

# EtonHouse®

## International Primary School

### Parent Handbook

#### *Mission Statement*

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

*“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”*



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**THE OXFORD  
INTERNATIONAL  
CURRICULUM**

**The JOY  
of  
LEARNING**

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## EXECUTIVE 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 in their respective academic fields are passionate about encouraging 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 learners to reach their full unique potential within a global context of cultural and linguistic diversity. As Executive Principal of EtonHouse International School, I will be working to provide cohesion and continuity throughout our programmes 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

## PRINCIPAL'S WELCOME

Dear Parents,

Thank you for choosing EtonHouse International School for your child's education. We are proud to offer a unique education in a small setting that truly places your child at the centre of everything we do.



Our highly qualified team of teachers and teaching assistants are passionate about the delivery of concept-based, inquiry-led learning that uses the British curriculum as a solid framework for success. We are partnered with Oxford University Press to deliver their international curriculum that focuses on the 'Joy of Learning' through subjects such as Wellbeing and Global Skills Projects. The Global Skills Projects are aligned to the United Nations 2030 goals so our children learn how to appreciate and value the ever-changing world around, embracing it with a positive mind set.

EtonHouse International School philosophy is to ensure that each child reaches their very fullest potential and our curriculum is designed to ignite curiosity and equip children with the skills to overcome challenges and adapt to change.

Thank you for being part of our community and I look forward to getting to know you and your child.

Best wishes,

Julia Knight  
Principal

## **EtonHouse International School Vision:**

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

## **EtonHouse International School 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 lifelong 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 organisation

## **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 deserve to be respected and nurtured.

We see children as constructors of their own learning, as they constantly discover 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 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 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 community members as partners who play an integral part in the educational process. The active participation of parents provides a rich, multicultural experience for students.

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. We have partnered with Oxford University Press to deliver their international curriculum which follows the rigours framework of the British curriculum and the Key Stages with age appropriate subjects that are explored in greater depth with each age group.

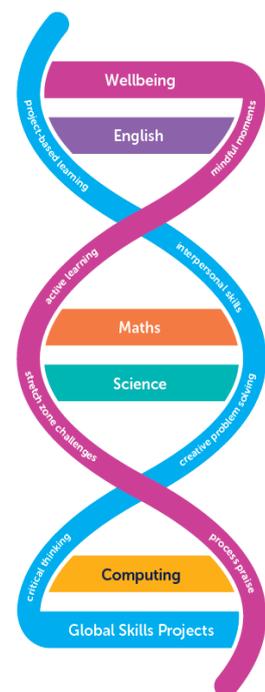
In the Primary, there are six subjects as part of the Oxford International Curriculum: English, Maths, Science, Computing, Wellbeing and the Global Skills Projects. As part of our carefully crafted provision, we add in specialist subjects Arabic, French and PE to complement our arts and play based provision.

Technology is integrated into teaching with the use of online platforms such as My Maths, Active Science and Reading Eggs. Classrooms are fitted with interactive whiteboards to ensure that teaching and learning is of the highest quality.

## Oxford International Curriculum

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

- English
- Maths
- Science
- Computing
- Well Being
- Global Skills Project
- Arabic
- Modern Foreign Languages
- PE
- Performing Arts
- Art, Design and Technology



## **Curriculum/Subject Overview**

The Oxford International Curriculum spans six subjects which all have the same approach to teaching and learning. Wellbeing and Global Skills Projects are at the heart of the four core subjects of English, Maths, Science and Computing. EtonHouse International School enhances the curriculum with additional subjects

### **English**

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 National Curriculum of England for English Language, falls into three strands. .

- Spoken English: To ensure students have opportunities to become effective and confident communicators, this strand encompasses: Listening; Presenting ideas and opinions; Discussion and debating skills; Drama, presentation and role play; Vocabulary and register
- Reading: Building the foundations for students to read fluently, read for pleasure, and reflect upon what they read, this strand encompasses: Word Reading; Reading widely; Comprehension; Reading critically
- Writing: Equipping students with the ability to clearly and confidently express their ideas, this strand encompasses: Handwriting; Spelling; Grammar and punctuation; Composition

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. Students have English lessons daily using the Oxford International Curriculum as well as dedicated phonics (up to Year 2) and guided reading sessions each day.

