

EtonHouse®

Kindergarten

Mission Statement

"To provide quality, inquiry-based education that allows each learner to reach their full and unique potential within a caring setting that celebrates its cultural and linguistic diversity"

Parent Handbook

EtonHouse International School is committed to the pursuit of excellence and leadership in educational services and practice.

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PRINCIPAL'S WELCOME



Dear Parents,

EtonHouse International School offers a unique multicultural learning environment for children and everyone is offered the opportunity to achieve their full potential with the support of our highly qualified and trained staff. All the teachers are experienced in their respective academic fields and are passionate about encouraging students to be creative lifelong learners.

To create a truly global perspective, an inner vision of it must first be built from within. Our Play and concept-based curriculum allows learners to reach their full unique potential within a global context of cultural and linguistic diversity. As Principal of EtonHouse International School, I will be working to provide cohesion and continuity throughout our programs and to oversee the creation of a warm, engaging and thoughtfully prepared learning environment for all. At EtonHouse International School, we focus not only on developing the school but also on building relationships with staff, students, and parents within the community.

At EtonHouse International School, we are committed to inspiring children to learn how to take responsibility for their own learning. We would like to instill the importance of life-long learning in each and every child who comes through our doors. We are devoted to building a community with parents, students, and staff. I welcome parent involvement and believe communication between the school and parents is the key to success. I look forward to creating a positive and productive partnership between home and school.

Warmest Regards,

Carol Pedersen
Executive Principal

EtonHouse International School Vision:

EtonHouse International School is committed to the pursuit of excellence and leadership in educational services and practice.

Mission:

To provide quality, inquiry-based education that allows each learner to reach their full and unique potential within a caring and committed international setting that celebrates its cultural and linguistic diversity. We will empower each individual to be an enthusiastic lifelong learner and a confident global citizen of the future.

EtonHouse International School will meet its vision through:

- ◆ Empowering each individual to be enthusiastic life long learners and confident global citizens of the future
- ◆ A curriculum focused on pedagogical integrity and research based best practice
- ◆ Acknowledging and responding to each learner's potential
- ◆ An authentic partnership with families and community
- ◆ Continuous evaluation, improvement and quality assurance across the organization

Image of the Child:

At EtonHouse International School , we see children as active, curious, enthusiastic and capable human beings. We see them as able to convey complex ideas, to form strong relationships and to feel deeply. We see each child as a unique individual; with ideas, wishes, hopes and preferences that that deserve to be respected and nurtured.

We see children as constructors of their own learning, as constant discoverers of themselves, others and the environment. We believe that what they experience everyday helps to shape their idea of the world and how it works.

We believe that children express their ideas, needs and feelings in multiple ways and that our role as educators is to recognize, observe, bring out and challenge those characteristics.

Image of the Educator

- ◆ Collaborative
- ◆ Communicator
- ◆ Open Minded
- ◆ Life Long Learner
- ◆ Respectful
- ◆ Reflective

Community

There is a distinctively warm community feel that is unique to each EtonHouse International School School globally. Every teacher knows every student. This translates into an environment where your children feel valued in the classroom and also within the school community. Learning is differentiated to cater to the unique interests, abilities, and learning styles of each student. Your children are encouraged to become independent and self-motivated learners in an environment that is safe, inviting and challenging at the same time.

EtonHouse International School is a community of learners who embrace the Image of the Child philosophy. We respect every child as a curious, communicative, capable, confident and respected individual. Recognizing a sense of wonder defines every child's attitude towards learning.

Philosophy

Every student has a right to an academically rigorous education that allows them to reach their full potential. Here, students feel both academically challenged and supported by a learning rich environment that is safe, nurturing and enriching.

Our teachers are aware of each student's emotional, social, psychological, and physical development as well as their cognitive growth. They provide a motivational framework for each learning opportunity. We view parents and community members as partners who play an integral part in the educational process. The active participation of parents provides a rich, multicultural experiences for students.

Our programme incorporates auditory, visual and kinaesthetic styles of learning. Technology is also integrated into learning experiences in a relevant and engaging manner. Individual, small group and whole class learning happens spontaneously and both inquiry and teacher directed learning are valued.

An EtonHouse International School classroom is an inviting and safe place where students feel comfortable and develop a love of learning.

School Culture Statement

The Culture of EtonHouse International School is built on two main pillars:

1. Our concept of Who We Are (the type of people we want to be as individuals, as a group of people, as citizens);
2. Our Philosophy of Learning.

At EtonHouse International School, we are a respectful, principled and caring community, providing a collaborative, stimulating and challenging environment where inquiry, innovation and life-long learning are nurtured.

Outstanding Curriculum

At EtonHouse International School, your child will have access to a world-class international education. The curriculum is academically rigorous and provides a strong foundation in English, Mathematics and Languages. Based on the high standards of the British Curriculum and Mathematics and the Key Stages (UK Curriculum) for English, Science and Humanities, the programme will be delivered in the context of the units of the British National Curriculum. The British National Curriculum is a comprehensive curriculum with a clear process of learning and with specific learning goals for every subject for personal learning and international-mindedness. We have delivered our programme over the past two decades and it is a trusted programme of international education.

The programme of study is designed to incorporate opportunities for auditory, visual and kinesthetic, styles of learning. It is based on formative and summative assessment which supports differentiated learning in the classroom. Technology is integrated into the learning experiences, which provides opportunities for individual, small group and whole class.

Diverse Specialist Programmes

Our specialist lessons support classroom inquiries to ensure the holistic and integrated development of your children.

Primary Years Programme

In the Primary Years Programme the curriculum is organized around six transdisciplinary units of inquiry integrating the learning areas of:

- Language (English)
- Mathematics
- Physical Education
- Arts (Visual and Creative)
- Science
- Social Studies
- Arabic

Teachers provide parents with a curriculum overview which details the Units of Inquiry, learning content, specific outcomes to be addressed for the year and the strategies/skills that will be focused upon. Students explore traditional subject areas through integrated Units of Inquiry, organized around six transdisciplinary themes that provide the framework for the exploration of knowledge. Through the inquiry-based approach students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

By engaging in inquiry based units throughout the year, students become:

- Inquirers
- Thinkers
- Knowledgeable
- Caring
- Balanced
- Communicators
- Courageous
- Principled
- Open Minded
- Reflective

These attributes together are known as the 'Learner Profile'. Students explore integrated transdisciplinary Units of Inquiry. In Preschool (Kindergarten and Year 1), students explore a minimum of four Units of Inquiry per year, while from Year 2 to Year 6 students explore six Units of Inquiry per year.

