Parent Handbook. This booklet has been produced in consultation with parents and staff.

Our aim is to foster self-confidence and a love of learning in an atmosphere that is caring, encouraging and challenging. A happy child is a child more ready and able to learn the next steps in life.

From time to time, new parents arrive during holiday periods, and may need immediate help finding items for school or the home. Please contact the school office where a member of staff will put you in touch with a volunteer parent, who will be happy to help you.

Should you have any queries relating to the information provided here, or would like further clarification on any area of school policy, please do not hesitate to contact me at the school. Our vision is to provide the highest quality of education for your child. An essential pre-requisite for this is a strong home-school partnership. I would welcome feedback from parents on the strengths of the school and how we could make improvements.

A brief visit to our classrooms will convince you, I'm sure, that children thrive in our school. I look forward to meeting you and sincerely hope your child enjoys his/her time at BSM.

Kindest regards,

Miss Lynda Haynes
Head of Primary

SECTION 1:

The School Vision was written after widespread consultation with staff, parents and Governors. The vision is directly linked to our school development plan and underpins everything we do at the British School- Muscat.

THE BRITISH SCHOOL VISION

To offer the highest quality British education to children of all abilities and nationalities. It values cultural diversity and provides a caring, innovative and stimulating environment, realizing the potential and celebrating the success of every student. The School's curriculum will also develop the child as a whole person, provide them with learning to learn skills and will prepare them to live a successful life in an inter cultural world. The School encourages the active involvement of parents and the wider community in the learning process.

Learning Lighthouses

Following INSET from Trevor Hawes, a leading consultant in the area of brain based learning, we established nine principles which are referred to as our Learning Lighthouses. These are:

- **This school is a place for learning**
- **To learn or to teach we need to be Relaxed, Alert, Motivated and Positive (RAMPant)**
- **Our teaching takes account of how the brain learns**
- **Learning will only take place when the brain is ready**
- **Children learn in different ways**
- **Every child has their strengths and we recognise those strengths**
- **Learning how to learn will transform children's lives**
- **Learning is enhanced by parental and community involvement**
- **Our host country is Oman. The context for children's learning is inter-cultural.**

Our Learning Lighthouses are displayed around the school site. At the start of each academic year the children will be made aware of our learning lighthouses and be encouraged to think about their preferred learning styles (age appropriately). In school we look for opportunities to develop these principles within the classroom in partnership with our Vision.

SECTION 2: **ADMINISTRATIVE INFORMATION**

Key Stage One (KS1) covers the education of children between the ages of 5 years and 7 years. The classes, which operate in KS1 are Year One and Year Two, after which your child enters Key Stage Two (KS2). Both KS1 and KS2 follow the National Curriculum for England.

Our Nursery and Reception classes have separate arrangements which are outlined in our Foundation Stage Handbooks.

The Primary School is three form entry from Reception to Year Six with maximum class sizes of 22 children. In Year One, each class has a teacher and a full time teaching assistant. In Year Two, each class has a teacher and two teaching assistants provide support across the three classes. This ensures all of the children in Key Stage One benefit from excellent pupil to adult ratios.

In addition to this the children benefit from specialist teaching for swimming, PE, ICT and music. French is introduced in Year Two with children enjoying two short lessons of 15 minutes each, where the focus is on fun and developing basic vocabulary.

Structure of the School Day

Our school week runs from Saturday to Wednesday from 07.30 am to 1.30 pm.

There are two break times for children in Key Stage One and Two. They are as follows:

Break 1: 09:40am – 10:00am
Break 2: 12:00pm – 12:30pm

Children need to bring their food and drink to school in a cool box. Please encourage your child to eat a healthy lunch; guidance notes are available towards the back of this handbook. **Please note we have a small number of children who suffer from severe allergic reactions to nuts and we therefore have a No Nuts policy.**

During hot weather (when the temperature is above 40c), children will stay inside for all or part of the break time. The school has a comprehensive hot weather policy which ensures children remain hydrated and healthy during periods of excessive heat.

Car Parking Arrangements

Parents of Key Stage One children are requested to park in the top car park and must accompany their children into school. It is essential that everyone follows the same procedure to avoid congestion in our limited car parking space. The

car park operates a one-way system. Please park only in the marked bays in the car park and take care when reversing. **There is a zebra crossing and we ask that all parents and children that are crossing the car park use this to ensure the safety of children and to reinforce good practice.** The car park is monitored by security guards and at the end of the day a member of staff.