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 accurately, clearly and cohesively in a range of styles.

### **Maths**

Our Maths curriculum follows the Oxford International curriculum and our students are encouraged to develop their and improve their skills. We also use My Maths to support our learners at home and in school using the very latest Maths technology to ensure the best outcomes for our children. There are six strands Number: Pupils' understanding of numbers is the foundation of their Maths learning.

There are six strands;

- **Number:** Pupils' understanding of number is the foundation of their maths learning: it is crucial that they are able to read, order and position numbers. The key role of place value in all the other strands allows plenty of opportunity to build deeper understanding and catch any misconceptions. Alongside understanding whole numbers, pupils build an understanding of parts of whole numbers, or fractions.
- **Calculating:** The four operations are introduced to pupils in this curriculum using objects and amounts. Pupils use apparatus, known facts, drawings and informal written methods in their calculating to develop a deep understanding of each of the operations and to become fluent with calculating mentally.
- **Measure, ratio and proportion:** The emphasis within this strand is on the need to answer real-life questions. As pupils' understanding of number, calculating and shape progresses so do the complexities of the measure questions, building towards using algebraic formulas to calculate measures, such as surface area and volume, and making comparisons in terms of ratio and proportion.
- **Geometry:** Understanding shape requires pupils to notice parts of shapes or recurring themes that allow us to sort and group shapes and to give them names. Initially pupils learn about position, direction and movement in space with their own bodies and with real objects. Next, they use labelled grids to communicate about position, movement and direction, progressing towards representing shapes and transformations on cartesian coordinate grids.
- **Algebra:** Pupils begin their pattern spotting work in their early years, which is a strong foundation for learning to express mathematical relationships algebraically.
- **Statistical thinking:** Statistics work in this curriculum is driven by questions. In the early stages, pupils are encouraged to sort objects by categories, progressing to collecting their own data and setting their own questions to find the answers to, and working with increasingly complex data sets.

The underlying structure of the Maths curriculum is a spiral development model. This means that each learning theme is analyzed into skills areas which are revisited each year at higher levels of complexity and depth.

## **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. The

syllabus is designed to introduce concepts and skills to provide a sound foundation for the further study of science. It also develops extensive cross-curricular links to maths, literacy and geography.

Using the Oxford International Curriculum, Science is divided into four strands encompassing the full spectrum of scientific skills and understanding that students need to develop at primary level.

- **Biological science:** Students learn about biological science by investigating and linking this to everyday experiences and phenomena. The content is selected to introduce areas of biological science related to plants and animals, including humans. The primary curriculum forms the foundation of further learning, with areas such as food chains and interdependence leading into the study of genetics, animals' systems and photosynthesis at lower secondary level.
- **Chemical science:** The distinction between an object and the material it is made from initiates learning in Chemistry. Students are encouraged to recognize the application of their study of the physical properties of materials in their everyday lives, and to consider the industries dependent on the study of materials and their properties. There are many opportunities to develop and practise investigative skills, including techniques for separation.
- **Physical science:** The early stages of this strand lay the foundations for students to engage fully with physical science in the middle years of this curriculum. Topics such as light, forces and electricity are explored through investigative study at the primary level, laying a solid foundation for more in-depth theoretical and practical investigation in the lower secondary years.
- **Investigative science:** These skills are entwined throughout the learning of the three scientific disciplines and enable students to develop a sense of curiosity and inquisitiveness about the subject. This supports students in their enquiry-based learning, developing their ability to question and find their answers to the world around them, assess risk, and become confident scientific practitioners.

### **Computing**

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 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 Computing lessons are taught by the class teacher using the Oxford International Curriculum.

The learning outcomes are organized into four themes:

- **Programming and computational thinking:** Students will learn programming skills, using a professional text-based language. They will learn the computational skills that underpin the creative and conceptual basis of program development and artificial intelligence (AI).