Transdisciplinary Themes

- ⇒ Who we are
- ⇒ Where we are in place and time
- ⇒ How we express ourselves
- ⇒ How the world works
- ⇒ How we organize ourselves
- ⇒ Sharing the planet

Learner Profile

The International Baccalaureate has developed a learner profile with ten attributes that embodies their mission statement. We, as a candidate school, have embraced this learner profile as it aligns with our own mission statement and we believe it that, children that from a very young age are aware of their role in the community and that strive the attributes of the learner profile, will grow up to be the global citizens that our world needs.

The learner profile does not only apply to students, but to everyone involved in our learning community. Teachers, administrators and parents should active part in it too. Modeling and encouraging young students to demonstrate the attributes. The Learner Profile is embedded in everything we do in the school- academic or not- and it should be considered at the heart of our daily endeavor.

The 10 Attributes of the Learner Profile are:

Inquirers – They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable – They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers – They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators – They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled – They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded – They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of the other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring – They show empathy, compassion and respect toward the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers – They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced – They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Size matters

In an age when secondary schools have become vast institutions where connections are impersonal, departments segmented and territorial, and students get lost in the midst, EtonHouse International School puts our students front and centre. Our boutique size means a much lower teacher to student ratio than average, and that means your child will get the attention needed to excel. The result? Engaged, all-rounded learners and confident articulate world citizens.

Library Information

Classes from Early Years to Year 6 have a scheduled library lesson once a week where the students have the opportunity to borrow books. Each child will need to bring a library bag, provided by the school, on the day of their lesson in order to borrow. Children may only borrow once they have returned their previous book. Please assist your child in ensuring that books are kept in good condition and returned on time. Parents are responsible for replacing books that are damaged or lost.

Curriculum/Subject Overview

Art

Art allows your children to explore a range of artistic processes using both traditional approaches and contemporary platforms. Taking a more conceptual approach, our arts programme stimulates innovative and imaginative thinking.

Music

Our music programme is integrated into the mainstream curriculum to promote self-expression, intelligence and creativity. Through holistic music education, your children will explore traditional and exotic instruments while they themselves develop their music literacy, create music and use technology to produce music videos.

ICT

Our ICT programme is integrated into the curriculum allowing your children to develop communication and performance skills through coding, programming, multimedia, authoring and animation. With these digital tools, your children will be able to actively and effectively engage, create, collaborate, communicate and share their perspectives- lifelong skills that will support their education and their future careers.

Literacy

All students at EtonHouse International School will receive high-quality education in English which teaches students to speak and write fluently, so they can communicate their ideas and emotions to others. The English language curriculum at EtonHouse International School, based on the UK National Curriculum for English Language, falls into three categories. That is: **Spoken Language, Reading** and **Writing**. The aim of the curriculum is to give students a strong understanding of the spoken and written word. It also aims to develop in students a love of the written word by encouraging them to read widely for information and enjoyment. The curriculum for English aims to support students to:

- Read easily, fluently and with good understanding
- Develop the habit of reading for both
- Acquire an understanding of grammar and a widening vocabulary

- Write for range of contexts by adapting language, style purposes and audiences
- Use discussion in order to learn; elaborate and explain understandings and ideas as well as listening to others
- Develop competence in speaking and listening
- Make formal presentations

All students will experience a daily reading workshop, which focuses on developing student's competence in both dimensions. Early phonics is introduced in Nursery using the Jolly Phonics scheme. The students 1 hour English lesson which focuses on all of the above.

Our formal curriculum is enhanced through visiting authors and illustrators, as well as whole school events such as National Day, World Book Day and Spelling Quiz.

Language

EtonHouse International School offers programmes that provide a rich context for language learning. Couple that with our exploration of cultures through the lenses of the different languages, we provide a wonderful opportunity for your children to develop as international minded students.

Our programme will be offering Arabic. At EtonHouse International School we are proud of our language programmes for both native and non-native speakers as it gives all our children an opportunity to be able to communicate in our host nations language.

We will be following the Ministry of Education for Arabic and focus on speaking, listening, reading and writing. The curriculum is enhanced through units of work linked to learning about Bahrain and Arabic Heritage and Culture. We will be utilizing teaching themes and special events such as Bahrain National Day, Eid al Adha and an Arabic Reading Week in order to develop and broaden the range of learning experiences.

Math

Our mathematics curriculum aims to provide students with authentic knowledge that will prepare them for a productive life in the 21st Century. A strong understanding of mathematical concepts underpins many aspects of everyday life. It supports learning across curricula and develops the mind to think logically, abstractly, critically and creatively. We nurture mathematical independence, allowing time for thinking and encouraging discussion. Math is taught by the class teacher. Our Maths curriculum follows the Mathematics guidance in the Framework for the Early Years Foundation Stage. Our students are encouraged to develop and improve their skills in counting, understand and use numbers, calculate simple addition and subtraction problems and to describe shapes, space and measurement.

Aims

The overarching goal of the British National Mathematics Curriculum which is adapted for use at EtonHouse International School Bahrain is to ensure that all students are able to use mathematics in a way that serves them well in life. It equips students with the content strands of number and algebra, measurement, geometry, statistics and mathematical processes and is used across all strands of the curriculum. The curriculum for mathematics aims to enable students to:

- Develop positive attitude towards mathematics
- Acquire mathematical concept and skills for everyday use and continuous learning in mathematics.

- Build confidence and foster interest in Mathematics
- Using a wide range of teaching strategies to stimulate all students
- Fluent in fundamentals of Mathematics

Science

The teaching of science education provides a foundation for understanding the world and how it functions. Students think scientifically about essential elements such as the knowledge, methods, processes and uses of science. They build their basic knowledge and concepts in science, are able to develop their thinking for rational explanations and further develop a sense of excitement and curiosity about natural phenomena. They use scientific knowledge to explain what is occurring, predict how things will behave, analyze causes and understand outcomes. Science at EtonHouse International School aims to ensure that all students develop scientific knowledge and conceptual understanding through fun and exciting practical investigations.

Aims

The science curriculum at EtonHouse International School, based on the UK National Curriculum for Science, allows students to describe processes and characteristics of science in a common language and enables them to be familiar with, and use, technical terminology accurately and precisely. They may also build on an extended specialist vocabulary. Students are able to apply their mathematical knowledge to their understanding of science, by collecting, presenting and analyzing data. The science curriculum aims to ensure that all students:

- Understand the nature, processes and methods of science in order to work scientifically
- Describe processes and key characteristics in a common language
- Are familiar with, and use, technical terminology in correct context
- Build up a scientific vocabulary
- Apply mathematical knowledge to their understanding of science
- Ask questions and recognize that they can be answered in different ways
- Make observations
- Perform tests
- Identify and classify
- Gather and record data to help answer questions.

