



International  
School of  
Nicosia



I.S.N



## **Introduction**

We would like to welcome you to our Key Stage 2 Department.

Through a thematic approach, children, staff and parents, learn to celebrate diversity and individualism.

You and your child/ren are members of this department and we shall work in partnership, being sensitive to the needs of your child and his/her future.

The teachers are hardworking, enthusiastic and dedicated. They are always welcoming.

The purpose of this booklet is to inform you of our aims and policies as well as introduce our curriculum and approach to learning.

You will notice that the enriching curriculum and the wonderful pastoral care offered to each child, achieve the quality we aim to provide.

The expected learning outcome of K.S. 2 are:

- Þ The academic progress of each child
- Þ The needs of children and parents
- Þ The developmental needs of the children
- Þ Understanding why they are 'Learning to learn'
- Þ Becoming responsible, motivated young people

We trust that you will have a great year!

Remember, we are here for you, at any time!

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## **MISSION STATEMENT**

We believe that the purpose of our school, working in partnership with parents and the community, is to:

- Maintain a whole-school, student-centred approach, demonstrating the highest standards in the quality of teaching and learning, providing a broad curriculum that fulfils students individual needs.
- Set high but realistic targets for our pupils so that they always have something to aim for during their time at the school.
- Teach our children the skills to make informed judgments and decisions, giving them opportunities to develop a sense of personal responsibility, a caring attitude and respect for themselves, other people and their environment.
- Place emphasis on ‘learning how to learn’ and not on the memorizing of facts so that our motto ‘wisdom before knowledge’ is reinforced constantly.
- Provide our pupils with the transferable skills that are essential in the ever-changing world around us, so that they can adapt easily in any society and diversify if the need arises.



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## **The School Day**

· Each morning the children are to be taken to the playground where there is adult supervision from 7:30. Children wait here until the bell rings and then they are led by their teachers, to the classroom. Children are not to be taken to the classroom by the parent before 7:50am.

· The school day begins at 7:50am. All children need to be on time as the teacher begins the day then. It is very important to children themselves, that they start the day with their peers. Lining up, for example, is a great process of group socialization.

· It is crucial that your child's clothes are labelled. This will save the teacher a great deal of time as well as encourage her/him to become responsible for her/his personal items.

· As part of the school rules, children should wear their correct school uniform. Jewellery (except for a watch) is not permitted. Heavy or fancy hair clips, tattoos, nail varnish or any form of make-up are not permitted.

- The children will need the following items, of personal school materials:
  - Folders for English and Greek homework
  - A labelled snack bag. We encourage healthy eating and school and value your support in this by not giving your child chocolate biscuits, chocolate spread, crisps, fizzy drinks or sweets. A sandwich, fruit, crackers, water or juice should suffice. Sandwiches and other snacks can be ordered and bought from the school canteen.

They will also require the items identified on the following page.

## **Meeting with Teachers**

There are two Parent/Teacher Meetings during the academic year, one in the Autumn and one in the Spring. If at any time, you have concerns about your child, you should first contact the class teacher. If you feel that the matter needs further discussion, please make an appointment to see the Key Stage Coordinator.

Teachers are always willing to meet with parents but are busy with the children in the morning and at the end of the school day. Please make an appointment at a mutually convenient time, so that the teacher can give you her/his full attention.

## Resources required in Key Stage 2

The children will need the following items:

- “ Pencil case
- “ Pencils
- “ Pens (ball point and fountain pen with ink) - Year 6
- “ Dry-wipe whiteboard pen (fine tip)
- “ Rubber
- “ Ruler
- “ Pencil sharpener
- “ Small scissor
- “ Pritt stick (glue)
- “ Geometry set (set squares etc.)
- “ Inexpensive calculator
- “ English Dictionary
- “ Thesaurus
- “ Coloured Pencils
- “ Felt tip pens
- “ 4 - 5 Clear folders/files

The children may require other folders/files. Each class teacher will inform the children once term has started.

