



EGYPT BRITISH INTERNATIONAL SCHOOL



Pupil Handbook 2018-2019 final

COMPLETION DATE: Nov 2018

REVIEW DATE: Nov 2018



Egypt British International School

Key Stage 2

Student Handbook

2018-2019



**WELCOME BACK
TO SCHOOL**

Welcome to Key Stage 2.

Welcome to the Egypt British International School. I am pleased to welcome you to the Key stage 2 department. As a department, we are committed to ensuring that every pupil leaves Key Stage 2 with high aspirations, an enduring enthusiasm for learning and the confidence to address the world as independent thinkers.

We teach key skills and knowledge that leads to understanding and develops the confidence to succeed.

We are committed to providing a caring, happy, welcoming environment that meets the needs of each child and ensures that all children have equal access to a broad and balanced curriculum. We set high standards in every area of school life. Learning is stimulating and uses the latest technologies. There are many activities beyond the classroom, to involve children further in the life of the school.

We develop in children a desire for life-long learning and an understanding of different cultures, traditions and societies and a respect that individual rights and responsibilities are met.

Our learning community is facilitated by a leadership structure which clearly communicates the purpose and direction of the school, and a system of informed continuous professional development. Our professional staff team actively seek to take up opportunities to further their own knowledge and skills.

We are committed to inclusion, believing that every child has the right to succeed. We take ownership of the responsibility to ensure that any barriers to learning are overcome and that *all* children experience success.

Our parents and community are key partners and we are committed to working together to sustain a strong sense of community, promote educational achievement, raise children's self-esteem and a sense of pride in every individual.

Yasmin Hassan

Meet the Key Stage 2 Staff

Head of Primary - Mike Bainbridge - michael.b@ebis-cordia.net

Head of Key Stage 2 - Yasmin Hassan - Yasmin.h@ebis-cordia.net

Key Stage Assistant - May Hafez - may.m@ebis-cordia.net

Pastoral Manager - Rania Mahmoud - rania.ma@ebis-cordia.net

Class	Teacher	Co-Teacher	Room Number
3A	Rusel Alasady	Soha Amr	201
3B	Lina Shokry HOY	RehamReda	202
3C	Mona Hosni	HebaHamza	204
3D	Aya Gamal	Juliet ZuhairJaoni	205
3E	Samah Hassan	Noura Mohamed	301
4A	Sara ElKurdi	AmalHany	314
4B	Gehane ElEtreby HOY	Yasmine Hamdy	312
4C	Menna Ghanem	Christina YoussryAyad	307
4D	Soha Sadek	RandaAmr	304
4E	Laila ElKouny	Nada Amr	302
4F	Nadia Sabra	Nihal Kamal	305
5A	Lamia El Badry	Omnia Mohamed	318
5B	Marwah ElKalban HOY	Dina Ali Kandil	319
5C	Yossra Hamza	Rehab Sultan	317
5D	Rana ElDars	Engy Ali Kandil	313
5E	Heba Bassioni	Reham El Kholy	316
5F	Passant Abdel Razek	Rana Kamal	226
6A	Hoda Said	Mai Wagdy	225
6B	Marianne Shakour HOY	Omnia Mohamed	228
6C	Yves Joli	Rania Makram	231
6D	Amira Saad	Monika Medhat	233

The Key Stage 2 Library!



Key Stage 2 pupils get the opportunity to learn in an environment that is fun and engaging. The new addition of our learning zone and library has been a real hit with the pupils. The library boasts a 'Superhero' theme with colourful decoration. The learning zone is an open space with 10 laptops and 60 tablets, which teachers can use to enhance their lessons. Pupils have an allocated slot to visit the library each week but both teachers and pupils are encouraged to use it whenever it is available. Books in the library cover both fiction and non-fiction genres. Pupils can choose these books to take home as and when they wish. Our library is managed by our fantastic librarian Ms Rania who helps to bring our storybooks to life.





SECTION 1: THE CURRICULUM

The Key Stage 2 department follows the British National Curriculum Core subjects in English, Mathematics, Science and ICT along with the Foundation subjects of Art, Geography, History, Music, Physical Education and Design Technology. In addition to this, Islamic studies/ Christianity, Arabic and Egyptian Social Studies are an important part of the curriculum and given appropriate emphasis as required by the Egyptian Ministry of Education. Pupils also follow a course of Personal, Social and Health Education materials (SEAL).