Drop-Off Zone: Parents have the option of dropping off older children (KS2) in the allocated drop-off zone in the top car park.

Collection: Parents should park their vehicles and walk to the lower KS1 playground to collect their children. We offer supervision from 1.30 pm to 1:45 pm; if your child has not been collected by 1:45 pm, he/she will be asked to wait in the School Office. This should only be used in exceptional circumstances.

Start of the School Day: Children should arrive at school between 7:15am and 7:30 am. **Children must not arrive earlier than 7:15am.** Year 1 children and parents should wait in the lower KS1 playground. Year 2 children and parents should wait in the courtyard. Once the bell has sounded, the children line up in their class lines; teachers will collect them and lead them to their classrooms.

End of the School Day: All Parents should wait in the KS1 upper playground to collect their children unless specific instruction has been given otherwise.

Playground Equipment: We have provided a range of small playground equipment for use in the lower KS1 playground. This equipment is stored in areas around the playground and parents are requested to ensure their children do not play with this before or after school as unfortunately the equipment gets lost or broken. Parents are requested to closely supervise their children during these times. I realise that while the equipment is out, there is a temptation to use it, however please support the school policy in this area to allow us to maintain a welcoming and stimulating environment at playtime. **Please note that it is the school's policy that children are to only use the playground equipment when supervised by a teacher.** The school accepts no liability where children use the equipment unsupervised, particularly outside of school hours.

Children should be delivered to and collected from school promptly. If you are late for school, please ensure that your child is registered at the school office before 08:30 am. It is an essential part of our fire and safety regulations that all children present in school should be registered.

Important: if unforeseen circumstances cause you to be late for collecting your child at home time, please phone the school office. The teacher on duty will look after your child until 1.45pm, when he/she will be taken to the school office to await your arrival.

School Uniform

The school has a simple dress code and all children are expected to wear the appropriate clothing for all activities. Most of the uniform items are available

from the school office. If parents have any concerns please see the Registrar or Head of Primary as soon as possible.

All equipment and items of clothing should be labelled with your child's name.

Girls

- Blue gingham dress*
- White socks
- Navy blue sweatshirt in winter*
- Black or navy blue enclosed sandals or shoes (that can be polished)
- Blue hair band
- School sun hat*

PE Kit (Boys and Girls)

- Navy blue shorts*
- House colour T-shirt*
- White socks
- Trainers (not high ankle and should be non-marking sole)
- Towel
- Shower gel (not soap)

Boys

- Navy blue shorts*
- White school shirt*
- Navy blue sweatshirt in winter*
- Navy blue socks
- Black shoes (that can be polished)
- School sun hat*

Swimming Kit (Boys and Girls)

- One piece swimming costume (girls)
- Swimming trunks / shorts (must be no longer than mid thigh and tight fitting)
- Towel
- Shower gel (not soap)
- Brush/comb
- Flip-flops or sandals
- Swimming cap (for children with long hair) **All students with long hair, regardless of gender MUST wear a swimming cap. They will not be able to swim without a cap.**
- All kit should be in a waterproof bag
- Goggles (KS2 upwards) optional

Jewellery

Children are allowed to wear watches and small ear studs only (one per ear maximum). Parents wishing their children to wear jewellery of a religious nature should seek permissions from the Head of Primary.

Lost Property

A lost property box is located at the back of the Main Hall.

SECTION 3: PUPIL WELFARE

General principles

Our school's approach to pupil welfare reflects the UK Government's 'Every Child Matters' agenda. The Every Child Matters agenda focuses on the well-being of children from birth to age 19. The Government's aim is for every child, regardless of their background or circumstances, to have the support needed to:

- *Stay safe* (including from bullying and discrimination)
- *Be healthy* (physically, mentally and emotionally)
- *Enjoy and achieve* (academically, personally and socially)
- *Achieve economic well-being* (essentially be ready for the world of work)
- *Make a positive contribution* (engage in positive decision making and support communities and the environment)

Each year group has an ECM display board which displays photographs reflecting these five outcomes. In addition, we have a whole school commitment to these areas, for example all pupils take part in curriculum enrichment days (as part of 'enjoy and achieve') and there is an active School Council from Year Two, ('make a positive contribution')

Responsibilities

Miss Lynda Haynes and Mr Graham Mabelson (Assistant Headteacher) have responsibility for personal development and well being (Pupil welfare) If parents have any concerns or questions regarding pupil welfare they should always speak to their class teacher in the first instance and then make an appointment with the Head or Assistant Head. The school will support parents and pupils through individual sessions and focused circle time where appropriate. Parents will also be referred to other agencies where appropriate and the school can arrange appointments with a Psychotherapist and life coach both in and out of school.