- Using software for creativity and productivity: Students will learn to use software to analyze data and to create text and multimedia content. Students will not be tied to particular applications or types of software but will learn to use available and up-to-date technologies to fulfil tasks and meet the needs of particular audiences.
- The nature of technology: Students will learn how technology works, the different types of technology that are available and the concepts that underpin future developments, including robotics and control systems. They will understand the advantages and limitations of technology and how it is used both in and out of work.
- Digital literacy: Students will be prepared for participation in the online world. They will be able to interact respectfully and safely with other users and make use of a range of technologies that make up our online world.

## **Wellbeing**

Our unique Wellbeing lessons draw on research from positive psychology and the concept of Growth Mindset. Mindfulness is a key concept in helping our children to focus on the mind and body; to help pay attention to the external environment with an attitude of kindness and curiosity. Growth Mindset fosters the idea that intelligence is not fixed, that it can grow with the right attitudes and mindset. Teachers guide students through the idea of healthy habits that lead to wellbeing, from self-care to caring for others.

- Taking care of the body: Students will learn that taking care of their bodies helps them to take care of their mental health and wellbeing. Sleep, nutrition and physical activity will form the main basis of study and students will learn how the body and mind are interrelated. Students will learn about the brain and how to look after it. They will also learn about neuroplasticity to understand the brain's central role in learning and that intelligence is not fixed but can be developed.
- Taking care of the mind: Students will learn that our thoughts, feelings and emotions affect our state of mind and how we see the world. They will understand that our minds need looking after in the same way that our bodies do, and that there are skills we can learn, like mindfulness, to help us understand and train our minds. Students will be encouraged to develop acceptance and compassion through a mindfulness practice, understand how to rewire their negativity biases and foster more optimistic ways of thinking. They will also learn about stress: how it can help us develop resilience, and ways to develop emotional regulation to respond skillfully in stressful situations.
- Taking care of relationships: Students will learn that a fundamental aspect of a happy life is developing positive relationships. They will learn about our tribal past and how a sense of belonging to a group is crucial to learning and wellbeing. How to communicate more effectively with people, how to grow and maintain friendships and relationships with family, and how to connect with others through acts of giving and kindness is also covered in this strand. Students will also learn to develop their digital wellbeing and how to

navigate through life online in a healthy and sustainable way.

- Taking care of the self and the world: Students will learn that having a clear sense of purpose in life is about knowing what is important to them and understanding that they are part of something bigger than themselves. They will reflect on the activities that bring them joy and increase their engagement in life, understand that they have strengths that they can develop and use in daily life, start to set goals and begin to think about the things they may want to do later in life. Students will also reflect on and understand that they are part of a society/community and how they can positively contribute to the people and the world around them, especially the environment.

### **Global Skills Projects**

The learning outcomes are organised into four themes: Creative Skills, Real-world Skills, Interpersonal Skills and Self-development Skills. The topics engage students in real world problems facing global and local communities; to encourage children to become solution seekers. The exciting project-based learning is aligned to the United Nations 2030 Sustainable Development goals.

### **Arabic and Islamic Studies**

We are proud of our Arabic language program for both native and non-native speakers as it gives all pupils an opportunity to communicate in the national language.

We follow the Bahraini Government Curriculum with a curriculum that focuses on reading, writing, speaking and listening. The curriculum is enhanced through units of work linked to learning about Bahrain and Arabic Heritage and Culture. We honour tradition and special events such as Bahrain National Day, Eid Al Adha and Arabic Reading Week in order to develop and broaden the range of learning experiences for non-native and native speakers.

For Arab passport holders, children must also learn about Islam and our dedicated Islamic teaching team carefully follow the curriculum to ensure all students meet the requirements expected by the Ministry of Education.

### **Modern Foreign Languages**

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, 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. Teaching should provide the foundation for learning further languages too.

In learning a language other than their mother tongue the program 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

Our program offers learners French from Reception and Arabic from Pre-nursery. At EtonHouse International School we are proud of language programs for both native and non-native speakers as it gives all our children an opportunity to be able to communicate in our host nation's language.