The content of the curriculum is regularly reviewed and discussed to ensure that we are always up to date with changes in the curriculum and to ensure the best quality education is delivered to our students.

ENGLISH

All Children have at least 1 lesson of English teaching every day. English is increasingly linked to learning in other subjects. Language development covers the following areas:

- Reading
- Spelling/Phonics
- Handwriting
- Speaking and listening
- Writing

Reading

We expect all our children to become confident readers and to enjoy reading for entertainment, for interest and for information. A guided reading session is timetabled daily, to ensure pupils develop their skills in fluency and comprehension. Pupils will use a variety of techniques and materials to achieve this.

Pupils will have books sent home with them every week; a free reader book that they choose from the library and a book from the Reading Scheme, chosen depending on their reading age. Time will be allocated during the week for your child to read individually and their achievements will be recorded in the Reading record book. The Reading record book must be brought to and from school daily. It is the parental responsibility to listen to your child read at least once a

week. This must be recorded in the book. The child will not change their book if the teacher feels that they have not gained enough understanding. Teachers have the right to ask the child to re-read a book already taken home. Teachers will not let the child change his/ her book if it has not been recorded that they have read part of the book at home. Inside the Reading Record Book, you will find ideas for discussion when reading with your child.

Writing and Spelling

The children will learn to write for a range of purposes, with accurate spelling, punctuation and grammar. Writing will be a main focus daily; however a longer writing piece will be assessed half termly, taking into consideration the level of VCOP used.

Children will follow the Read Write Inc Get Spelling programme. They will complete daily spelling activities related to the grapheme of the week.

Additionally, handwriting is very important in the curriculum and children will be taught to form letters in a clear and legible style. A cursive handwriting scheme will be implemented throughout the school and pupils can earn a 'pen license' when the teacher feels they are ready to use this consistently.

Speaking and listening

During their time in Primary, pupils will build on their language skills brought from home. Together, we aim to provide an environment where they should speak with confidence, clarity and fluency. Activities will be planned for throughout the english lesson and also in other subjects. Activities could include debates, role plays and discussions. There will be opportunities during the year for children to develop their speaking skills in assemblies and concerts. The children will develop skills to ensure they are critical thinkers and good listeners.

In addition, this year we will be extending the use of Read, Write Inc throughout the school following extensive training throughout our induction week. The following summary information about the scheme will hopefully prove helpful:

Read Write Inc. Phonics

Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. RWI was developed by Ruth Miskin.



How will RWI phonics be taught ?

All children are assessed regularly so they work with children at the same level (streaming).

In Reception and Key Stage 1

All children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts - see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Talking

The children

- work in pairs so that they:
 - ✓ answer every question
 - ✓ practise every activity with their partner
 - ✓ take turns in talking and reading to each other
 - ✓ develop ambitious vocabulary

As children progress to higher stages:

Children will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last 50 minutes. Once children become fluent speedy readers they will move on to Year 2 RWI Literacy and Language.

Read Write Inc. Literacy and Language

Read Write Inc. Literacy and Language is a complete literacy programme for fluent readers - all children in Years 2 to Year 6 read, write and discuss texts with maturity. The programme is totally aligned to the new National Curriculum in a fun and meaningful way.



Literacy and Language:

- ✓ Gives every child a deep understanding of what they read using the special 'three

- reads' approach
- ✓ Fully prepares every child for writing using a planning, drafting and revising method
 - ✓ Teaches grammar in context so that children can apply it seamlessly in their own writing
 - ✓ Supports the grammar and punctuation aspects of the Key Stage 1 and 2 tests
 - ✓ Includes practice tests to build confidence prior to statutory assessment
 - ✓ Creates articulate speakers where children justify their answers and learn how to debate.

Read Write Inc. Spelling

As part of our commitment to continually improving standards and attainment for all children we have implemented the Read, Write, Inc Spelling programme to boost standards in writing, grammar and spelling.

Read Write Inc. Spelling is for children in Years 2 to 6 and embeds the national curriculum spelling skills using direct teaching in short, daily spelling sessions. The programme has already proved effective in schools nationwide and we are excited to provide our children with a new and motivating approach to spelling.

