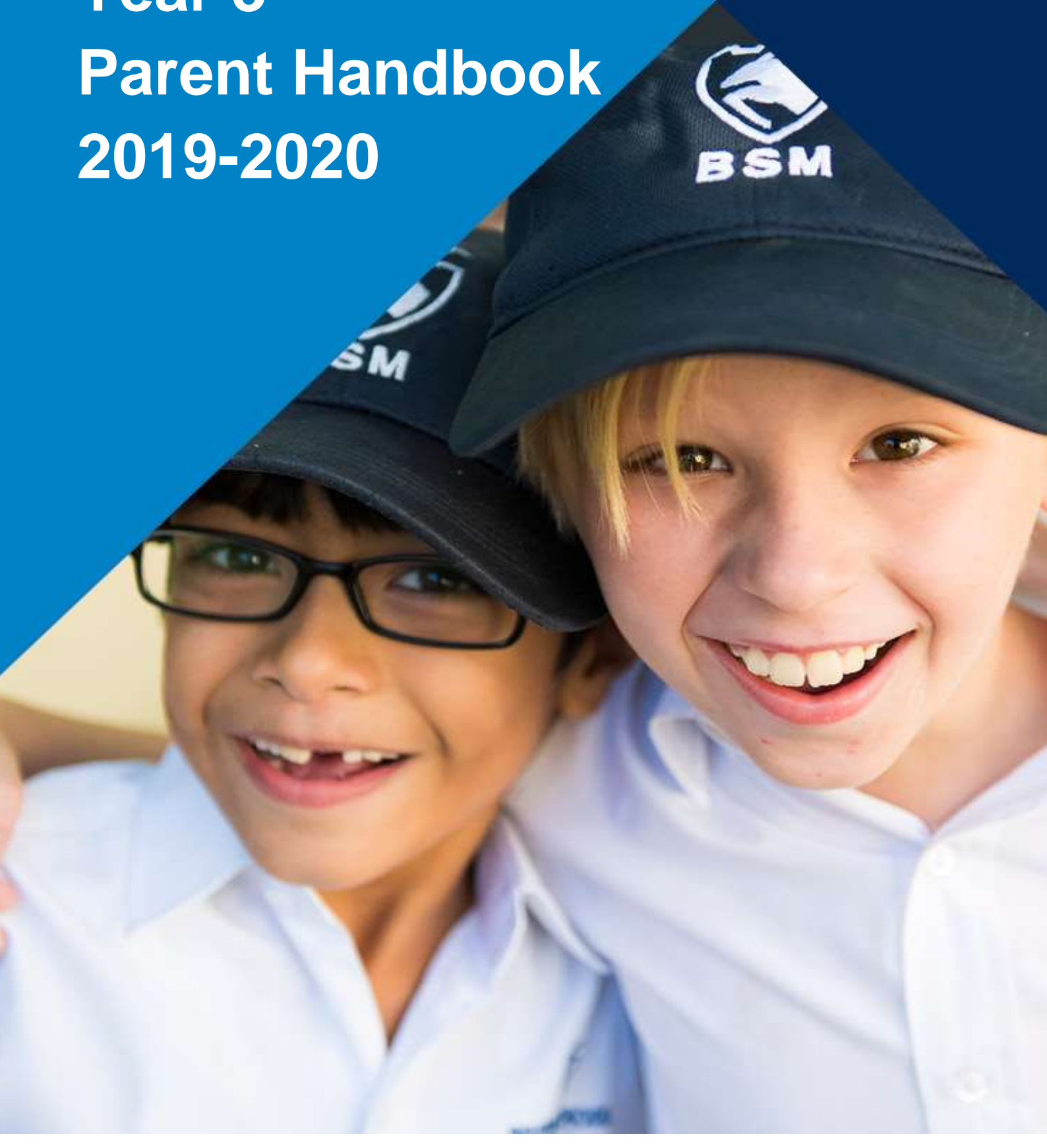




**BRITISH SCHOOL  
MUSCAT**

# **Year 3 Parent Handbook 2019-2020**



## INTRODUCTION

On behalf of the Staff, Children, Parents and Governors I am delighted to welcome you and your family to British School Muscat (BSM) Primary School.

I would also like to welcome you to our Parent Handbook. It is a document that has been written by our Primary Staff for our parents, to guide you through BSM school life and to answer your questions.