## **Helping with homework**

In Key Stage 2 the main aim of homework is to consolidate the concepts that the children have been learning at school. It is important that the work is carried out independently wherever possible. If your child is having difficulty with a particular activity, please help them, but then mention it to the class teacher; this can be easily communicated through a short comment in his/her homework note book.

### **HOMEWORK GUIDELINES**

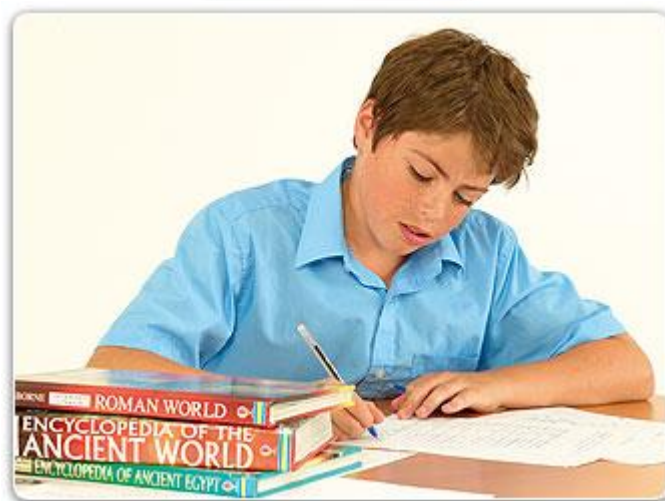
Our homework guidelines are based on the average amount of time it should take children to complete the tasks set.

Children's work should be of a high standard (not rushed and scribbled). There will need to be some supervision to ensure that tasks are completed and we would like parents to check that the homework has been done; a signature in your child's homework book is required.

Guideline to the amount of time it should take:-

1 - 1½ hours.

All children should be encouraged to read quietly for at least 15 minutes each day. This can be at any time which suits the child e.g. bed time.





## Reading for purpose and pleasure

Throughout Key Stage 1 the children develop their reading and begin to tackle texts with confidence and increasing understanding.

Our aim is to enable our students to become literate and be able to:

- “ Read and write with confidence, fluency and understanding;
- “ Monitor their reading and correct their mistakes;
- “ Have an interest in word and their meanings and a growing vocabulary;
- “ Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- “ Be interested in books, read with enjoyment and evaluate and justify their preferences.

Once they have entered Key Stage 2, they will continue to develop and improve their reading and comprehension skills. The staff aim to help all the children to develop positive attitude to all books, and encourage them to read widely, thus developing a life long habit.

To enable them to do this:

- “ Children are taught a wide range of strategies to enable them to tackle unknown texts with success
- “ They are encouraged to read through the whole range of the curriculum
- “ Their skills and strategies in using phonics, blending and sight
- “ vocabulary are improved and developed
- “ They are introduced to a wide range of authors and writing styles from the wide range of books in our school library



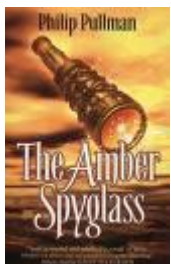


## Fiction and Non-fiction

The children will be introduced to, and encouraged to read, not only fiction (stories they will read for pleasure) but also how to read and use non-fiction (factual text) to gain information. They will be taught the use of the index and glossary, how to use dictionaries, thesaurus, encyclopaedia and reference books.



As the children continue to read widely in school it is important that they continue to do so at home. Therefore, time should be put aside each day when they continue to read both their school books and any other reading material available in the home.



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## Fostering Independence

Years 3 - 6 will be the time when we will work in partnership with you to help your child become more independent both at home and at school. To develop this in a healthy way, you can:

- Teach your child how to use the homework diary to keep track of homework.
  - Allow your child to make some minor mistakes and learn from them.
  - Intentionally teach your child how to work through conflicts with her peers. Simply preparing your child with some practical conflict-resolution skills will help foster independence and confidence.
  - Teach your child to use an alarm clock, if he does not have one already.
- Keep your computer in a central location so that you can easily supervise your child's use of the Internet.