The children take part in daily, bite-sized lessons that build knowledge cumulatively. Three friendly aliens introduce the spelling rules on an exciting online spelling planet. There is a lot of emphasis placed on partner and oral work to ensure children fully grasp the spelling concepts. The children also have their own practice book that provides a range of activities to enhance understanding. Any errors or misconceptions are logged in the children's personal log books so that these can be practised at other times and also taken home for additional practice. The programme also provides teachers with the opportunity to assess progress each half term and ensure children are understanding the spelling rules and filling the gaps in their knowledge.

The programme was written by Ruth Miskin who is one of the UK's leading authorities on how to teach children to read



MATHS

The Key Stage 2 department aims to develop the children's mathematical skills, knowledge and confidence within the framework of the National Curriculum. The curriculum consists of:

- Number and Algebra
- shape, space and measures
- Handling Data

These areas do not stand alone and children are taught to see links between each area, using and applying previous skills in real life contexts. In the new curriculum, pupils are encouraged to use skills of problem solving and reasoning. There will be numerous occasions for maths investigations to be carried out.

An overview of the areas are as follows:

- **Number and Algebra:** Classifying, matching, comparing and ordering. Decimals, fractions and percentages are also taught in later year groups. Algebra is covered at all levels, looking at patterns, sequences, rules and properties, variables and equations.
- **Shape, space and measures:** This area explores spatial awareness, looking at 2d and 3d shapes, symmetry, lines and angles. The measures units will look at length, area, weight, capacity, time and money.
- **Handling Data:** This includes graphing, pictograms, and being able to record and interpret data in a real life context.

We encourage pupils to develop their mental maths skills. Quick recall of basic number facts and multiplication tables will prepare students for the maths lesson.

SCIENCE

The science teaching at EBIS follows the National Curriculum guidelines.

We aim to ensure that all pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We develop their understanding of the nature, processes and methods of science, through different types of science enquiries that help them to answer scientific questions about the world around them. We aim to equip them with the scientific knowledge required to understand the uses and implications of science, today and in the future.

HISTORY

The history teaching at EBIS aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They will 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 non-European societies; achievements and follies of mankind.

They will 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. Children will 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.

GEOGRAPHY

The teaching of 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.

Pupils will 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 Children will 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).

Children will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

SEAL

EBIS believes that children should fulfil their full potential whilst learning. Our PSHE lessons are conducted by staff weekly. They are delivered through the SEAL framework. Weekly SEAL assemblies are delivered and the themes for each half term are integrated into the daily life in Primary.

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to:

- Be effective and successful learners;
- Make and sustain friendships;
- Deal with and resolve conflict effectively and fairly;
- Solve problems with others or by themselves;
- Manage strong feelings such as frustration, anger and anxiety;
- Be able to promote calm and optimistic states that promote the achievement of goals;
- Recover from setbacks and persist in the face of difficulties;
- Work and play cooperatively;
- Compete fairly and win and lose with dignity and respect for competitors;
- Recognise and stand up for their rights and the rights of others;
- Understand and value the differences and commonalities between people, respecting the
- Right of others to have beliefs and values different from their own.

MODERN FOREIGN LANGUAGES

At EBIS we teach French and German and aim to make language learning fun and accessible to all. Pupils learn to talk about themselves, their families, their pets and where they live. They develop

the ability to count competently, act out various role plays and hold a lengthy conversation. In year 6, the emphasis is still on oral skills, although writing, reading and listening skills begin to play a more important part in the curriculum.

ART

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

I.C.T

In Key Stage 2, the curriculum aims to help children develop the skills to:

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

DESIGN AND TECHNOLOGY

When designing and making, pupils are taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products, evaluate their ideas and products against design criteria

P.E

All pupils are given the opportunity to access a broad, exciting and high quality curriculum delivered by PE specialist staff. All pupils are given access to major team games, gymnastics, athletics, dance and health and fitness units of work. In swimming lessons, we aim to increase water confidence, develop strokes and improve water safety skills.

Pupils receive two lessons of PE each week and are actively encouraged to extend this time by participating in the wide variety of extracurricular activities on offer. The programme of study is progressive, allowing pupils to build on skills and knowledge every year.