Code of Conduct

Basic codes of good manners and respect for others and their property are expected. Parental support in this area is vital if we are to maintain our high standards and provide our pupils with an orderly, secure and purposeful environment in which learning can flourish. This is echoed in our home-school agreement which details the expectations within the school-parent partnership.

We anticipate that pupils will:

- be polite;
- move around the school quietly and sensibly;
- be prepared to hold doors for others;
- give guests and visitors to the school a courteous and warm welcome;
- treat others with respect and not humiliate or hurt one another by word or action;
- respect both their own property and that of others;
- observe the school uniform code and take care of personal appearance;
- always try their best.

Throughout primary school our behavioural policy is built around key principles known as 'golden rules.' The golden rules are displayed in the personal organisers and in each classroom, discussed with children at the start of each school year and frequently referred to during circle times (whole class) sessions.

The golden rules are:

- We listen
- We are honest
- We always do our best
- We look after our property
- We are kind, gentle and helpful

Motivation and Rewards

In order to motivate the children to do their best, we offer positive incentives to reach a high standard of behaviour and meet challenging academic targets.

Within the primary school, pupils are rewarded using:

1. **Praise**
2. **Visits to other teachers** including the Headteacher and Principal
3. **Stickers**
4. **'Win-bin tickets'** (KS1) These are raffle tickets and are usually awarded for non-academic reasons. Tickets are collected each week and winners are drawn out of a hat during assemblies. Winners are rewarded with small prizes
5. **House-points** (KS2) These are usually given for academic work and linked with certificates. There are four House Teams; Ruwi (Red) Gubrah (Green) Yitti (Yellow) and Bausher (Blue) Children who have collected enough house points are awarded certificates (bronze, silver, gold, platinum and diamond respectively)
6. **Special certificates.** These are awarded by the Principal and result in pupils being awarded 'double house points'.
7. **Celebration certificates.** These are awarded for exceptional learning and presented during CLASSY (year group) assemblies
8. **Good manners and good behaviour tokens.** These entitle pupils to an additional playtime on the KS1 adventure playground
9. **Golden time.** This refers to a class 'earning' time for a specific treat and is given on a class basis as required

Sanctions

Sanctions for inappropriate behaviour include 'time out' (including missing all or part of playtime) or the withdrawal of a privilege. In all instances, class teachers are asked to liaise and work with parents to agree an action plan and share its effectiveness. In some cases, class teachers will also inform and work alongside the Year Leader, Assistant Headteacher or the Headteacher.

Disciplinary Procedures

The school's disciplinary procedure is intended to ensure that all parties involved in an incident are treated fairly and it is vital that parents communicate with the School at an early stage if they have concerns. Parents should always approach the class teacher directly in the first instance. Incentives and disciplinary measures will be applied fairly and will be applicable to all pupils. Verbal warnings for infringement of rules and a note in the organiser are usually all that is needed but should further disciplinary procedures need to be implemented, teachers will meet with parents to discuss their concerns.

Absences from School

If your child is absent from school, please inform the teacher through your child's personal organiser, or by means of a note or a telephone call to the school nurse, as soon as possible and preferably on the morning of the absence itself. Without this notification the child is given an 'unauthorised absence' in the register. The school has a target that all children should achieve 95% attendance and 100% authorised absence i.e. every absence is accounted for. Children are awarded certificates at the end of each term and the end of each academic year if they achieve 100% attendance.

In the case where a child's attendance becomes a cause for concern the class teacher will speak to the parent or write a note in the organiser. If the poor attendance continues, parents will be sent a letter of concern and asked to attend a meeting with the Head of Primary. The school reserves the right to withdraw a school place if your child is persistently absent.

If either parent is planning to be away from home for any length of time, please inform your child's class teacher in writing. If both parents are away it is vital that we receive written confirmation of dates and the name and contact details of the person who will be the acting parent, prior to your departure. This person will be the school's point of contact in the event of an accident or emergency within school and will be expected to make decisions on your behalf.

Items not to Bring to School

The following items should not be brought to school as they represent a risk to the safety of the child, to the safety of other children or to the school environment:

- chewing gum
- skateboards & roller skates
- personal stereos/mp3 players/ipods
- electronic games
- Tippex or liquid glue
- penknives or anything regarded as a weapon
- lighters & matches
- mobile phones (in the event of an emergency, children have access to a phone in the primary office)

In order to prevent loss or damage to personal property, children should not bring their own toys and games into school. KS2 children may bring in card games to play during break times.