Social Studies

At EtonHouse International School, we inspire student's curiosity to know more about the past and equip students to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Our History curriculum in Nursery and Reception follows the Understanding the World guidance as in the Framework of the EYFS. This will involve students being able to talk about the past and present events in their own lives, and in the lives of family members. We encourage students to ask perceptive questions, think critically.

A social studies education inspires students to develop curiosity and fascination about the world and its people. Students expand their knowledge about places, people, resources and natural and human environments. Through their learned geographical knowledge, students grow their understanding and skills which support their understanding of how the Earth's features are shaped, interconnected and change over time while their historical knowledge leads to an understanding of humanity and how the world has evolved.

Geography

Our Geography curriculum follows the Understanding of the World guidance in the framework of the EYFS. Students will be involved in being able to make sense of their community through opportunities to find out about people, places and the environment. The students will follow the Geography Programmes of Study in the National Curriculum for England. Students will learn about diverse places, people, resources and natural and human environments.

Aims

The curriculum for social studies at EtonHouse International School International School is based on the UK National Curriculum for History and Geography, is very inclusive and aims to extend student's knowledge and understanding beyond their local surrounds to include the continents of the World. The curriculum includes:

- The position and significance of latitude, longitude, Equator, Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)
- An understand of geographical similarities and differences through the study of human and physical geography
- Physical geography, including climate zones, biological communities (Biomes) and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography,
- The use of maps, atlases, globes and a compass
- Fieldwork observations, measurement, recording and presenting the human and physical features in the local area
- Knowing the achievements of the earliest civilizations
- Students communicating information in a variety of ways, including through maps, numerical and quantitative skills and the written work

Arts and Design

Art, craft, and design education inspires and challenges students to extend their creativity across the disciplines of language, mathematics and science. It equips students with the confidence, knowledge and skills to experiment, invent and create their own works of art. Design and technology is a practical subject where students use creativity and imagination to solve real life problems. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. We ensure that high-quality art and design lessons engages, inspires, and challenges students, equipping them with the knowledge and skills to experiment, and create their own works of art, craft and design. Art is taught by the student's class teacher. Our Art curriculum in Nursery and Reception follows the Expressive Arts and Design Guidance in the framework of the EYFS. Students will be involved being able to explore and play with a wide range of media and materials. All students will have ample opportunities to produce creative work, exploring their ideas and recording their experiences in a variety of media.

Aims

At EtonHouse International School International School, the curriculum for the visual arts, based on the UK National Curriculum for Art and Design aims to ensure that all students are provided opportunities to express themselves in a safe learning environment to:

- Draw, paint, sculpt and use other art, craft and design techniques to create works of art
- Explore ideas, produce creative work, and record their experiences.
- Evaluate and analyze creative works using the language of art, craft and design
- Develop knowledge of great artists and designers and understand their impact on history.

Performing Arts

At EtonHouse International School International, we aim to inspire students to develop a love of music and the performing arts while encouraging an increase in self-confidence, creativity and sense of achievement. As students' progress, they should develop a critical engagement with music and the performing arts and a growing sense of self-awareness. We believe that music should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. Our students will develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. Our Music curriculum follows the Expressive Arts guidance in the Framework for the EYFS. Our will follow the Music Programme of Study in the National Curriculum for England and focus on the Elements of Music. Music is taught by the class teacher.

Aims

The curriculum for music and the performing arts at EtonHouse International School, based on the UK National Curriculum for music and the performing arts, aims to ensure that all students:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- Develop an understanding that music and performance comes from great authors, composers, and musicians
- Sing and to use their voices to create and compose music on their own and with others
- Understand and explore how music is created, produced and communicated
- Have the opportunity to learn a musical instrument both tuned and untuned
- Develop an understanding of pitch, tempo, timbre, texture, structure and appropriate musical notations.
- Learn to project their voices in a performance
- Use imagination to perform ad lib and to begin to write performances

Information Technology

A high-quality computing education equips students to not only use the computer for research and information but supports computational thinking and creativity. Computing does not necessarily stand alone as a subject but is taught and integrated across the curriculum including mathematics, science, and design and technology. It is another medium for students to express themselves and develop their ideas. We will provide a high – quality computing education which prepares students to use computational thinking and creativity to understand and change the world. Computing does have deep links with mathematics, science, and design and technology. Our ICT is taught by the class teacher. Our teachers are skilled users of IT and are keen to learn more. Our curriculum follows the Understanding of the World guidance in the Framework of the EYFS. It involves students being able to select and use technology for various purposes.

Aims

Our Information Computing Technology (ICT) programme is based on the UK National Curriculum. We provide opportunities for students to learn the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

We equip students with the IT skills to create programmes, systems and a range of content.

The curriculum aims to ensure that all students:

- Understand and apply the fundamental principles and concepts of computer science
- Analyze 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
- Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Become independent IT users
- Digital Literate

Physical Education

A high-quality physical education curriculum inspires all students to participate, have success and even excel in competitive sport and other physical activities within the programme. It provides opportunities for students to become physically competent and confident in order to support their health and fitness. The opportunity to participate in sports and other activities, builds character and helps students to understand values such as a sense of fair play, turn taking and respect. There are opportunities to compete in sport, team games and other activities building character and help them to embed values such as fairness and respect.

Our PE curriculum follows the Physical Development and Expressive Arts guidance in the Framework of the EYFS. Students develop fundamental movement skills and become increasingly competent in large and small movements and can confidently move in a range of ways. Our PE Programmes will follow the National Curriculum of England. Students will develop fundamental movement skills and become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance, and coordination, individually and with others.

Aims

Our curriculum for physical education is based on the National UK curriculum. We aim to ensure that all students:

- Engage with broad range of physical activities
- Develop competence in a broad range of physical activities
- Remain physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives
- Understands the difference between right and wrong
- Communicate needs and feelings
- Can play independently
- Compete and collaborate

Arabic and English as an Additional Language EAL Overview

Purpose of Study

Learning a language other than their own Mother Tongue allows students to develop an open-mindedness and understanding of a new culture, its heritage, and its cultural diversity. A high-quality language education promotes curiosity and deepens understanding of the world. Students express their ideas and thoughts in the language and understand and respond to its speakers, both in speech and in writing. It provides opportunities for them to communicate for practical purposes; learn new ways of thinking and read literature in the original language. Language teaching should provide the foundation for learning further languages too.