MUSIC

During music lessons, pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

GLOBAL PERSPECTIVES

Global Perspectives is an EBIS course designed to give students the knowledge, skills, and values to be successful global citizens. This class will encourage students to think critically about global issues, and will help develop students' research and problem solving skills. Students will investigate current global challenges, such as global warming, migration, and inequality, and will be given the chance to brainstorm, create, and enact their own solutions. In tackling modern issues through individual projects and community service initiatives, students will develop essential core values of leadership, volunteering, and active citizenship. Global Perspectives will give your child the tools and support to make a positive impact in their local communities while building the knowledge and skills necessary to become future global leaders.

EXTRA CURRICULAR CLUBS

The school offers a variety of activities after school, at different times of the year. Some activities run by school staff and others by external agencies. Letters are sent out via portal at the beginning of each term to provide parents and children with details.

HOMEWORK

We believe that homework can be of benefit to children and helps to develop parental involvement in the education of their children. Homework is given in line with national guidelines and children are encouraged to complete homework set by the due date. Homework is set according to the age and ability of the child.

For all year groups, homework will be sent on Wednesday to be returned by the Sunday. The amount of homework given will depend on the age of the child. The homework will be consolidation of skills taught in class. A brief newsletter will be sent home to parents each Thursday to explain key objectives covered that week.

ASSESSMENTS

Assessment is an important part of your child's learning journey.

Assessment is implemented in a series of ways. There are formative and summative types of assessment. Formative is through observations of the children and questioning. Summative are the formal assessments that happen weekly and termly.

Numeracy is assessed through Abacus. The children sit two tests, arithmetic and problem solving. The arithmetic assesses the children's ability to use their methods to answer questions. The problem solving paper is for using and applying the basic skills learned. Both are marked using a scale which determines whether a child is working at less, expected or more than expected progress.

Science, Writing, Comprehension and Spelling/Grammar will be assessed termly. Reading will be ongoing teacher assessment.

The Arabic Studies subjects will also have the Ministry of Education examinations.

Assessment results are reported to parents as and when needed.

Taking time off on days prior to End of Term Exams damages progress in other subjects and is not accepted by the school. Teachers are under no obligation to allow pupils to sit tests early due to travel.

Birthday Celebrations

We enjoy celebrating a child's birthday; however for various reasons, including medical. It is requested that, if your child should wish to celebrate his/ her birthday, that they bring either CUPCAKES or MUFFINS only to share with the class. No party bags, sweets, party poppers, balloons etc. should be supplied.

Teachers must be informed via the Parental Portal at least three days in advance. Kindly note, we allow children to distribute party invitations; however please do not hand out in class unless there is one for every class member. Teachers should not be put in the position of explaining to some children why they are not invited to a particular party.

School Trips

Pupils go out educational visits during term time. At the beginning of the academic year a letter and a parent consent is sent to the parents via the portal explaining the purpose of each visit, requesting parental authority and payment for all the trips at once.

The detailed arrangements and organisation of all school trips are vetted carefully. A high staff: pupil ratio is guaranteed and Risk Assessments are undertaken. In case of cancellation, a written note should be sent via the portal. The trip cost will be charged if no show on the trip day. NON PARTICIPANTS are requested to stay home on the trip day.

SECTION 2:

SCHOOL POLICIES AND PROCEDURE

KEY STAGE 2 SCHOOL DAY *Please note changes to the timetable*

Years 3 and 4

07:30 - 7:45	Buses etc. Arrive
07:45 - 8:10	Flag & registration
08:10 - 08:35	Guided reading
08:35 - 09:25	Lesson 1
09:25 - 10.15	Lesson 2
10.15-10.40	Morning Break
10:40 - 11.30	Lesson 3
11:30 - 12:20	Lesson 4
12.20 - 12:45	Lunch Break
12:45 - 13:35	Lesson 5
13:35 - 14:25	Lesson 6
14:25 - 15:10	Lesson 7
15:05 - 15:10	Pack up
15:10 - 15:25	Buses etc. Depart

KEY STAGE 2 SCHOOL DAY

Years 5 and 6

07:30 - 7:45	Buses etc. Arrive
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07:45 - 8:10	Flag & registration
08:10 - 08:35	Guided reading
08:35 - 09:25	Lesson 1
09:25 - 10.15	Lesson 2
10:15 - 11.05	Lesson 3
11:05 - 11:30	Morning Break
11:30 - 12:20	Lesson 4
12:20 - 13:10	Lesson 5
13:10 - 13:35	Lunch Break
13:35 - 14:25	Lesson 6
14:25 - 15:10	Lesson 7
15:05 - 15:10	Pack up
15:10 - 15:25	Buses etc. Depart

Pupils arriving to school

Children should be at school by 7:50 am latest. Gate children arrive at **Gate 1 ONLY**.