Healthcare

Our school nurse is on duty each day from 7:15am to 3:00pm. Her room is situated next to the primary office. The nurse provides informal advice and guidance on day to day health care and can recommend other agencies for more specialist areas such as eye and skin care. This information is available as a 'Multi agency' diagram outside the nurse's office and on the school website. Please ensure that you have notified the school nurse of any medical conditions and allergies, which you feel should be shared with the staff at this school.

Contact Point

In order to promote links between agencies we ask that all parents provide us with the contact details of the GP or clinic where they are most likely to attend. As this information is collated at the beginning of each academic year, please inform us if details change at any point.

Vaccinations

Childhood immunisations and travel vaccinations are available from GP clinics and private hospitals but due to government restrictions the administration of immunisations are not permitted for expatriate schools. Please see your GP or the school nurse to discuss your child's specific needs and vaccination requirements whilst living in Oman.

Sickness

If your child has a contagious illness, please keep them at home so that the spread of illness can be contained. Please also let us know via a note in the organiser if your child is recovering from illness and is unable to take part in PE or swimming lessons. PE and swimming are compulsory within the curriculum and a **medical note must be provided if your child needs to miss PE or swimming lessons for any extended period of time**

If your child needs medication during the school day, the school nurse will be more than happy to administer it. However, parents are requested to provide full details of the child's condition and medication and the child must attend at an agreed time.

Please inform the nurse if your child is undergoing any hospital treatment (for example, for a fracture) so that she can provide teaching staff with the relevant information regarding ongoing care and specific treatment, this will ensure the health and safety of your child and may prevent further injury or accident.

Sex and Relationship policy

This policy, currently being ratified by the school Governors, follows UK guidance and procedures. In general terms, children are taught about sex and relationships during Key Stage Two. All parents will be invited to see and discuss the materials used and have the right to withdraw their child from these lessons.

Sun Care

We recommend that children use a sun protection cream every day. Children are required to wear a hat for outdoor PE, and during break times if they wish to move out of the shaded areas; the rule is **No HAT, No PLAY**. School sun hats are available from the school office.

The children are also encouraged to make use of available shade.

- S** - SEEK THE SHADE – Spend break times in the shade
- H** - HATS ON HEADS – Shade your face, neck & ears
- A** - ACT SLOWLY – Move around slowly in the heat
- D** - DRINK LOTS AND OFTEN – Drink plenty of water
- E** - ENJOY THE SHADE!

Head Lice

Head lice infestation can occur from time to time. Please check your child's head regularly and, if required, treat your child's hair (together with that of the rest of the family) with appropriate lotion. It is essential that the child be kept at home until the hair has been treated. Please report all cases to the school nurse as we need to inform other parents. Electronic head lice devices are available for loan; please see the school nurse for further information.

Child Protection

Miss Lynda Haynes is the designated teacher for child protection in the primary school and if there are any concerns or questions about any child protection issues, parents should make an appointment with her via the Primary Office.

Healthy Eating

We encourage and promote an active lifestyle and a healthy diet through designated assemblies and circle time sessions. We also provide parents and children with information which explains the relationship between healthy living and better learning. We have a no nuts, chocolate, sweets or fizzy drink policy in school and the tuck shop sells healthy food. Lunch boxes should be clearly labelled with your child's name and class. All children begin their first break by eating fruit or vegetables. Parents are requested to refer to the school's website for more information about health and how to ensure your child is ready to learn.

We recommend that your child's lunch box contains the following:

- 4 different items to eat
- 2 drinks of a good size (minimum). We suggest you pack a small juice in the box and also provide at least one water bottle which can be refilled throughout the day.

Please make sure your child has plenty to drink in the hotter months and an extra drink on PE days.