Our current French provision is delivered by the highly respected Alliance Francaise (AF) who are globally renowned for their language provisions.

### **Performing Arts**

At EtonHouse International School, 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 Performing Arts curriculum follows the Expressive Arts guidance from the English National Curriculum. EtonHouse International School provides opportunities throughout the year for children to perform.

- Drama is a very important aspect of delivering the curriculum across the different subject areas. It is an artistic practice that improves a child's confidence. Drama is used to help children build empathy skills by exploring characters and scenarios; children are encouraged to express themselves using movement and language and perform in front of audiences.
- Music Our Music program 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.

## Art, Design and Technology

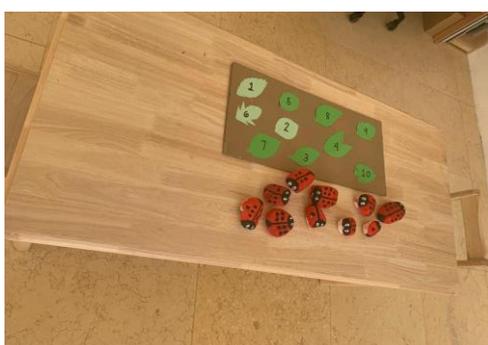
- Art allows your children to explore a range of artistic processes using both traditional approaches and contemporary platforms. Taking a more conceptual approach, our arts program stimulates innovative and imaginative thinking. Art is encouraged in all subject areas.
- Design and Technology develops the creative, technical and practical skills needed to understand confidently and to participate successfully in an increasingly technological world. Children will learn the creative skills needed to bring their designs to life. They will also learn to carefully critique, evaluate and test their ideas and products and the work of others around them.
- Food and Nutrition: Children will also have the opportunity to learn basic food and nutrition (Food Technology) in termly carousel classes.

## 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 program. 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 program 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.

## Library Information

Classes from Year 2 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.