At the End of the Day:

Going Home by Car

Children travelling by **car** must be collected at 3.10 p.m. **sharp**. Children are to be collected using the same gate. The Children will be walked to the gate by their Co-Teachers. Parents are kindly requested to present their gate pass to the member of the security team standing on the gate and he will call out the children one at a time.

***Gate passes:** 2 gate passes have been provided to each gate child. One is for the **designated person** who usually collects the child (parent/driver/relative) and the other one for **someone coming in the absence of the designated person**. ***Should your child, one day, be collected by anyone other than the designated person, YOU MUST inform the Class Teacher and give that person the second gate pass to show it to the teacher **Please, be aware that your child will NOT BE ALLOWED to leave the school premises with anyone, unless they are the known designated person who has the gate pass and can present it to the class teacher or, in his/her absence, someone who has been mentioned in the Link Book AND has the second gate pass.**

Going Home By BUS

At 2.55 Bus Matrons will start collecting their passengers and proceed to the buses. On the buses the matrons are in charge and are responsible for your child's well-being. They are to be obeyed and treated with respect as they have an important job to do in ensuring that bus journeys are safe. Students are also expected to be polite to any member of the school's staff who uses the bus with them.

- Only water is to be consumed on the buses.
- No litter should be left on the buses, or dropped from the windows.
- Certain types of toys such as yo-yo are unsafe and should not be given to children to go to school.

Whilst on the bus, students are expected to sit down and remain seated for the whole journey. Seat belts should be worn at all times. Silly, rude or dangerous behaviour on the bus will be dealt with by the Transportation Supervisor in consultation with the KS2 Manager, and could lead to students being suspended from using the bus. If students cause any damage, parents will be asked to pay for it.

If you wish to change the transportation arrangements for your child either for one day, or longer, you should inform the Class Teacher via portal and also the **transportation office**. You will be required to sign a form if you collect your child who normally is on the bus.

CONTACTING THE SCHOOL AND COMPLAINTS PROCEDURE

Complaint reason	Person dealing with Complaint	Method of complaint
Personal, social, health matters and homework.	Class teacher/ co- teacher	Note to teacher via portal
Buses	Mr Tarek	01000084847
Change of travel, emergencies and general enquiries	KS2 Office- Ms. May Hafez	may.m@ebis-cordia.net 01159888878
Behaviour/detentions	Ms . Rania Mahmoud Ms. Sahar Badawi	rania.ma@ebis-cordia.net Sahar.s@ebis-cordia.net 01123055110
School www.isc.edu.eg	5th Urban District, ElBanafseg Zone	16472

	Area 1 New Cairo City Cairo Egypt	01000084844
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CHANGES OF TRANSPORTATION

The schools need to be advised of any change of transportation before 10am of the day in which the changes are required. Parents need to inform the school either through the portal or by phoning the Key Stage 2 office. Informing the bus matron is not sufficient. If the child is going home with another child by car, both parents need to give consent by phone.

ABSENCE FROM SCHOOL

All EBIS children are required to attend full-time. Parents are requested to apply to the Key Stage Head via portal for permission to take children out of school for holidays, medical appointments, family occasions etc.

Parents are strongly encouraged to try to restrict their holiday arrangements to holiday times rather than term time. Parents should also notify the school via portal if their child is unable to attend due to illness or other emergency.

Parents are requested not to send their child to school when they are suffering from an illness or infectious condition. Parents should consider carefully whether children receiving medicines, such as antibiotics, are well enough to attend school. Parents should ensure that any medicines to be given at the school are properly labelled with the pupil's name, dosage and time required. Medicines cannot be administered without written instructions from the parent. The doctor will be informed and then administer any medicines. Parents should inform the school if their child has an infectious/ contagious condition.