Whilst we have attempted to include information which we feel would be useful, nothing will replace the face to face interaction with your child's class teacher, support staff and members of our BSM community. We are fortunate to be supported, in school, by the 'Friends of BSM' and also by volunteer class links who are always happy to answer questions and support the parent community.

If at any time, you would like further clarification about areas within this handbook – or you have questions related to other aspects of your children's schooling, please do not hesitate to contact us.

I look forward to meeting you.

Kind regards,



**Jeni Dellman**  
**Head of Primary**



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## 1. Who is who?

We have a strong team of teachers, teaching assistants and specialist inclusion support. This ensures all of the children in Key Stage One and Two benefit from excellent support and pupil to adult ratios.

In addition to this, the children benefit from specialist teaching for Swimming, PE, Computing and Music. French is introduced in Year 3 with children enjoying one short 30 minute lesson, where the focus is on fun and developing basic vocabulary. In KS2, there is a program in place for conversational Arabic.

## 1. School Governors

The board of governors plays a key role in directing the strategy of the school and ensuring it is in line with best British practice. It is comprised of representatives from our founder companies along with two parent governors and two teacher representatives.

Further information on each of the governors can be found on our website.

To contact the board of governors please email the clerk: [whardy@britishschoolmuscat.com](mailto:whardy@britishschoolmuscat.com).

## 2. School Context & Learning Ethos

### 1. 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. They will endeavour to help your child to make friends and become more confident throughout the transition process.



## 2. Learning Ethos



### BSM Learning Ethos HPL Values, Attitudes and Attributes



<p><b>HARD WORKING and SECURE INDIVIDUALS</b></p> <p><b>Practice</b> <i>Train and prepare through repetition of the same processes.</i></p> <p><b>Responsible</b> <i>Choose right from wrong. Be honest about mistakes. Come ready and prepared for school.</i></p> <p><b>Persevere and be Resilient</b> <i>Persist in effort, face obstacles but never give up. Work diligently and systematically. Not be satisfied until high quality, precision and the desired outcome are achieved. Change what I need to. Not be put off by mistakes.</i></p>	<p><b>AGILE and RESOURCEFUL LEARNERS</b></p> <p><b>Motivated</b> <i>Work hard because it matters. Plan independently. Think and do things for myself.</i></p> <p><b>Curious and Enquiring</b> <i>Ask questions about what I have learnt. Explore new ideas in my learning. Question what I see, hear and read.</i></p> <p><b>Reflective</b> <i>Think and talk about what I have learnt. Improve what I have learnt. Use what I have learnt to make choices.</i></p> <p><b>Creative and Enterprising</b> <i>Be willing to innovate and invent multiple solutions. Adapt my approach according to need. Show originality in work. Use initiative to find solutions.</i></p> <p><b>Risk Takers</b> <i>Think, then have a go. Find new ways to solve a problem. Do things differently to do them better.</i></p> <p><b>Open Minded</b> <i>Change my ideas because of what I've seen, heard or read. Think about things from another's point of view. Accept others have different ideas.</i></p>	<p><b>EMPATHETIC and RESPECTFUL CONTRIBUTORS</b></p> <p><b>Confident</b> <i>Talk about ideas clearly. Enjoy new challenges. Be confident in saying and doing.</i></p> <p><b>Collaborative</b> <i>Find out what other people think. Find answers with other people. Include other people.</i></p> <p><b>Community-minded</b> <i>Help others. Make a difference at BSM and in the community. Take care of the world around me.</i></p>
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### BSM Thinking Skills HPL Advanced Cognitive Performance Characteristics