Aims

The curriculum for Arabic and English as an Additional Language (EAL) at EtonHouse International School International School, is based on the principles from the Ministry of Education Arabic Language and The UK National Curriculum for English. In learning a language other than their mother tongue the programme aims to ensure that students:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity
- Communicate what they want to say, through discussion and asking questions
- Improve the accuracy of their pronunciation and intonation
- Write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied
- Continue to respect and practice their own mother tongue to support understandings of the concept of language learning

Classroom Management

Student Behavior Management and Attitudes to Learning

At EtonHouse International School classroom management is based on 'positive guidance'. Positive guidance reflects our belief that children can understand the implications of their actions if supported by a caring and sensitive adult who attempts to understand and see the child's perspective.

Essential Agreements

At EtonHouse International School, it is important that behavior be managed successfully and positively. Teachers aim to create a safe environment through consistent clarification of expectations, roles, rights and responsibilities. They also endeavor to create a positive and orderly atmosphere where high-quality learning and teaching can take place.

In order to make children an active part of the decision making in the classroom and to help them become responsible and reflective of their own actions, each class establishes essential agreements at the beginning of the school year aligned with the principles of fairness, truth, equality and inclusion. The essential agreements are positive statements that indicate the expectations for harmonious and positive relationships between the members of the class. The essential agreements cannot be dictated by the teacher- that would defeat the purpose), but they are negotiated statements that all members of the class have accepted and understood.

The essential agreements will be communicated to parents through the communication book once they have been established and they will be displayed in the classroom throughout the year. Essential agreements are the main tool that teachers have for motivating students to have a responsible conducted in class.

Teachers use the attributes of the learner profile such as caring, principled and open-minded to motivated students to monitor their own behavior. Positive behavior at EtonHouse International School is **valued, praised, rewarded**, and used as an example to build upon. Each class has an action board in which children and teachers document and celebrate their positive actions.

Children will also reach agreements for the use of common areas in the school: lobby, hallway, playground and library. Parents and children are encouraged to follow these codes for good functioning and harmony in the school.

Routines and Structures

Routines and structures are the backbone of the functioning in the classroom. They give everyone in the classroom as sense of security and belonging. During the first few weeks of the school year, the first few weeks of the school year teachers work hard establishing these routines that will support the socialization and self-management skills of the children.

For children that are new to the school, we allow time for them to settle and to cope with separation from their parents. However, over time children find having regular timetable reassuring children to act independently and gain control over their surroundings. They save time and help avoid possible 'messy' situations. In every classroom, has established routines for the beginning and the end of the school year, transition periods, toilettes, sleep (where applicable) and tea/lunch time.

Behaviour Management Procedure

Reception and Primary students will establish a personal goal in an area in which they need improvement during the conference with their teachers. The teachers will work with the child to support his or her development of self-help, academic and social skills.

At the beginning of the school year, teachers and children make essential agreements that will allow them to develop a harmonious learning environment in which the attributes of the learner profile are put into action. Each child will have a personal sticker book in which they will receive a stickers or stamps when they follow they demonstrate with their actions and attitudes the attributes of the learner profile. The sticker book is personal and teachers shall not use it to make comparisons or foster completion amongst children.

The cooperation and consistency in codes of behaviours at school and home is fundamental for the positive development of the child. Teachers and parents must work in a partnership. Therefore, it is possible that, if the teaching team evaluates it convenient they will call parents to a conference to discuss the child's behaviour and together find possible causes and solutions.

Challenging Behaviour:

On occasions where a more structured approach is necessary to monitor the level of a child's behavior the following steps are taken:

- Teacher reminds the students of inappropriate choices. Discussions with student take place to support their behavior development
- Encouragement and positive reinforcement is consistently applied

- If necessary, a child who is struggling to follow with the essential agreements will be momentarily separated from the rest of the group until, he or she is calmed enough to express his feeling and needs. Teacher may decide to schedule an appointment with parents to gain more information about the child’s behavior and to set goals and actions for an intervention plan.

Attitudes: What do we want students to feel value and demonstrate?

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group. Attitudes to learning support our whole school culture and classroom environment.

Attitudes

Appreciation	Appreciating beauty of the world and its people
Commitment	Being committed to their own learning, persevering and showing self discipline and responsibility
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices
Cooperation	Cooperating, collaborating, and leading or following as the situation demands
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas
Curiosity	Being curious about the nature of learning and of the world, its people and cultures.
Empathy	Imaginatively projecting themselves into another’s situation in order to understand his/her thoughts, reasoning and emotions
Enthusiasm	Enjoy learning
Independence	Thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments
Respect	Respecting themselves, others and the world around them
Integrity	Having integrity and a firm sense of fairness and honesty
Tolerance	Being sensitive towards differences and diversity in the world and being responsive to the needs of others

Monitoring of Learning and Student Development

EtonHouse International School shall monitor the academic performances of the students and use the data collected to review its processes so as to continually provide high-quality educational services. It also reviews how the school monitors students’ development and takes appropriate actions for students who have not met required standards.

Assessment Overview

Assessments are an integral part of teaching and learning. All primary school students will be assessed using standardized tests in English, Mathematics and Arabic at the start of the school year in August/September.

In September and June standardized testing will help the teachers to understand individual as well as group needs in order to amend the programme of learning for the second half of the year. Regular formative assessments will be used as a reflective tool by the students and teachers to help scaffold learning as well as help students take ownership of their learning. Assessments are done during the class time as part of regular teaching and learning. Assessment practices can include pre-assessment, formative and/or summative assessments, along with diagnostic assessment if required. A range of strategies and tools are used to gather information about students' learning. These may include but not limited to regular observations, documentation and analyses of learning journeys through discussions, projects and/or other classroom work, written tests, portfolios etc.

Each topic or unit of inquiry will end with a summative assessment to determine the students' growth and understanding of the unit specific concepts, knowledge, skills and attitude. Action is an important component and students' action will be encouraged and celebrated as they apply their learning to meaningful contexts. Parents are encouraged to share actions taken at home by their children as a result of the learning, with the teachers. The students' learning journeys are shared with the parents through portfolios in Terms 2 and Term 3 Parent-teacher conference in Term 1, next steps in learning' reflection session in Term 2 and Student-led conference in Term 3. Progress reports are issued each Term. The teachers encourage parental involvement through review and reflect on their child's learning by encouraging discussions at home with the child. Teachers' fortnightly newsletters help parents develop an understanding of the class programme. It is vital to keep in mind that not all students may be at the same starting point in their learning journeys and the distance covered by the individuals is as important as the milestones reached.