We have a detailed record of the reasons for children's absence. Parents receive notification if their child's attendance falls below 90%

ILLNESS AND MEDICATION

When children become ill during school time it is our policy to send them home at once whenever possible. Parents are telephoned and asked to make arrangements for the collection of the child. Please do not send your child back to school until they are well and until 48 hours have passed in the case of sickness, diarrhoea and other contagious viruses. Please inform the school via portal of any relevant medical condition from which your child suffers (asthma, allergies, etc). Please ensure all medications are in date.

LOST PROPERTY

Valuable items found in school are left with the Key Stage 2 Assistant, Ms May. If your child has lost an article of clothing, etc, please begin by looking in these boxes. **IT IS VERY IMPORTANT THAT ALL CLOTHING IS CLEARLY MARKED WITH YOUR CHILD'S NAME AND CLASS.**

MONEY

Money for lunch should not exceed 50LE per day and is the responsibility of the child.

UNIFORM AND GENERAL APPEARANCE

All the items you need, can be purchased from the EBIS Uniform shop, located at the school. Please label all uniform, including your P.E kit.

Make sure that you ask for the correct uniform items and check the size.

Below is a list of Summer and Winter items:

Summer

White EBIS Polo shirt
Boys Navy blue short/ trouser
Girls Navy skirt short.

Winter

White EBIS long sleeved polo shirt
Navy blue trousers
Navy blue hooded top
Navy blue jacket
Navy blue jumper
Plain navy blue or white tights for girls.

Footwear must only be black with no coloured laces/ logos. Shoes must be smart leather. Trainers that are white or black can only be worn on P.E days. Please refrain from wearing trainers on non P.E days. NO COLOURED TRAINERS WILL BE WORN ON ANY DAYS.

Uniform slips will be issued for children without the correct footwear.

Notes

Hair should be tied back at all times. Boys must keep their hair short. Veils should be blue or white only. Your uniform must be clean and in good repair.

P.E Kit

EBIS white PE t- shirt (short sleeves or long sleeves)

Navy blue track pants/ shorts
White or Black training shoes (no coloured trainers)
EBIS sweatshirt (winter only)

YOUR PE KIT IS NOT PART OF YOUR EVERYDAY UNIFORM AND MUST ONLY BE WORN ON THE DAY YOU HAVE A P.E LESSON.

Reminders!

No make-up
No nail polish
No dyed / or braided hair
No non-uniform clothing.

A slip will be sent home if your child is wearing an item which does not match the EBIS standards of clothing.

KEY STAGE 2 EQUIPMENT LIST

These are the absolute minimum requirements for everyday study.

- Two pencils
- Two pens (blue)
- pencil sharpener
- ruler
- rubber
- protractor
- scissors
- coloured pencils
- crayons
- markers
- 3 highlighters of different colours
- glue stick
- compass (Years 5 and 6)
- calculator (Years 5 and 6)
- 2 whiteboard pens
- post it notes
- 1 purple pencil for self-assessment
- 1 purple pen for self-assessment
- 1 A3 Red zip folder (homework)
- 1 A4 Orange zip folder (reading)
- 1 A4 Blue zip folder (Arabic)
- 1 A4 Yellow zip folder (Religion)
- 1A4 Green zip folder (Egyptian Social Studies)

- 1A4 Purple zip folder (French / German)
- 1A4 Transparent zip folder (Library book)

All items must be clearly labelled with your name and class.

SCHOOL MEALS

The school has its own catering service. Dishes and sandwiches are prepared in a traditional manner from high quality ingredients. They are delivered to the school daily. This allows us to offer the children a great choice. Meals are served in the canteen. Children can sit with their friends inside the canteen or outside under a shelter. Lunchtime supervisors help children during lunchtime and supervise safe play.

If pupils are provided with a packed lunch, then all lunchboxes must be clearly marked with the child's name and class. We encourage healthy eating by asking that lunch boxes do not contain sweets or fizzy drinks.

REPORTING ON PUPIL PROGRESS

The progress and achievement of each child is carefully monitored and parents are informed regularly. Parents are informed of their child's progress through reports and Parent-Teacher days.