<p> <b>METATHINKING</b></p> <p><b>Metacognition</b> <i>Use a wide range of thinking approaches to transfer knowledge.</i></p> <p><b>Self-regulation</b> <i>Monitor, evaluate and self-correct.</i></p> <p><b>Strategy Planning</b> <i>Approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work.</i></p> <p><b>Intellectual Confidence</b> <i>Articulate personal views based on evidence.</i></p>	<p> <b>CREATING</b></p> <p><b>Intellectual Playfulness</b> <i>To recognise rules and bend them to create valid but new forms.</i></p> <p><b>Flexible Thinking</b> <i>The ability to abandon one idea for a superior one or generate multiple solutions.</i></p> <p><b>Fluent Thinking</b> <i>Generate ideas.</i></p> <p><b>Originality</b> <i>Conceive something entirely new.</i></p> <p><b>Evolutionary and Revolutionary Thinking</b> <i>Create new ideas through building on existing ideas or diverting from them.</i></p>	<p> <b>LINKING</b></p> <p><b>Generalisation</b> <i>See how what is happening in this instance could be extrapolated to other similar situations.</i></p> <p><b>Connection Finding</b> <i>Use connections from past experiences to seek possible generalisations.</i></p> <p><b>Big Picture Thinking</b> <i>Work with big ideas and holistic concepts.</i></p> <p><b>Abstraction</b> <i>Move from concrete to abstract very quickly.</i></p> <p><b>Imagination</b> <i>Represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge.</i></p> <p><b>Seeing Alternative Perspectives</b> <i>Take on the views of others and deal with complexity and ambiguity.</i></p>
<p> <b>ANALYSING</b></p> <p><b>Critical or Logical Thinking</b> <i>The ability to deduct, hypothesise, reason and seek supporting evidence.</i></p> <p><b>Precision</b> <i>Work effectively within the rules of a domain.</i></p> <p><b>Complex and Multi-step Problem Solving</b> <i>Break down a task, decide on a suitable approach and then act.</i></p>	<p> <b>REALISING</b></p> <p><b>Automaticity</b> <i>The ability to use some skills with such ease as they no longer require active thinking.</i></p> <p><b>Speed and Accuracy</b> <i>The ability to work at speed and with accuracy.</i></p>	

### 3. Extra-Curricular Activities

A wide range of Extra-Curricular activities (ECAs) are on offer every term for students after school. Parents are notified about the activities available on offer and how to sign-up via email and the information is also in the Weekly Notices. More information and details about the ECA's activities and our Community Clubs can be found on the Enrichment section of the website.

### 4. Inclusion Department

From time to time children may need targeted support to boost their attainment in different areas of the curriculum. This may take the form of one-to-one or group withdrawal sessions to help children catch-up or 'narrow the gap' between their attainment and that of their peers. Such support is organised and supervised by the Learning Support or Language for Learning Coordinators and is subject to individualised interventions to best meet the needs of the child. Parents are informed and asked to give permission when this is needed.

Parents will receive a report at the end of each intervention, including details of how they can further support learning at home. Parents are also welcome to make an appointment to discuss progress at any time.

### 5. BSM's House System

Every child, on arriving at the school, is adopted into one of four 'houses'. These houses are teams made up of children from every year group.

Ruwi	Bowsher
Ghubra	Yitti

Children stay in the same house throughout their time at BSM. Siblings are placed in the same house.

Note: New children arriving in September will be allocated a house by approximately the third week of term once all children have arrived at school. This is to ensure an equal balance of boys/girls within each house. Until a house colour has been nominated the children should wear a plain white T-shirt for PE.

### 6. Supporting Positive Behaviour at BSM

Expectations of behaviour at BSM are that we all choose to:

- Be Safe
- Be Ready
- Be Respectful

This supports our Learning Ethos. All children choose and are accountable for their own actions. When things don't go to plan, we support our children in reflecting on their choices, planning for positive ones in the future and to think about how they might make amends through a Restorative Conversation.



## Recognising children that go "Over and beyond"

Within the primary school we recognise children's effort, attitudes, contributions and achievements in a variety of meaningful ways.

- Verbal or written praise
- Celebration of learning
- Awarding stickers, stamps and certificates
- Extra responsibilities or leadership roles
- Class Goals and Reward (see below)
- A Golden Ticket (Hot Chocolate and cookies with our Head of Primary Miss Dellman) (Y1-Y6)
- A Golden Ticket (A special celebratory lunch with our Assistant Head of EYFS, Miss Cunningham) (EYFS)

## Common Goals

Children work towards a common class goal that aims to develop an area of the attitudes and behaviour of our Learning Ethos or a BSM Thinking Skill. They gain points towards the common goal individually, as a group or class. Once they have achieved their goal, all their hard work and effort is celebrated through a class chosen reward.