Lunchbox suggestions

Sandwiches

- Brown or white bread / rolls / Arabic bread / crackers

- Egg / cheese / cold meats/pâté /salad /tuna and mayonnaise / spreads

Raw vegetables

- Small tomatoes / cucumber / coloured peppers / lettuce / carrots

Cooked vegetables

- Beans / broccoli / carrots / potatoes / sweetcorn

Savouries

- Chicken pieces /sausages /quiche/falafel / samosas / pasta / pizza slices / pepperami / cheese chunks or slices / cream cheese triangles /hard-boiled eggs

Desserts

- Individual fromage frais / yoghurt / fruit mousses /jelly / prepared custards/ muesli bar **(without nuts)** raisins / slice of cake /biscuit

Please do not include:

- Nuts
- Fruit with stones which could be a choking hazard
- Chocolate
- Sweets
- Fizzy drinks
- Drinks in cans or glass bottles

New Pupils

All new pupils to the school have a designated 'buddy' within their class. This child is responsible for looking after the new child during the first few days or weeks as necessary. If children are having difficulty settling, please speak to your child's class teacher and also to the Assistant Headteacher or Headteacher. They will endeavour to help your child make friends and become more confident throughout the transition process.

Transition

The transition from one class to another at the end of each academic year is an important time. At the end of each academic year, children spend time with their new teacher and parents are encouraged to visit their child's new classroom. Pupils will also receive a welcome newsletter explaining how parents can help their child get ready for the new academic year ahead. Teachers from each year group meet together to discuss academic and pastoral issues which the next teachers need to be aware of.

SECTION 4: CURRICULUM

The curriculum is the whole learning experience offered by the school. It is not only all the lessons and activities which are planned and organised while the children are at school, it is also the ethos of the school – the attitudes and values we promote. We believe that the curriculum must be broad and balanced and promote the moral, cultural, mental and the physical development of the pupils at the School. We wish to prepare the children for the opportunities, responsibilities and experiences of adult life.

At BSM we follow the English National Curriculum. This details the content of state education from 5-16 years. It stipulates targets in each area of the curriculum about what children should know, understand and be able to do.

The Curriculum includes:

Core Subjects

English
Mathematics
Science

Foundation Subjects

ICT*	Art	French*
History	Music*	Design Technology
Geography		Physical Education*

**Subjects taught by specialist teachers.*

Where there are obvious links between subjects (e.g. geography and science) these subjects may be linked to help children make sense of them. A *Curriculum Newsletter* issued each term gives a detailed account of the content and skills covered in your child's class.

Responsibilities

Mr Mabelson has responsibility for the Curriculum and Assessment. Enquiries would initially be taken to the class teacher. If further clarification is required then the Mr Mabelson may be involved.

Assessment

The teachers at The British School-Muscat keep detailed records and make careful assessments of all the children in order to evaluate the skills and concepts which need development. It is our aim to help the children achieve their potential.

When your child enters the school he/she will complete several short assessments to ensure we recognise his/her needs and abilities.

At the end of the Key Stage, children are assessed in English and maths using the statutory test materials from the UK. These tests take place during the month of May and results are reported to parents in the end of year report in June for KS1. Year 6 SAT's are sent home on the first day of the new term in September. .

All children in KS1 and KS2 are set targets to work towards in English and maths. In maths these take the form of a 'Numeracy Passport' which is a progressive series of facts for children to learn. The children practise these at school and at home and are regularly tested to monitor their progress. In English the targets may be drawn from the areas of speaking and listening, reading or writing. These

targets are communicated to parents so that they can support their child's learning at home.

Educational Visits

Your child will have several opportunities to participate in educational visits whilst in the primary school. These visits are usually relevant to their work carried out in the classroom. Your child's teacher will notify you of the dates for such visits and what your child is required to bring. Help is always needed to ensure a safe pupil: adult ratio and the letter will include a reply slip to indicate if you are interested in helping. Children are transported by coaches that have seatbelts. When a class goes on a visit, children are expected to wear school uniform

In Years Four, Five and Six there is a residential visit. This is an opportunity for the children to become more independent and to strengthen relationships with their teachers and peers. In Year Four the children camp overnight on a beach near Muscat; in Year Five the children stay in a desert camp and in Year Six they visit an adventure camp in Fujairah (UAE).

Parental permission is required for any educational visit.

Special Events

In addition to curriculum work, we hold events each term. It is equally important that we focus on cultural and social activities to balance the academic aspects of your child's education.

These events include *National Day/ Oman Cultural Day, International Day Swimming Galas, Sports Days, Class Assemblies and Key Stage productions.*

The Importance of Play

Establishing a happy, safe and stimulating environment for children is not a luxury; it is a necessary base on which mature societies build. But children need environments in which they can 'learn how to learn', which are planned, and provided with independent thinking, self-direction and social responsibility central to their rationale.

(Affiliated Body for Childhood Education)

The safeguarding of the child's right to play is the core of our Early Years policy. Throughout Key Stage One, activities are planned to suit the child's developing needs and play is used to provide an environment from which children can grow and, above all, enjoy their learning.