Assessing, Documenting and Reporting

Teachers keep ongoing assessments and developmental observational checklists on each of their students.

Term One: Week of December: Initial reports, portfolios and parent conferences

Term Two: Week of March 29th- PowerPoint presentation and activities. Followed by a parent teacher conference.

Term Three: Week of June 21st- full reports followed by a portfolio review

Teachers are available to discuss the progress of your child at any time of the year, please make an appointment at a mutually convenient time with the class teacher. We use the Development Matters to make best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

Through the three prime areas of learning; personal, social and emotional development, communication and language; physical development. Along with four specific of learning: Literacy, Mathematics; Expressive Arts and Design and understanding the world.

The 7 different areas of learning and development in the **EYFS**.

- Communication and language development
- Physical development
- Personal, social and emotional development
- Literacy development
- Mathematics
- Understanding the world
- Expressive arts and design

The Early Learning Goals (ELGs) for children at the expected level of development being piloted include the following:

- Communication and language development
- Physical development
- Personal, social and emotional development
- Literacy development
- Mathematics
- Understanding the world
- Expressive arts and design

For Key stage One: Pupils' characteristics of effective learning are fostered throughout the learning opportunities as they are encouraged to play and explore, engage in active learning and to create and think critically. Through the three **prime areas of learning:** personal, social and emotional development; communication and language; and physical development. Along with four specific areas of learning: literacy; mathematics; expressive arts and design; and understanding the world.

The 7 different areas of learning and development in the **Key Stage One**.

- Communication and language development
- Physical development
- Personal, social and emotional development
- Literacy development
- Mathematics
- Understanding the world
- Expressive arts and design

We offer rich and vibrant opportunities which draw upon meaningful real-life experiences. The curriculum is designed so that it is ambitious for all learners. Knowledge, skills and concepts are clearly outlined in an age-appropriate and progressive way from Y1-Y6 so that the children's understanding is extended, year upon year.

Homework Policy

In the Early Years children seldom take homework home. They may eventually bring a project to work on with parents related to their unit of inquiry or to support their language development. We do encourage children to be playing and exploring at home and to be having as much outside time as possible.

Classroom Administration Information

Age	Year Level
4-5 years old	KG 2/Reception
5-6 years old	KG 3/ Year 1
6-7 years old	Year 2
7-8 years old	Year 3
8-9 years old	Year 4
9-10 years old	Year 5
10-11 years old	Year 6

School Hours

KG 2/ Reception	8:00 am to 2:00 pm
KG 3/ Year 1	8:00 am to 2:00 pm
Year 2-6	8:00 am to 2:15 pm

Absences

Parents are responsible of notifying the school if their child will be or has been away from school, especially if the child is away due to symptoms of a communicable disease, such as Hand, Foot and Mouth or chicken pox. In such cases the school has bares the responsibility of informing the other parents in the classroom and the government bodies as necessary. If a student has been away due to a communicable disease, he/she must be seen by a doctor and be given medical clearance to return to school.

Arrival

During arrival it is very important to set up a routine that your family can follow every day. This provides your child with a sense of security. Please keep teachers informed about your child's health, mood, eating habits, family situation, or anything you think might affect your child's behavior at school. We recommend that you help put away items in their cubby, walk your child into the room, greet the teachers and friends, and assist your child in selecting a toy or joining an activity. When it is time for the person dropping the child off to go, tell the child you are leaving, and say, "Good-bye". If your child is having difficulty separating, signal a teacher for assistance. Feel free to call us later if your child is upset when you leave, and we will let you know how he or she is doing.

Departure

If someone we do not know is to pick up your child, please inform the teacher. This person must be listed as authorized to pick-up your child on the enrollment paperwork. Remind the authorized person that we may ask for picture identification to insure your child's safety.

Separation

If there is still protest and difficulty, teachers are close by to help your child when you leave. Usually, children calm down and begin to play soon after you leave. Remember, even those children who are comfortable in play and in their environment need your attention, affection and reassurance.

Birthdays

Birthdays are a special time in a child's life and it is understood that parents would want their child to share this occasion with his/her classmates. To facilitate this, parents are welcome to send along a cake to share with the class. Please inform the teacher in advance if you plan to celebrate your child's birthday at school and send a list of the ingredients of the cake, as there are children that may be suffer from food allergies. The receipt of the birthday cake should provide to the school nurse. When selecting a cake please keep in mind our [nut-free policy](#). As we are a healthy eating School, please understand that any other birthday snacks/treats that are sent in should be healthy for the children. Some ideas are fruit platters, veggies and hummus, cheese and crackers.

Healthy Food Policy

Children in their first five years of life are developing rapidly and require a nutritious and safe diet for their intellectual, behavioural and physical development. These early years are also the time when a child's eating habits and food preferences are formed. This is why we ask that each snack and lunch that is sent to school provides your child with the nutrition they will need to get through the day. **We do not allow sugary products, drinks, chips**, please ensure your child has some fruit, yoghurt, vegetables or sandwich. Teachers will not offer sweets as a reward for good work or behavior. 'Instant Lunches' which require hot or boiling water not allowed at school due to the unacceptable risk of burns. As a rule, apart from special occasions, i.e. birthdays, etc., food is not to be shared between children as some children have reactions to certain foods/food products.

Communication To and From Parents

We believe that as a learning community we need your constant support and feedback to be successful. We would like to invite you to get involved in the classroom and participate in the multiple activities that we will organize in school throughout the year. You can volunteer to read to your child's class once a week, attend the assemblies and workshops for parents, donate books in your own language or other objects that represent your culture, and send constant feedback about the learner profile and the other academic information that we send to you through the newsletters.

TOOLS	PURPOSE	FREQUENCY	RESPONSIBLE
Class Newsletters and Specialist Teacher' Newsletter	Child's Development and contains information of upcoming events, recent classroom activities and learning experiences and the learning goals and experiences and the learning goals and experiences next month	Once a month	Teacher and Specialist Teacher
Classroom Curriculum Booklet	Admin + Academic Teachers' contact information Class Structure and timetable Year academic overviews	Once per year (Beginning of the school year)	Class Teacher
Portfolio	Child's development Record of children's learning experiences including the analysis from the teacher, child's voice and parent's voice	2x per year	Child Teacher Parent

TOOLS	PURPOSE	FREQUENCY	RESPONSIBLE
Report	Academic and Child's Development Summary of all the formative and summative assessments during the term	3x per year (end of each term)	Core Teacher and Specialist teacher
Educational School Application	Academic and Child's Development Up to date information about current UOI and school academic programs. For Reception and Y1: digital portfolio available.	Weekly	Teachers
Documentation Panels	Child's Development An analysis of group or individual learning experiences connected to the UOI and the 5 essential elements of the PYP	On going	Teachers and Parents
School website	Admin and academic	On going	

Newsletters

Class e-newsletters will be distributed electronically by your child's teacher, every end of the month during term time. Newsletters aim to keep parents informed about the inquiry learning experiences with links and connections to our Inquire-Think-Learn framework. Please take time to discuss these with your child, who will be delighted to share his/her learning with you.