REPORTS

Reports are written twice during the year. This will include your child's academic performance and progress made.

PARENT TEACHER CONSULTATION MEETINGS

In addition to regular assessments and reports, there are opportunities during the year for parents to meet staff to discuss their child's progress. Parents have the opportunity of meeting teaching staff in a formal setting during the Autumn and Summer term. There is time for a short conversation at these Parent Consultations and opportunity for parents to ask any questions. Members of staff are happy to oblige if a matter requires a longer discussion, or parents request an alternative meeting.

PHOTOGRAPHS

The school photographer visits each year in the autumn term to take individual photographs, and class photographs. Other photographs and video recordings of school events may be taken as part of the school's record of its work. A letter will be sent via portal at the beginning of the term if parents wish for their child photo not to be used as class displays etc.

FIRE DRILLS

These are held during each half term, usually with no warning to staff or pupils. Everyone is expected to leave the building quickly, sensibly and in silence, and assemble in their nominated position. Notices showing the routes to all fire exits are placed in each room.

PARKING

Parking around school at the beginning and end of the day is always a problem. We would kindly ask parents to park safely near Gate 1 and to drive slowly in this area as there are children about. Gate children need to be dropped off and picked up ONLY at Gate 1. Please also respect the people living close to the school.

SCHOOL CLOSURE

School would only ever be closed, other than designated holiday times, due to an emergency or extreme weather conditions. Should this be the case, announcements would be made via portal from the Key Stage office in the case of children using cars or by the bus matron for those using the bus. If an emergency is expected a day or a few days beforehand, parents should expect a message via portal.

Rewards and Sanctions Policy

Rewards

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement, and should be given when:

- It is above the standard for that group (form, year, key stage, school).
- It is above the standard for that pupil.
- It is of a consistently good standard - this one often gets missed.

Types of reward include:

Positive comments in class and/or reinforcement at end of lesson;

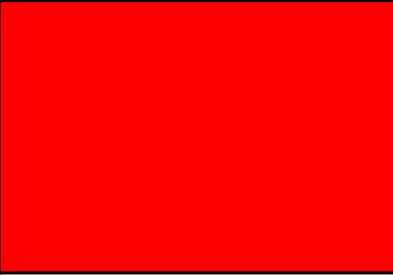
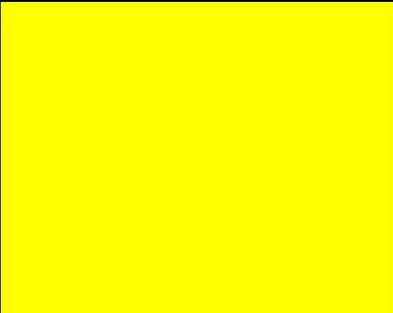
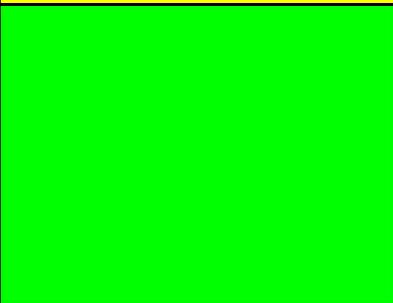
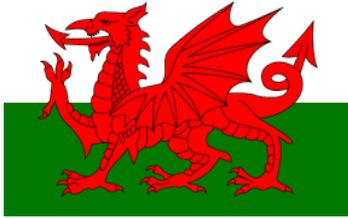
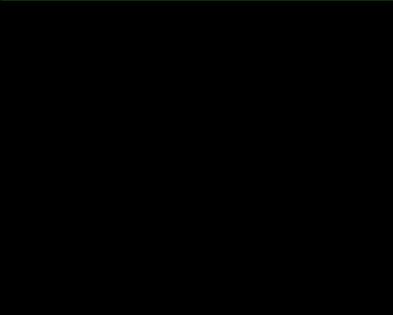
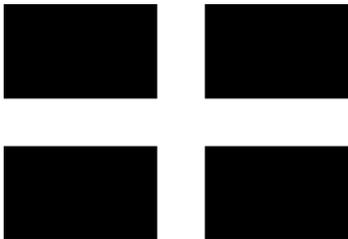
- Using the portal - this is a way of letting both teacher and parents know.
- Positive referral - this can be to the pupil's Teacher, Head of Year, Head of Key Stage, Head of Primary or Principal.
- A letter home to parents via portal.
- Parents' Evenings - use these as a means of praising where appropriate.
- Key Stage or whole school assemblies where children are awarded certificates for outstanding personal achievements, either academically or socially, and are recorded in the students' file as a permanent record of their achievements.