Extra-Curricular Activities

The community offers after school activities for Key Stage One children in the form of Rainbows, Beavers, Brownies and Cubs. More details on each of these activities can be obtained from the school office.

As part of the transition process between Key Stages One and Two, after school activities are offered in Term 3 to all Year Two pupils. These classes are intentionally restricted to pupils from Years Two and Three so that Year Two pupils

may interact with the youngest Key Stage Two children. In this way, they will be familiar with some of the children when playing in the Key Stage Two playground when they transfer the following September.

In Key Stage Two the children can choose from an exciting range of opportunities each term. The activities are published each term in a booklet to parents.

Homework

Children in Key Stage One do not receive written homework (unless it is deemed necessary by the class teacher). In Year Two maths facts will be set when appropriate. In Year Two children are given 10 spellings to learn each week for a test at the end of the week. All children will take home regularly a reading book that should be shared with parents and returned to school the following day in the reading bag.

Books are sent home in the blue reading bag, which can be purchased from the school office, and should be returned to school in the bag. Books should not be carried in a lunch box.

Homework in Key Stage Two is a valued and essential part of school life and it is necessary to ensure that your child has appropriate time and energy to complete it successfully. All homework should be recorded in your child's personal organiser.

The personal organiser is issued to each child in Key Stage 2 in September and is for use as a record of work to be completed by the child as well as a tool for communication between you and the teacher. We ask you to sign this book each week. Please use the diary to indicate if your child is regularly spending over or under the suggested time limit for homework tasks. The children are responsible for the upkeep of this book.

Please encourage your child to sit in a quiet room to complete homework tasks; if possible provide your child with appropriate stationery and equipment and ensure that he/she takes time to read what is required. A dictionary and thesaurus are useful as these are used in school.

Reading homework is essential as a means of extending your child's knowledge and vocabulary. Please listen to your child's reading and encourage him/her to take an interest in newspapers and other forms of informative literature. Your child should record the books they read within the relevant sections of their personal organiser. Children should read at home on a daily basis.

Homework is set each week and we try to keep to the following time frames.

Year 3 - to be made up of the following

30 minutes (10 minutes maths facts, 10 minutes spelling / word level work, 10 minutes reading to be introduced over the course of the first month.

Year 4 -- to be made up of the following

30 minutes (10 minutes maths facts, 10 minutes spelling / word level work, 10 minutes reading .

Year 5 - to be made up of the following

40 minutes (10 minutes maths facts, 10 minutes spelling / word level work, 20 minutes reading) Teachers could set a specific writing task on occasion eg.

preparation for Big Writing, particularly in term 3 in preparation for transition into Year 6.

Year 6 - to be made up of the following

50 minutes (15 minutes maths facts, 15 minutes spelling, 20 minutes reading / writing)

The teacher will set homework to cover all subjects but with an emphasis on English and Maths.

It is not school policy for teachers to prepare homework for children going on holiday. Work covered in the child's absence will be given to the child on his/her return at the teacher's discretion. We recommend that children going on extended leave for any reason should complete a diary project of their trip.

Learning Support

We are committed to supporting all pupils who may have learning difficulties, either throughout or at any time during Key Stage One. Children with learning difficulties will be assessed to see if the school can accommodate these needs within the Learning Support Department.

Individual Education Plans are prepared by the class teacher in co-ordination with our Learning Support Department which ensures that a range of specific tasks are targeted to meet the child's needs. The parents are informed of these plans and are kept abreast of the developments at regular intervals throughout the course of the year.

SECTION 5:

PARENT– SCHOOL COMMUNICATION

It is the policy of the Board, Management and Staff of the British School – Muscat to ensure that parents receive all information to which they are freely entitled.

Communication from the School to Parents

The School communicates with parents using a variety of means. As a guide, parents may expect to receive some, or all, of the following:

Prior to Registration:

- Prospectus
- Website information
- Term dates
- School uniform details

At Registration:

- Parent Handbook

During the First Term:

- Meet & Greet Evening for all parents
- Curriculum Newsletter
- Parents' Evening – to discuss your child's settling in and progress

During the Second Term

- Mid-year Report (Senior and Primary)
- Parents' Evenings
- Curriculum Newsletter

During the Third Term:

- Curriculum Newsletter
- End of Year Reports
- Welcome Letter preparing children for the next Primary School teacher and giving details of activities to do during the summer holidays.