## 7. Consequences

Sanctions for inappropriate behaviour include 'Thinking Time' or the withdrawal of a privilege. Alongside this they may draw a picture to express their reflections or write a letter to say sorry which helps them to identify the wrong choices they made and reflect on what they would do next time. In cases where inappropriate behaviour persists, class teachers liaise and work with parents to agree a Pastoral Action Record. The pupil, parents and school are involved in agreeing a PAR. Often this involves the setting up of targets and regular opportunities for the pupil to reflect. In some cases, class teachers will also inform and work alongside the Year Leader, Deputy Headteachers or the Headteacher.

Within the Primary School we encourage pupils to have a Growth Mindset. To learn more please refer to: [https://www.youtube.com/watch?v=-\\_oqghnxBmY](https://www.youtube.com/watch?v=-_oqghnxBmY)

### DEVELOPING A GROWTH MINDSET



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

## 3. Routines

### 1. The School Day

Our school week runs from Sunday to Thursday. The school timings are as follows:

### Sunday to Wednesday

Key Stage One: 07:30am to 1:30pm (pick-up time 1:30pm)

Key Stage Two: 07:30am to 2:00pm (pick-up time 2:00pm)

### Thursday

Key Stage One and Two: 07:30am to 1:15pm (pick-up time 1:15pm)

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

Break 1		Break 2	
Year 1	09:10am-09:40am	Year 1	12:10pm -12:40pm
Year 2	09:40am-10:10am	Year 2	11:40pm -12:10pm
Years 3-6	09:40am-10:00am	Years 3-6	12:10pm -12:50pm

During hot weather when the combined humidity and temperature (humidex) rises above 40, 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.

### Playground Equipment:

The school has two 'adventure playground' areas to enrich the children's playtime experiences. Parents are requested to ensure their children **do not play** in these areas at any time of the school day when there is not a member of staff on duty. The school accepts no liability where children use the equipment unsupervised, particularly outside of school hours.

## 2. Drop off & Collection

In both the morning and afternoon we operate a rolling drop off/pick up from car park zones allocated according to year group. Up to date details of current car parking arrangements can be found on the school website.

We ask that parents actively explore the possibility of car sharing or walking to school in order to alleviate pressure in the car park.

## 3. Registration, Lateness & Absence

Children should arrive at and be collected from school promptly. It is an essential part of our fire and safety regulations that all children present in school should be registered.

### Arrival & Lateness:

Children can arrive at school from 7:00am. A Parking Pal will be on duty from this time and a teacher on duty from 7:10am In KS1 children are collected by their class teacher from their class, coloured spot at 7:30am. In KS2 a whistle is blown and children sensibly make their way to class at 7:30am. Any child arriving after 7:30am will be recorded as late.



Late arrivals after 7:30am must sign in at the Main School Reception

### **What to do if your child will be absent?**

If your child is absent as a result of illness or injury please email: [absence@britishschoolmuscat.com](mailto:absence@britishschoolmuscat.com)

If you wish to take your child out of school during term time please contact the Primary Office as far in advance as possible. Depending on the nature of the absence we will then confirm by email if the absence will be classified as authorised or unauthorised. Holidays taken during term time will ordinarily be recorded as 'unauthorised'.

**Signing out** – if pupils are leaving site before the end of the school day an email must be sent to [primary@britishschoolmuscat.com](mailto:primary@britishschoolmuscat.com) explaining their early exit from school. Please collect your child from their class then sign out via the Main Reception.

**Signing in** – children **returning** to school must follow the lateness procedure and report to the Main Reception.

### **Persistent Absence**

Where a child's attendance becomes a cause for concern, parents will be contacted. Where poor attendance continues, parents may be asked to attend a meeting with the School Nurse and a member of the Primary Leadership Team. The school reserves the right to withdraw the school place of any child with persistent absence or poor attendance.

### **Important**

If unforeseen circumstances cause you to be late for collecting your child at home time, please phone the Primary School Office. The teacher on duty will look after your child until 2:15pm for Key Stage Two. It is our policy that all students are supervised during school hours. Parents are always reminded and urged to be prompt in dropping off and collecting their children at school as their safety is our utmost priority. Any children who are not collected on time at the end of the school day will be taken to the Oryx Club for supervision. There will be an additional charge for these one-off sessions at **OMR 3 per day**.

If either parent is planning to be away from home for any length of time, we advise you to inform your child's class teacher and Primary Office via e-mail. However, 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.

## **4. Uniform**

### **1. Year 1- 6**

The school has a simple dress code and all students are expected to wear the appropriate clothing for all activities. School shirts must bear the BSM logo. Most of the uniform items are available from the Uniform Shop.