At school activities will be planned which will help to develop a positive attitude to learning independently. Through these the pupils will learn:

- ▷ Responsibility
- ▷ Teamwork and communication
- ▷ Leadership
- ▷ Planning and organisation
- ▷ How to set goals and follow them
- ▷ Decision making
- ▷ How to manage time efficiently
- ▷ How to review and improve



## Problem Solving

Throughout Key Stage 2 the children will not only be assigned Mathematical activities which involve numbers, geometry, space and shape, algebra and equations, they will also be tackling problems set by teachers which will involve logical thinking and the development of thinking skills. The teachers will set activities which will enable children to:

- identify problems of a particular type and to consider the strategies that children can use to solve them;
- incorporate problem solving within the Mathematics curriculum;
- develop reasoning and explanation skills;

The children will be given opportunities to understand how Mathematics is linked to our everyday activities and also to the links with other areas of the curriculum; they will begin to understand its importance with measuring and recording information, estimating and calculating in the many activities we carry out as adults.

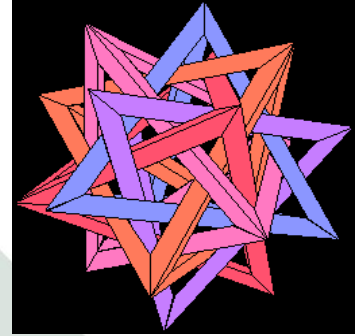


Problem solving is more than a vehicle for teaching and reinforcing Mathematical knowledge and helping to meet everyday challenges. It is also a skill which can enhance logical reasoning. Individuals can no longer function optimally in society by just knowing the rules to follow to obtain a correct answer. They also need to be able to decide through a process of logical deduction what algorithm, if any, a situation requires, and sometimes need to be able to develop their own rules in a situation where an algorithm cannot be directly applied. For these reasons problem solving can be developed as a valuable skill in itself, a way of thinking (NCTM, 1989), rather than just as the means to an end of finding the correct answer.

## Types of Problems

Among the many types of problems the children will be asked to solve there will be examples of the following:

- “ Finding all possibilities;
- “ Logical problems;
- “ Finding rules and describing patterns;
- “ Diagram problems and visual puzzles;
- “ Word problems.



Children will be taught the strategies and be shown how they can apply these systematically to problem solving. The children will be taught how to become systematic in their approach to solving problems as, for many children the hit-and-miss approach they use when gathering information and their poor management of information, limits their ability to work systematically. Such an approach requires practise of taught skills and strategies.

Our aim is to enable our children to develop the correct strategies to solve problems and to help them develop their reasoning and communication skills.

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## Writing Projects

To encourage children to become independent learners, they may be set projects in which they will need to research, collect, assemble and organize information.

### **The success of a project will be the results of**

Good planning, careful preparation, careful selection and creative layout.

The children may need help and support with their project but they should not have the work carried out for them.

### **The teacher does not want to see**

Ⓐ How good the child is at downloading material from the internet.

Ⓐ How well they can photocopy other peoples material.

Ⓐ Or, how well Mum, Dad (or their secretary) is able to find information.

Each teacher will explain carefully how she/he would like the work presented, i.e. in which format:

- “ Written presentation
  - leaflet
  - poster
  - book
- “ Oral presentation
- “ Visual presentation
  - power point presentation
  - slide show and commentary
  - video
- “ An individual or group presentation
  - drama
  - debate

Throughout their work, any difficulties encountered should be referred directly to the class teacher who will be able to help and guide the pupil with their work.