Home– School Connections

At EtonHouse International School, we value strong partnerships with parents as partners in the child's learning journey. Parents and families play a major role in our school. We believe that when children see a positive and collaborative working relationship between their family and teachers, they feel a sense of stability and continuity. Therefore, parent involvement is encouraged and appreciated.

We seek many opportunities to invite families to be partners in the education of their children, such as:

- ⇒ Participating in school events and initiatives (International Day, Book Week, UOI projects)
- ⇒ Volunteering regularly to read for your child's class.
- ⇒ Attending to parent-teacher conference, exhibitions, assemblies, concerts and special events.
- ⇒ Offering ideas and feedbacks to enhance the operation of the service and the quality of curriculum.
- ⇒ Being a member of the PAC (Parents Association Committee).

School Policies

All school policies are available and accessible online (<https://www.EtonHouse International School .me/>) and in the reception area.

Health and Safety

Health and Safety Policy Statements:

EtonHouse International School acknowledges its responsibilities for the ongoing safety and well being of all children enrolled in our schools and pre-schools. We have developed a number of policies which outline practices and procedures in relation to:

- ◆ Health and Safety
- ◆ Curriculum development
- ◆ Communication

Safety and Emergency Procedures

EtonHouse International School has set policies and procedures in the case of Fire, Earthquake or Lock Down. Children, teachers and staff regularly practice fire and earthquake evacuations and Lockdown drills. Emergency procedures and exit routes are displayed throughout the school and in every classroom.

All parents need to supply the school with emergency contact telephone numbers in case of emergencies. In the case of emergency school closure (e.g. No power or water) all parents will be informed as soon as possible. We will wait for all children to arrive in school before planning for them to return home either by school bus or parent collection. Parents will be fully informed before any decision is made regarding their child.

Please Note: All parents need to supply the school with emergency contact telephone numbers in case of such emergency.

Excursions and Permission

Class excursions and field trips are planned regularly. These are usually related to the unit of inquiry being studied in class and offer a further opportunity for learning.

Teachers will send home a note prior to the excursion indicating the details of the excursion. A signed permission slip must be returned to the teacher before your child will be allowed to leave the school premises. No student will be allowed to attend a school excursion without a written permission from his or her parent or guardian or their full school uniform.

Identification of Personal Property

It is important to be able to keep track of all the items that students bring to school each day. Labeling all clothing, bags, water bottles, lunch containers, etc. with your child's name and class clearly marked assists to ensure the return of an item should it be misplaced. Lost property tubs are located at the reception desk. The teachers are not responsible for the loss of unmarked items and the school accepts no financial responsibility for items that are lost.

Children are encouraged to bring photos, books or other similar items rather than toys for 'show and tell'. Electronic games, no guns or other violent toys are not permitted at school and will be confiscated. It is preferred that students do not bring their toys to school as children are discouraged from bringing non-essential items to school.

Medical Assistance and Medication

The school provides adequate facilities to handle most minor accidents and emergencies that may occur. A qualified nurse is on duty during school hours. If a student has had an accident or become ill, parent will be notified and depending upon the injury, parents maybe asked to take their child home.

If your child has been absent due to illness, it is your responsibility to inform the teacher through the communication book. Please advise the school if your child has been exposed to a contagious illness. If your child has had such an illness, they must be seen by a doctor and be given medical clearance to return to school.

The school clinic does not stock or administer any other than basic medical supplies e.g. ice for bruising, a saline solution for the cleaning of wounds, simple dressings. Panadol in liquid or tablet form may be administered if parent permission is obtained. The clinic operates under these conservative guidelines so that no medication is administered that a student could be allergic to, and so that any follow-up specialist treatment can be conducted without the masking effects of school clinic treatment.

Medication can only be administered at school only if written authorization is given by parents and full written instructions are provided. These instructions must include the student's name, year level and teacher, the name and dose of the medication and the time of administration. The information should be for the completion of a required course of medication as prescribed by a medical practitioner. **Please note that over the counter analgesics are not administered by the nurse unless permission has been given.**

All EtonHouse International School staff have been trained in Pediatric First Aid programme.

In consideration of other children, and your own child's health, please keep your child at home if he/she has (1) ONE or MORE of the following:

- Diarrhea: More than on (1) abnormally loose stool
- Headache or stiff neck
- Severe coughing
- Unusual dark, tea coloured urine
- Difficult or rapid breathing
- Grey or white stool
- Severe itching of the body or scalp or scratching of the scalp. These may be symptoms of lice or scabies.
- Fever over one hundred degrees Fahrenheit (100F) by mouth or ninety-nine degrees Fahrenheit (99o F) under the arm
- Pinkeye-tears, redness of eyelid lining, irritation, followed by swelling or discharge of pus
- An infected skin patch(es)-crusty, bright yellow, dry or gummy areas of the skin
- Unusual spots or rashes
- Vomiting
- Sore throat or trouble swallowing
- Yellowish skin or eyes

Also, the child may not be brought to school if he or she is taking an antibiotic prescribed within the last 24hours – children must be on antibiotics for 24 hours before returning to school.

24 Hour Fever Free Rule: EH Policy Statement on sick children

A child must be fever free for 24 hours before returning to Pre-School. A child's temperature is lowest in the morning but a low temperature is often not a true indicator of 'wellness'. If a child has been given Panadol, Tylenol, Motrin or equivalent the previous night, this medication could still be at work lowering the child's temperature. Therefore a child must be fever free (without the assistance of medication) for a period of 24 hours before returning to Pre-School.

Administration of Medication

Medication will only be administered if full written permission and instructions are given (in English) for the teachers to do so and only with medication that is prescribed by a medical practitioner for the particular child. Over the counter medication will not be administered by staff. Please refrain from asking your child to take his/her own non-prescribed medicine without the Pre-school's knowledge as this could have detrimental consequences for your child (and or other children). Medication will only be administered under adult supervision and with written authority from the parent of the child. This form can be found in the Pre-School office. No over the counter medication will be administered by our staff.