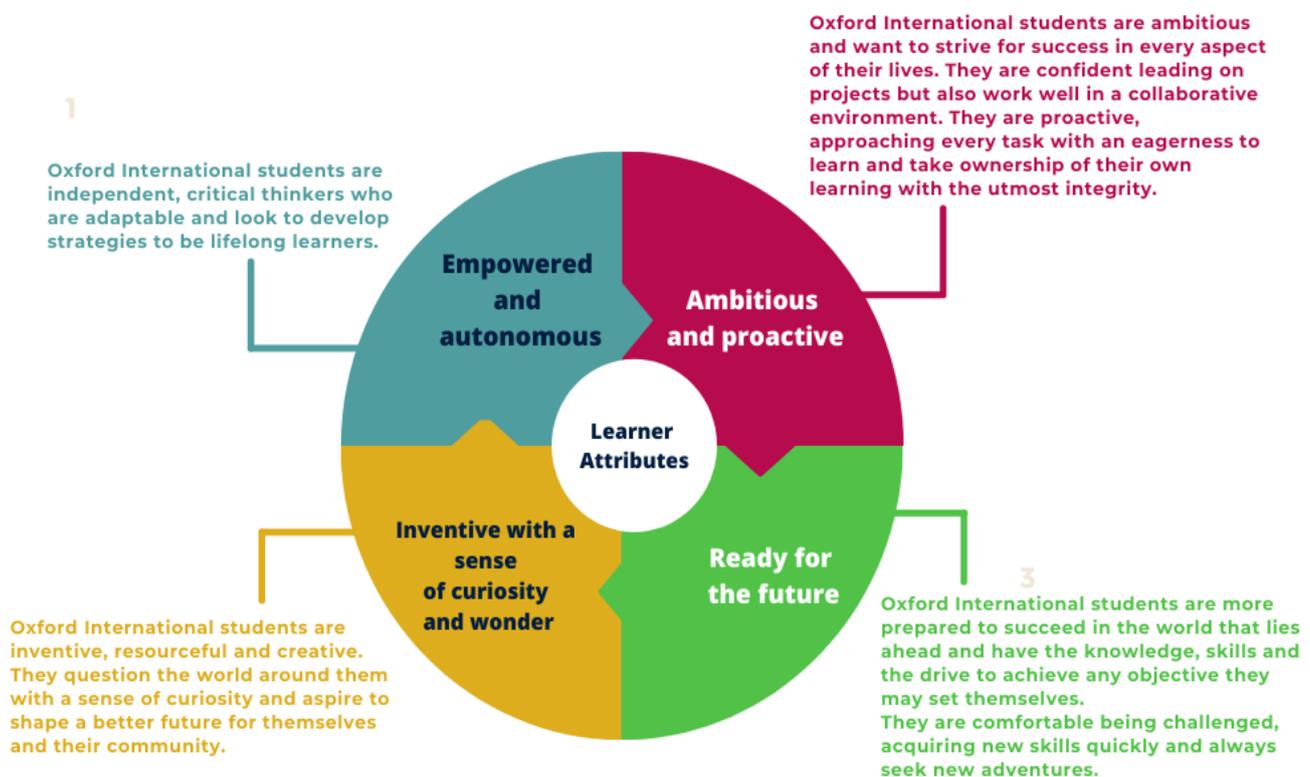


## Teaching and Learning

Teaching and learning is centered around transdisciplinary units of inquiry which integrate and combine different skills and learning areas.

Teachers follow the Oxford International Curriculum and each subject provides opportunities for students to collaborate with peers, to become curious learners who are able to approach challenges with creative and critical solutions.

# The Oxford International Curriculum helps to develop



Through Inquiry-Led learning, students develop their knowledge and academic skills simultaneously.

By engaging in inquiry-based subjects, students become:

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

## Size matters

In an age when 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 higher 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. **All class sizes are maximum of 20 students per class.**

## Student Behaviour 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 behaviour is 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 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 responsibility conducted in class.

Positive behaviour 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 Structure of the School day**

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

For children who 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.

#### **Sample Timetable (Year 2)**

<b>Time</b>	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>7:45-8:00</b>	Registration	Registration	Registration	Registration	Registration
<b>8:00-8:40</b>	English	English	English	English	English
<b>8:40-9:20</b>	Maths	Maths	Maths	Maths	Maths
<b>9:20-10:00</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>10:00 - 10:40</b>	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Assembly
<b>10:40- 11:20</b>	Arabic and Islam	Arabic and Islam	Arabic and Islam	Arabic and Islam	Global Project
<b>11:20 - 12:00</b>	PE	Art / Drama / Music	DT / FT	Global Skills Project	Wellbeing
<b>12:00 - 12:40</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>12:40- 13:20</b>	Science	Computing	Science	Wellbeing	Computing
<b>13:20 - 14:00</b>	Art/Drama/ Music	French	Global Skills Project	DT/FT	PE
<b>14:00 - 14:15</b>	Reflections	Reflections	Reflections	Reflections	Reflections
<b>14:15- 15:15</b>	ASA	ASA	ASA	ASA	

### **Behaviour Management Procedure**

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. Parents are informed at every stage of their child’s learning journey. In some cases, teachers may contact home to discuss an issue. Should the issue escalate, parents will be invited to the school to discuss the behaviour and next steps. This could be with the teacher and / or Vice Principal. Every step taken is supportive and parents may request meetings with the academic team at any time.

### **Challenging Behaviour**

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

- Teacher reminds the students of inappropriate choices. Discussions with students take place to support their behaviour development.
- Encouragement and positive reinforcement is consistently applied
- If necessary, a child who is struggling to follow the essential agreements will be momentarily separated from the rest of the group until he or she is calm enough to express his feelings and needs. Teachers may decide to schedule an appointment with parents to gain more information about the child’s behaviour and to set goals and actions for an intervention plan.

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

While recognising the importance of knowledge, concepts and skills, 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.



## Developing the Whole Child

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 and reported to parents

## Assessment Overview

Our Assessment Framework provides a structured way for teachers and students to measure progress against the learning outcomes, through projects, observations and group work. Year-end tests and practical project papers serve to help teachers assess the student's achievement over the course of any full year of computing.