### **Always remember**

Copying other people's work without giving their name is **illegal**. It is known as

### **Plagiarism**



## Bilingual Support

We support children's development in English as an additional language using the following strategies:

- “ Welcoming new children by allocating a partner to look after them on the initial days at the school, placing the child with a friendly and helpful peer who will be communicative despite not sharing a common language
- “ The teachers' try to gain as much knowledge as possible about the child's previous educational experiences
- “ The teachers' find out about the home language and background of each child
- “ Partnered with children with the same language at times
- “ Partnered with other sensitive class members
- “ Direct teaching of language of immediate need (using a consistent form of words when asking questions and giving instructions)
- “ Working in the same small group
- “ Ensuring that the child has the opportunity to listen to English - listening corner, tape recorder, stories, computer, picture books etc.
- “ The child is guided and supported in collaborative/practical activities
- “ The child is offered independent and differentiated activities
- “ The child is offered opportunities to experiment with talk (drama, role play, class singing, rhymes, tongue twisters, imaginative play)
- “ Games - opportunities to follow instructions, inquiring, asking, taking turns
- “ Providing opportunities to develop literacy skills in tandem with oral skills and an emphasis on reading with meaning and writing with a purpose

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## **Rethinking Language in our hidden curriculum**

1. Our classroom is organised to encourage and support talk.
  - “ The layout of the room encourages talk.
  - “ The displays about the room include references to children talking together.
  - “ The children take responsibility for finding, using and returning materials that they need.
2. The children use talk purposefully, while going about their tasks.
  - “ Adults listen to the talk of the children; they note what kinds of talk takes place, and in what situations. Also, how often they refer to the adults for permission, advice or approval.
  - “ Consideration is made for individual children when planning.
3. Teachers look specifically, for opportunities for talk in their planned activities.
4. Teachers record observations, they write down when children, in moments or occasions talk in pairs, small groups, or whole-class discussion, when they approach and speak to the adult, when they make verbal contact with other children. We encourage children to enhance their learning by talking about their work or presenting their work.
5. We recognise the importance of the children’s use of talk.
  - “ At times we make a tape recording or video-film of children talking (with a child, or pair, or group)
  - “ Teachers share observations and use the agreed policies of the school to reflect the child's personal stage of development.
  - “ Children are always encouraged to talk in groups about what teachers do. They always have much to say, which is of interest and which is of course, based upon their experience of teachers, or parents.

## HOME-SCHOOL AGREEMENT

### This is part of the School's Admission Policy

#### **The Parents/Guardians**

I/We shall try to:

- \* See that my child attends School regularly, on time and properly equipped.
- \* Notify the School and provide a note of explanation if the child is absent.
- \* Provide the school with a Doctor's certificate if the child is recovering from contagious disease.
- \* Let the school know about any concerns or problems that might affect my child's work or behaviour.
- \* Discuss with School staff, as soon as possible, any problems that may occur; with another child, homework, or any other.
- \* Support the School's policies and guidelines for behaviour.
- \* Support my child in home activities and other opportunities for home learning.
- \* Attend Parents' Evenings and discussions about my child's progress.
- \* Get to know about my child's life at the School.
- \* Discuss the School rules with my child to ensure that they understand them.
- \* Submit, in writing, names of people who may escort my child from School premises, in case of emergencies or parent absences.

#### **The School will:**

- \* Contact parents/guardians if there is any problem with attendance.
- \* Let parents know about any concerns or problems that affect their child's work or behaviour.
- \* Provide information on their child's progress at regular meetings and in written reports.
- \* Keep parents/guardians informed of activities undertaken at school.
- \* Encourage children to do their best at all times.
- \* Encourage children to take care of their surroundings and other people around them.
- \* Liaise with parents/guardians about appropriate home activities.
- \* Report to parents/guardians at once if their child is taken ill at school.
- \* Strictly enforce a written permission from a parent/guardian concerning the accompanying of their child/ren from school premises.

## **The Child**

This section must be explained to the child by the parent/guardian, before Admission.

### **I will:**

- \* Obey the School rules throughout the School.
- \* Treat other people and my surroundings with respect.
- \* Wear my School Uniform with pride.
- \* Try to do my best in work tasks and listen well.
- \* Always try to do homework on time and with effort.
- \* Be helpful and friendly to all around me.

### **Together we will:**

- \* Tackle any special needs.
- \* Encourage the children to keep the School rules.
- \* Support the child's learning to help them achieve their best.



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