**All equipment and items of clothing should be labelled with your child's name.** For details of the school uniform and Uniform Shop opening times please refer to the school website.

The following guidelines on appearance apply to all students:

- Hair colour and style must be appropriate for school.
- Long hair must be tied back.
- Jewellery and make-up (including nail varnish) are not permitted except for:
  - A watch



- Earrings (small plain studs), though these should not be worn on the day your child has swimming or PE.
- Sports shoes and trainers are not permitted except for PE and during break times. Boots, sandals and flip-flops are not permitted.

Parents wishing their children to wear jewellery of a religious nature should seek permission from the Head of Primary.

## 2. Lost Property

Please ensure that all of your child’s belongings are named. The lost property box is located by the entrance to the indoor swimming pool (T Block).

## 5. Health and Welfare





### 1. Health and Wellbeing

The BSM Health & Wellbeing team is made up of three staff members, two UK Registered nurses and one clinic assistant. At least one member of the team will be on duty each day from 7:15am to 4:00pm to care for any student, member of staff or visitor to the school that is unwell or has been involved in an accident or incident, providing them with the necessary first aid care, treatment, advice and guidance. They are located in the First Aid room which is below the KS1 playground, they can also be contacted on the main school number 24600842 Ext. 122 or GSM 99365702.

**Further details can be found on our school website.**

### 2. Child Protection: Safeguarding

At BSM we have a safeguarding team comprised of members of staff across the whole school. Jenny Maslen is the Designated Lead on Safeguarding for BSM.

			
Jenny Maslen	Leo Daniels	Laura Bainbridge	Robert Hughes
Deputy Head Primary School &	Year 4 Teacher	Deputy Head Senior School &	Key Stage 3 Leader Senior School &



Designated Safeguarding Lead (DSL)	Primary School & Designated Safeguarding Deputy (DSD)	Designated Safeguarding Lead (DSL)	Designated Safeguarding Lead (DSD)
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If there are any concerns or questions about any child protection issues, parents should make an appointment with one of the team, via the Primary Office. The school requires staff and members of the board of governors to undergo annual training in line with practice in the UK.

## 6. Communication

### 1. 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:

#### Throughout the year:

- Weekly Wednesday Notices sent via email. This is our **MAIN** form of communication
- Throughout the year the website contains copies of all letters sent out to parents, and is updated regularly.
- Facebook and Twitter information and photographs of events in school.
- Termly Open Mornings/Afternoons
- Parental Coffee Mornings
- Parent Workshops

#### During the First Term:

- Meet & Greet Evening for all parents
- Discovery Learning letter
- Parents' Conferences to discuss your child's settling in and progress
- Specialist Teacher Parent Conference Meeting
- Termly Report

#### During the Second Term:

- Discovery Learning letter
- Parents' Conferences to discuss progress and target setting
- Specialist Teacher Parent Conference Meeting
- Termly Report

#### During the Third Term:

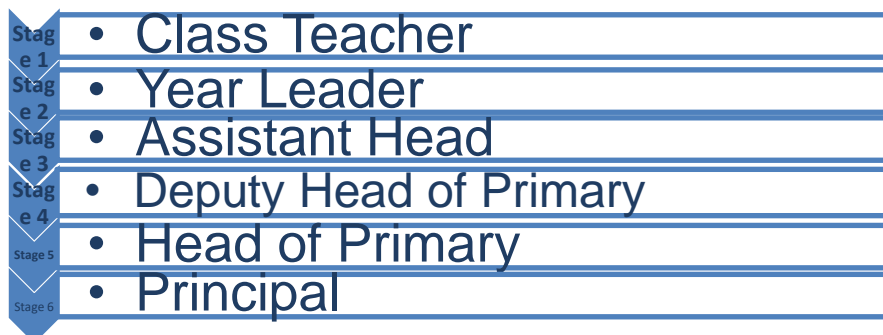
- Discovery Learning letter
- Optional Opportunity to make an appointment to discuss progress and target setting
- End of Year Report
- Year 1-Year 6 Students Self Reflection Report
- Welcome Letter preparing children for the next Primary School year



## 2. 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.

- Please refer to this flow chart of who to contact when you have a concern.