Children Sent Home for Illness

Children sent home from EtonHouse International School due to illness shall not return to school the following day. A child who is feeling ill needs to be in a quiet place where he/she can rest and have lots of attention and tender loving care. If children develop a fever while at school they will be isolated and cared for in the Nurse's office on first floor until the parent or emergency contact person can pick them up. **Children may return to school 24 hours after the disappearance of all symptoms, including the disappearance of fever, ever-reducing medicine free.**

Accidents/Incidents:

Whilst our teachers are diligent with supervision, from time to time, minor accidents occur. Our teachers are trained in first aid and will take action to apply first aid and tend to your child to ensure that he/she is not distressed.

If an accident/incident occurs, you will find an accident/incident form in your child's bag detailing what happened and how your child was supported as a result (we draw your attention to this form by e-mail/ face-face discussion/ phone call). If the injury is more serious you will be notified immediately.

Emergencies:

In the event of an emergency, the preschool's first point of contact will be the parents or primary care-giver. If neither parent can be reached, we will contact the emergency number you have provided to us at the time of registration.

*** Please note that the Return to School Covid 19 Guideline replaces the policy on sick children until further notice.**

PLEASE NOTE:

Should your emergency contact details change please make sure that you keep the school informed in writing. In the instance that both parents are traveling simultaneously, please inform your child's class teacher/administration of emergency contact numbers. Should neither parent or care giver be reached at the time of an accident EtonHouse International School will take the child to the nearest hospital or doctor. All bills related to the medical care will be passed on to the parents.

Parent Association Committee (PAC)

There is a Parent Association Committee at Eton House that works for the benefit of the children, the school and the community. Regular committee meetings, morning teas, social events and gatherings take place throughout the year open to all parents to attend.

The association assists at functions such as Sports Day, cultural days, Interschool Activities, School Concerts and works for the general well-being of the student and the community.

Please consider being part of this body and contributing to the school. We warmly welcome parent involvement and support for the benefit of our school community and culture.

Visitors to the School

All visitors must sign the visitors' book in Reception, before entering the school. Visitors will be issued with a badge for identification.

What to Wear**Uniform**

All children will receive a uniform voucher for a Tartan uniform, PE uniform, hat and school bag. The use of school uniform is compulsory and all students are expected to wear full school uniform. School uniforms are available for pick up at the House of Uniforms.

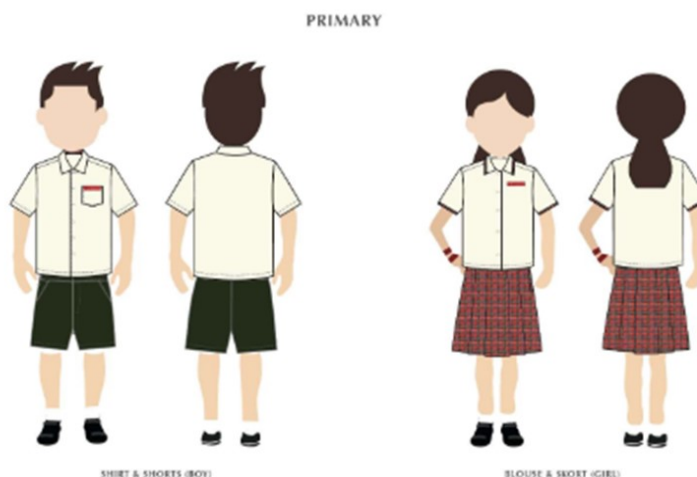
House Of Uniforms: Shop No. 41, New Tala Plaza, Building No. 142 Block No: 328, Road 28, Avenue 29, Segaya, Manama, Kingdom of Bahrain. Post Box No: 10174

On special occasions, students are allowed to wear 'casual clothes' Parents will be informed in advance of these circumstances. At all other times students are required to wear the uniform. Long hair is to be tied back. Ribbons/hair accessories should be the same colour as the school uniform. We highly recommend that you send a few extra sets of clothes in a labeled bag, as accidents and spills happen fast and we want your child to feel comfortable. We are happy to store the extra clothes at school for when they are needed. We like to take care of our planet and ask that you bring in a swimming bag, or canvas bag for your child's soiled clothes to be sent home in. This bag can be washed and sent back the next day. We are doing our best to remove all plastic from the school and would appreciate your support.

Shoes

Please ensure your children's footwear is suitable for everyday school activities and is easy to remove and put on. Due to safety reasons, students are not to wear 'crocs' or shoes that are not securely fastened e.g. flip-flops or thongs. All children must keep a pair of sports/trainers at school for PE they will be sent home at the end of each term. Students are permitted to wear white/cream socks and gym or black shoes with their uniform. During warm summer periods children, may wear black or brown securely fastened sandals.

PRIMARY SCHOOL UNIFORM



Hats: It is essential for your child to wear a sun hat when playing outside during break and lunch and for PE activities. Hats can remain at school; however, it will be sent home on a regular basis to be washed. Please ensure your child's hat is clearly named.

Sunscreen: Please bring in a labeled bottle of at least SPF 30 lotion for each of your children. We recommend that you take the time to thoroughly apply sunscreen to your child before arriving at the school for the day, as experts recommend application should take place at least 30 minutes prior to exposure.

Jewellery: For health and safety reasons it is strongly recommended that children do not wear jewellery, particularly hoop and drop earrings. If parents wish their child to wear jewellery, please discuss this with your class teacher e.g. stud earrings may be acceptable. No other expensive jewellery should be worn.

Water Bottles: Due to the hot weather, students are regularly encouraged to maintain their fluid intake. Each student must have a water bottle, clearly labeled with his/her name and class. Students should only bring water to school – no fizzy drinks are allowed. For health reasons water bottles are not shared. Students can refill their water bottles during the day. Younger students will have their bottles refilled by the classroom teachers and assistants.

Lost and found: Items found without a label are placed in the *lost and found* box (located outside the office). If your child has lost an item please check this box or enquire at the front desk. Items will be kept until the beginning of a new term before the box is cleared.

⇒ ***Please ensure that you child's belongings are clearly labelled. We ask that you please do not send precious or expensive items to school.***

After School Club (ASC)

The purpose of after school clubs is to provide opportunities for students to engage in Extra-Curricular Activities. There are a variety of ASCs we will offer which aim to develop the students' interests and overall growth. ASCs are held from 2:15 pm-3:00 pm Monday to Wednesday and available to students from Reception class to Year 6. At the beginning of each semester, the ASC program will be sent to parents and will be posted in school notice board for registration. Please assist your child to make their selection. Students are fully supervised by staff at all times during these sessions. There will be options for Professional After School Club activities and there is fee payable to the provider.