Throughout the year:

- Newsletter
- Principal, Head of Primary and staff on duty in the playground in the morning and at home time; available for informal discussion.
- Parent / Governor Meetings (termly)
- Informal focus group meetings
- Photoboard, regularly updated, containing photographs of all staff and Governors (inside the School Office).

Communication from Parents to the School

The school welcomes communication from parents and benefits enormously from the input of parents in many of its activities. A group of parents has drawn up the following simple guidelines to help all parents to communicate effectively with the school.

- If you wish to make an enquiry or comment that relates directly to your child, please speak to the Class or Form Teacher, in the first instance.

- You are advised that the beginning of the school day is a time when teachers are preparing for lessons and is not an ideal time for meetings with parents.
- Meetings with teachers are encouraged and the following are the simplest ways to arrange a meeting. In Key Stage One, parents should write a note to the Class Teacher in the Reading Record Book. This book is checked every week by the teacher and provides an excellent means of communication between home and School. Requests for an urgent meeting should be made through the School Office.
- Please refer to the section '*Who To Contact*' for information on where to direct your questions.
- You are encouraged to write to and / or to make an appointment to speak to the Principal, at any time, in respect of issues about which you feel concern.
- Parents are asked to inform the school on any of the following matters:
 - illness and consequent absence of your child;
 - bus collection arrangements (each term);
 - collection by a delegated person at home time;
 - term-time holiday arrangements and subsequent absences of your child;
 - occasions when your child may be in Oman while both you and your spouse are out of the country;
 - absence for any reason.

Please inform the Class Teacher through the *Reading Record* or *personal organiser*.

Confidential Information

All parents are asked not to request from the school confidential or personal information concerning members of staff, in particular their contracts of employment. It is school policy that this information is only disclosed to authorised personnel and therefore will not be discussed with parents. It will be helpful to the school, and beneficial to members of staff, if parents do not request such information from **any** member of staff as this would place the member of staff in a very difficult position.

Leaving/transferring to other schools

Parents are requested to inform the Registrar in writing of any child leaving *The British School-Muscat* at least four weeks before the end of term. This is necessary to enable us to prepare an attainment report for your child to ensure his/her records are brought up to date for forwarding to the next school.

Who to Contact

***Don't let a concern grow until it becomes a big issue
Talk to the appropriate member of staff as soon as possible***

QUESTIONS REGARDING YOUR CHILD'S LEARNING AND PROGRESS:

Pastoral / Behaviour Issue	Progress / Curriculum Issue	Other Issues
		Library Contact the Librarian
Class Teacher / Specialist	Class Teacher / Specialist	Learning Support Issue Contact the Learning Support Coordinator
If the matter remains unresolved Year Leader	If the matter remains unresolved Year Leader	Medical Nurse Other general matters The Primary School Secretary will put you in touch with the right person
If the matter remains unresolved Head of Primary	If the matter remains unresolved Assistant Head of Primary	
If the matter remains unresolved Principal	If the matter remains unresolved Principal	

- **QUESTIONS REGARDING SCHOOL ADMINISTRATION: EG, SUPPLY OF UNIFORM, FEES, HOLIDAY DATES:**

School Office

Financial Queries

Accounts Department

All Other Queries

Receptionist

Some Suggestions for Raising a Concern with the School

From time to time parents may need to raise a concern with a member of staff or with the management of the school. To do so, parents have devised the following guidelines on the most effective way of approaching the school:

- 1 Try to approach the expression of your complaint – in writing or in a meeting – with a positive frame of mind, focusing on the successful and constructive resolution of your problem. Many issues arise out of misunderstanding or miscommunication; the situation may not be as bad as it appears or there may be a satisfactory explanation.
 - 2 The person who receives your complaint may not be the cause of your dissatisfaction. Criticise the policy, the action or the way that the matter has been handled rather than the person who deals with the complaint.
 - 3 Express yourself in polite terms, even if you are upset.
 - 4 Be specific and realistic in your criticism. Don't exaggerate.
 - 5 Explain the negative consequences for you/your child of the action or situation that has resulted in your complaint.
 - 6 Make constructive suggestions for solving the problem.
 - 7 Thank the person who has handled the complaint when the issue has been resolved satisfactorily.
 - 8 Give the school / person concerned another chance if your complaint has been dealt with in a satisfactory manner.
 - 9 If you feel that your concern has not be dealt with as you wish, after you have taken all the steps described above, please contact the Chairman of the Board of Governors in writing, through the school office.
-

SECTION 6: **COMMUNITY INVOLVEMENT**

Parents are very important to primary school and are given many opportunities to visit the school. These opportunities may vary in format but are designed to allow parents to become actively involved in the life of the Key Stage. It is hoped that as many parents as possible will support the children's learning in this way. This may be in the classroom, and through school assemblies or drama productions.