**The spiral model:** The underlying structure of the curriculum has a spiral development model. This means that each learning theme is analyzed into skills areas. These are revisited each year at higher levels of complexity and depth. The spiral development model reinforces learning and builds on previous achievement. It makes it easier for students to develop and gives coherence and structure to the learning journey.

Students can be assessed at one of three levels:

Developing	The student has made some progress, but has not yet achieved the specified learning outcome.
Secure	The student has fully achieved the learning outcome.
Extended	The student has exceeded the learning outcome and achieved additional skills or deeper understanding beyond those specified

These criteria allow the teacher to acknowledge the achievement of struggling students or those with additional learning needs. They provide a sound framework to confirm that the class as a whole has reached mastery of the universal learning outcomes, and a route to exceptional achievement for students who wish to move more quickly and extend their skills and understanding.

## Assessing, Documenting and Reporting

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.

**Term One:** Initial reports, portfolios and Parent- Teacher conferences

**Term Two:** PowerPoint presentation and activities. Followed by a Parent-Teacher conference.

**Term Three:** Full reports followed by a Parent-Teacher conference

**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.

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 Y2-Y6 so that the children's understanding is extended, year upon year.

**Key Stage Two:** is from Year 3 to Year 6 (7-11 years old) and children are grouped according to age. This is a significant stage of development in childhood with children becoming more independent and responsible. Key Stage 2 builds on from Key Stage 1 and subjects are taught in greater depth, revisiting and revising but also developing the skills and subject knowledge ready for the next phase of learning.

### **Homework Policy**

We do encourage children to be playing and exploring at home and to be having as much outside time as possible. However, as children grow and develop, we will ask them to complete short tasks each week usually set on our digital learning platforms such as:

- MyMaths
- Reading Eggs
- Active Science
- Oxford Reading Owl

### **Classroom Administration Information**

#### **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
ASA	2:15 pm to 3:15 pm

### **After School Activity (ASA)**

The purpose of after school clubs is to provide opportunities for students to engage in extracurricular activities. There are a variety of ASAs we will offer which aim to develop the students' interests and overall growth. ASAs are held from 2:15 pm-3:15 pm Monday to Wednesday and available to students from Year 2 class to Year 6. At the beginning of each semester, the ASA program will be sent to parents and will be posted in the 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. From time to time the school may have outside-providers conduct after school clubs and there may be an additional cost.

### **Absences**

Parents are responsible for 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 bears 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 behaviour 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.

### **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.

### **Departure**

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

## **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 suffering from food allergies. The receipt of the birthday cake should be provided 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, vegetables.

## **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 behaviour. '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.

## **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 parent-teacher conferences, exhibitions, assemblies, concerts and special events.
- Offering ideas and feedback to enhance the operation of the service and the quality of curriculum.
- Being a member of the PTA (Parents Teacher Association).

## **School Policies**

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

## **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, parents will be notified and depending upon the injury, parents may be 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 thirty-seven point seven degrees Celsius (37.7°C) by mouth or thirty-seven-point two degrees Celsius (37.2°C) under the arm degrees
- 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 24 hours – 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 room 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.**

#### **On-going Covid19 precautions include;**

- **All adults (parents and staff) wearing masks on the school site**
- **All visitors must record their temperature taken and recorded using the QR code**
- **If your child displays any symptoms of illness- please keep that at home and inform the**

**school.**

- **From time to time Covid-19 restrictions may include school or class closures which are usually mandated by the Bahraini authorities. In these circumstances, we will contact all parents to provide information.**

### **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 email/ face-face discussion/ phone call). If the injury is more serious you will be notified immediately.

### **Emergencies**

In the event of an emergency, the 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 nor caregiver 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 Teacher Association**

Parents are highly regarded in our school and the partnership of the PTA 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, inter school 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. Please use the QR code provided to you by security.

## **Uniform**

The wearing 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:** Al Aali Mall- Shop No 1114 & 1130, Building 2210 Road No 2827, Seef (+973 17581510)

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 allowed 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.

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