House Points:

Pupils belong to 6 houses. House points are an excellent way of rewarding children and are a fair representation of effort and behaviour. The house point system is as follows:

- Children are given house points as a reward for outstanding effort or behaviour. Teacher stamp a star on their merit cards. House points can be awarded for extra work, behaviour, class contributions, line behaviour and role models etc... (maximum 2 house points per class teacher)
- The children are rewarded additionally when they reach certain markers. When they children reach 20, 50, 100 and 200 points they are rewarded with a generous prize.

House System - British Castles:

Name of House	House Colour	House Crest	House Flag
Windsor			
Tower of London			
Edinburgh			
Stormont			
Cardiff			
Tintagel			

Our Key Stage 2 Golden Rules

- We are gentle - We do not hurt others
- We are kind and helpful - we do not hurt anybody's feelings
- We listen - We do not shout out
- We are honest - We do not cover up the truth
- We work hard - We do not waste our own or other's time
- We look after property - we do not waste or damage things

Sanctions

The school has agreed standards of behaviour with pupils and parents because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. Pupils do not always conform to these agreed standards and a system of sanctions is therefore required.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- Below the standard expected by the school.
- Below the standard of that pupil.
- Of a consistently poor standard.

We will try and avoid:

- Negative comments - especially about the person
- Punishing a whole group
- Inconsistency and bias
- Threatening and not carrying through those threats
- Imposing excessive sanctions

- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment

All negative behaviour will result in an incident form being sent via portal.

What sanctions can we use?

- Make our disapproval clear - by a look, by talking to the student, by showing our disapproval in front of others.
- Insisting that work is repeated/completed or that extra work is done.
- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Referral to the Time Out Zone, pupils can be sent here during any stage of the behaviour policy. It is an opportunity for pupils to have some quiet reflection time away from their peers.
- Loss of Privilege- if this is felt by the Head of Key Stage to be an appropriate sanction.
- Meet with pupil and Head of Year to discuss conduct and agree the way forward.
- Break-time detention.
- Pupil referred to / Head of Year/ Head of Key Stage/ Head of Primary.
- Behaviour management contracts with referral to the behaviour counsellor.
- After school detentions
- Suspension (Internal or external.)

The Pastoral Office.

The Pastoral office is a peaceful and tranquil place for pupils to reflect on their negative behaviour. If pupils are disrupting the lesson for any reason, the teacher may give the pupil a Time Out pass. The pupil will be sent to the Pastoral Office where they will be met by our Pastoral Care assistant. They will issue the pupil with a behaviour slip

via engage and give them an opportunity to sit and reflect on their behaviour. They will be asked to think about the consequences of their actions and put steps in place as to not visit again. The pupil may stay in the Pastoral office for different periods of time dependant on the issue. Children may visit until calm or until a lesson has finished. A log will be kept along with reasons for entering. If the child has been in the Pastoral Office, this will be communicated to parents via engage. The office may also be used for lunch/ break detentions if staff are on duty along with internal suspensions. If a child visits the office one on numerous occasions, Ms Rania may contact parents to discuss next steps.

Suspension

Where suspension is given, a meeting will be called with parents, Head of Key Stage, Pastoral Manager and class teacher.

Suspension will be given if there is:

- Physical aggression including fighting.
- Severe and persistent bullying (including Cyber bullying).
- Serious physical or verbal abuse towards pupils or staff.

Forbidden items

- Dangerous items such as Swiss Army Knives, starter guns and fireworks.
- Jewellery (except for one small pair of stud earrings and a wristwatch)
- Make up or nail polish
- Chewing gum
- Mobile phones

Electronic devices

Electronic devices including mobile phones are **not** to be brought to school. If you do not follow these rules, your device will be confiscated, locked away and your parents will be called to collect it. All other emergency calls to and from home must be made through the Key Stage office. The school accepts no responsibility for valuables which are lost or damaged.