We have a strong *Parent-Teacher Association* (PTA) which regularly holds meetings to arrange events for the children. We also encourage parents to become *Class Links*, the role of which is to welcome new families to the School and to offer assistance with arrangements for class events. Please contact the primary office if you would like further information as to how you can become involved.

Our fire and security regulations require that any visitor or parent helping out at School should sign in and out on arrival and departure from the School premises. You will be given a visitor's badge to wear which should be returned to the Office when you sign out. During the School day facilities for refreshments are made available to our visitors and parent-helpers.

Role of Class Link: Class Links provide an important communication link between the class teacher and the parents of that class. Class Links are volunteer parents who are allocated to a class at the start of the academic year and their main role is to welcome new families to the School and to Muscat. They usually maintain their role until the following September so that a point of contact is available, where possible, throughout the summer break but, more importantly, so that they are there to welcome parents at the beginning of the new academic year.

At the start of a new school year, the Class Link prepares a list of parents' contact details to distribute to class parents; *Deirdre Selway*, the Registrar, can help with information. This contact list can be very helpful in cascading urgent information from the school. Class links will also organise welcome coffee mornings so that parents can make contact and get to know each other, and they are also invaluable when organising parental help for parties and educational visits.

Fundraising

At the end of every term we hold a mufti day across the whole school. Money raised through these non - uniform days goes to a designated charity. In addition to this we nominate chosen charities, which we support for a couple of years and each class is involved in one fundraising event each year to support this chosen charity. The charity we are currently supporting is OXFAM.

COMMUNITY GROUPS WITHIN THE SCHOOL

Several community groups operate within the School or in the Muscat area. The school currently houses Beavers, Cubs and Rainbows, Brownies and Guides. Please contact the school office for further information.

SECTION 7: **STAFF IN PRIMARY SCHOOL**

<i>Principal</i>	Mr Steve Howland
<i>Head of Primary School</i>	Miss Lynda Haynes
<i>Assistant Head of Primary School</i>	Mr Graham Mabelson

Key Stage One Teaching Staff

<i>Year 1</i>	Mrs Emma Fenton (<i>Year Leader</i>) Mrs Lyn Ellman Brown Mrs Pauline Mabelson
<i>Year 2</i>	Miss Catherine Taylor (<i>Year Leader</i>) Mr Richard Robins Miss Sallianne Smales

Key Stage Two Teaching Staff

<i>Year 3</i>	Mr Ted Edwards (<i>Year Leader</i>) Mrs Susanna Denton Mrs Amanda Kidman
<i>Year 4</i>	Miss Jenni Delman (<i>Year Leader</i>) Mrs Helen Murray Miss Tania Leger
<i>Year 5</i>	Mr Richard Turley (<i>Year Leader</i>) Mrs Tamsin Turner Mrs Christine Mackay
<i>Year 6</i>	Mrs Toni Birchall (<i>Year Leader</i>) Mrs Dawn Hayden Miss Holly Jones

SPECIALIST TEACHERS

<i>Learning Support</i>	Miss Katrina Davidson (SENCO) Mrs Karen Howland
English as an additional language (EAL)	Mrs Barbara Healey
<i>PE & Swimming</i>	Mr Duncan Grey (<i>Director of PE</i>) Mrs Jenny Reeves (PE and swimming) Miss Louise Granger (PE) Mr David Rogers Miss Gemma Mantell (Dance)

Primary School Parent Handbook (KS1 and KS2)

Music Mr Teiron Jones (Director of Music)
Miss Susan Proctor

ICT Mr John Parsons

French Mrs Rosie Kolster

SUPPORT STAFF

Year 1: Mrs Alison McIntyre
Mrs Dorothy Hulse
Mrs Barbara Broughton

Year 2: Mrs Kate Barrow

Year 3: Mrs Anne Milne

Year 4: Lisa Keal

Year 5: Mrs Joanna Birch

Primary School Secretary Mrs Janine Doyle

School Nurse Mrs Cath Healey

Primary Librarian Mrs Nidhi Singh / Mrs Shona Burnett

Swimming Mrs Ginnie Smith

Admin Assistant (KS1) Muna Al-Balushi

(KS2) Fathiya Al-Samri