TERMS AND CONDITIONS (Overview)

The Terms and Conditions of Enrolment at Eton House International Education group (hereinafter referred to as "the School") are to be read in conjunction with the School's calendar.

These form part of the agreement between the school and the parent/ guardian of the student (hereinafter referred to as "Parent") as named herein.

1. ENROLMENT

1.1. All enrolments are subject to the following terms and conditions, which becomes legally binding on written confirmation of acceptance by the school.

1.2. The School reserves the right to withhold acceptance of an enrolment at its discretion, if such action is deemed to be in the best interests of the student or the School.



3. ENROLMENT MANAGEMENT FEE

3.1. A non-refundable enrolment management fee (*Application, Registration Fee*) is payable upon registration of the student at the School.

5. TUITION FEES

5.1. School fees are annual and can be billed annually or bi-annually (August and February) or Term 1 payable **June 1st**, Term 2 payable **November 1st**, and Term 3 payable **February 20th**.

5.5. All payments must be within 14 days from the date of invoice.

7. WITHDRAWAL

7.1. Request for withdrawal must be made in writing addressed to the Executive Principal. Any request for withdrawal from the School, other than in writing, will not be entertained.

7.2. Tuition fees paid in advance will be refundable as prorated.

7.3 A minimum of 8 weeks withdrawal notice in writing is required. Failure to do so will result in administrative delays in the preparation of student tuition fee refund and student records for the departing student and no refunds will be given.

14. MISCELLANEOUS

14.1. The School shall not be liable for any loss suffered by the student resulting from any event that is beyond the reasonable control of the school.

14.3. The School reserves the right without prior notice to make changes as deemed appropriate in course offering, curricula, academic policies, and other rules and regulations affecting students and to substitute any teaching staff at any time.

(A separate copy of the full Terms and Conditions will be provided upon enrollment)

Explanation of 8 Term-week fee withdrawal notice

- 8 term week: Refer to EtonHouse International School school calendar for the academic term dates.
- Fee paying Notice: School fees are payable for the full withdrawal notice period
- For the calculation of the 8 term-week notice period; holiday activity programmes, holiday periods, or school closure period will not be taken into account. To be effective, notice of withdrawal must cover at least 8 complete teaching weeks of the preceding term(s). This applies even in the case of attendance, and payment for, holiday activity programmes

Examples:

- Child not continuing into Term 2, withdrawal notice must be received by the school at least 8 term-weeks before end of Term 1.
- Child not continuing into next academic year, withdrawal notice must be received by the school: at least 8 term weeks before the end of Term 3.

Parental Behaviour Conduct

Parents/Guardian accept that they have a responsibility to act as role models for their children, and those of the school community. Parents/Guardian shall not act in an unreasonable or threatening manner toward either a student, staff member or another parent of the school community and are expected to communicate or participate within reasonable expectations of the school. The school is under no obligation to divulge the content or source of any information acquired during the course of the investigation which has or will lead to the withdrawal of the student's enrolment. Any such student or family withdrawn from the school has no right of entry into the school premises without the written permission of the school.

Permission to Observe

This **permission to observe form** specifically requests your permission to access photographs (of your child at work; engaged with peers and teachers) as a form of documentation of your child's learning and engagement in curriculum experiences. We also seek your approval for the use of photographs for a variety of purposes outlined below. Ongoing observation and documentation of children's interactions with peers, materials and adults is one of the most powerful ways that teachers build understanding of each child's learning and development. Teachers employ a wide variety of observational tools including written observations; transcriptions of children's conversation; work samples and photographic evidence of the learning experience. Issues related to permission to observe relate most specifically to photographic documentation.

Classroom Teacher Observation

Classroom teachers observe children on a daily basis to better understand the child's overall growth and development over a period of time. Many of these observations are shared with you via your child's portfolio, notice board displays and the regular class newsletter as 'evidence' of children's learning.

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Classroom teachers observe children on a daily basis to better understand the child's overall growth and development over a period of time. Many of these observations are shared with you via your child's portfolio, notice board displays and the regular class newsletter as 'evidence' of children's learning.

Student Observation:

EtonHouse International School also serve as host centres for early childhood students undertaking studies in a variety of Diploma or Degree courses. Throughout the year there may be student teachers working in your child's classroom as part of their practicum placements. These students are required to observe and record children's learning and development. **Observations are used for the purpose of student learning only.** Student teachers must seek permission (informed consent) from the children i.e. student teachers must ask the children if they are willing to support the student's research project. **Please Note: All observational work undertaken by students will be under the direct supervision of your child's classroom teacher.**

Observation for other purposes:

1. At times there may be other adults present in the classroom environment e.g. parents of children within the class. This may be the case for celebratory reasons e.g. the child's birthday; a class outing. In documenting their own child, parents may (inadvertently) include photographic images of your child.
2. There may also be overseas visitors present in the children's classrooms from time to time. The class teacher and or Principal/Director hosting these visits will carefully monitor the situation and may require that no photographs be taken.
3. EtonHouse International School also works closely with professional media consultancies which at times seek media images of children engaged in curriculum experiences for marketing purposes. Inclusion of photographic images may be hard copy (brochures) or electronic media. At all times the confidentiality of the child and his/her family is paramount. In public forums no individual child's name will be used. However children will be identified as EtonHouse International School children via the uniform.

We seek your co-operation and understanding in consenting to offer permission to observe your child (ren). Should you have any specific queries, please do not hesitate to contact the Vice Principal or Executive Principal.

PERMISSION TO OBSERVE FORM

Dear Parent/Guardian

In signing below you are indicating that you:

1. Have read and understood the details given to you in the *Permission to observe* form.
2. Have had any questions about the observation process answered to your satisfaction.
3. Agree to give consent to EtonHouse International School.

EtonHouse International School Education Centre access to my child/children's photograph(s):

- For inclusion into my child's individual portfolio, class newsletter and documentation panels within the classroom and school environment
- Student research projects as part of the EEC training teacher research requirements
- In situations where other EtonHouse International School parents are present in the classroom documenting special events e.g. birthdays; school outings
- For EtonHouse International School marketing/promotional materials
(including electronic media formats)

Name of child (ren): _____

Name of parent: _____

Signature: _____

Date: _____

(Please return this page to Administration Office along with the Registration form or you may also request a separate copy at the Administration Office)