## 3. Leaving/transferring to other schools

Parents are requested to inform the Registrar in writing of any child leaving *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. We also advise that you download your child's reports from the Parent Portal as you will not have access to the Parent Portal once you leave BSM. If your child is required to sit assessments for their new school please contact the Primary Office.

## 7. Community Involvement

### 1. Getting Involved:

Parents are very important to our school and are given many opportunities to visit the school. It is hoped that as many parents as possible will support their child's learning in this way. This may be through helping in the classroom or on trips, or by attending school assemblies, drama productions, musical and sporting events.

### 2. Visiting school

Visiting the school during the school day: 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, which must be worn and visible at all times, and should be returned to Reception when you sign out.

### 3. Friends of BSM

Friends of BSM (previously known as Parents and Friends Association (PFA) regularly hold 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.



## 4. 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.

We have prepared a Class Link Handbook which clearly details the role and procedures associated with the role.

At the start of a new school year, the Class Link prepares a list of parents' contact details to distribute to class parents. 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.

# Welcome to Year 3

## 1. Discovery Learning

'Discovery Learning' at BSM looks to educate the whole child and uses a holistic approach to teaching and learning. Through a range of cross curricular activities pupils cover the learning objectives outlined in the English National Curriculum. Lessons are designed to promote critical thinking skills, high levels of engagement and collaboration. Learning in this way helps to develop the attitudes of the BSM Learning Ethos and gives children the opportunity to question and have an active role in their education.

The Curriculum includes:

English	Computing*	Art	French*	Arabic*
Mathematics	History	Music*	Design	Technology
Science	Geography	Physical Education*		

\*Subjects taught by specialist teachers.

Further information about our Curriculum can be found on the school website.

Within each year, opportunities arise which allow students to learn about topics through cross curricular activities. Staff endeavour to give pupils access to a range of learning styles, enabling them to personalise their learning.

A *Discovery Learning Newsletter* is issued each term which gives a detailed account of the content and skills covered in your child's year group.

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 may include: *National Day/Oman Cultural Day, Swimming Galas, Sports Days, Music Recitals, Class Assemblies and Key Stage productions.*

## 2. Homework

Tasks are set in order to reinforce the work done in class, allowing children the opportunity to consolidate their learning. It is best done in a quiet atmosphere with no distractions.

The expectations of how much is done, gradually builds through the year groups, preparing our oldest children for Senior School.

At BSM we endeavour to encourage a love of reading. Alongside library books, your child may also take home reading books appropriate to their reading ability. In this way we hope to extend your child's knowledge and vocabulary. Please take the time to listen to your child read and take the opportunity to discuss what they have read, checking for understanding. We expect children to read on a daily basis; familiarity with a text builds confidence and understanding.

Each child will receive a personal organiser. This is a tool for communication and a place for children to record any reminders. Please also use the personal organiser to record when your child has read. Children could do so themselves, you merely need to sign it.

Once a week, within the Weekly Notices, an explanation of the expected tasks for the week will be published. It will also, where appropriate, reflect on key learning (Maths and English focus) covered in the previous week. In addition a grid will be provided with tasks: these are optional up to Year 5. In Year 6 they are an expected part of homework. These may or may not be longer project tasks and may run over more than one week.

All tasks will be given feedback.

Weekly tasks:

- Reading (Daily expectation)
- English Task
- Maths Task
- Spelling

It is not school policy for teachers to prepare tasks 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.

## 3. Arabic

Conversational Arabic takes place once a week within Year Three. Children will work with the MFL department, within their classes, to learn key words and phrases.

## 4. PE and Swimming

Please refer to the school website for details.

In Year Three, children come to school dressed in their PE kit, with their hat. The children remain in their PE kit the whole day.

On Swimming Days, pupils should bring their swim kit, in a separate bag, to change in to at school. For hygiene purposes, children should not come to school wearing their swimming costume.

## 5. Trips

Your child will have several opportunities to participate in educational visits whilst in the primary school. These visits are usually linked 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 may sometimes be needed to ensure a safe pupil to adult ratio and where required, class links will be contacted to coordinate parental volunteers. Children are transported by coaches that have seatbelts. When a class goes on a visit, children are expected to wear school uniform unless otherwise notified.

## 6. 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. Pupils will also receive a welcome newsletter explaining how parents can help their child get ready for the new academic year ahead. To ensure a smooth transition, teachers from each year group meet together to discuss academic and pastoral issues which the next teachers need to be aware of.